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CYNGOR SIR
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ISLE OF ANGLESEY
COUNTY COUNCIL

Mr Dylan Williams
Prif Weithredwr – Chief Executive
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RHYBUDD O GYFARFOD	NOTICE OF MEETING
CYNGOR YMGYNGHOROL SEFYDLOG (CYS)	STANDING ADVISORY COUNCIL (SAC)
DYDD IAU, 13 CHWEFOR 2025 AM 2:00 O'R GLOCH	THURSDAY, 13 FEBRUARY 2025 AT 2:00 PM
YSTAFELL BWYLLGOR, SWYDDFEYDD Y CYNGOR AC YN RHITHIOL DRWY ZOOM	COMMITTEE ROOM, COUNCIL OFFICES AND VIRTUALLY VIA ZOOM
Swyddog Pwyllgor	Shirley Cooke 01248 752518
	Committee Officer

AELODAU/MEMBERS

Cynghorwyr / Councillors:

Non Dafydd, Gwilym O Jones, Dylan Rees, Keith Roberts, Alwen P Watkin, Arfon Wyn

Yr Enwadau Crefyddol / Religious Denominations

Parch/Rev Neil Ridings (Yr Eglwys yng Nghymru/The Church in Wales), Colette Owens (Yr Eglwys Babyddol/The Catholic Church), Parch/Rev Deborah Stammers (Undeb y Bedyddwyr/The Baptist Union of Wales), Edward Morus Jones (Undeb yr Annibynnwyr Cymraeg/ Union of Welsh Independents), Elaine Green (Yr Eglwys Bresbyteraidd/ Presbyterian Church of Wales), Huw Owen (Yr Eglwys Bresbyteraidd/Presbyterian Church of Wales)

Athrawon/Teachers

Mefys Jones-Edwards (Ysgol Syr Thomas Jones), Heledd Hearn (Ysgol Uwchradd Bodedern), Owain Roberts (Ysgol Cybi), Manon Morris Williams (Ysgol Santes Dwynwen)

Aelod Cyfetholedig/Co-Opted Member

Rheinallt Thomas

Cynrychiolydd Anghrefyddol/Non-Religious Representative

Sarah Lloyd (Dyneiddwyr/Humanists)

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A G E N D A

1 DECLARATION OF INTEREST

To receive any declaration of interest from a Member or Officer in respect of any item of business.

2 MINUTES (Pages 1 - 8)

To submit for confirmation, the draft minutes of the previous SAC meeting held on 17 October 2024.

Matters arising from the minutes: -

- That the Chair's Summary be included in Section 1.1 of the SACRE's Annual Report.
- That the Primary Senior Manager updates the self-evaluation template presented in the report, and,
- presents amendments to the template in the SAC's next meeting.
- That a copy of the final version of the Anglesey SAC's Annual Report for 2023/24 be forwarded to Welsh Government for information.
- That the Primary Senior Manager arranges a visit to a secondary school on Anglesey in due course.
- That the Primary Senior Manager contacts Jenny Downs from the Church in Wales to seek approval for the SAC to include the Church's Section 50 reports as part of SAC's evaluations of school inspections.
- That the Primary Senior Manager invites the Diversity, Equality and Hate Crime Officer to attend the SAC's next meeting in February to present an overview of the Police Officer's work.

3 WASACRE (Pages 9 - 14)

a) Religion, Values and Ethics Film

b) The Teacher Voice Project: RVE in the Curriculum for Wales -

To receive an update by the SAC's Professional Consultant, Mr Phil Lord.

4 NATIONAL ITEMS ON RELIGION, VALUES AND ETHICS - WHAT'S NEW FOR GOVERNORS PLAYLISTS?

To receive an update by the SAC's Professional Consultant.

5 MANDATORY RVE - PRESENTATION TO SECONDARY HEADTEACHERS (Pages 15 - 42)

To receive a presentation by the SAC's Professional Consultant.

6 **RVE AND THE CURRICULUM FOR WALES - PRESENTATION TO PRIMARY TEACHERS** (Pages 43 - 72)

To receive a presentation by the SAC's Professional Consultant.

7 **PRESENTATION BY NORTH WALES POLICE**

To receive a presentation by Einir Williams, the Diversity, Equality and Hate Crime Officer from North Wales Police.

8 **ANY ISSUES SPECIFIC TO THE SAC**

Matters for the next meeting on 10 July 2025 at 2:00 pm.

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STANDING ADVISORY COUNCIL (SAC)

Minutes of the meeting held on 17 October 2024

PRESENT: Councillor Non Dafydd (Chair)
Councillor Arfon Wyn (Vice-Chair)

Councillor Dylan Rees

The Religious Denominations

Mrs Elaine Green (Presbyterian Church in Wales)
Mr Huw Owen (Presbyterian Church in Wales)
Mrs Collette Owens (The Catholic Church)

Teacher Representatives

Mr Richard Jones (St Mary's Catholic School,
Holyhead) (from 2:30pm)
Mrs Mefys Jones-Edwards (Ysgol Syr Thomas Jones,
Amlwch)
Mrs Manon Morris-Williams (Ysgol Santes Dwynwen)
(from 3:00pm)

Non-Religious Group Members

Sarah Lloyd (Humanists Society) (from 2:10pm)

IN ATTENDANCE: Mr Owen T Davies (Primary Senior Manager, Education) (Clerk
to the SACRE)
Mr Phil Lord (Professional Consultant to the SAC)
Mrs Shirley Cooke (Committee Officer)

APOLOGIES: Councillor Gwilym O Jones
Mr Edward Morus Jones (Union of Welsh Independents)
Rev Neil Ridings (The Church in Wales)
Rev Deborah Stammers (The Baptist Union of Wales)
Mr Owain Roberts (Ysgol Cybi)
Mr Rheinallt Thomas (Co-opted Member)

ALSO PRESENT: Dr Gareth Evans-Jones (National Centre of Religious
Education for Wales) (for Item 5) (from 2:10pm)

1. DECLARATION OF INTEREST

None received.

2. MINUTES

The draft minutes of the previous SAC meeting held on 17 July 2024 were presented and confirmed as correct.

Matters arising from the minutes: -

- A presentation on the work of the National Centre of Religious Education for Wales has been itemised in Item 5 on today's agenda.
- It was confirmed that a copy of the Pilgrimage Project presentation has been shared with the SAC.
- The SAC's draft Annual Report for 2023/24 will be presented to the SAC in Item 4 on today's agenda.
- It was confirmed that discussion is ongoing between the Head of Democracy and Group Leaders regarding the appointment of two new members to the vacant seats on the SAC.

3. WALES ASSOCIATION OF SACRES (WASACRE)

The report on the WASACRE's activities during 2023 and 2024 and Annual General Meeting on 13 June 2024 were presented for information and noted.

The SAC's Professional Consultant attended the WASACRE RVE Conference Day on 13 June 2024 at Wrexham University in collaboration with NAPfRE.

The following points were highlighted from the meeting: -

- Professor Graham Donaldson reported on the importance of RVE within the Curriculum for Wales.
- Lynn Neagle reported on the place RVE has within the Curriculum for Wales and outlined her priorities.
- Breakout seminars were held by schools on the Curriculum for Wales. Reference was made to one school that was participating in an Arts Council Project looking at 'Cynefin'. The school was exploring diversity within its community, and had partnered with a school in Wrexham to work on an art piece on 'identity'. This theme enabled the pupils to explore their identity, who they were, their beliefs, where they had come from, and where they call 'home'.

It was noted that the WASACRE RVE Conference was attended by teachers and practitioners from across Wales. Discussion had focused on governance within SACs, and how SACs provide support and monitor their own schools.

RESOLVED to note the information presented.

(Sarah Lloyd and Dr Gareth Evans-Jones joined the meeting at 2:10pm)

4. THE STANDING ADVISORY COUNCIL'S DRAFT ANNUAL REPORT FOR 2023/24

The SAC's draft Annual Report for 2023/24 was presented before the SAC for

comment.

The Chair introduced the report, and paid tribute to the late Miss Bethan James, the SACRE's RE Advisor, who sadly passed away in January this year. The SAC's Professional Consultant, who worked with Miss James in GwE, thanked the Chair for her kind words.

The Chair highlighted the following points in her summary: -

- Recent changes to the SAC's membership have widened the scope for new members.
- Estyn inspection reports over the past 12 months have shown that standards in RE in Anglesey schools have been excellent.
- The Chair and a SAC member visited Ysgol Bodffordd, and were impressed with how RVE has blended in with lessons naturally at the school. Other SAC members were encouraged to visit schools during the coming year.
- The number of pupils taking GCSE RVE has increased.
- To make a positive contribution to the curriculum by producing a collection of spiritual locations for schools, to be published online.

The SAC's Professional Consultant referred to the following points in the report: -

- The Chair's Summary will be included in Section 1.1 of the report.
- Links to Welsh Government Guidance on the Curriculum for Wales have been included in the report.
- Years 10, 11, 12 and 13 in Anglesey schools are currently using the National Exemplar Framework as their Locally Agreed Syllabus.
- The number of learners taking A Level Religious Studies has dropped since last year.
- Estyn inspected and reported on 7 schools last year.
- The Local Authority has acted on actions requested by the SAC, outlined in Section 2.4 of the report.
- Schools have a duty to provide collective worship sessions in schools. There are resources for schools on the WASACRE website to meet statutory requirements on collective worship.
- The SAC'S template in Section 3.3 for schools' self-evaluation of RE standards refer to RE in the old Estyn Inspection Framework. Estyn has modified its Framework and now has 3 inspection areas compared to 5 previously. The template is outdated and will need to be removed for the next annual report, but may need to be re-written, if schools are looking at RVE through the Estyn lens.
- The inspection area criteria on Page 28 for schools' self-evaluation of RE was relevant during the period of the report but will need to be updated.

The Chair thanked the Director of Education, Primary Senior Manager (Clerk to the SAC), and the SAC's Professional Consultant for their work in preparing the SAC's Annual Report.

RESOLVED: -

- **To note the information presented in the SAC's Annual Report for 2023/24.**
- **To include the Chair's Summary in Section 1.1 of the report.**
- **That the Primary Senior Manager updates the self-evaluation template presented in the report, and,**
- **presents amendments to the template in the SAC's next meeting.**
- **That a copy of the final version of the Anglesey SAC's Annual Report for 2023/24 be forwarded to Welsh Government for information.**

(Mr Richard Jones joined the meeting at 2:30 pm)

5. THE NATIONAL CENTRE OF RELIGIOUS EDUCATION FOR WALES

Dr Gareth Evans-Jones gave a presentation on the National Centre for RE, which has been supporting teachers and RE since the 1970s. He reported that together with Mrs Mefys Jones-Edwards, he was a part of a team who relaunched the Centre in the National Eisteddfod in 2023. The Centre now represents many different religions and faiths and works to promote education related to those faiths.

The Centre offers many opportunities to engage with schools and faith organisations, which are all free. Recent events include the following: -

- An Easter School was held offering revision sessions for pupils studying GCSE's and A Levels.
- A conference was held in a Carmarthenshire College, which was attended by learners from 7 schools.
- The Vicar of the Anglican Church in Trawsfynydd gave a talk at the Centre, which was attended by 4 schools who joined virtually.
- The Centre has worked with Cardiff University on the Holocaust, where a virtual panel discussed remembering the Holocaust in a digital age. Points raised included whether it is acceptable to use holograms and AI to discuss the Holocaust.

It was noted that the Centre shares information about different thinkers, philosophers and theorists on Instagram. During black history month, information on important black religious figures is posted on Instagram, which link to the opportunities offered by the Curriculum for Wales in creating wider diversity.

On Earth Day quotes are published by different environmentalists. A representative from the Centre is involved in the Peace in Education Project, which was held in the Llangollen Eisteddfod.

The aim of the Centre is to continue to support teachers across Wales and support RE. In addition, the Centre is working with Welsh Government on advisory roles and faith and worldviews establishments. Discussions have also taken place on ways for closer collaboration with the SAC.

