



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

death sacredness culture
morality hinduism tolerance
ritual equality community worship islam
cynefin belonging psychology symbolism extremism
atheism sociology knowledge christianity faith
origin humanity lived-religion ultimate-reality rights
buddhism authority religious-studies life prejudice
veganism meaning sustainability judaism
worldviews personal ultimate-questions institutional-beliefs tradition
sikhism philosophy sources-of-authority anthropology theology evil
values awe-and-wonder responsibilities freedom
jainism pluralism belief spirituality purpose
humanism interconnectedness religiosity diversity
identity human-condition religion good
justice social-action discrimination
ethics life-stance self
celebration



1) What words stood out for you?



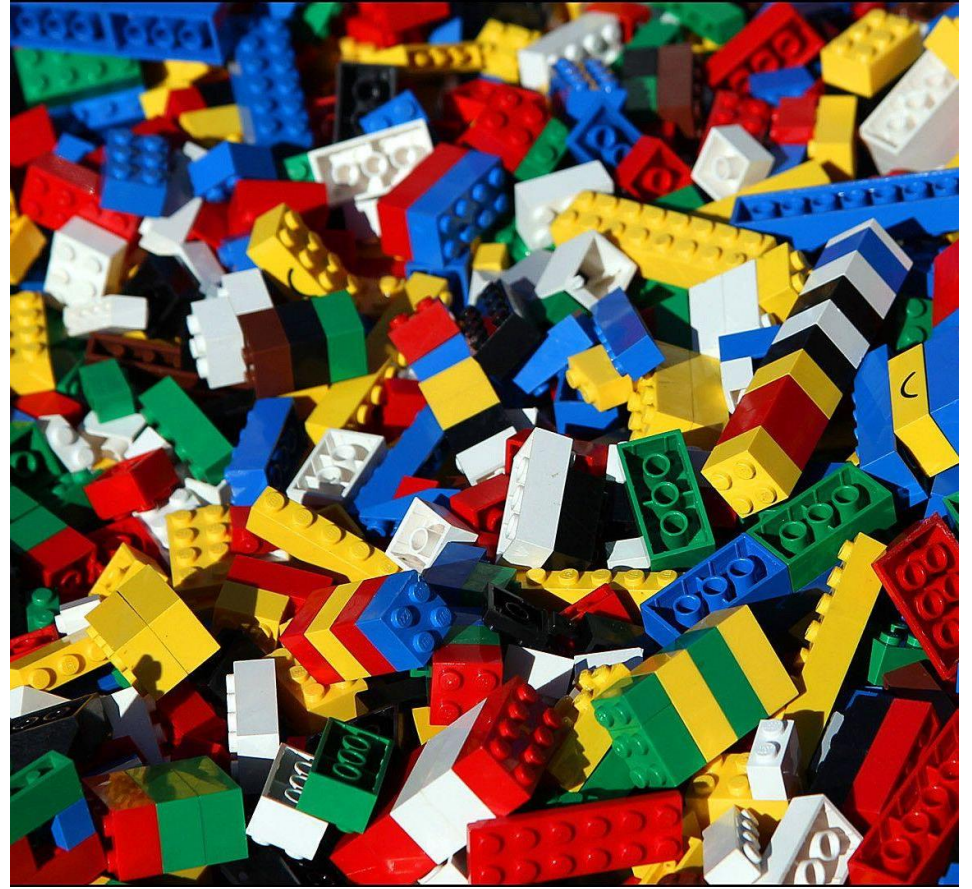
- 1) What words stood out for you?
- 2) What words are not there?



