

To: Members of the Standing Advisory
Council for Religious Education
(SACRE)

Date: 11 October 2022

Direct Dial: 01824 712568

e-mail: democratic@denbighshire.gov.uk

Dear Sir / Madam

You are invited to attend a meeting of the **STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)** to be held at **10.00 am** on **WEDNESDAY, 19 OCTOBER 2022 BY VIDEO CONFERENCE.**

Yours sincerely

Gary Williams
Monitoring Officer

AGENDA

SILENT REFLECTION

1 APOLOGIES

2 DECLARATION OF INTERESTS (Pages 5 - 6)

Members to declare any personal or prejudicial interests in any business identified to be considered at this meeting.

3 URGENT MATTERS AS AGREED BY THE CHAIR

Notice of items which, in the opinion of the Chair, should be considered at the meeting as a matter of urgency pursuant to Section 100B(4) of the Local Government Act 1972.

4 MINUTES OF LAST MEETING (Pages 7 - 10)

To receive and approve the minutes of the Denbighshire SACRE meeting held on 23rd June 2022.

5 DENBIGHSHIRE SUMMER 2022 NEWSLETTER (Pages 11 - 14)

To receive the Denbighshire and Conwy Summer 2022 Newsletter.

6 CURRICULUM FOR WALES, THE DENBIGSHIRE AGREED SYLLABUS FOR RVE AND SUPPORTING GUIDANCE (Pages 15 - 52)

To receive an update on the role out of the Curriculum for Wales, the Denbighshire Agreed Syllabus for RVE and the RVE supporting guidance.

7 SACRE DRAFT ANNUAL REPORT 2020-21 (Pages 53 - 76)

To consider and approve the draft SACRE Annual Report 2020-21.

8 WASACRE (Pages 77 - 78)

To receive the minutes of the meeting held online 29th June 2022.

9 DATE OF NEXT MEETINGS

Spring '23 – 8th February 2023

Summer '23 – 15th June 2023

Autumn '23 – 17th October 2023

MEMBERSHIP

Councillors Representing Denbighshire County Council

Ellie Chard
Cheryl Williams
Ann Davies
Gill German

Merfyn Parry
Huw Williams
Delyth Jones
Emrys Wynne

Representing Religious Denominations and Non-Religious Philosophical Convictions

Suzy Sturley
Mr. Dominic Oakes
Rev. B H Jones

Rev. Martin Evans-Jones
Jennie Downes
Collette Owen

Representing Teacher Associations

Mrs C Harmsworth
Leah Crimes

Sarah Griffiths
Katie Mason

Co-opted Members

Ms. Tania Ap Siôn

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LOCAL GOVERNMENT ACT 2000

Code of Conduct for Members

DISCLOSURE AND REGISTRATION OF INTERESTS

I, *(name)*

a *member/co-opted member of

*(*please delete as appropriate)*

Denbighshire County Council

CONFIRM that I have declared a ***personal / personal and prejudicial** interest not previously declared in accordance with the provisions of Part III of the Council's Code of Conduct for Members, in respect of the following:-

*(*please delete as appropriate)*

Date of Disclosure:

Committee *(please specify)*:

Agenda Item No.

Subject Matter:

Nature of Interest:

*(See the note below)**

Signed

Date

*Note: Please provide sufficient detail e.g. 'I am the owner of land adjacent to the application for planning permission made by Mr Jones', or 'My husband / wife is an employee of the company which has made an application for financial assistance'.

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STANDING ADVISORY COUNCIL FOR RELIGIOUS EDUCATION (SACRE)

Minutes of a meeting of the Standing Advisory Council for Religious Education (SACRE) held in by video conference on Thursday, 23 June 2022 at 10.00 am.

PRESENT

Councillors Ellie Chard (Chair), Ann Davies and Merfyn Parry

Representing Religious Denominations and Non-Religious Philosophical Convictions

Jennie Downes (Vice Chair), Colette Owen and Brian Jones

Representing Teacher Associations

Leah Crimes

ALSO PRESENT

RE Adviser (PL), Principal Education Manager (JB) and Committee Administrators (RTJ & KJ [Zoom Host])

1 APOLOGIES

Apologies were received from Katie Mason, Sarah Griffiths, Dominic Oakes and Councillor Cheryl Williams.

2 DECLARATION OF INTERESTS

No declarations of interest had been raised.

3 URGENT MATTERS AS AGREED BY THE CHAIR

No urgent matters had been raised.

4 MINUTES OF LAST MEETING

The minutes of the Standing Advisory Council for Religious Education (SACRE) meeting held on 1 February 2022, alongside the minutes of Syllabus Conference held on the 14 March 2022 (previously circulated) were submitted.

***RESOLVED** that the minutes of the SACRE meeting held on 1 February 2022, alongside the minutes of Syllabus Conference held on the 14 March 2022 be received and approved as a correct record.*

5 THE ADOPTION OF THE AGREED SYLLABUS CONFERENCE RECOMMENDATIONS

The RE Adviser introduced the item on the Adoption of the Agreed Syllabus Conference Recommendations. It was clarified it was likely the matter would be brought to the meeting in the autumn to discuss the matter and to ensure that schools would be using the curriculum.

The RE advisor highlighted that the forward to the document was incorrect and would need changing it was agreed the matter would be addressed with the chair outside of the meeting. It was clarified by the RE advisor that the syllabus was with the translation team, it was also raised that once the translation was complete the document would need to be published on the website. The RE advisor sought the committee opinion on making the document more appealing prior to being published, the committee were happy for the document to change to draw the reader's attention; however, they would like to have sight of the document prior to the publication.

The committee discussed the following in further detail –

- Education of RE after the age of sixteen was raised, the RE advisor informed the committee that students who were currently in education post the age of 16 would receive some form of RE education, however children who were in year 6 would receive the choice to continue the RE education post the age of 16.
- The language of which the RE education would be conducted was raised, the RE advisor responded stating that the education would be available in both Welsh and English.

RESOLVED that the report by the RE Adviser regarding the Adoption of the Agreed Syllabus Conference Recommendations be noted.

6 UPDATE ON PROFESSIONAL DEVELOPMENT

The RE advisor alongside the Principal Education Manager (PEM) introduced the update on professional development.

The RE advisor informed the committee that the WASACRE Hwb playlists (online learning courses) were not currently available to show to the committee; however, the RE advisor made the committee aware that the quality of the playlists were high.

Both the RE advisor and the PEM had also organised RVE/RE training for over seventy teachers and head teachers which had been positively received. The teachers also had access to RE/RVE guidance, the RE advisor thanked Denbighshire with their assistance with the training sessions for teachers. In closing the RE advisor planned to circulate a questionnaire to the teachers who received the training to see whether they thought the sessions were beneficial.

Leah Crimes (teacher representative) gave the RE advisor an update from a recent head teachers meeting, as some teachers were behind with RE/RVE training however hopefully the Hwb playlists would assist with the training and rollout of the material.

RESOLVED that the verbal update from the RE Adviser be received and noted.

7 WASACRE

The RE Adviser reported that the minutes of the last meeting held on 6th April 2022 had not yet been made available for circulation but much of the meeting had focused on the HWB playlists.

The RE Adviser informed the committee that there was an election for members on WASACRE, there were three vacancies and five people sought a place on the committee. The RE Adviser gave the committee short presentations from each candidate prior to the committee making their choice.

The committee proposed Vicky Barlow, Edward Evans and Dr Louise Brown, for executive. All members agreed to the proposals.

The RE adviser informed the committee there was also nominations for the position of vice chair; however, only two had put their names forward these were Vicky Barlow, and Edward John Evans.

The committee proposed Edward John Evans for the position of vice-chair, all members agreed to the proposals.

RESOLVED that Vicky Barlow, Edward John Evans and Dr Louise Brown be proposed for executive positions, and that Edward John Evans be proposed as vice chair for WASACRE.

8 DATE OF NEXT MEETING

The next SACRE meeting was organised for the 19th October 2022.

The meeting concluded at 11:00am.