Mrs Mefys Jones-Edwards reported that the staff at the Centre have been very helpful in offering support to Anglesey schools, Ysgol Syr Thomas Jones specifically. She stated that secondary school teachers appreciate the support and training sessions that are offered to schools, which are delivered in a fun way. It was noted that the Centre provides excellent resources, which YSTJ pupils have benefitted from by attending sessions. The teacher thanked Mr Evans-Jones and his staff for their work.

A question was raised on how non-religious values are linked with the Centre's work in a positive way? Dr Evans-Jones responded that the staff at the Centre work closely with Humanists UK and have a healthy relationship with the organisation. He stated that the Centre acknowledges and incorporates non-religious worldviews into their work, as an integral part of the New Curriculum. It was noted that a Humanist representative will attend the Interfaith Panel Day at Bangor University on 13 November 2024, where lesser worldviews will also be represented.

A question was raised as to whether the Centre was involved in teaching contextual theology at degree or postgraduate level? Dr Evans-Jones responded that he lectures in Theology and Comparative Theology in the Philosophy, Ethics and Religion Department of Bangor University. He stated that the subjects are so diverse that they enable lecturers to align with the new Curriculum for Wales. He stated that this year he is teaching Christian Theologies in the Modern World. Next year, he will be teaching Humanism, and the following year Paganism in the post-modern world.

A question was raised as to whether there are any projects on the theme of Peace in Education, or whether the children do artwork on the topic? Dr Evans-Jones reported that there has been a Peace in Education Project specifically for pupils in Year 7, 8 and 9. He stated that he would like to expand the project with the Peace Academy for Wales and would take the proposal to the Centre's Board members. It would enable schools to engage with the community and the whole Island to ensure that learners can reflect on the theme in a creative manner.

The Chair thanked Mr Gareth Evans-Jones for his informative overview of the Centre's work and what it has to offer, which is a very useful resource for Anglesey schools.

RESOLVED to note the information presented.

6. ANGLESEY SAC MEMBER'S VISIT TO A SECONDARY SCHOOL

The Primary Senior Manager reported that arrangements had been made for a member of the SAC to visit a secondary school on Anglesey. Unfortunately, the school was unable to accommodate that visit and withdrew their invitation.

The Chair and Vice-Chair reported that they would be happy to attend a school visit.

RESOLVED that the Primary Senior Manager arranges a visit to a

secondary school on Anglesey in due course.

(Mrs Manon Morris-Williams joined the meeting at 3:00pm)

7. SECONDARY SCHOOLS UPDATE AND GCSE RELIGIOUS STUDIES DRAFT SPECIFICATION

Mrs Mefys Jones-Edwards reported on her experience of teaching Religious Studies in Ysgol Syr Thomas Jones, Amlwch. She stated that her school has a high uptake in the number of pupils choosing the subject for GCSE and A Level.

In terms of the Humanities Area of Learning and Experience subjects, the teacher reported that the big question is dealt with in a disciplinary manner. She stated that she teaches Religion, Values and Ethics, whilst the History and Geography specialists teach their individual subjects, and the Business teacher provides input on the subject. It was noted that in YSTJ pupils do a lot of work on the subject: they look at books, the teacher questions the pupils and listens to them, which creates strong foundations in preparation for GCSEs.

The teacher reported that to introduce the big question in Humanities requires a lot of planning. Every Humanities teacher needs to be up to date on what the other teachers within the subject are teaching, to enable the subjects to tie in together to get the big picture. At the end of each big question, different teachers can respond to every Humanities subject. Teachers will need to see the link between subjects to meet the requirements of the New Curriculum. She stated that it is possible to choose your direction, and discussions are held regularly between teachers and pupils. The teacher stated that she is very passionate about RS and wants the new specification to be implemented correctly, so that her pupils reach the standard.

The teacher expressed concern that the new Draft Specification for GCSE is heavy and detailed, although some elements tie in with the Curriculum for Wales. She invited members of the SAC to visit YSTJ to speak to the learners and observe their work.

The SAC's Professional Consultant reported that WJEC has kept the Religious Studies aspect, rather than change the qualification to RVE GCSE. He stated that concerns have been expressed that pupils are not prepared for GCSE in Years 7, 8 and 9, and miss out on the breadth of the lenses because they are being prepared for GCSE. This could narrow the curriculum and pupils could miss out on exciting opportunities in Years 7, 8 and 9 because Christianity and the 5 big belief systems are still currently in use. It was noted that there will be an opportunity in one of the units to discuss Paganism, for example, but not across the whole GCSE.

RESOLVED to note the information presented.

8. ANY OTHER ISSUES SPECIFIC TO THE SAC

A question was raised regarding the Anglesey SAC reporting on Section 50 inspections for RE, as voluntary aided denominational schools have separate

inspections for RE.

The SAC's Professional Consultant stated that reporting on Section 50 inspections is not within the remit of the SAC but would now be welcome due to the relationship between the different sectors as a result of the Curriculum for Wales and guidance document. In terms of SACRE voting, approval would need to be sought from the Church in Wales, the Catholic Sector and the SAC. It was noted that the Church in Wales schools have not been inspected since before Covid.

- The Chair reported that she has received an e-mail from a teacher on Anglesey seeking clarity of the statutory requirements for RE in Key Stage 4.

The SAC's Professional Consultant reported that the statutory entitlement is up to 16 years of age. He stated that all pupils in Years 10 and 11 must be taught RVE or Religious Studies. If a pupil is taught RVE then that replaces RS. If pupils are not taking RS, then they would have to abide by the Agreed Syllabus.

- The Chair reported that there has been an increase in hate crime and religion. She suggested that a member of the North Wales Police be invited to give a presentation on hate crime. She stated that she had received communication from the Diversity, Equality and Hate and Crime Officer, and requested the Committee's views.

RESOLVED

- **That the Primary Senior Manager contacts Jenny Downs from the Church in Wales to seek approval for the SAC to include the Church's Section 50 reports as part of SAC's evaluations of school inspections.**
- **That the Primary Senior Manager invites the Diversity, Equality and Hate Crime Officer to attend the SAC's next meeting in February to present an overview of the Police Officer's work.**

9. NEXT MEETING

It was noted that the SAC's next meeting will be held on Thursday, 13 February 2025 at 2:00 pm.

The meeting concluded at 3:40 pm

**COUNCILLOR NON DAFYDD
CHAIR**

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<p>TEITL YR ASTUDIAETH:</p> <p>Prosiect Llais Yr Athro: CGM yn y Cwricwlwm i Gymru</p>	<p>STUDY TITLE:</p> <p>The Teacher Voice Project: RVE in the Curriculum for Wales</p>
<p><i>At bwy mae'r astudiaeth wedi'i hanelu ?</i> Anelir yr astudiaeth hon at athrawon yng Nghymru. Rhaid i'r cyfranogwyr fod yn ymarferwyr sy'n addysgu yng Nghymru (o fewn cyd-destun ysgol neu leoliad 3 i 16 oed). Mae hyn yn cynnwys athrawon yn yr ysgolion a'r lleoliadau canlynol: Meithrin, Cynradd, Uwchradd, Ysgolion Pob Oed, Arbennig, ac Unedau Cyfeirio Disgyblion.</p> <p><i>Pwy sy'n gyfrifol am yr astudiaeth?</i> Gyda chefnogaeth Cymdeithas CYSAGau / CYSau Cymru, mae'r astudiaeth gydweithredol hon wedi'i dyfeisio a'i chynnal gan ymchwilwyr o Ganolfan San Silyn Wrecsam, Prifysgol yr Esgob Grosseteste, Prifysgol Metropolitan Caerdydd, Cymorth Addysg Castell-nedd Port Talbot, ac Ysgol Uwchradd Llanisien, Caerdydd.</p> <p><i>Beth yw pwnc yr astudiaeth?</i> Mae'r astudiaeth hon wedi'i chynllunio i gael mynediad uniongyrchol at brofiadau athrawon o'r newidiadau cwricwlwm yng Nghymru a'u hymgysylltiad â nhw, gyda ffocws ar Grefydd, Gwerthoedd a Moeseg (CGM). Nod yr astudiaeth yw rhoi 'ciplun' o safbwyntiau athrawon ar CGM yn y Cwricwlwm i Gymru, a all lywio'r ddarpariaeth ar gyfer dysgu proffesiynol a deialog broffesiynol ar lefelau lleol a chenedlaethol. Mae'r ymchwil hon yn cael ei chynnal er budd y cyhoedd.</p> <p><i>Beth fydd cymryd rhan yn yr astudiaeth yn ei olygu?</i> Os yw cyfranogwyr posibl yn penderfynu cymryd rhan yn yr astudiaeth, ar ôl iddynt ddarllen y wybodaeth hon i gyfranogwyr, yna bydd angen iddynt</p>	<p><i>Who is the study aimed at?</i> This study is aimed at teachers in Wales. Participants must be practitioners teaching in Wales (within a 3- to 16-year school or setting context). This includes teachers in the following schools and settings: Nursery, Primary, Secondary, All-age School, Special, and PRU.</p> <p><i>Who is responsible for the study?</i> With the support of the Wales Association of SACREs / SACs, this collaborative study is devised and undertaken by researchers from the St Giles' Centre Wrexham, Bishop Grosseteste University, Cardiff Metropolitan University, Neath Port Talbot Education Support, and Llanishen High School, Cardiff.</p> <p><i>What is the study about?</i> This study is designed to access directly teachers' experiences of and engagement with curriculum change in Wales, with a focus on Religion, Values and Ethics (RVE). The aim of the study is to provide a 'snapshot' of teachers' perspectives on RVE in the Curriculum for Wales, which can inform provision for professional learning and professional dialogue at both local and national levels. This research is being conducted in the public interest.</p> <p><i>What will participation in the study involve?</i> If potential participants decide to take part in the study, once they have read the participant information on page 1 of the survey, they then need to respond</p>

ymateb i'r cwestiynau Caniatâd sy'n dilyn. Yna byddant yn cael mynediad i'r arolwg, lle gofynnir iddynt fel unigolyn roi rhywfaint o wybodaeth gyffredinol gwyno amdanynt eu hunain ac yna ymateb i ystod o gwestiynau sy'n eu gwahodd i rannu eu safbwyntiau a'u profiadau proffesiynol sy'n berthnasol i CGM yn y Cwricwlwm i Gymru. Bydd y cwestiynau hyn yn cymryd tua 25 – 30 munud i'w cwblhau.

Oes rhaid iddyn nhw gymryd rhan?

Mae cymryd rhan yn yr astudiaeth hon yn gwbl wirfoddol ac ni fydd dewis peidio â chymryd rhan yn effeithio arnynt mewn unrhyw ffordd. Gallant hefyd ddewis tynnu eu cyfranogiad yn ôl, heb roi rheswm, trwy gysylltu â Dr Tania ap Sion (tania.apsion@bishopg.ac.uk). Rhoddir rhagor o fanylion am dynnu'n ôl o'r astudiaeth isod.

A fydd unrhyw fanteision posibl o gymryd rhan yn yr astudiaeth hon?

Bydd cymryd rhan yn yr astudiaeth hon yn helpu i rannu safbwyntiau athrawon ar CGM yn y Cwricwlwm i Gymru ar lefelau lleol, cenedlaethol a rhyngwladol. Bydd hyn yn helpu i gyfrannu at ddeialog broffesiynol a lywir gan ymchwil a dysgu proffesiynol.

Beth yw anfanteision, sgil effeithiau neu risgiau posibl cymryd rhan yn yr astudiaeth hon? Ni chanfuwyd unrhyw anfanteision, sgil-effeithiau na risgiau i gymryd rhan yn yr astudiaeth hon.