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- 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**
 Gwyddoniaeth a Thechnoleg
 Science and Technology
 Ieithoedd, Llythrennedd a Chyfathrebu
 Languages, Literacy and Communication
 Mathemateg a Rhifedd
 Mathematics and Numeracy

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

Hwb® Dewislen M Roberts Allgofodi

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

- Cyflwyniad
- Datganiadau o'r hyn sy'n bwysig
- Egwyddorion cynnydd
- Disgrifiadau dysgu
- Cynllunio eich cwricwlwm**
- Designing your curriculum**

1. Cyflwyniad

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

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

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AREA OF LEARNING AND EXPERIENCE

Humanities



5. Designing your curriculum

RVE concepts

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

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

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

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RVE lenses

Search for meaning and purpose

- deeper questions of life
- influence, continuity and change
- human quests and contributions

The natural world and living things

- care, concern and respect
- awe and wonder
- responsibility and action
- place and space

The journey of life

- Meaning, purpose and influence
- Life stages and events
- Physical and spiritual journeying

Identity and belonging

- what makes people who they are
- communities, contributions and diversity
- place, time and relationships

Values and ethics

- what people value
- beliefs, actions and consequences
- decision-making

Relationships and responsibility

- how people live together
- responsibilities and interconnectedness
- well-being, identity and inclusion

Authority and influence

- authorities and influences
- experiences and interpretations
- choices and actions

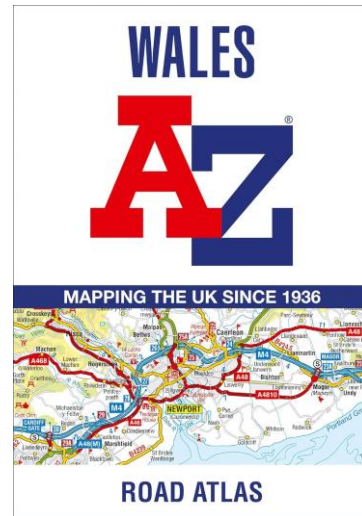
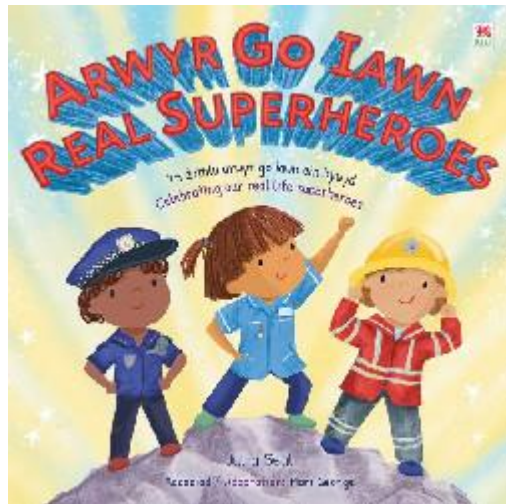
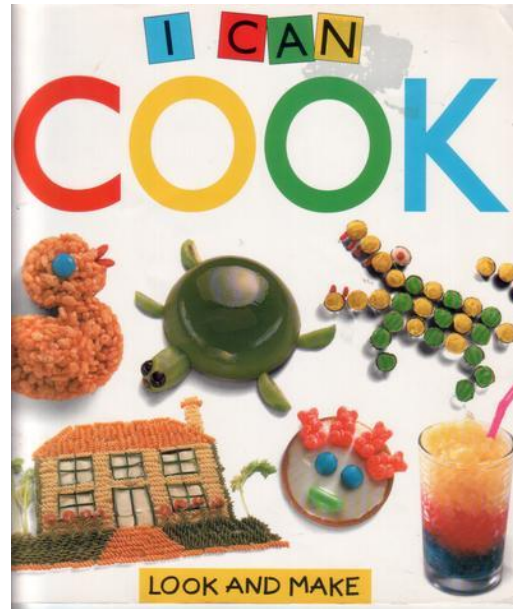
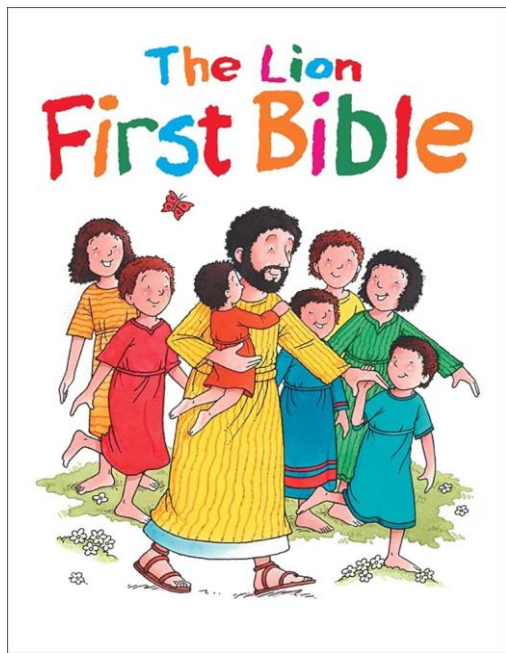


The Bible:

Is it just
another book?