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Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		20th October 2021
Agenda Item:	5	Report Details
<i><u>Background to the Report:</u></i>		
Denbighshire and Conwy Summer 2022 was published and sent to all schools in the summer term.		
<i><u>Purpose of the Report:</u></i>		
To inform members regarding the articles on the newsletter.		
<i><u>Recommendations:</u></i>		
<ul style="list-style-type: none">▪ To receive the newsletter.		

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REach

Denbighshire and Conwy SACRE Newsletter

Issue 2: Summer 2022



and welcome to REach, the newsletter supporting the work of Denbighshire and Conwy's SACREs. This is our second edition. The first edition explained the role of purpose of SACRE and need for a newsletter, you can access the first edition [here](#). The Welsh Association of SACRE recently published a 'Handbook for SACRE members in Wales'. This helpful guide also provides details about the purpose and role of a local SACRE.

For information about the Curriculum for Wales 2022 please watch this 35 minute [training session](#) organised by Denbighshire Local Authority.



Religious Education and the New Curriculum

The Curriculum for Wales was published on the 28th January 2020. The change from Religious Education to Religion, Values and Ethics (RVE) was explained in the previous edition. Religion, Values and Ethics is one of five distinct disciplines contained in the Humanities AOLE which include Geography, History, Social Studies and Business Studies. Religion, Values and Ethics will be taught to all primary school children and possibly year 7 learners from Sept 2022.

Secondary schools may defer the teaching of the new curriculum until Sept 2023. If a secondary school chooses to do this they will teach the new curriculum, including RVE, to both year 7 and 8 in Sept 2023. Secondary schools will continue to teach the current curriculum, including the current Agreed Syllabus, to pupils in year 8 in Sept 2022 and the pre 2022 curriculum will follow them during their time in compulsory secondary education. The current curriculum is called [Curriculum for Wales 2008](#) and can be accessed on the Hwb website (correct at the time of writing).

Right to Withdraw

There will be no right to withdraw a pupil from Religion, Values and Ethics, but parents with children receiving the current Religious Education (e.g. Year 8, 9, 10 and 11 in Sept 2022) will continue to have the right to withdraw their child from RE. This may result in parents withdrawing a year 10 learner but not withdrawing a child in year 7.

Compulsory Post 16 RVE

Compulsory post 16 RVE will be removed from September 2027, although pupils may request RVE provision to which a school must oblige. For more details about the right to withdraw and Post 16 RVE see the [Curriculum for Wales Legislative Summary](#).

Religion, Values and Ethics Guidance and the Agreed Syllabus.

The new [Curriculum for Wales](#) is available on Hwb. It contains all of the information a school will need to be able to design their curriculum. It includes the legislative changes and information about all the mandatory elements including the Four Purposes, the Areas of Learning and Experience and the Descriptions of Learning. There is a specific area for the [Humanities](#). Within this area, section 5, titled [Designing your Curriculum](#), outlines the specific disciplinary concepts and contexts for all 5 humanities subjects.

Religion, Values and Ethics, like Religious Education, is still a locally determined subject and as such each Local Authority has the responsibility of agreeing a syllabus for its local schools. Welsh Government has published [Religion Values and Ethics guidance](#) that all Local Authorities must have regard to when creating their Agreed Syllabuses. Both Denbighshire and Conwy SACREs have adopted the content of this guidance as their Agreed Syllabus. The Agreed Syllabus will be available from Conwy and Denbighshire's LA websites, but schools are advised to use the RVE guidance on Hwb as they design the RVE areas of their curriculum.

You may have missed:



Agored Exploring Worldviews

Agored Cymru has developed 'Exploring Worldviews', a suite of level 1 and 2

qualifications supporting an understanding of religious and non-religious worldviews. The qualification meets the three core skills set out in the exemplar framework (current curriculum), and it provides opportunities for exploring the concepts for RVE through the statements of what matters in the Humanities area of learning and experience in the Curriculum for Wales (new curriculum). It is not designed to replace the current Religious Studies GCSE, however, it will provide an accessible recognised qualification whilst allowing a school to meet its statutory obligation at Key Stage 4. Please [click here](#) for more details.



St Giles' Centre is situated in the heart of Wrexham in North East Wales within the grounds of the impressive St Giles' Parish Church. It is a centre that provides specialist RVE and collective worship support for teachers in Wrexham working in partnership with the Local Authority. The Centre's website is kept up to date with current events relevant to RVE in Wales. The

['Professional Learning'](#) section contains news articles, training videos and written blogs that cover essential updates about what is happening in the world of RVE in Wales, in England and across Europe. Please [click here](#) to access their website.

Local SACREs meet three times each year, information about SACRE meetings can be found on your Local Authority Websites.

Denbighshire is looking for teachers to join its SACRE.

Current Teacher member vacancies:

- Primary Headteacher
- Primary Classroom Teacher

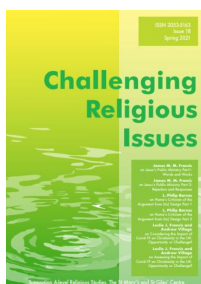
To access the current Agreed Syllabus and resources supporting RE and collective worship please join our North Wales Religious Education Hwb Network... <https://hwb.gov.wales/go/d8tfh3> and/or our the Conwy or Denbighshire Microsoft TEAMS. Please email lordp2@hwbcymru.net for more information.

Resources:



Hwb - RVE Professional Development

The Welsh Association of SACREs have been working in partnership to develop a suite of Professional Learning modules on RVE in the new curriculum. 10 playlists will be made available during the 2022 Autumn Term. The first five will cover 'What's New' for senior leaders and teachers in a range of school settings and are due to be published early in September. Playlists on the cross curricular skills, progression, assessment and pedagogy will follow later in the term.



16+ Challenging Religious Issues

Challenging Religious Issues is a journal for students and teachers of AS and A-level Religious Studies. It is also a useful resource for anyone who wants to develop or refresh their subject knowledge. Over 65 open access journal articles have been published in the journal so far including articles written by leading scholars and practitioners. The articles are linked to Religious Studies A-level specifications. The articles are interactive through the use of 'discussion points' and live links to relevant external websites. All issues are available in English and Welsh. The St Giles' Centre has funded and managed the Welsh language version from issue 14 onwards. Please [click here](#) to access the Challenging Religious Issues from the St Giles website.

Conwy is looking for teachers to join its SACRE.

Current Teacher member vacancies:

- Primary Head Teacher
- Primary Classroom Teacher
- Special School Teacher

Please contact LordP2@hwbcymru.net if you are interested or want more information

Future Newsletters We would like to include articles showcasing good practice for RE and Collective Worship across North Wales. If you like to contribute to REach please contact LordP2@hwbcymru.net



Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)		
Date of Meeting:		20th October 2021
Agenda Item:	6	Report Details
<u><i>Background to the Report:</i></u>		
<p>The Curriculum for Wales became statutory for primary schools and some secondary schools (for year 7) Sept 2022. The content of the agreed syllabus for RVE was agreed summer 2022, the final version of the syllabus has been completed and sent to schools. Supporting guidance has also been published and sent to schools.</p>		
<u><i>Purpose of the Report:</i></u>		
<p>To view the final versions of the agreed syllabus and supporting guidance.</p>		
<u><i>Recommendations:</i></u>		
<ul style="list-style-type: none"> ▪ To receive the presentation. ▪ To consider how to inform schools about the new agreed syllabus and the supporting guidance. 		

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Agreed Syllabus

For Religion, Values and Ethics

(Based on the Religion, Values
and Ethics Guidance)

2022-27



Agreed Syllabus

For Religion, Values and Ethics

(Based on the Religion, Values
and Ethics Guidance)

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Forward

It is with great delight that I am able to present Denbighshire's Agreed Syllabus for Religion, Values and Ethics 2022-2027. The Agreed Syllabus will be applicable for primary school settings and secondary schools as they follow the roll out of the new Curriculum for Wales. The new Agreed Syllabus for Religion, Values and Ethics will sit alongside the Denbighshire's Agreed Syllabus for Religious Education relevant for varying secondary school year groups until 2027.