A fydd fy rhan yn cael ei chadw'n gyfrinachol? Bydd data'r cyfranogwyr yn cael ei gasglu drwy onlinesuCGMys.jisc.ac.uk ar lwyfan JISC, sy'n cydymffurfio â GPDR. Bydd y data yma yn cael eu storio'n ddiogel ym Mhrifysgol yr Esgob Grosseteste ar

to the Consent questions which follow. They will then gain access to the survey, where they will be asked as an individual to provide some brief general information about themselves and then respond to a range of questions which invite them to share their professional views and experiences relevant to RVE in the Curriculum for Wales. These questions will take approximately 25 – 30 minutes to complete.

Do they have to take part?

No. Participation in this study is completely voluntary and choosing not to take part will not affect them in any way. They can also choose to withdraw their participation, without giving a reason, by contacting Dr Tania ap Sion (tania.apsion@bishopg.ac.uk). Further details about withdrawing from the study are provided below.

Will there be any possible benefits in taking part in this study?

Participation in this study will help teacher perspectives on RVE in the Curriculum for Wales to be shared at local, national and international levels. This will help contribute to research-informed professional dialogue and professional learning.

What are the possible disadvantages, side effects or risks, of taking part in this

study? No disadvantages, side effects or risks to taking part in this study have been identified.

Will taking part be kept confidential?

Participants' data will be collected via onlinesurveys.jisc.ac.uk on the JISC platform, which is GPDR compliant. These data will be stored securely at Bishop Grosseteste University on the University's double-encrypted OneDrive,

OneDrive y Brifysgol sydd wedi'i amgryptio ddwywaith, a dim ond y tîm ymchwil fydd yn ei gael drwy ddefnyddio cyfrifiaduron wedi'u hamgryptio, a ddiogelir gan gyfrinair. Ni ofynnir i'r cyfranogwyr ar unrhyw adeg yn yr arolwg i ddarparu unrhyw ddata personol enw neu enw yr ysgol neu leoliad. Bydd data'n ddiennw os cynhwysir unrhyw wybodaeth adnabyddadwy. Ar ôl cwblhau'r gwaith casglu data, bydd yr holl ddata'n cael ei gadw'n gyfrinachol ac yn ddiogel am hyd at 10 mlynedd.

Beth fyddwch y tîm ymchwil yn ei wneud gyda'r data? Fel rheolydd data ar gyfer yr astudiaeth hon, rydym wedi ymrwymo i ddiogelu hawliau unigolion yn unol â deddfwriaeth diogelu data. Bydd Prifysgol yr Esgob Grosseteste yn cadw ymatebion i'r arolwg am 10 mlynedd ar ôl diwedd yr astudiaeth, ac ar ôl hynny bydd yr holl ddata'n cael ei ddileu. Bydd ymatebion dienw pawb sy'n cwblhau'r arolwg yn cael eu hysgrifennu mewn adroddiadau, erthyglau academiaidd, ac erthyglau newyddion ymchwil, a fydd ar gael am gyfnod amhenodol. Byddant hefyd yn cael eu cyflwyno mewn cynadleddau, seminarau a chyfarfodydd proffesiynol. Mae hawliau cyfranogwyr i gael mynediad at, newid neu symud eu gwybodaeth yn gyfyngedig, gan fod angen i ni reoli eu gwybodaeth mewn ffyrdd penodol er mwyn i'r ymchwil fod yn ddibynadwy ac yn gywir.

Beth fydd yn digwydd os nad yw cyfranogwr am barhau i fod yn rhan o'r astudiaeth? Nid oes unrhyw rwymedigaeth ar gyfranogwyr posibl i gymryd rhan yn yr astudiaeth. Os yw cyfranogwr yn dewis tynnu'n ôl ar ôl i cyflwyno'u hymateb i'r arolwg, bydd angen iddynt ddarparu eu 'ID Ymateb' a

and will be accessible only by the research team using encrypted, password-protected computers. At no point in the survey will participants be asked to provide any personal data such as their name or their school or setting name. Data will be anonymised should any identifiable information be included. Following the completion of data collection, all data will be kept confidentially and securely for up to 10 years. Following the completion of data collection, all data will be kept confidentially and securely for up to 10 years.

What will the research team do with my data? As data controller for this study, we are committed to protecting the rights of individuals in line with data protection legislation. Bishop Grosseteste University will keep survey responses for 10 years after the end of the study, after which all data will be deleted. The anonymous responses of everyone who completes the survey will be written up in reports, academic articles, and research news articles, which will be made available indefinitely. They will also be presented at conferences, seminars and professional meetings. Participant rights to access, change or move their information are limited, as we need to manage their information in specific ways in order for the research to be reliable and accurate.

What will happen if a participant does not want to carry on being part of the study? There is no obligation for a potential participant to participate in the study. If a participant chooses to withdraw after they have submitted their survey response, they will need to provide their 'Response ID' which is randomly

gynhyrchir ar hap gan yr arolwg pan fyddant yn cyflwyno'u hymateb. Mae'r ID ymateb hwn yn caniatáu i'w data gael ei adnabod a'i ddileu. Os byddant yn colli eu ID ymateb, ni fyddant yn gallu tynnu'n ôl o'r astudiaeth oherwydd ni fydd unrhyw ddata personol adnabod yn cael ei gasglu yn yr astudiaeth. Os ydynt yn dewis tynnu'n ôl o'r astudiaeth, dylent gysylltu â Dr Tania ap Sion (tania.apsion@bishopg.ac.uk)

Beth fydd yn digwydd i ganlyniadau'r astudiaeth?

Bydd canfyddiadau'r astudiaethau'n cael eu rhannu â CCYSAGC, CYSAGau/CYSau lleol, awdurdodau lleol, consortia, Llywodraeth Cymru, a chyrrff proffesiynol eraill sydd â diddordeb mewn CGM yn y Cwricwlwm i Gymru. Bydd y canfyddiadau hyn yn cael eu lledaenu trwy gyflwyniadau mewn cynadleddau, seminarau a chyfarfodydd yn ogystal â thrwy gyhoeddiadau. Nid yw'r astudiaeth yn casglu data personol fel enwau neu enwau ysgolion neu leoliadau felly mae'r data'n ddiennw. Bydd unrhyw ddyfyniadau a ddefnyddir yn ddiennw ac yn cael eu cyflwyno mewn ffordd sy'n osgoi adnabod unrhyw unigolyn, ysgol neu leoliad.

Pwy sydd wedi adolygu'r astudiaeth?

Mae'r astudiaeth hon wedi'i hadolygu a'i chymeradwyo gan bwyllgor moeseg ymchwil Prifysgol yr Esgob Grosseteste a phwyllgor moeseg ymchwil Prifysgol Metropolitan Caerdydd (CSESP -Sta-323).

Â phwy y dylwn gysylltu os wyf am gael rhagor o wybodaeth?

Dr Tania ap Sion, Darlennydd Crefydd, Dyniaethau ac Addysg, tania.apsion@bishopg.ac.uk

generated by the survey when they submit their response. This response ID allows their data to be identified and deleted. If they lose their response ID, they will not be able to withdraw from the study because no identifying personal data will be collected in the study. Should they choose to withdraw from the study, they contact Dr Tania ap Sion (tania.apsion@bishopg.ac.uk)

What will happen to the results of the study?

Study findings will be shared with WASACRE, local SACREs/ SACs, local authorities, consortia, Welsh Government, and other professional bodies with an interest in RVE in the Curriculum for Wales. These findings will be disseminated through presentations at conferences, seminars and meetings as well as through publications. The study does not collect personal data such as names or school or setting names so the data are anonymous. Any quotations used will be anonymised and presented in a way to avoid identification of any individual, school or setting.

Who has reviewed the study?

This study has been reviewed and approval given by Bishop Grosseteste University research ethics committee and the Cardiff Metropolitan University research ethics committee (CSESP -Sta-323).

Who should I contact if I want further information?

Dr Tania ap Sion, Reader in Religions, Humanities and Education, tania.apsion@bishopg.ac.uk

Â phwy y dylwn gysylltu os dymunaf godi ymholiadau neu bryderon?

Yn achos unrhyw angen i godi ymholiadau neu bryderon am y prosiect ymchwil hwn, mae croeso i chi ddefnyddio'r manylion cyswllt annibynnol hyn:

Yr Athro Caroline Horton, Cadeirydd Pwyllgor Moeseg Ymchwil Prifysgol yr Esgob Grosseteste,
caroline.horton@bishopg.ac.uk.

DOLEN AROLWG: FERSIWN CYMRAEG

<https://app.onlinesurveys.jisc.ac.uk/s/bishopg/the-teacher-voice-project-rve-in-the-curriculum-for-wales-dupli>



Who should I contact if I wish to raise queries or concerns?

In case of any need to raise queries or concerns about this research project, you are welcome to use these independent contact's details:

Professor Caroline Horton, Chair of Bishop Grosseteste University's Research Ethics Committee,
caroline.horton@bishopg.ac.uk.

SURVEY LINK: ENGLISH VERSION

<https://app.onlinesurveys.jisc.ac.uk/s/bishopg/the-teacher-voice-project-rve-in-the-curriculum-for-wales>



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Cwricwlwm i Gymru

**Crefydd,
Gwerthoedd a
Moeseq**



Curriculum for Wales

**Religion, Values
and Ethics**

[Click for Slide Notes](#)

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Cwricwlwm i Gymru

Dechrau arni



Cyflwyniad i ganllawiau
Curriculum i Gymru

Crynodeb o'r ddeddfwriaeth

Cynllunio'ch cwricwlwm

Uywodraeth Cymru
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Curriculum for Wales

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[Crynodeb o'r ddeddfwriaeth](#)

[Deddf Cwricwlwm ac Asesu \(Cymru\) 2021 – cyflwyniad](#)

[Ysgolion a gynhelir ac ysgolion maethol a gynhelir](#)

Crynodeb o'r ddeddfwriaeth

Nod yr adran hon o ganllawiau fframwaith Cwricwlwm i Gymru yw helpu ysgolion a lleoliadau, yn ogystal ag eraill ym maes addysg sydd â diddordeb, i feithrin dealltwriaeth well o'r gyfraith mewn perthynas â'r Cwricwlwm i Gymru a'r hyn sy'n ofynnol ganddyn nhw.

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[Curriculum and Assessment \(Wales\) Act 2021 – an introduction](#)

[Maintained schools and maintained nursery schools](#)

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Legislation summary

This section of the Curriculum for Wales framework guidance is designed to help schools and settings, as well as others in education with an interest, to better understand what the law is for the Curriculum for Wales and what is required of them.

In addition to setting out the legal basis for guidance, it also provides information relating to legal duties and guidance of a statutory nature that

Crefydd, gwerthoedd a moeseg

Statws cyfreithiol y canllawiau ar grefydd, gwerthoedd a moeseg

i Mandadol

Mae'r canllawiau ar grefydd, gwerthoedd a moeseg ym Maes y Dyniaethau yn statudol a chânt eu cyhoeddi o dan adran 71 o Ddeddf Cwricwlwm ac Asesu (Cymru) 2021 (y Ddeddf) a bwriedir iddyn nhw helpu'r rhai sy'n gyfrifol o dan y Ddeddf am gynllunio'r maes llafur ar gyfer crefydd, gwerthoedd a moeseg fel rhan o gwricwlwm yr ysgol.

Religion, values and ethics

Legal status of the RVE guidance

i Mandatory

The guidance on RVE contained within the Humanities Area is statutory and published under section 71 of the Curriculum and Assessment (Wales) Act 2021 (the Act) and designed to assist those responsible under the Act for designing the RVE syllabus as part of the school curriculum.



Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)

Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)
- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)
- ~~The right to withdraw and post 16 compulsory RE~~

Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)
- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~
- “Ystyried”
 - Meysydd Llafur Cytunedig
 - Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)
- ~~The right to withdraw and post 16 compulsory RE~~
- “Have Regard”
 - Agreed Syllabi
 - Religion, values and ethics guidance

Prif Agweddau

- Crefyddau ac argyhoeddiadau athronyddol anghrefyddol
 - Erthygl 2 Protocol 1 i'r Confensiwn Ewropeaidd ar Hawliau Dynol (E2P1)
- ~~Yr hawl i dynnu'n ôl ac Crefydd, gwerthoedd a moeseg ôl-16~~
- “Ystyried”
 - Meysydd Llafur Cytunedig
 - Canllawiau ar Grefydd, Gwerthoedd a Moeseg
- Datblygiad ysbrydol
 - *yn unigolion iach, hyderus sydd â gwerthoedd sicr ac sy'n sefydlu eu credoau ysbrydol ac egwyddorol*
 - Ysbrydol, moesol, cymdeithasol a diwylliannol – Estyn
 - Deddf Cwricwlwm ac Asesu (Cymru) 2021

Main Aspects

- Religious and non-religious philosophical convictions
 - Article 2 Protocol 1 of the European Convention on Human Rights (A2P1)
- ~~The right to withdraw and post 16 compulsory RE~~
- “Have Regard”
 - Agreed Syllabi
 - Religion, values and ethics guidance
- Spiritual development
 - *healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs*
 - Spiritual, moral, social and cultural – Estyn
 - Curriculum and Assessment Act (Wales) 2021

Section 59(2) General curriculum requirement

The requirement is that the curriculum is a balanced and broadly based curriculum that -

- (a) promotes the spiritual, moral, cultural, mental and physical development of the pupils and of society, and*
- (b) prepares the pupils for the opportunities, responsibilities and experiences of later life.*

29 Gofynion gweithredu pellach ar gyfer disgyblion 3 i 14 oed

- (1) Rhaid gweithredu'r cwricwlwm mabwysiedig yn unol ag is-adran (2) i ddisgyblion nad ydynt eto wedi cwblhau'r flwyddyn ysgol y mae'r rhan fwyaf o'r disgyblion yn eu dosbarth yn cyrraedd 14 oed ynddi.
- (2) Rhaid gweithredu'r cwricwlwm mabwysiedig mewn ffordd sy'n sicrhau addysgu a dysgu i bob disgybl—
 - (a) sy'n cwmpasu'r meysydd dysgu a phrofiad (gan gynnwys yr elfennau mandadol o fewn y meysydd hynny), a
 - (b) sy'n datblygu'r sgiliau trawsgwricwlaidd mandadol.
- (3) Rhaid i'r addysgu a dysgu a sicrheir o dan is-adran (2)—
 - (a) mewn cysylltiad ag elfen fandadol Addysg Cydberthynas a Rhywioldeb, fod yn addas ar gyfer cyfnod datblygu'r disgybl, a
 - (b) mewn cysylltiad ag elfen fandadol Crefydd, Gwerthoedd a Moeseg, gyd-fynd â Rhan 2 o Atodlen 1, ac eithrio pan fo is-adran (4) yn gymwys.
- (4) Mae'r is-adran hon yn gymwys pan fo'r addysgu a dysgu i ddisgyblion mewn dosbarth y mae'r rhan fwyaf o'r disgyblion ynddo yn iau na'r oedran ysgol gorfodol ar ddechrau'r flwyddyn ysgol.

29 Further implementation requirements for pupils aged 3 to 14

- (1) The adopted curriculum must be implemented in accordance with subsection (2) for pupils who have not yet completed the school year in which the majority of the pupils in their class attain the age of 14.
- (2) The adopted curriculum must be implemented in a way that secures teaching and learning for each pupil that—
 - (a) encompasses the areas of learning and experience (including the mandatory elements within those areas), and
 - (b) develops the mandatory cross-curricular skills.
- (3) The teaching and learning secured under subsection (2)—
 - (a) in respect of the mandatory element of Relationships and Sexuality Education, must be suitable for the pupil's stage of development, and
 - (b) in respect of the mandatory element of Religion, Values and Ethics, must accord with Part 2 of Schedule 1, except where subsection (4) applies.
- (4) This subsection applies where the teaching and learning is for pupils in a class in which the majority of the pupils are below compulsory school age at the beginning of the school year.

30 Gofynion gweithredu pellach ar gyfer disgyblion 14 i 16 oed

- (1) Rhaid gweithredu'r cwricwlwm mabwysiedig yn unol ag is-adran (2) i ddisgyblion sydd wedi cwblhau'r flwyddyn ysgol y cyrhaeddodd y rhan fwyaf o'r disgyblion yn eu dosbarth 14 oed ynddi.
- (2) Rhaid gweithredu'r cwricwlwm mabwysiedig mewn ffordd—
 - (a) sy'n sicrhau addysgu a dysgu i bob disgybl sy'n cwmpasu'r elfennau mandadol o fewn y meysydd dysgu a phrofiad, a
 - (b) sy'n sicrhau addysgu a dysgu arall i bob disgybl ym mhob maes dysgu a phrofiad.
- (3) Rhaid i'r addysgu a dysgu a sicheir o dan is-adran (2) ddatblygu'r sgiliau trawsgwricwlaidd mandadol.
- (4) Rhaid i'r addysgu a dysgu a sicheir o dan is-adran (2) gynnwys—
 - (a) addysgu a dysgu mewn cysylltiad ag unrhyw ddarpariaeth a wneir yn y cwricwlwm, i'r graddau y mae'n gymwys i'r disgybl, yn rhinwedd rheoliadau a wneir o dan adran 25, a
 - (b) yr addysgu a dysgu a ddewisir gan y disgybl yn rhinwedd adran 24.
- (5) Am eithriad i'r ddyletswydd i sicrhau'r addysgu a dysgu a ddewisir gan y disgybl, gweler adran 31.
- (6) Rhaid i'r addysgu a dysgu a sicheir o dan is-adran (2)—
 - (a) mewn cysylltiad ag elfen fandadol Addysg Cydberthynas a Rhywioldeb, fod yn addas ar gyfer cyfnod datblygu'r disgybl, a
 - (b) mewn cysylltiad ag elfen fandadol Crefydd, Gwerthoedd a Moeseg, gyd-fynd â Rhan 2 o Atodlen 1.

30 Further implementation requirements for pupils aged 14 to 16

- (1) The adopted curriculum must be implemented in accordance with subsection (2) for pupils who have completed the school year in which the majority of the pupils in their class attained the age of 14.
- (2) The adopted curriculum must be implemented in a way that—
 - (a) secures teaching and learning for each pupil that encompasses the mandatory elements within the areas of learning and experience, and
 - (b) secures other teaching and learning for each pupil in each area of learning and experience.
- (3) The teaching and learning secured under subsection (2) must develop the mandatory cross-curricular skills.
- (4) The teaching and learning secured under subsection (2) must include—
 - (a) teaching and learning in respect of any provision made in the curriculum, so far as it applies to the pupil, by virtue of regulations made under section 25, and
 - (b) the teaching and learning chosen by the pupil by virtue of section 24.
- (5) For an exception to the duty to secure the teaching and learning chosen by the pupil, see section 31.
- (6) The teaching and learning secured under subsection (2)—
 - (a) in respect of the mandatory element of Relationships and Sexuality Education, must be suitable for the pupil's stage of development, and
 - (b) in respect of the mandatory element of Religion, Values and Ethics, must accord with Part 2 of Schedule 1.


English

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Hafan > Cwricwlwm i Gymru

Cwricwlwm i Gymru

Meysydd dysgu a phrofiad



Y Celfyddydau Mynegiannol Iechyd a Lles Y Dyniaethau

Cymraeg

Hwb

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Curriculum for Wales

Areas of learning and experience




Expressive Arts Health and Well-being Humanities

MAES DYSGU A PHROFIAD

Y Dyniaethau

Canllawiau i helpu ysgolion a lleoliadau i ddatblygu eu cwricwlwm eu hunain, gan alluogi dysgwyr i ddatblygu o ran y pedwar diben.




Cynnwys

1. Cyflwyniad
2. Datganiadau o'r hyn sy'n bwysig
3. Egwyddorion cynnydd
4. Disgrifiadau dysgu
5. Cynllunio eich cwricwlwm

AREA OF LEARNING AND EXPERIENCE

Humanities

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.



Contents

1. Introduction
2. Statements of what matters
3. Principles of progression
4. Descriptions of learning
5. Designing your curriculum

5. Cynllunio eich cwricwlwm

CYNNWYS

Sgiliau trawsgwricwlaidd a sgiliau cyffannol

Ystyriaethau penodol ar gyfer y Maes hwn

Cysylltiadau allweddol gyda Meysydd eraill

Themau trawsgwricwlaidd

Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Cyflwyniad

1 Mae Crefydd, Gwerthoedd a Moeseg yn un o ofynion statudol Cwricwlwm i Gymru ac yn orfodol i bob dysgwr rhwng 3 ac 16 oed. Mae Crefydd, Gwerthoedd a Moeseg yn rhan o Faes y Dyniaethau (Maes). Mae'r Maes hwn yn cynnwys daearyddiaeth; hanes; Crefydd, Gwerthoedd a Moeseg; astudiaethau busnes. Mae'r disgyblaethau hyn yn rhannu llawer o'r an themâu, cysyniadau a sgiliau trosglwyddadwy, ac yn cynnwys eu gwybodaeth a'u sgiliau gwahanol eu hunain hefyd.

Nid oes gan rieni hawl i ofyn am gael tynnu eu plentyn yn ôl o addysg Crefydd, Gwerthoedd a Moeseg o fewn Cwricwlwm i Gymru.

Diben y canllawiau hyn ar grefydd, gwerthoedd a moeseg

Cafodd y canllawiau hyn ar Grefydd, Gwerthoedd a Moeseg eu hystrgrifennu gan ymarferwyr ac arbenigwyr addysg grefyddol er mwyn rhoi cymorth

5. Designing your curriculum

CONTENTS

Cross-curricular skills and integral skills

Specific considerations for this Area

Key links with other Areas

Cross-cutting themes

Religion, values and ethics guidance

Religion, values and ethics guidance

Introduction

1 Religion, values and ethics (RVE) is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. RVE forms part of the Humanities Area. This Area encompasses geography; history; religion, values and ethics; business studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.

There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales.

The purpose of this RVE guidance

This RVE guidance has been written by practitioners and religious education experts to provide additional support on how RVE can be taught within the Humanities Area. It emphasises the integral nature of RVE within this Area and

Cynllunio eich cwricwlwm ar gyfer Crefydd, Gwerthoedd a Moeseg

- themâu trawsbynciol
- sgiliau trawsgwricwlaidd
- sgiliau sy'n hanfodol i'r pedwar diben
- Crefydd, Gwerthoedd a Moeseg a'r datganiadau o'r hyn sy'n bwysig

Page 25

- Datblygiad ysbrydol
- Cysyniadau Crefydd, Gwerthoedd a Moeseg
- Lens Crefydd, Gwerthoedd a Moeseg



Designing your curriculum for Religion, Values and Ethics

- cross-cutting themes
- cross-curricular skills
- skills integral to the four purposes
- Religion, Values and Ethics and the statements of what matters

- Spiritual development
- Religion, Values and Ethics Concepts
- The Religion, Values and Ethics lens

Datblygiad ysbrydol

- Hunanymwybyddiaeth mewn perthynas â phobl eraill
 - *meithrin ymdeimlad o'u natur unigryw a'u gwerth*
 - *meithrin cydberthnasau da*
- Cysylltu â'r byd ehangach a'r byd naturiol
 - datblygu gwerthfawrogiad o'r ffaith eu bod yn perthyn i'w hardal leol, i Gymru ac i'r byd ehangach
- Creadigrwydd a mynd y tu hwnt i'r cyffredin
 - gofyn, ystyried a myfyrio ar y cwestiynau eithaf (y cwestiynau 'mawr' ynghylch bywyd)
 - darganfod ystyr a phwrpas yn eu bywydau eu hunain
- Archwilio cwestiynau eithaf ac ystyried ystyr a phwrpas
 - profi'r hyn sydd y tu hwnt i'r cyffredin

Spiritual development

- Awareness of self in relation to others
 - *develop a sense of their uniqueness and value*
 - *form good relationships*
 - *'to live with disappointment'*
- Connections to the wider and the natural world
 - develop an appreciation of belonging in their locality, Wales and the wider world
- Creativity and going beyond the everyday
 - develop creativity and use their imagination
 - experience awe and wonder or be amazed by things
- Exploration of ultimate questions and contemplation of meaning and purpose
 - experience that which is beyond the ordinary

Lens Crefydd, Gwerthoedd a Moeseg

- **Chwilio am ystyr a phwrpas**

Sut mae pobl yn ymateb i gwestiynau dyfnach bywyd er mwyn deall y cyflwr dynol.