Authority and
influence

Values and
ethics



The Bible:
Is it just
another book?

Authority and
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Gus Speth:

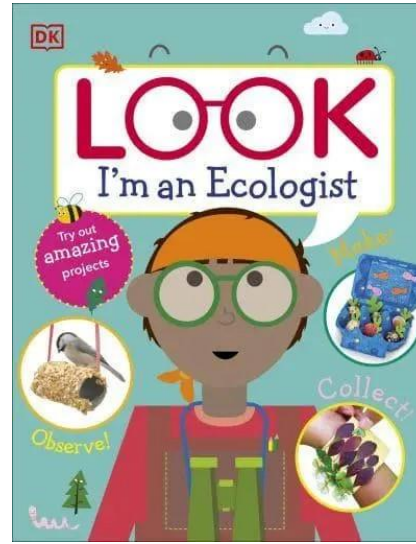
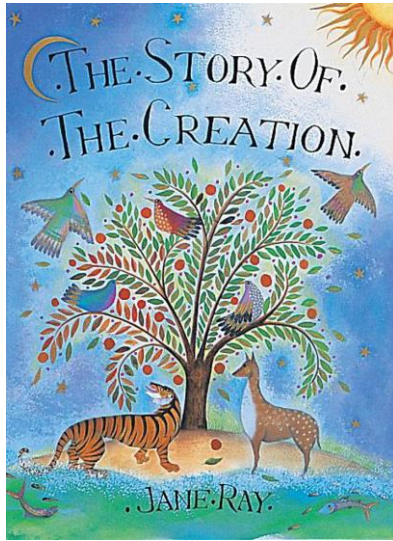
Former
Administrator,
United Nations
Development
Programme, United
States

“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.

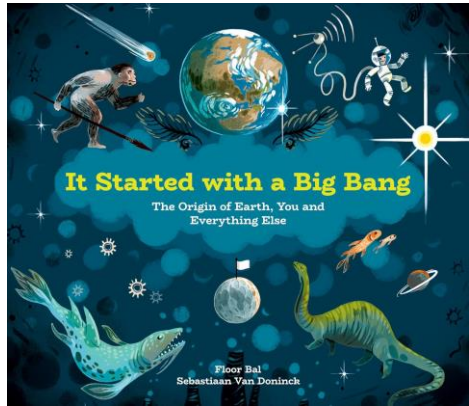
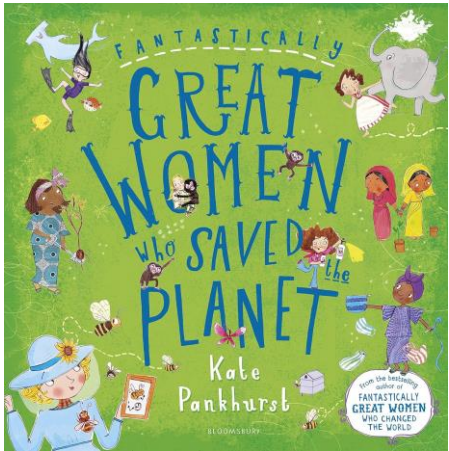
The top environmental problems are selfishness, greed and apathy... and to deal with those we need a spiritual and cultural transformation and we, (Lawyers) and scientists, don't know how to do that.”

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

Humanities WMS
<i>Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future</i>
<i>Events and human experiences are complex, and are perceived, interpreted and represented in different ways</i>
<i>Our natural world is diverse and dynamic, influenced by processes and human actions</i>
<i>Human societies are complex and diverse, and shaped by human actions and beliefs</i>
<i>Informed, self-aware citizens engage with the challenges</i>

Past

Present

Preferable Future

Probable Future

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

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**