The change of name from Religious Education to Religion, Values and Ethics is a reminder of the increased scope covered in our subject including the study of non-religious philosophical convictions. The inclusion of RVE in the humanities area of learning and experience serve to promote how Religions, Values and Ethics connect us with the biggest question of all, what is it to be human?

We sincerely hope that, similar to the 2008 Agreed Syllabus, you find that it provides you with the freedom to select the knowledge, skills and experiences appropriate to engage and inspire our learners as they seek to understand the unique concepts surrounding beliefs, both religious and non-religious and how they impact all our lives, both individually and collectively.

Warmest regards

Ellie Chard (Chair of Denbighshire SACRE, Summer 2022)

1. Introduction

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 and 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.

2. The purpose of this RVE guidance

This Agreed Syllabus is based on the WG's Religion, Values and Ethics Guidance.

The 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 outlines the unique and distinct contribution that RVE makes to the Curriculum for Wales.

More information on the legal status of this RVE guidance can be found in the [legislation summary](#) of the Curriculum for Wales Framework.

Additional guidance relating to RVE for voluntary-aided schools and settings has been produced by the Church in Wales and the Catholic Education Service with funding from Welsh Government.

3. Audience

The Agreed Syllabus has been written to be accessible to all those responsible for designing a curriculum. Those persons who must have regard to the syllabus when designing a curriculum are:

- the Head Teacher of a maintained school or a maintained nursery school
- the Governing Body of a maintained school or a maintained nursery school

In addition, the syllabus may also be useful to practitioners, regional consortia, awarding bodies, Estyn, teacher unions, religious organisations, non-religious organisations, parents and carers and other bodies in Wales with an interest in RVE. These bodies do not have to have regard to the syllabus but it may be useful and informative for them to refer to it to better understand the content of a given setting's curriculum.

4. Agreed Syllabus

As RVE is a locally determined subject, the agreed syllabus specifies what should be taught in RVE within each of the 22 local authorities in Wales for those schools that teach the agreed syllabus.

The [RVE guidance](#) is therefore also directed at those responsible for preparing an agreed syllabus, who must have regard to this guidance, including:

- the local authority who have a function in adopting the agreed syllabus drawn up by the Agreed Syllabus Conference
- the Agreed Syllabus Conference

- the body of persons established by the Welsh Ministers to prepare an agreed syllabus if the Agreed Syllabus Conference has been unable to do so

Each local authority has a legal duty to convene an Agreed Syllabus Conference to review the syllabus and to recommend an appropriate syllabus to the local authority for it to adopt. The agreed syllabus for each local authority should be reviewed every five years.

Once an agreed syllabus has been adopted, all maintained schools and settings are required to have regard to the agreed syllabus including schools of a religious character, in their design of the agreed syllabus element of their RVE provision.

Should a local authority wish to adopt or adapt the [RVE guidance](#) as their agreed syllabus they may do so. Denbighshire LA have agreed to adopt the RVE guidance as the agreed syllabus.

5. RVE within the Curriculum for Wales

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

RVE is situated within the Humanities Area and incorporates a range of disciplinary approaches that can be used by learners to engage critically with a broad range of religious and non-religious concepts. For example, disciplinary approaches relevant to RVE may include religious studies, philosophy, theology, sociology, psychology, and anthropology. There are also strong relationships between RVE and the other disciplines within Humanities as well as with other Areas.

Concepts are important in RVE because they are central ideas that help learners to make sense of and interpret human experience, the natural world and their own place within it. Learners will have opportunities to explore RVE concepts through a variety of sub lenses which make up the RVE disciplinary lens. These concepts and sub lenses are set out in this Agreed Syllabus.

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

6. Spiritual development

One of the features of the **four purposes** of the curriculum is that learners will be supported to develop as healthy, confident individuals, ready to live fulfilling lives as valued members of society. **Statements of what matters** and RVE have many valuable and distinctive contributions to make. The statements of what matters are set out in the What Matters Code and include the key concepts for each Area.

In the context of RVE, spiritual development is concerned with our natural ability to look for, express and understand what is important in life, and to question who we are and why we are here. Spiritual development may or may not involve religion. Through experiencing and reflecting on our relationships, spiritual development may be apparent in the following: awareness of self in relation to others; connections to the wider and the natural world (and, for some people, to a

higher power or ultimate reality); creativity and going beyond the everyday; exploration of ultimate questions and contemplation of meaning and purpose.

a) Awareness of self in relation to others.

Learners can:

- develop a sense of their uniqueness and value
- reflect upon their own beliefs, values and actions, and express and justify their own feelings and opinions
- develop aspirations and learn to live with disappointment
- show empathy and consideration for others
- develop compassion and help others
- develop a voice and listen with respect to the voices of others
- form good relationships
- talk about themselves in relation to others, the world and/or a higher power or ultimate reality
- gain awareness of and respect for the beliefs, teachings and practices of others, as well as an ability to articulate their own
- explore how religious and non-religious beliefs and practices impact on the lives of individuals, the local community and wider society.

b) Connections to the wider and the natural world.

Learners can:

- develop an appreciation of belonging in their locality, Wales and the wider world
- experience the natural world, value the environment and work towards sustainable futures for all
- experience the richness of the stimuli around them through use of the senses
- experience being present in the moment
- develop awareness of the world around them and their place within it
- make sense of their experience of the natural world and of human relationships.

c) Creativity and going beyond the everyday.

Learners can:

- develop creativity and use their imagination
- experience awe and wonder or be amazed by things
- foster curiosity and develop insight.

d) Exploration of ultimate questions and contemplation of meaning and purpose

Learners can:

- ask, consider and reflect on ultimate questions (the 'big' questions about life)
- discover meaning and purpose in their own lives
- experience that which is beyond the ordinary.

Spiritual development can also occur as learners engage with their cynefin and occur in everyday life within their local, national and global communities.

7. Designing your curriculum for RVE

This section is intended to support all those responsible for planning mandatory RVE within this Area.

Curriculum design and development must incorporate, where appropriate, opportunities for learning and consideration of **cross-cutting themes** in the Curriculum for Wales. These cross-cutting themes are: careers and work-related experiences, human rights, diversity, local, national and international contexts and relationships and sexuality education. It is also important that the **cross-curricular skills** of literacy, numeracy and digital competence, as well as the **skills integral to the four purposes** (creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organising) are considered in curriculum design.

When realising their curriculum, schools and settings need to decide how RVE best works within their approach to the Humanities Area. For example, curriculum design can be integrated, multidisciplinary, interdisciplinary or disciplinary. Curriculum design should be evaluated regularly in line with the Curriculum for Wales Framework guidance.

8. RVE and the four purposes

At the heart of the Curriculum for Wales are the **four purposes**, which are the key drivers for curriculum design and, as such, should be the focus of all curriculum development. The four purposes set out the aspirations for all learners.

By the age of 16, they should be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

In the Humanities Area, the statements of what matters contribute to realising the four purposes of the curriculum.

Mandatory RVE makes an important and distinctive contribution to supporting the four purposes by giving learners opportunities to:

- engage with and explore ultimate and philosophical questions about the meaning, significance and purpose of life, and about the nature of human thought and of the universe and the connections between them
- undertake enquiries and engage with sources of wisdom and philosophies that encourage them to explore the challenges, opportunities and responses of human beings in the context of their cynefin, locally, in Wales and the wider world, as well as support them in evaluating their own perspectives and those of others
- develop and express their own informed viewpoints, which prepares them for lifelong learning in a pluralistic and diverse world
- use their knowledge and understanding of both institutional and personal religious and non-religious beliefs and practices to think critically about their own values and about how they might make important social and personal decisions
- explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history, so that they can make sense of their place in the world, imagine possible futures and create responsible solutions that take in to account the diverse needs and rights of all people
- evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues, past and contemporary, that challenge their knowledge and values. This enables learners to develop an understanding of religion and belief, culture,

community, their cynefin, and Wales and the wider world now and in the past, which can help to nurture a sense of place and belonging

- respond sensitively to religion and non-religious philosophical convictions and explore the beliefs and practices of people in their community, Wales and the wider world, and how these might impact their actions and choices
- develop secure values and establish their ethical beliefs and spirituality through the exploration of religion and non-religious philosophical convictions on a range of issues, which can in turn enable them to form positive relationships based upon trust and mutual respect
- discuss and reflect on their own perspectives and those of others on a range of issues, which help them to build their mental, emotional and spiritual well-being by developing confidence, resilience and empathy.