- **Y byd naturiol a phethau byw**

Sut a pham mae pobl yn dangos gofal a chyfrifoldeb am y byd ac yn cael eu rhyfeddu gan fyd natur.

- **Hunaniaeth a pherthyn**

Beth sy'n ein gwneud ni yn ni, fel pobl, cymunedau a dinasyddion yn byw mewn byd amrywiol.

- **Awdurdod a dylanwad**

Sut a pham mae gwahanol fathau o awdurdod yn dylanwadu ar fywydau pobl.

- **Cydberthnasau a chyfrifoldeb**

Sut mae pobl yn byw gyda'i gilydd, a pham mae'n bwysig meithrin cydberthnasau iach.

- **Gwerthoedd a moeseg**

Sut a pham mae pobl yn gwneud dewisiadau moesol a sut mae hyn yn dylanwadu ar eu gweithredoedd.

- **Taith bywyd**

Beth mae pobl yn ei brofi fel rhan o daith bywyd, a'r ffordd y caiff y profiadau eu cydnabod.

The RVE lens

- **Search for meaning and purpose**

How people respond to the deeper questions of life in order to understand the human condition.

- **The natural world and living things**

How and why people show concern and responsibility for the world and experience awe and wonder in nature.

- **Identity and belonging**

What makes us who we are as people, communities and citizens living in a diverse world.

- **Authority and influence**

How and why different types of authority influence people's lives.

- **Relationships and responsibility**

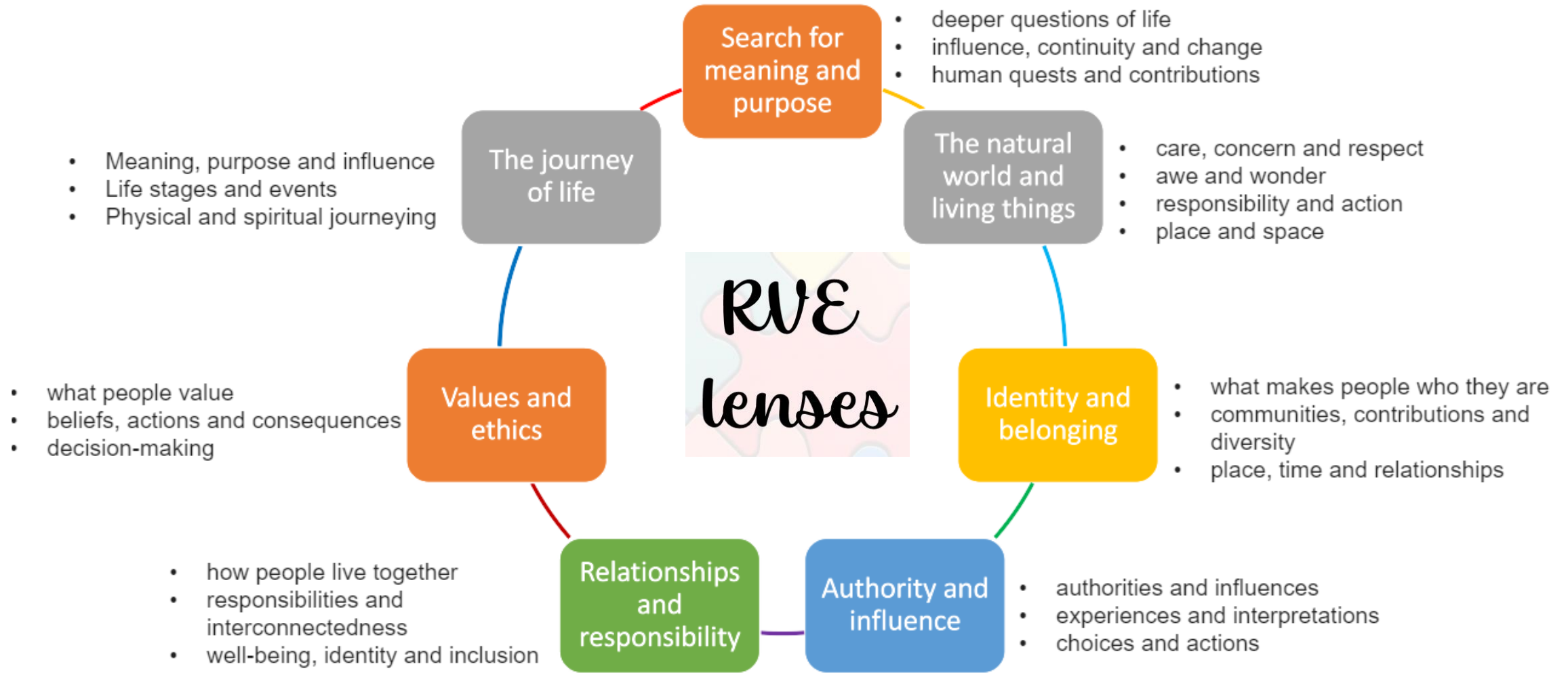
How people live together and why developing healthy relationships is important.

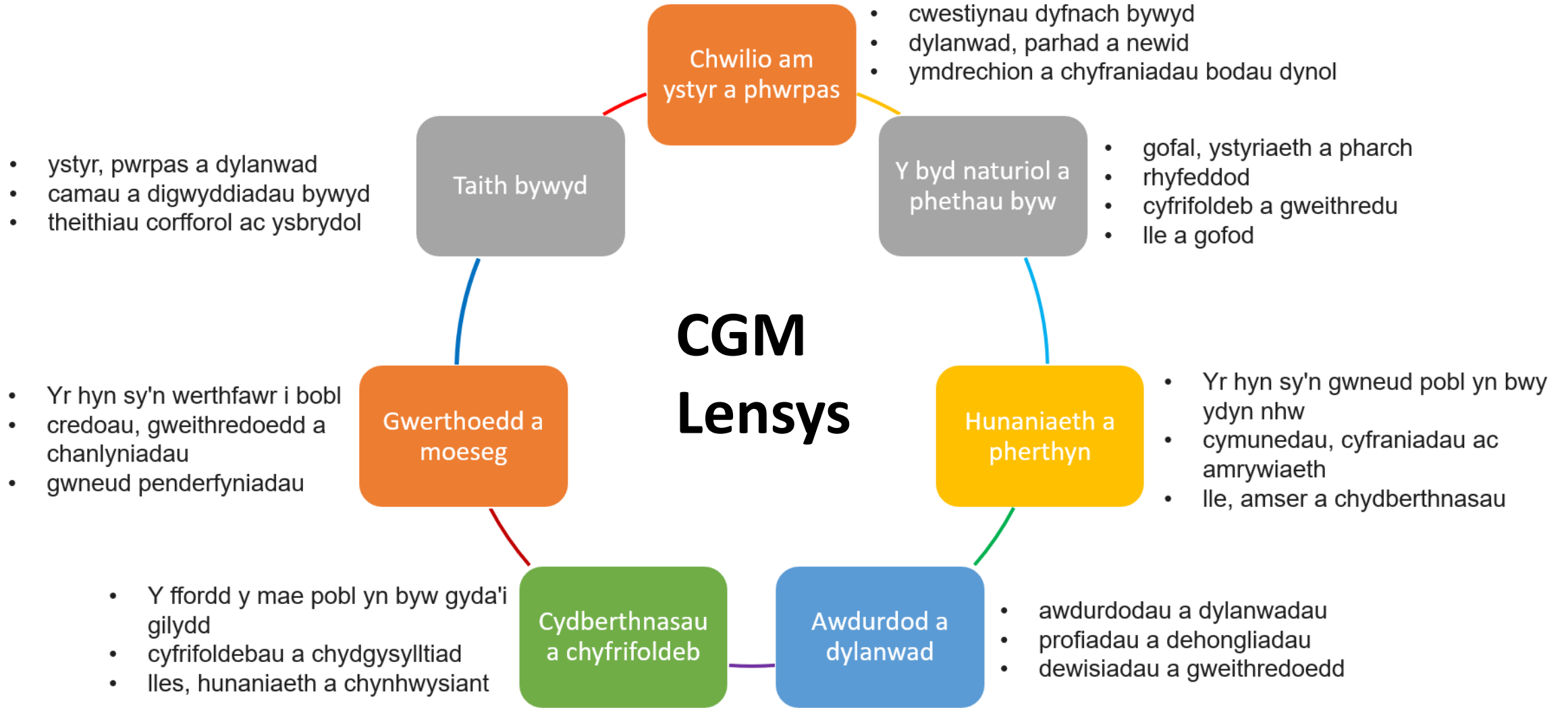
- **Values and ethics**

How and why people make moral choices and how this influences their actions.

- **The journey of life**

What people experience as part of the journey of life and how these experiences are acknowledged.







Addysg grefyddol

Canllawiau ar gyfer dysgwyr 14 i 19 oed

Religious education

Guidance for 14 to 19-year-olds

Astudiaethau achos yn enghreifftio ystod o ddulliau cyflwyno 16

Addysg grefyddol statudol trwy ddewisiadau arholiad	17
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Agored Cymru Dyfarniad Lefel 2 mewn Archwilio Bydolygon

Rhif Cymeradwyo/Dynodi CC: [C00/4448/0](#)

Credydau ei hangen: **3**

Cyfanswm amser y cymhwyster (TQT): **30 awr**

Isafswm y credydau ar lefel y cymhwyster neu ar lefel uwch: **3**

Mae'r cymhwyster hwn yn cael ei ystyried yn addas i ddysgwyr o dan 16 oed.

Ffi Safonol ar gyfer y Cymhwyster: **£10.50**

Dyddiad Adolygu: **31/10/2026**

Dyddiad Dechrau Gweithredol: **01/09/2021**

Ennill y trothwy a phwyntiau perfformiad: [Cliciwch yma](#)

Cymhwyster hwn yn rhan o gyfres lle dyfernir pob cymhwyster trwy bori ar hap. Bydd dysgwyr yn ennill y cymhwyster mwyaf o fewn y gyfres y maent wedi bodloni'r rheolau cyfuno.



Agored Cymru Level 2 Award in Exploring Worldviews

QW Approval/Designation No: [C00/4448/0](#)

Total credits required: **3**

Total qualification time (TQT): **30 hours**

Minimum credits at or above qualification level: **3**

This qualification is classified as suitable for pre-16 learners.

Standard Qualification Fee: **£10.50**

Review date: **31/10/2026**

Operational Start Date: **01/09/2021**

For performance points and threshold: [click here](#)

This qualification is part of a suite where each qualification is awarded serendipitously. Learners will be awarded the largest qualification within the suite for which they have met the rules of combination.

Agored Cymru Dyfarniad Estynedig Lefel 2 mewn Archwilio Bydolygon

Rhif Cymeradwyo/Dynodi CC: [C00/4448/1](#)

Credydau ei hangen: **8**

Cyfanswm amser y cymhwyster (TQT): **80 awr**

Isafswm y credydau ar lefel y cymhwyster neu ar lefel uwch: **5**

Mae'r cymhwyster hwn yn cael ei ystyried yn addas i ddysgwyr o dan 16 oed.

Agored Cymru Level 2 Extended Award in Exploring Worldviews

QW Approval/Designation No: [C00/4448/1](#)

Total credits required: **8**

Total qualification time (TQT): **80 hours**

Minimum credits at or above qualification level: **5**

This qualification is classified as suitable for pre-16 learners.

Standard Qualification Fee: **£28.00**

TGAU ASTUDIAETHAU CREFYDDOL

CRYNODEB O'R ASESU

Uned 1: Credoau, dysgeidiaethau ac arferion crefyddol ac anghrefyddol Arholiad ysgrifenedig: 1 awr 15 munud 30% o'r cymhwyster	60 marc
Cwestiynau sy'n gofyn am ymatebion gwrthrychol, cwestiynau sy'n gofyn am atebion byr ac estynedig.	
Uned 2: Crefydd a pherthnasoedd Aseiad di-arholiad: 6 awr 20% o'r cymhwyster	60 marc
Wedi'i osod gan CBAC, ei farcio gan y ganolfan a'i gymedroli gan CBAC. Bydd yr aseiad yn seiliedig ar un o ddwy thema osod a gosodiad y bydd CBAC yn eu gosod bob blwyddyn. Bydd y thema osod a'r gosodiad ar gael ar wefan Porth CBAC.	
Uned 3: Rolau, hawliau a chyfrifoldebau Arholiad ysgrifenedig: 1 awr 15 munud 30% o'r cymhwyster	60 marc
Cwestiynau sy'n gofyn am ymatebion gwrthrychol, cwestiynau sy'n gofyn am atebion byr ac estynedig.	
Uned 4: Crefydd a hawliau dynol Aseiad di-arholiad: 6 awr 20% o'r cymhwyster	60 marc
Wedi'i osod a'i farcio gan CBAC. Bydd yr aseiad yn seiliedig ar ddau o dri mater hawliau dynol gosod y bydd CBAC yn eu gosod bob blwyddyn. Bydd y materion hawliau dynol ar gael ar wefan Porth CBAC.	

Cymhwyster unedol, di-haen yw hwn.

Ac eithrio Uned 1, sy'n uned ragarweiniol, nid yw trefn cyflwyno'r unedau eraill yn awgrymu unrhyw hierarchaeth.

Bydd yr arholiadau ar gyfer Unedau 1 a 3, a chyflwyno aseiad di-arholiad Uned 2 ar gael am y tro cyntaf yn haf 2026. Bydd modd cyflwyno aseiad di-arholiad Uned 4 am y tro cyntaf yn haf 2027. Yna bydd pob aseiad ar gael bob cyfres haf.

Caiff y cymhwyster ei ddyfarnu am y tro cyntaf yn 2027.



SUMMARY OF ASSESSMENT

Unit 1: Religious and non-religious beliefs, teachings and practices Written examination: 1 hour 15 minutes 30% of qualification	60 marks
Questions requiring objective responses, questions that require short and extended answers.	
Unit 2: Religion and relationships Non-examination assessment: 6 hours 20% of qualification	60 marks
Set by WJEC, marked by the Centre and moderated by WJEC. The assessment will be based on one of two set themes and a statement which will be set by WJEC annually. The set theme and statement will be available via the WJEC Portal.	
Unit 3: Roles, rights and responsibilities Written examination: 1 hour 15 minutes 30% of qualification	60 marks
Questions requiring objective responses, questions that require short and extended answers.	
Unit 4: Religion and human rights Non-examination assessment: 6 hours 20% of qualification	60 marks
Set and marked by WJEC. The assessment will be based on two of three set human rights issues which will be set by WJEC annually. The set human rights issues will be available via the WJEC Portal.	

This is a unitised, untiered qualification.

Aside from Unit 1, which is an introductory unit, there is no hierarchy implied by the order in which the other units are presented.

The examinations for Units 1 and 3, and the submission of Unit 2, will be available for the first time in summer 2026. The submission of Unit 4 will be available for the first time in summer 2027. Each assessment will then be available every summer series.

The first award of the qualification will be 2027.

Cyfres Sgiliau Skills Suite

CYMWYSTERAU
CENEDLAETHOL  NATIONAL
QUALIFICATIONS

Sgiliau am Oes

- Celf a Chrefft
- Cerddoriaeth, Dawns a Drama
- Cydraddoldeb, Amrywiaeth a Chynhwysiant
- Cyfranogiad Cymunedol
- Cymorth Cyntaf Sylfaenol
- Cynaliadwyedd Ar Waith
- Cynllunio a Pharatoi Bwyd
- Deall Eich Hun ac Eraill
- Democratiaeth Ar Waith
- Dewisiadau Moesegol
- Diogelwch Ar-Lein
- Diogelwch Personol
- Ffilm a Chyfryngau Digidol
- Ffordd Iach o Fyw
- Ffydd a Chred yn y Gymuned
- Garddio Ymarferol
- Gofalu am Eraill
- Gwaith Tîm
- Gwerthoedd ar Gyfer Bywyd
- Gwyddoniaeth a Thechnoleg mewn Bywyd Bob Dydd
- Iaith Arwyddion Prydain
- Iechyd Meddwl a Lles
- Llythrennedd Ariannol
- Perthnasoedd Iach
- Rheoli a Chynnal a Chadw Cartref
- Sgiliau yn yr Amgylchedd Naturiol
- Y Gyfraith Bob Dydd
- Ymarfer Corff i Bawb

Skills for Life

- Art and Crafts
- Basic First Aid
- British Sign Language
- Community Participation
- Democracy In Action
- Digital Film and Media
- Equality, Diversity and Inclusion
- Ethical Choices
- Everyday Law
- Exercise For All
- Faith and Belief in the Community
- Financial Literacy
- Food Planning and Preparation
- Healthy Lifestyle
- Healthy Relationships
- Home Management and Maintenance
- Looking After Others
- Mental Health and Wellbeing
- Music, Dance and Drama
- Online Safety
- Personal Safety
- Practical Gardening
- Science and Technology in Everyday Life
- Skills in the Natural Environment
- Sustainability In Action
- Teamwork
- Understanding Self and Others
- Values for Life

Enghreifftiau o Resymeg Cwricwlwm:

Gwerthoedd, Statws Eglwys a Chrefydd, Gwerthoedd a Moeseg ar gyfer Ysgolion Gwirfoddol ac Ysgolion Gwirfoddol a Gynorthwyr



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post@gwegogledd.cymru

English



Gwirfoddol a Reolir
(yr Eglwys yng Nghymru)



Hawarden Village
Church School

Gwirfoddol a
Gynorthwyr
(yr Eglwys yng Nghymru)



Gwirfoddol a Gynorthwyr
(Catholig)

Elfen Statudol:
Crefydd, Gwerthoedd a
Moeseg

Enghreifftiau o Ddatganiadau
Rhesymeg Cwricwlwm

Pob ysgol

Example Curriculum Rationales:

Values, Church Status and RVE for Voluntary Controlled and Voluntary Aided Schools



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Cymraeg

Page 35



Voluntary Controlled (CiW)



Hawarden Village
Church School

Voluntary Aided (CiW)



Voluntary Aided (Catholic)

Mandatory
Element:
RVE

Example Curriculum
Rationale Statements

All Schools

Elfen Statudol: Crefydd, Gwerthoedd a Moeseg

Enghreifftiau o Ddatganiadau Rhesymeg Cwricwlwm

Mae Crefydd, Gwerthoedd a Moeseg yn rhan statudol o Gwricwlwm y Dyniaethau ac yn seiliedig ar gyfres o gysyniadau a syniadau mawr. Mae ein cwricwlwm yn darparu ystod o ddulliau disgyblaethol i gefnogi dysgwyr wrth iddynt fynd i'r afael yn feirniadol ag ystod eang o gredoau athronyddol crefyddol ac anghrefyddol.

- ***(Ysgolion Sir, Ysgolion Sefydledig heb ethos crefyddol ac Ysgolion Gwirfoddol a Reolir)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol i roi sylw i'r Maes Llafur Cytunedig.

- ***(Gwirfoddol a Gynorthwyir – Yr Eglwys yng Nghymru)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol yn unol â gweithredoedd ymddiriedolaeth yr ysgol. Mae Crefydd, Gwerthoedd a Moeseg yn seiliedig ar Ganllawiau ar Grefydd, Gwerthoedd a Moeseg yr Eglwys yng Nghymru ac yn rhoi ystyriaeth i'r Maes Llafur Cytunedig.

- ***(Gwirfoddol a Gynorthwyir – Ysgolion Catholig)***

Dyluniwyd Crefydd, Gwerthoedd a Moeseg yn ein hysgol yn unol â gweithredoedd ymddiriedolaeth yr ysgol ac wrth roi ystyriaeth i'r Maes Llafur Cytunedig.

Mandatory Element: RVE

Example Curriculum Rationale Statements

Religion, Values and Ethics is a mandatory part of our Humanities curriculum and is built upon a series of concepts and big ideas. Our curriculum provides a range of disciplinary approaches to support learners to engage critically with a broad range of religious and non-religious philosophical convictions.

(County Schools, Foundation Schools without a religious ethos and Voluntary Controlled Schools)

Religion, Values and Ethics in our school has been designed having regards to the Agreed Syllabus.

- ***(Voluntary Aided – Church in Wales)***

Religion, values and ethics (RVE) in our school has been designed in accordance with the trust deeds of the school. Our RVE is informed by the Church in Wales Supporting Guidance for RVE and has regard to the Agreed Syllabus.

- ***(Voluntary Aided – Roman Catholic Schools)***

Religion, Values and Ethics in our school has been designed in accordance with the school's trust deeds and has regard to the Agreed Syllabus.

Timetable					
Lesson	Mon	Tue	Wed	Thu	Fri
1					
2					
3					
4					
5					

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1					
2		RVE			
3					
4					
5					

Page 39

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1					
2		Hum			
3				Hum	
4					
5			Hum		

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1			Sci		
2		RVE			
3				Art	
4			History		
5					

Page 40

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1					RVE
2		Geo			
3				History	
4	Social Studies				
5			Business Studies		

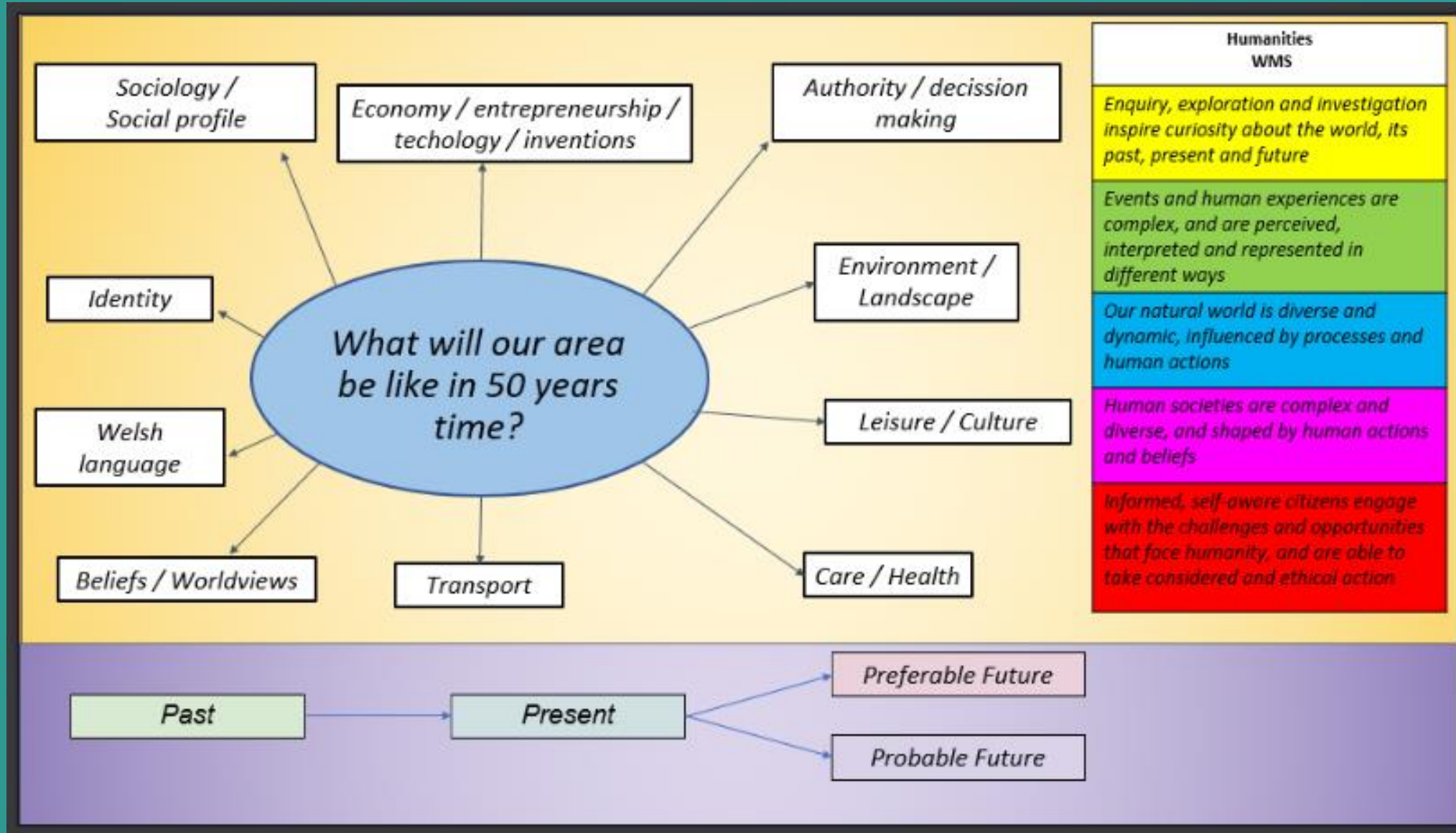
Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1				Project 1 Belief represented in Art History	
2					
3					
4					
5					