9. RVE and the statements of what matters

Before any detailed planning can begin, it is essential for practitioners and school leaders to consider the Humanities statements of what matters, which contribute to learners realising the four purposes of the curriculum. Practitioners and leaders should also consider the statements of what matters in other Areas where RVE may be able to contribute to learning.

10. 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 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, lived religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious beliefs and practices
- 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 can enable learners to develop an understanding of personal and institutional beliefs 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 religion and belief
- provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action

11. The RVE lens

The RVE disciplinary lens can help schools and settings consider relevant content for their curriculum design. In this syllabus the RVE lens is divided into a number of sub lenses through which the RVE concepts can be viewed and explored. The sub lenses are interconnected and are not intended to be units or topics. They draw on a recognised body of knowledge for RVE in Wales and help to ensure sufficient breadth and depth for RVE in the Humanities. The sub lenses lend themselves to all of the statements of what matters and are also relevant to other Areas and to the realisation of the four purposes. They help schools and settings understand significant aspects of RVE and identify opportunities for RVE within the statements of what matters to support curriculum development.

Sub lenses in RVE include:

- 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.

12. Learner progression and learning journeys in RVE

Learner progression is an important driver for designing your curriculum. This is reflected in the statements of what matters and in the **descriptions of learning for the Humanities**, which help to provide more detailed guidance for practitioners.

In order to develop a shared understanding of progression from ages 3 to 16 in relation to RVE within this Area, an example 'learning journey' for each sub lens is provided. These learning journeys illustrate how a learner may develop their understanding of concepts in RVE through the various interconnected sub lenses, and may be useful when designing your curriculum, alongside the descriptions of learning for the Humanities. They have taken account of the descriptions of learning and encourage schools and settings to be creative and confident when planning for learner progression in RVE within their curriculum design. The learning journeys do not provide an alternative set of descriptions of learning, nor do they provide specific reference points or criteria for the pace of progression, and should not be used as such. All of the statements of what matters in this Area are reflected across the learning journeys.

Example learning journey 1: search for meaning and purpose

This learning journey draws mainly from two statements of what matters: 'Events and human experiences are complex, and are perceived, interpreted and represented in different ways' and 'Human societies are complex and diverse, and shaped by human actions and beliefs'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about the 'deeper questions of life'. At the early stages of learning, learners begin to ask deeper questions about themselves and others and about the natural world and living things around them (for example, 'Who am I?' and 'Why do things die?'), as well as listening to the opinions of others. Further along their journey, they gather and discuss religious and non-religious insights and consider their own and others' opinions, viewpoints and interpretations with increasing sophistication. Later, issues of truth, meaning, purpose and value can be shared, debated and evaluated as learners engage more deeply with a range of challenging questions on these issues (for example the existence of good and evil, the nature of suffering, the use of wealth). They can recognise that responses to such questions are complex, as well as often partial and inconclusive.

This journey is also about 'influence, continuity and change'. At the early stages of their learning journey, learners begin to know and express what they like and dislike, what makes them happy and sad, and what their hopes and dreams are for the future, as well as responding to the ideas of others. Further along their journey, they can identify and discuss religious and non-religious insights concerning human feelings and needs, including what influences these and how they are expressed in their own and other people's lives. Later, learners can come to recognise both continuity and change in responses to questions about meaning and purpose in life, both in their own lives and in society and culture, across time and place. They evaluate relevant contemporary values and ideas of self-worth from religious and non-religious perspectives.

This journey is also about 'human quests and contributions'. At the early stages of their learning journey, learners begin to show an awareness of the people and the 'big ideas' that have shaped their local places and everyday lives. Further along their journey, they imagine and discuss what they may contribute both now and in the future, and increasingly engage with the relationship between aspiration and practice, while considering a variety of contributions from religious and non-religious sources. Later, as learners' understanding develops, they can make increasingly complex connections between aspects of health and well-being, the needs and demands of the world today and their own search for meaning and purpose.

Example learning journey 2: the natural world and living things

This learning journey draws mainly from two statements of what matters: 'Our natural world is diverse and dynamic, influenced by processes and human actions' and 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.' There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'care, concern and respect'. At the early stages of their learning journey, learners begin to show care and respect for the natural world and living things around them. Further along their journey, they can identify how and why they and others show care, concern and respect, as well as considering religious and non-religious perspectives. Later, with increasing

sophistication, learners can come to raise and consider critically, ethical questions related to human activity, nature and place: engaging with religious, non-religious responses and their own responses.

This journey is also about 'awe and wonder.' At the early stages of their learning journey, learners begin to experience awe and wonder in nature, which develops as they explore the world around them, observing and asking questions. Further along their journey, a sense of the complexity of life and its interconnectedness grows, as well as a sense of active responsibility. Later, experiences of awe and wonder are nuanced by deeper and more wide-ranging engagement with others and with place, as well as with the natural world and living things.

This journey is also about 'responsibility and action'. At the early stages of their learning journey, learners begin to show an awareness of the variety of living things beyond themselves and that their actions can impact these. Further along their journey, they can come to know religious and non-religious 'stories' about local places, the natural world and living things, and how these relate to themselves and others. Through religious and non-religious narratives (for example, about the origins of the world), learners can learn about different philosophies important to our understanding of the world and the place of humans within it. Later, with increasing sophistication, they become able to recognise how values and beliefs are reflected in action, from religious and non-religious perspectives, and how these relate to their own experiences.

This journey is also about 'place and space'. At the early stages of their learning journey, learners begin to recognise that they are located in place and space, and this has meaning for them. Further along their journey, they recognise that places and spaces around them mean different things to different people, as well as considering places of special significance for religious and non-religious reasons. Later, learners can come to identify and explain various contested places (religious and non-religious), appreciating sensitivities surrounding place. They can understand the complexity of debates and of influences such as identity, authority, values, ethics and considerations of meaning and purpose in life.

Example learning journey 3: values and ethics

This learning journey draws mainly from two statements of what matters: 'Events and human experiences are complex, and are perceived, interpreted and represented in different ways' and 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.' There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'what people value'. At the early stages of their learning journey, learners begin to identify what is of value to them (for example, fairness, trust, love, life and kindness) and they listen to the opinions of others. They can recognise the need to respect others and can show what this looks like in their everyday lives. Further along their journey, learners become aware of different interpretations and expressions of common values, appreciating a variety of religious and non-religious influences. They learn how some values and rights have changed over time. As their knowledge and experience grows, learners can come to discuss a variety of religious and non-religious perspectives on instances of inequality and injustice, as well as the challenges of identifying and protecting human rights. Later they are increasingly able to form, defend and review their ethical positions on matters of religious and non-religious significance (for example, the sanctity of life, freedom of speech, animal welfare and war).

This journey is also about 'beliefs, actions and consequences.' At the early stages of their learning journey, learners begin to show an understanding of 'right' and 'wrong' and how their actions and

feelings relate to this. Further along their journey, with increasing breadth and sophistication they can explain how their actions may have consequences for themselves and others, and for the world and living things, drawing on insights from a variety of religions and non-religious philosophical convictions. Later, they can come to postulate and evaluate the factors that influence their attitudes, behaviours and actions and those of others, including factors relating to religious and non-religious belief and practice.

This journey is also about 'decision-making'. At the early stages of their learning journey, learners begin to recognise basic moral dilemmas and offer solutions. Further along their journey, they can learn rules and codes of behaviour (both religious and non-religious) relevant to them and to others around them and they can explain their impact on people's lives. Later, with increasing sophistication, learners can come to identify and critically discuss the responsibilities and challenges of decision-making, showing understanding of relevant figures, processes and institutions that form part of decision-making, in both religious and non-religious contexts. Learners identify opportunities where appropriate moral action is needed in their communities, Wales and the wider world.

Example learning journey 4: identity and belonging

This learning journey draws mainly from two statements of what matters: 'Events and human experiences are complex and are perceived, interpreted and represented in different ways' and 'Human societies are complex and diverse, and shaped by human actions and beliefs.' There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'what makes people who they are'. At the early stages of their learning journey, learners begin to show an awareness of who they are and that they are similar to and different from others. Further along their learning journey, they discuss what can form identity (for example, relationships, lifestyles, beliefs and place) and how these influence people and their communities. Later, learners can review and evaluate a range of religious and non-religious philosophies, life stances and practices concerned with what it means to be human, and they can form and critically consider their own perspectives.

This journey is also about 'communities, contributions and diversity'. At the early stages of their learning journey, learners begin to understand that they are part of various groups and communities and what belonging looks like. They are aware of diversity within relevant communities and that their experiences of belonging are similar to and different from others. Further along their learning journey, they can explore expressions of belonging in a range of religious and non-religious contexts. They can discuss the significance of belonging in people's lives, including their own. Later, with increasing sophistication, learners can come to identify and evaluate relationships between belonging, commitment and contributions to society, culture and well-being.

This journey is also about 'place, time and relationships'. At the early stages of their learning journey, learners begin to be aware that they exist in place and time, and that this shapes them and the communities around them. Further along their learning journey, they can explore interactions between a range of communities and societies, locally and more widely, and they can discuss the contributions of identity and belonging from religious and non-religious perspectives. They can come to recognise continuity and change in identity and belonging and how these are experienced personally and collectively. Later, learners can investigate and evaluate relationships and interdependencies between a range of groups, communities and societies (locally, nationally and globally) and how these impact on human life and the natural world. They can critically

consider the roles of identity and belonging in understanding and responding to shared contemporary issues, from religious and non-religious perspectives.

Example learning journey 5: authority and influence

This learning journey draws mainly from three statements of what matters: 'Events and human experiences are complex and are perceived, interpreted and represented in different way', 'Human societies are complex and diverse and shaped by human actions and beliefs', and 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.' There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'authorities and influences'. At the early stages of their learning journey, learners begin to recognise that they are influenced by some important people and that this affects how they feel, think and behave. Further along their learning journey, they can identify and explore different sources of authority within religious and non-religious contexts (for example, leaders, relationships, texts, codes of behaviour and traditions). They can come to understand that sources of authority influence people's lives in a variety of ways. Later, as learners' understanding develops, they can analyse and evaluate complex relationships (including their own) that exist between and across sources of authority. They can come to critically consider the authority of religious and spiritual experience and conscience, in the past and present, and their impact on people, society and culture.

This journey is also about 'experiences and interpretations.' At the early stages of their learning journey, learners begin to be aware of important influences in the lives of others, and that their experiences are similar to and different from their own. Further along their learning journey, they can explore how sources of authority are interpreted in different ways by various people and groups within religious and non-religious contexts. They can come to recognise influences on interpretations and that some sources of authority carry more weight than others for different people, groups and societies. Later, learners can draw on multiple sources of authority to evaluate religious and non-religious interpretations of issues relevant to the human condition and they can present their own informed positions. They can critically consider how and why experiences and concepts of authority may change over time.

This journey is also about 'choices and actions.' At the early stages of their learning journey, learners begin to understand that their actions can be affected by choices. They can show awareness of influences on their choices. Further along their learning journey, they can come to recognise how people and communities draw on religious and non-religious sources of authority to guide them in their lives and to inform important decisions. Later, as learners' understanding develops, they are able to use their knowledge and understanding of a range of sources of authority to engage critically in contemporary ethical issues or debates, and to influence possible actions and outcomes (for example, challenge, consensus and reconciliation).

Example learning journey 6: relationships and responsibility

This learning journey draws mainly from two statements of what matters: 'Our natural world is diverse and dynamic, influenced by processes and human actions' and 'Human societies are complex and diverse and shaped by human actions and beliefs.' There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens. The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about ‘how people live together.’ At the early stages of their learning journey, learners begin to understand that they live in a number of relationships. They are aware of what helps them to live with others. They can offer opinions about how disagreements can be resolved. Further along their learning journey, they can identify and discuss how the importance of relationships (personal, social, environmental and transcendental) is expressed in people’s lives, drawing on religious and non-religious contexts. Later, learners can come to recognise that relationships are dynamic and complex. They can critically consider influences that can contribute to harmony and discord globally, locally and personally (including religious and non-religious influences). They can review and evaluate challenges presented by relationships, drawing on a range of religious and non-religious insights and experiences.

This journey is also about ‘responsibilities and interconnectedness’. At the early stages of their learning journey, learners begin to be aware of connections between their own lives and the lives of other people, the natural world and living things. They can show responsibility for others through simple actions. Further along their learning journey, they can identify how and why people show responsibility for people and places outside their personal relationships. They can discuss important material and non-material dimensions of relationships (including spiritual, religious and moral dimensions), and they can come to recognise connections with human growth and how people can live together responsibly in the world. Later, learners can come to develop critical appreciation of significant issues affecting relationships at a global level and they can imagine possible futures. They can critically engage with a range of religious and non-religious philosophies exploring interconnectedness in life, as well as the nature and understanding of human beings within it.

This journey is also about ‘well-being, identity and inclusion.’ At the early stages of their learning journey, learners begin to be aware of their own experiences and feelings when they engage in activities with others. They can recognise that other people have experiences and feelings, too, which are similar to and different from their own. They show curiosity about other people’s lives. Further along their learning journey, they can explore how action can involve significant commitment and sacrifice (past and present) and have major effects on the lives and well-being of others and on the wider world. They can come to recognise connections between actions and identity, including religious and non-religious influences. They can identify unfairness and inequality in their own personal lives and in wider society and suggest appropriate challenges. Later, learners can critically consider what healthy relationships look like and their contributions to well-being, drawing on a range of religious and non-religious perspectives. They can come to understand and evaluate relationships between personal identity and relevant group identity.

Example learning journey 7: the journey of life

This learning journey draws mainly from two statements of what matters: ‘Events and human experiences are complex and are perceived, interpreted and represented in different ways’ and ‘Human societies are complex and diverse, and shaped by human actions and beliefs.’ There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about ‘meaning, purpose and influence.’ At the early stages of their learning journey, learners begin to recognise that people have personal life stories. Learners start to tell their own life story. Further along their learning journey, they can explore a variety of paths through life that people have experienced, drawing on religious and non-religious contexts and influences. They can come to identify connections with meaning-making and purpose. Later, learners can analyse and critically consider the concept of vocation, in the past and present, from

religious and non-religious perspectives. They can examine challenges encountered in people's life trajectories and evaluate religious and non-religious responses.

This journey is also about 'life stages and events.' At the early stages of their learning journey, learners begin to be aware that they grow and change over time. They experience and compare how their own and other people's growth is acknowledged and celebrated. They can show how their lives are connected to special times and seasons. Further along their learning journey, they can explore significant life events and rites of passage and they can discuss the roles that these play in people's lives by drawing on religious and non-religious insights. Later, learners can analyse and critically discuss human ritual action in the marking of significant events and time. They can come to evaluate relevant philosophies of time from religious and non-religious perspectives and demonstrate how these may impact beliefs, practices and actions.

This journey is also about 'physical and spiritual journeying'. At the early stages of their learning journey, learners begin to recognise that they go on many different journeys for various reasons. They show interest in the journeys of other people and can see how their journeys are similar to and different from their own experiences. They are aware that journeys have physical features as well as non-material features. Further along their learning journey, they can explore people's experiences of important journeys from religious and non-religious perspectives and they can identify reasons for these journeys. They can come to understand that journeys are connected to place and time. They can imagine what an important journey might look like in their own lives. Later, learners can identify and evaluate relationships between physical and spiritual journeys and their effects on the lives of individuals, communities and wider society (for example, in relation to identity, human formation, diversity, culture). They can critically consider the interconnectedness of journeys, landscapes and people across place and time, drawing on religious and non-religious contexts.