Page 41

Timetable

Lesson	Mon	Tue	Wed	Thu	Fri
1				Hum Project Change and Continuity in school's locality	
2					
3					
4					
5					



Religion, Values and Ethics

Religion, Values and Ethics

Phil Lord (GwE)

An introduction to Religion, Values and Ethics

A guide to how Religion, Values and Ethics can be
planned within the Curriculum for Wales

A word cloud of religious and philosophical terms on a dark blue oval background. The words are arranged in a circular pattern, with some larger and more prominent than others. The colors of the words vary, including white, yellow, orange, and light blue. The terms include: ritual, morality, death, sacredness, culture, equality, hinduism, community, tolerance, belonging, psychology, worship, islam, sociology, knowledge, symbolism, extremism, lived-religion, christianity, faith, ultimate-reality, life, rights, authority, religious-studies, prejudice, meaning, sustainability, ultimate-questions, judaism, worldviews, personal, institutional-beliefs, tradition, philosophy, sources-of-authority, anthropology, theology, evil, values, awe-and-wonder, relationships, freedom, practice, pluralism, responsibilities, spirituality, purpose, jainism, interconnectedness, belief, spirituality, diversity, humanism, human-condition, religiosity, secularism, theism, identity, social-action, religion, good, justice, life-stance, discrimination, ethics, celebration, self.



1) What words stood out for you?



- 1) What words stood out for you?
- 2) What words are not there?



- 1) What words stood out for you?
- 2) What words are not there?
- 3) What words did you go looking for?



- 1) What words stood out for you?
- 2) What words are not there?
- 3) What words did you go looking for?
- 4) What does this say about your approach to RVE?



[Curriculum for Wales](#)
[Curriculum 2008](#)
[Professional development](#)
[Evaluation, improvement and accountability](#)
[Resources](#)

[News](#)
[Events](#)
[Keeping safe online](#)
[Support centre](#)
[Blended learning](#)

[Office 365](#)
[Outlook](#)
[Google for Education](#)
[Adobe Creative Cloud Express](#)
[Just2easy](#)



Areas of learning and experience
Meysydd dysgu a phrofiad

[Y Celfyddydau Mynegiannol](#)
Expressive Arts

[Iechyd a Lles](#)
Health and Well-being

[Y Dyniaethau](#)
Humanities

[Ieithoedd, Llythrennedd a Chyfathrebu](#)
Languages, Literacy and Communication

[Mathemateg a Rhifedd](#)
Mathematics and Numeracy

[Gwyddoniaeth a Thechnoleg](#)
Science and Technology



Hwb® [Dewislen](#) [M Roberts](#) [Allgofnodi](#)

Hafan > Cwricwlwm i Gymru > Y Dyniaethau

MAES DYSGU A PHROFIAD

Y Dyniaethau Humanities

Canllawiau i helpu ysgolion a lleoliadau i ddatblygu eu cwricwlwm eu hunain, gan alluogi dysgwyr i ddatblygu o ran y pedwar diben.

Cynnwys

1. Cyflwyniad
2. Datganiadau o'r hyn sy'n bwysig
3. Egwyddorion cynnydd
4. Disgrifiadau dysgu
- 5. Cynllunio eich cwricwlwm**
5. Designing your curriculum

1. Cyflwyniad

Gall Maes Dysgu a Phrofiad y Dyniaethau (Maes) gynnau ymdeimlad o **PERTHNASOL**



CYNNWYS	CONTENTS
Sgiliau trawsgricwlaidd a sgiliau cyfannol	Cross-curricular skills and integral skills
Ystyriaethau penodol ar gyfer y Maes hwn	Specific considerations for this Area
Cysylltiadau allweddol gyda Meysydd eraill	Key links with other Areas
Themâu trawsgricwlaidd	Cross-cutting themes
Canllawiau ar Grefydd, Gwerthoedd a Moeseg	Religion, values and ethics guidance

RVE Disciplines



Disgyblaethau CGM / RVE Disciplines



Philosophy – Why should we be kind to other people?

Theology – What does the story tell us how to treat other people?

Sociology – Who helps us in our community? (Religious Leaders)

Psychology – Do celebrations make us happy?

Anthropology – Why do we celebrate events in the past? Do other people celebrate in ways different to me?

Religious Studies – What stories are important to people from a range of different religious beliefs?

Disgyblaethau CGM / RVE Disciplines

Philosophy – Is there a god? Where did we come from? What’s the purpose of life?

Theology – What does the Bible/Qur’an/Nature tell us about God?

Sociology – Why do many in my community celebrate Christmas even if most of them don’t follow Christ?

Psychology – Why are more religious people less stressed and more content with their lives than non-religious people?

Anthropology – Why do cultures around the world find it important to remember past events? Do animals remember the ancestors’ achievements?

Religious Studies – Why are there common themes in different religions yet the practices be so different – e.g. worship, buildings, beliefs, founders etc...



RVE Concepts



Llywodraeth Cymru Welsh Government ADDYSG CYMRU EDUCATION WALES

Cymraeg

Hwb®

Menu 74 P Lord Sign out

Home > Curriculum for Wales > Humanities

AREA OF LEARNING AND EXPERIENCE

Humanities

5. Designing your curriculum

RVE concepts

CONTENTS

- Cross-curricular skills and integral skills
- Specific considerations for this Area
- Key links with other Areas
- Cross-cutting themes
- Religion, values and ethics guidance

The **statements of what matters in this Area** allow learners to explore and critically engage with a broad range of religious and non-religious concepts, which should be carefully considered and underpin curriculum design.

When considering RVE concepts within their curriculum, schools and settings should:

- develop an understanding of the discipline and its value
- provide rich contexts for learners to be curious, to explore ultimate

What concepts should be included in RVE?

Pa gysyniadau ddylai fod Wedi'i gynnwys yn RVE?

Concepts in RVE

It is important to consider which concepts you want your learners to explore within the theme/topic you are planning. These are the ones included in the guidance, but there may be others that you want to focus on too.

authority	diversity	Interconnected-ness	pluralism	ritual	tolerance
belief	equality	justice	practice	sacredness	tradition
belonging	ethics	knowledge	prejudice	secularity	truth
celebration	extremism	life	purpose	self	ultimate reality
community	faith	life stance	relationships	social action	values
culture	freedom	lived religion	religion	sources of authority	worldview
cynefin	good and evil	meaning	religiosity	spirituality	worship
death	humanity	morality	responsibility	sustainability	
discrimination	identity	origin	rights	symbolism	

Jaleel's Big Day



What Knowledge can you learn from the video?

What Concepts are explored in the Video?



Knowledge	Concepts
Eid ul Fitr, Ramadan	Festivals and celebration
Learning Arabic	Identity
Mosque	Special Place, Community
Thinking of other people, being kind	Community, Culture
Not allowed to eat during Ramadan	Following Rules
Qur'an	Source of authority
Prayer, washing	Ritual , worship

What are the intended learning outcomes for this unit of work?
 What do the learners already know, understand and are able to do?
 What *concepts* should my learners develop?
 What *knowledge* and *skills* should my learners develop?
 What essential knowledge will the learners have to acquire?
 How will I know that my learners have learnt and understood this?

What do I want the class to do?

What activities can we do?

....we can read 'Charlie and the Chocolate Factory'...Where does cocoa come from?...learn about the rain forests.... design a new chocolate bar wrapper....learn more about Fair Trade....create a new chocolate bar...design advertising for this...compare prices of chocolate....etc etcHave I covered every subject?

Where can we go to make this theme interesting and fun?....Melin Llynon? Cadbury World!?.....



Or....

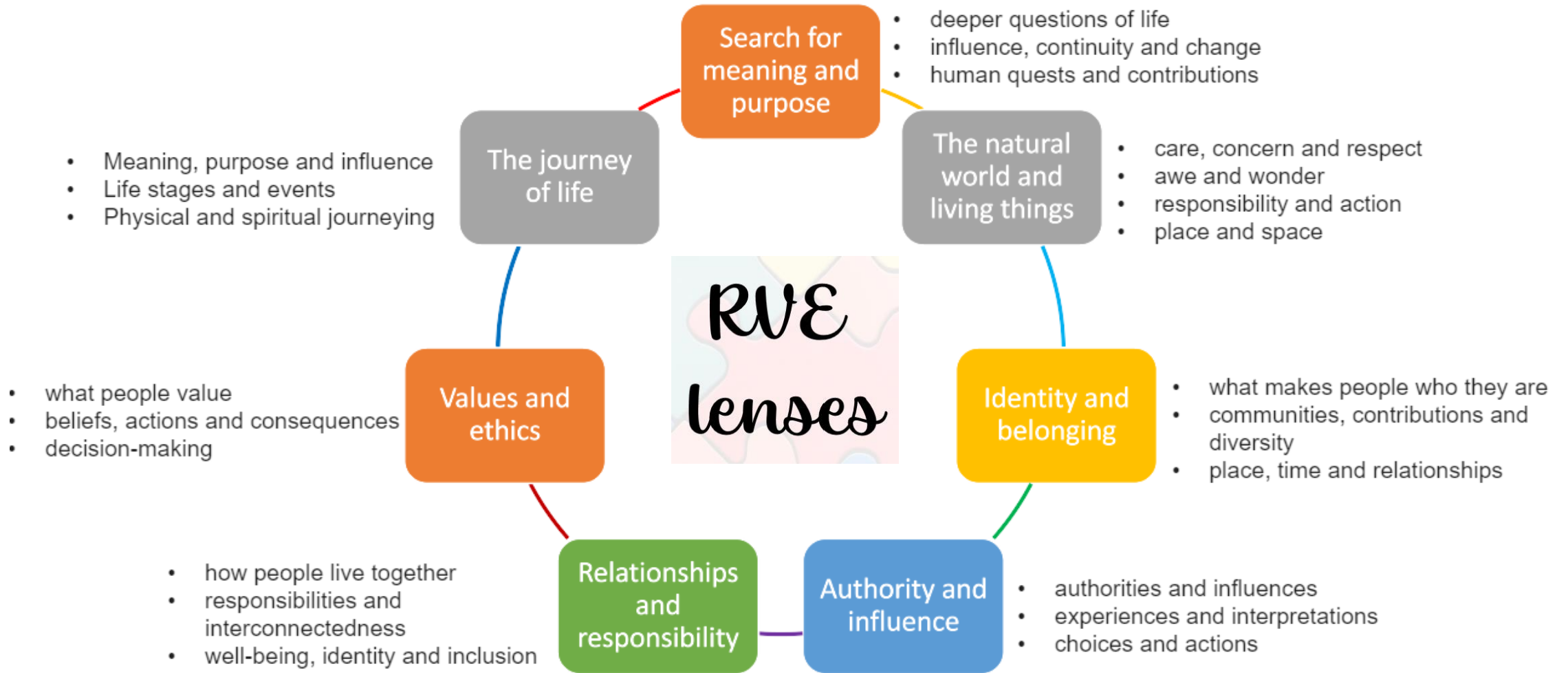


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Learning Arabic	Identity
Mosque	Special Place, Community
Thinking of other people, being kind	Community, Culture
Not allowed to eat during Ramadan	Following Rules
Qur'an	Source of authority
Prayer, washing	Ritual, worship

Concept	What I want them to know	What I want them to understand	Possible activities

What are the intended learning outcomes for this unit of work?
 What do the learners already know, understand and are able to do?
 What *concepts* should my learners develop?
 What *knowledge* and *skills* should my learners develop?
 What essential knowledge will the learners have to acquire?
 How will I know that my learners have learnt and understood this?