13. Enriching learner experience in RVE

Whichever approach is taken to curriculum development, schools and settings need to ensure rich learning in RVE across a broad range of experiences. Learning experiences are a central aspect of the philosophy of the [Curriculum for Wales framework](#). When designing their curriculum schools and settings should ensure that a developmentally appropriate range of experiences relevant to RVE is provided for learners. These experiences can include opportunities to:

- engage with religious and non-religious local communities in ways that learners will find meaningful and valuable
- engage in role play and participate in or observe activities such as celebrations or re-enactments
- consider what influences people in their response to ethical dilemmas, solve real and present problems and explore past events
- experience and reflect on the mystery, awe and wonder of the natural world, historical locations and religious and cultural sites
- observe and participate in cultural activities that help learners to understand human experiences
- handle and explore religious artefacts and objects, including sacred and other texts
- visit local places of worship and other special places, landscapes and environments, including those with a significant religious and spiritual dimension
- meet people for whom faith and belief is important to help learners explore lived experiences
- ask big questions relating to higher powers or ultimate reality, the world, the meaning and purpose of life and of their own experiences

- engage with religious and non-religious sources, for example religious leaders, people of faith and belief, philosophers, places of worship, artefacts, sacred texts and philosophical writings
- learn to respond to the beliefs and convictions of others whilst exploring and analysing their own views and values

Enriching learner experience in RVE is also about schools and settings exploring their place within the local and wider community as an important step in designing their curriculum. This can be supported by schools and settings researching the faith and belief groups that are represented locally and across Wales, as well as sacred places and spaces, past and present.

14. Key links with other Areas

Curriculum development in schools and settings should explore clear links and interdependencies between RVE and the other Areas as part of a **holistic curriculum**. These links and interdependencies should be drawn upon during curriculum planning with practitioners working creatively and collaboratively to support learners' realisation of the four purposes of the curriculum.

15. Points to consider for schools and settings

The following questions can be used by schools and settings when designing their curriculum for RVE.

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

16. Ensuring inclusivity in RVE

All learners with additional learning needs (ALN) should be supported to overcome barriers to learning and achieve their full potential in RVE. Schools and settings providing education for learners with ALN, including those with profound and multiple learning difficulties, should consider how best to meet the needs of all learners when planning and providing effective learning opportunities in RVE.

Considerations may include, for example:

- active, multi-sensory approaches to introduce new learning in RVE, taking account of the different learning styles and emotional needs of each learner
- inclusive opportunities for learners to experience awe and wonder in a variety of environments
- using a variety of stimuli, such as religious and non-religious artefacts and relevant contexts
- full participation of all learners including those who use a means of communication other than speech
- activities that include all learners both inside and outside the classroom, for example, when visiting local places of worship and other special places of significance.

When working with learners with additional learning needs, practitioners and carers should be aware of the school or setting's approach to RVE within the Humanities Area.

For further information on ALN refer to guidance on [Routes for Learning](#) and the Additional Learning Needs Code for Wales 2021.

17. Education in funded non-maintained nursery settings

RVE provision in a funded non-maintained nursery setting should be considered as part of an overarching holistic approach to learning and development. The 'Designing your curriculum for RVE' section above provides further information on RVE for ages 3 to 16, to support practitioners in these settings with this holistic approach.

Young learners are endlessly curious; they enjoy exploring and investigating by themselves and with others, and naturally ask questions about life and the world around them. Through engaging, practical, integrated activities in this period of learning, they can begin to learn more about themselves, other people and the wider world.

Effective, learner-centred pedagogy, which is responsive, dynamic and embedded in strong relationships, should be central to the development of RVE provision in a setting. Through play, learners are able to develop their ideas, opinions and feelings with imagination, creativity and sensitivity, which can help inform their view of the world. Spending time outdoors supports learners' social, emotional, spiritual and physical development, as well as their well-being. Being outdoors also helps them to develop an awareness of the need to show care and respect for living things.

Learners in this period of learning are beginning to understand the concept of 'difference'. Practitioners should encourage them to share their knowledge and experiences of their own beliefs, heritage and traditions, as well as those of others (for example, through songs, stories and role play). This can help young learners understand more about themselves, as well as about experiences and viewpoints which may differ from their own.

A supportive, nurturing environment, where learners can learn about each other's differences and similarities, can help them to begin to develop respectful relationships and a sense of responsibility. They can begin to explore the language of rights and start to understand their right to believe different things and follow different beliefs. Through this, learners from an early age can begin to identify and understand how their actions may affect others and learn to reflect on and revise their own perspectives, as appropriate.

18. Education other than at school

All learners have a right to an education. When considering how best to meet the needs of their learners, providers of education other than at school (EOTAS), including pupil referral units (PRUs), are required to have regard to the mandatory curriculum components, which include RVE and secure provision in relation to them so far as that would be reasonably possible and appropriate for the individual learner.

Learners' experiences should enable them to explore RVE concepts through the statements of what matters in the Humanities Area, using various sub lenses in RVE which are provided in this Agreed Syllabus. Such settings are not required to deliver the agreed syllabus. However, the RVE provided in these settings must still satisfy the pluralistic requirement.

More information on the legislative requirements for PRUs and EOTAS can be found in the [legislation section](#) of the Curriculum for Wales Framework.

The [legal summary](#) provides further guidance on aspects pertinent to the RVE Agreed Syllabus including provision for Post 16 learners. The legal summary states:

While the Curriculum for Wales Framework relates to learners aged 3 to 16, this guidance is included here for completeness.

In accordance with section 61 of the Curriculum and Assessment (2021) Wales Act all learners over the age of 16 can opt into RVE. If a learner chooses to opt into RVE then the school or college must provide RVE which is objective, critical and pluralistic. This approach is consistent with the principle that learners of sufficient maturity should be able to make decisions that relate to their own learning.

Where a learner requests RVE pursuant to section 61 of the Act the RVE 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

Section 61 of the Act does not prevent a school from imposing a requirement that all learners in its sixth form undertake compulsory RVE classes; nor does it prevent a school that adopts this approach from providing compulsory sixth form RVE that accords with the school's trust deeds or the tenets of its religion or religious denomination ("denominational RVE"). The content of such denominational RVE remains a matter for the school.

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Supporting Guidance

For Religion, Values
and Ethics

2022-27



Supporting Guidance Content:

Page 2 ... Agreed Syllabus Supporting Guidance – Concepts

The Conwy and Denbighshire Agreed Syllabus for Religion, Values and Ethics includes a range of concepts, some included in the statements of what matters, some included in the descriptions of learning and some that are only included in the Agreed Syllabus. The additional concepts included in the Agreed Syllabus are used to help gain a better understanding of the statements of what matters in Humanities.

Page 3 - 5... Table 1: Concepts in the Agreed Syllabus cross-referenced with the concepts identified in the Humanities AOLE' Statements of What Matters and the Descriptions of Learning.

Page 6 ... Table 2: A collation of the information presented in Table 1

Page 7 ... Agreed Syllabus Supporting Guidance – Lenses

A table summarising the 7 lenses and their connected 'It's about' statements taken from the 'Learning Journeys' section of the Conwy and Denbighshire Agreed Syllabus for Religion Values and Ethics.

Page 8 - 14... Agreed Syllabus Supporting Guidance – Journeys

A table outlining the learning journeys' 'it's about' statements and the 'Early Stages', 'Further Along' and 'Later' guidance on progression, cross referenced with the Statements of What Matters they draw mainly from.

Page 15 ... Agreed Syllabus Supporting Guidance – Points to consider for schools and settings

Please note that all the information below is taken from within the Conwy and Denbighshire Agreed Syllabus for Religion Values and Ethics.

Agreed Syllabus Supporting Guidance – Concepts

The Humanities statements of what matters 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.

The exploration of the concepts serve to enable learners to engage further with the statements of what matters for humanities. The statements of what matters reference concepts that should, when investigated, provide a greater exploration of the statement.

The Conwy and Denbighshire Agreed Syllabus for Religion, Values and Ethics includes a range of concepts, some included in the statements of what matters, some included in the descriptions of learning and some that are only included in the Agreed Syllabus. The additional concepts included in the Agreed Syllabus are used to help gain a better understanding of the statements of what matters in Humanities.