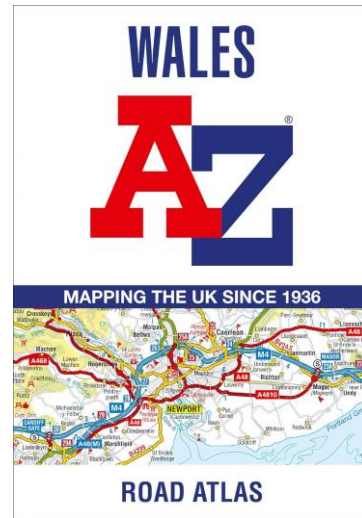
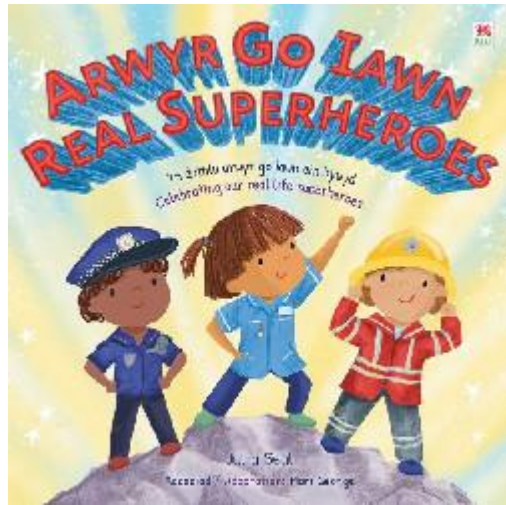
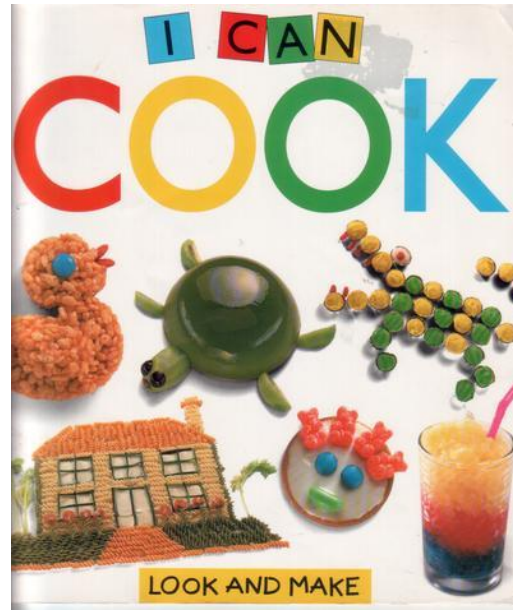
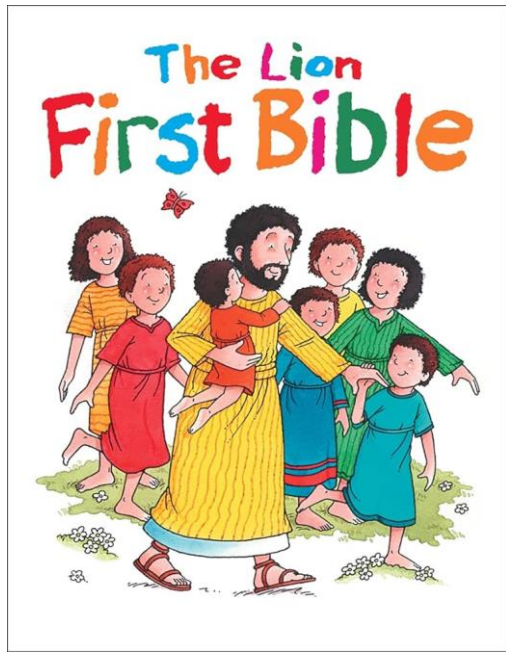


The Bible:

Is it just
another book?

Authority and
influence

Values and
ethics



The Bible:
Is it just
another book?

Authority and
influence

Values and
ethics



Page 65

Gus Speth:

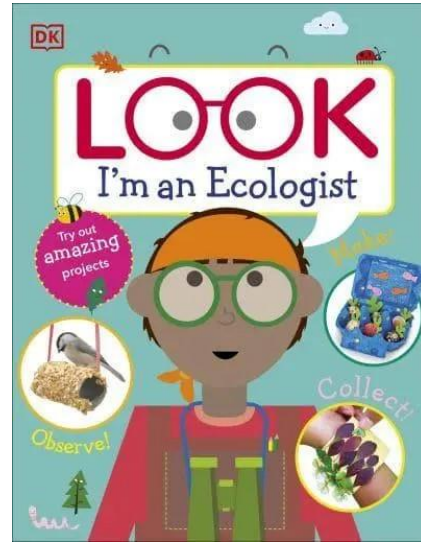
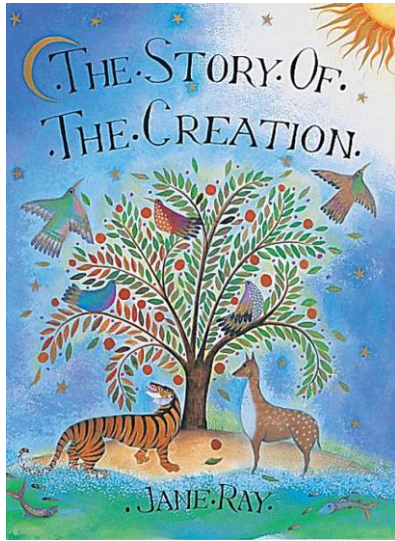
Former
Administrator,
United Nations
Development
Programme, United
States

“I used to think the top environmental problems were biodiversity loss, ecosystems collapse and climate change. I thought that with 30 years of good science we could address those problems. But I was wrong.

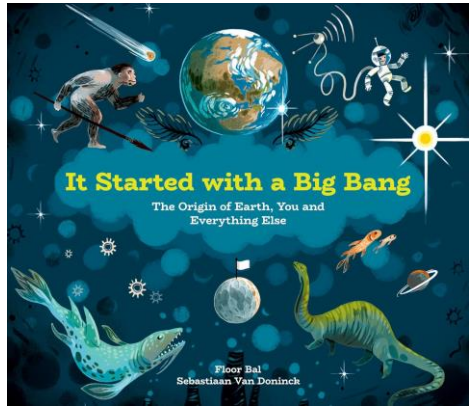
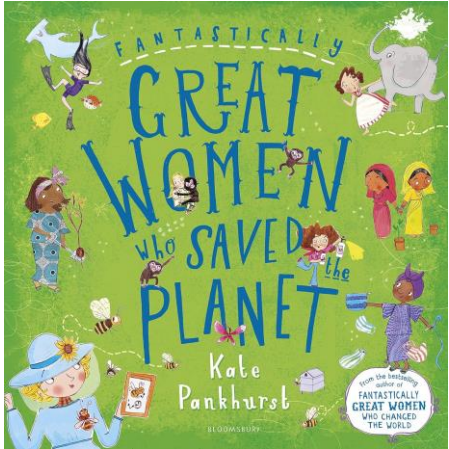
The top environmental problems are selfishness, greed and apathy... and to deal with those we need a spiritual and cultural transformation and we, (Lawyers) and scientists, don't know how to do that.”

The natural
world and
living things

Relationships
and
responsibility



The natural world and living things



Relationships and responsibility

GOODWILL MESSAGE

OF THE YOUTH OF WALES

Neges Ewyllys Da Ieuenctid Cymru



GWILYM DAVIES, 1879-1955
Founder of the Message

GOODWILL DAY, MAY 18th, 1961

Dydd Ewyllys Da

Published by The Welsh League of Youth in collaboration with The Welsh National Council of U.N.A.

xix 1975 Ak

Neges Heddwch ac Ewyllys Da
Peace and Goodwill Message

Gwrth-hiliaeth
Anti-racism



GALW. NHW. ALLAN.

CALL. THEM. OUT.

18 MAI
2023

Rhanna. Cefnoga. Gweithreda.

Share. Support. Take action.

Values and ethics

Relationships and responsibility

*Sociology /
Social profile*

*Economy / entrepreneurship /
technology / inventions*

*Authority / decision
making*

Identity

*What will our area
be like in 50 years
time?*

*Environment /
Landscape*

*Welsh
language*

Leisure / Culture

Beliefs / Worldviews

Transport

Care / Health

Past

Present

Preferable Future

Probable Future

**Humanities
WMS**

*Enquiry, exploration and
investigation inspire curiosity
about the world, its past,
present and future*

*Events and human
experiences are complex, and
are perceived, interpreted and
represented in different ways*

*Our natural world is diverse
and dynamic, influenced by
processes and human actions*

*Human societies are complex
and diverse, and shaped by
human actions and beliefs*

*Informed, self-aware citizens
engage with the challenges*

No more right to withdraw and post 16 compulsory RVE

RVE is mandatory for all learners from 3 to 16 years

This now includes nursery children:
(including those in funded non-maintained nursery settings)

Religion, values and ethics

Legal status of the RVE guidance

RVE must be pluralistic

Therefore it must be designed so that it:

reflects the fact that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales

also reflects the fact that a range of non-religious philosophical convictions are held in Wales

Non-religious philosophical convictions

It is not synonymous with the terms “opinions” and “ideas”. It denotes views that attain a certain level of cogency, seriousness, cohesion and importance.

These include beliefs such as:



Humanism



Atheism



Secularism

Pacifism and Veganism are not exclusively non-religious philosophical convictions or religious beliefs

RVE must be objective, critical and pluralistic

RVE is locally determined

Every local authority has to have its own agreed syllabus for RVE

The agreed syllabus must have regard to the Curriculum for Wales statutory guidance on Hwb including the RVE guidance

Schools and settings must have regard to the agreed syllabus when designing their curriculum

Religion, values and ethics

Legal status of the RVE guidance

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STANDING ADVISORY COUNCIL for RVE

Each local authority has its own SACRE

[Gwynedd SACRE](#)

[Anglesey SACRE](#)

[Conwy SACRE](#)

[Denbighshire SACRE](#)

[Flintshire SACRE](#)

[Wrexham SACRE](#)

What is SACRE?

- Responsible for Religion, Values and Ethics in the local authority
- 3 groups: councillors, teachers and religious representatives
- Termly meetings
- Monitor and advise
- Annual Report



Time allowance for RVE

- Sufficient to provide appropriate breadth and depth

**Thank
you**

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