The tables below are included to help teachers identify possible concepts they may want to develop within their curriculum and how they may support a greater understanding of the statements of what matters for humanities. However, the concepts are not regarded as 'belonging' to specific statements of what matters. The statements of what matters in humanities support and complement one another and should not be viewed in isolation. Together they contribute to realising the four purposes of the curriculum.

Table 1: Concepts in the Agreed Syllabus cross-referenced with the concepts identified in the Humanities AOLE' Statements of What Matters and the Descriptions of Learning.

Humanities statements of what matters	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 and opportunities that face humanity, and are able to take considered and ethical action.
Concepts included in the final paragraph of each statement of what matters – each paragraph begins... “ <i>This aspect of the Area will encourage the exploration of concepts, including...</i> ”	<ul style="list-style-type: none"> questioning evidence evaluation ethics judgements 	<ul style="list-style-type: none"> seeking meaning making judgements ultimate and philosophical questions representations perspectives interpretations significance validity 	<ul style="list-style-type: none"> interrelationships between humans and the natural world, cause and effect change and continuity significance place space physical processes 	<ul style="list-style-type: none"> chronology change and continuity diversity cause and effect interconnectedness community identity and belonging authority and governance 	<ul style="list-style-type: none"> citizenship authority and governance interconnectedness justice and equality enterprise rights social action responsibility
When considering RVE concepts within their curriculum, schools and settings should: develop an understanding of the discipline and its value.					
Disciplines include: Religious studies, Philosophy, Theology, Sociology, Psychology, Anthropology – see Conwy Agreed Syllabus ‘RVE within the Curriculum for Wales’.					
When considering RVE concepts within their curriculum, schools and settings should 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.					
Ultimate Questions		x			
Human Condition	x				
Awe and Wonder			x		
When considering RVE concepts within their curriculum, schools and settings should develop rich contexts for enquiry into the concepts of religion, lived religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners’ well-rounded understanding of religious and non-religious beliefs and practices (from the ‘RVE concepts’ - Conwy and Denbighshire Agreed Syllabus).					
Enquiry	x				
Religion				x	
Lived religion					
Worldviews	x				
Secularity					
Spirituality			x	x	
Life stance					
Identity		x		x	
Culture				x	

When considering RVE concepts within their curriculum, schools and settings should 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 can enable learners to develop an understanding of **personal** and **institutional beliefs** about the **nature of life and the world** around them.

Belief			x	x	x
Faith					
Truth					
Purpose					x
Meaning	x	x			x
Knowledge					
Sources	x	x			
Authority				x	x
Self		x		x	x
Origin					
Life					
Death					
Ultimate reality					
Personal beliefs		x			
Institutional beliefs					
Nature of life					
Nature of the world					

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

Identity				x	
Belonging			x	x	
Relationships			x		
Community				x	
Cynefin			x	x	
Diversity				x	x
Pluralism				x	
Interconnectedness				x	x
Sense of self		x		x	x
Spirituality			x	x	

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

Equality					X
Sustainability			X		X
Tolerance				X	
Freedom					
Prejudice					
Discrimination					
Extremism					
Good					
Evil					

When considering RVE concepts within their curriculum, schools and settings should reflect the concepts and contexts of **religiosity, practice, ritual, tradition, worship, sacredness, symbolism** and **celebration** to develop learners' understanding of religion and belief.

Religiosity					
Practice					
Ritual					
Tradition					
Worship					
Sacredness					
Symbolism					
Celebration					

When considering RVE concepts within their curriculum, schools and settings should provide rich contexts for exploring the concepts of **ethics, morality, justice, responsibilities, authority, humanity, rights, values, and social action.**

Ethics	X			X	X
Morality					X
Justice					X
Responsibility					X
Authority				X	X
Humanity	X				
Rights					X
Values				X	X
Social Action					X

Table 2: A collation of the information presented in Table 1

Final paragraph of each Statement of What Matters states that “ <i>This aspect of the Area will encourage the exploration of concepts, including...</i> ”	<ul style="list-style-type: none"> questioning evidence evaluation ethics judgements 	<ul style="list-style-type: none"> seeking meaning making judgements <ul style="list-style-type: none"> ultimate and philosophical questions representations perspectives Interpretations significance validity 	<ul style="list-style-type: none"> interrelationships between humans and the natural world, cause and effect change and continuity <ul style="list-style-type: none"> significance <ul style="list-style-type: none"> place space physical processes 	<ul style="list-style-type: none"> chronology change and continuity <ul style="list-style-type: none"> diversity cause and effect interconnectedness <ul style="list-style-type: none"> community identity and belonging authority and governance 	<ul style="list-style-type: none"> citizenship authority and governance interconnectedness justice and equality <ul style="list-style-type: none"> enterprise rights social action responsibility
<p>Concepts identified in the Agreed Syllabus and in the Statements of What Matters and/or Descriptions of Learning.</p>	<p>Curious Human Condition Enquiry Worldviews Meaning Sources Ethics Humanity</p>	<p>Ultimate Questions Identity Meaning Sources Self Sense of Self</p>	<p>Awe and Wonder Spirituality Belief Belonging Relationships Cynefin Spirituality Sustainability</p>	<p>Religion Spirituality Identity Culture Belief Authority Self Identity Belonging</p> <p>Community Cynefin Diversity Pluralism Interconnectedness Sense of Self Spirituality Tolerance</p>	<p>Belief Purpose Meaning Authority Self Diversity Interconnectedness Sense of self Equality</p> <p>Sustainability Ethics Morality Justice Responsibility Authority Rights Values Social Action</p>
<p>Concepts identified in the Agreed Syllabus but not referenced in the Statements of What Matters or Descriptions of Learning,</p>	<p>Lived Religion Knowledge Institutional Beliefs Discrimination Practice Symbolism Secularity Origin Nature of life Extremism</p>		<p>Ritual Celebration Life stance Life Nature of the world Good Tradition Faith Death</p>		<p>Freedom Evil Worship Truth Ultimate reality Prejudice Religiosity Sacredness</p>

Agreed Syllabus Supporting Guidance - Lenses

A table summarising the 7 lenses and their connected 'It's about' statements taken from the 'Learning Journeys' section of the Conwy and Denbighshire Agreed Syllabus for Religion Values and Ethics.

Lenses	SOWM ref:	It's about			
Search for meaning and purpose <i>How people respond to the deeper questions of life in order to understand the human condition.</i>		'the deeper questions of life'	'influence, continuity and change'	'human quests and contributions'	
The Natural world and living things <i>How and why people show concern and responsibility for the world and experience awe and wonder in nature.</i>		'care, concern and respect'	'awe and wonder'	'responsibility and action'	'place and space'
Identity and belonging <i>What makes us who we are as people, communities and citizens living in a diverse world.</i>		'what people value'	'beliefs, actions and consequences'	'decision-making'	
Authority and influence <i>How and why different types of authority influence people's lives</i>		'what makes people who they are'	'communities, contributions and diversity'	'place, time and relationships'	
Relationships and responsibility <i>How people live together and why developing healthy relationships is important.</i>		'authorities and influences'	'experiences and interpretations'	'choices and actions'	
Values and ethics <i>How and why people make moral choices and how this influences their actions</i>		'how people live together'	'responsibilities and interconnectedness'	'well-being, identity and inclusion'	
The Journey of life <i>What people experience as part of the journey of life and how these experiences are acknowledged.</i>		'meaning, purpose and influence'	'life stages and events'	'physical and spiritual journeying'	



Agreed Syllabus Supporting Guidance – Journeys

A table outlining the learning journeys' 'it's about' statements and the 'Early Stages', 'Further Along' and 'Later' guidance on progression, cross referenced with the Statements of What Matters they draw mainly from.


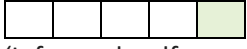
Example learning journey 1: search for meaning and purpose

Draws mainly from:	It's about	At the early stages of their journey	Further along their journey...	Later...
 <p>'Events and human experiences are complex, and are perceived, interpreted and represented in different ways'</p>	'the deeper questions of life'	learners begin to ask deeper questions about themselves and others, and about the natural world and living things around them (for example, 'Who am I?' and 'Why do things die?'), as well as listening to the opinions of others.	they gather and discuss religious and non-religious insights and consider their own and others' opinions, viewpoints and interpretations with increasing sophistication.	issues of truth, meaning, purpose and value can be shared, debated and evaluated as learners engage more deeply with a range of challenging questions on these issues (for example the existence of good and evil, the nature of suffering, the use of wealth). They can recognise that responses to such questions are complex, as well as often partial and inconclusive.
 <p>Human societies are complex and diverse, and shaped by human actions and beliefs'</p> <p><i>There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.</i></p>	'influence, continuity and change'	learners begin to know and express what they like and dislike, what makes them happy and sad, and what their hopes and dreams are for the future, as well as responding to the ideas of others.	they can identify and discuss religious and non-religious insights concerning human feelings and needs, including what influences these and how they are expressed in their own and other people's lives.	learners can come to recognise both continuity and change in responses to questions about meaning and purpose in life, both in their own lives and in society and culture, across time and place. They evaluate relevant contemporary values and ideas of self-worth from religious and non-religious perspectives.
	'human quests and contributions'	learners begin to show an awareness of the people and the 'big ideas' that have shaped their local places and everyday lives.	they imagine and discuss what they may contribute both now and in the future, and increasingly engage with the relationship between aspiration and practice, while considering a variety of contributions from religious and non-religious sources.	as learners' understanding develops, they can make increasingly complex connections between aspects of health and well-being, the needs and demands of the world today and their own search for meaning and purpose.



Example learning journey 2: the natural world and living things

Draws mainly from:	It's about	At the early stages of their journey...	Further along their journey...	Later...
 <p>'Our natural world is diverse and dynamic, influenced by processes and human actions'</p>	<p>'care, concern and respect'</p>	<p>learners begin to show care and respect for the natural world and living things around them.</p>	<p>they can identify how and why they and others show care, concern and respect, as well as considering religious and non-religious perspectives.</p>	<p>with increasing sophistication, learners can come to raise, and consider critically, ethical questions related to human activity, nature and place; engaging with religious, non-religious responses and their own responses.</p>
 <p>'Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action'.</p>	<p>'awe and wonder'</p>	<p>learners begin to experience awe and wonder in nature, which develops as they explore the world around them, observing and asking questions.</p>	<p>a sense of the complexity of life and its interconnectedness grows, as well as a sense of active responsibility.</p>	<p>experiences of awe and wonder are nuanced by deeper and more wide-ranging engagement with others and with place, as well as with the natural world and living things.</p>
<p>Page 44</p> <p><i>There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.</i></p>	<p>'responsibility and action'</p>	<p>learners begin to show an awareness of the variety of living things beyond themselves, and that their actions can impact these.</p>	<p>they can come to know religious and non-religious 'stories' about local places, the natural world and living things, and how these relate to themselves and others. Through religious and non-religious narratives (for example, about the origins of the world), learners can learn about different philosophies important to our understanding of the world and the place of humans within it.</p>	<p>with increasing sophistication, they become able to recognise how values and beliefs are reflected in action, from religious and non-religious perspectives, and how these relate to their own experiences.</p>
	<p>'place and space'</p>	<p>learners begin to recognise that they are located in place and space, and this has meaning for them.</p>	<p>they recognise that places and spaces around them mean different things to different people, as well as considering places of special significance for religious and non-religious reasons.</p>	<p>learners can come to identify and explain various contested places (religious and non-religious), appreciating sensitivities surrounding place. They can understand the complexity of debates and of influences such as identity, authority, values, ethics and considerations of meaning and purpose in life.</p>




Example learning journey 3: values and ethics

Draws mainly from:	It's about	At the early stages of their journey...	Further along their journey...	Later...
 <p>'Events and human experiences are complex, and are perceived, interpreted and represented in different ways'</p>	<p>'what people value'</p>	<p>learners begin to identify what is of value to them (for example, fairness, trust, love, life and kindness) and they listen to the opinions of others. They can recognise the need to respect others and can show what this looks like in their everyday lives.</p>	<p>learners become aware of different interpretations and expressions of common values, appreciating a variety of religious and non-religious influences. They learn how some values and rights have changed over time. As their knowledge and experience grows, learners can come to discuss a variety of religious and non-religious perspectives on instances of inequality and injustice, as well as the challenges of identifying and protecting human rights.</p>	<p>they are increasingly able to form, defend and review their ethical positions on matters of religious and non-religious significance (for example, the sanctity of life, freedom of speech, animal welfare and war).</p>
 <p>'Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action'</p>	<p>'beliefs, actions and consequences'</p>	<p>learners begin to show an understanding of 'right' and 'wrong' and how their actions and feelings relate to this.</p>	<p>with increasing breadth and sophistication they can explain how their actions may have consequences for themselves and others, and for the world and living things, drawing on insights from a variety of religions and non-religious philosophical convictions.</p>	<p>they can come to postulate and evaluate the factors that influence their attitudes, behaviours and actions, and those of others, including factors relating to religious and non-religious belief and practice.</p>
<p><i>There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.</i></p>	<p>'decision-making'</p>	<p>learners begin to recognise basic moral dilemmas and offer solutions.</p>	<p>they can learn rules and codes of behaviour (both religious and non-religious) relevant to them and to others around them, and they can explain their impact on people's lives.</p>	<p>with increasing sophistication, learners can come to identify and critically discuss the responsibilities and challenges of decision-making, showing understanding of relevant figures, processes and institutions that form part of decision-making, in both religious and non-religious contexts. Learners identify opportunities where appropriate moral action is needed in their communities, Wales and the wider world.</p>


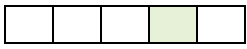
Example learning journey 4: identity and belonging

Draws mainly from:	It's about	At the early stages of their journey...	Further along their journey...	Later
 <p>'Events and human experiences are complex, and are perceived, interpreted and represented in different ways'</p>  <p>'Human societies are complex and diverse, and shaped by human actions and beliefs'</p> <p><i>There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.</i></p>	<p>'what makes people who they are'</p>	<p>learners begin to show an awareness of who they are and that they are similar to and different from others.</p>	<p>they discuss what can form identity (for example, relationships, lifestyles, beliefs and place) and how these influence people and their communities.</p>	<p>learners can review and evaluate a range of religious and non-religious philosophies, life stances and practices concerned with what it means to be human, and they can form and critically consider their own perspectives.</p>
	<p>'communities, contributions and diversity'</p>	<p>learners begin to understand that they are part of various groups and communities and what belonging looks like. They are aware of diversity within relevant communities and that their experiences of belonging are similar to and different from others.</p>	<p>they can explore expressions of belonging in a range of religious and non-religious contexts. They can discuss the significance of belonging in people's lives, including their own.</p>	<p>with increasing sophistication, learners can come to identify and evaluate relationships between belonging, commitment and contributions to society, culture and well-being.</p>
	<p>'place, time and relationships'</p>	<p>learners begin to be aware that they exist in place and time, and that this shapes them and the communities around them.</p>	<p>they can explore interactions between a range of communities and societies, locally and more widely, and they can discuss the contributions of identity and belonging from religious and non-religious perspectives. They can come to recognise continuity and change in identity and belonging, and how these are experienced personally and collectively.</p>	<p>learners can investigate and evaluate relationships and interdependencies between a range of groups, communities and societies (locally, nationally and globally) and how these impact on human life and the natural world. They can critically consider the roles of identity and belonging in understanding and responding to shared contemporary issues, from religious and non-religious perspectives.</p>



Example learning journey 5: authority and influence

Draws mainly from:	It's about	At the early stages of their journey...	Further along their journey...	Later...
 'Events and human experiences are complex, and are perceived, interpreted and represented in different way'	'authorities and influences'	learners begin to recognise that they are influenced by some important people and that this affects how they feel, think and behave.	they can identify and explore different sources of authority within religious and non-religious contexts (for example, leaders, relationships, texts, codes of behaviour and traditions). They can come to understand that sources of authority influence people's lives in a variety of ways.	as learners' understanding develops, they can analyse and evaluate complex relationships (including their own) that exist between and across sources of authority. They can come to critically consider the authority of religious and spiritual experience and conscience, in the past and present, and their impact on people, society and culture.
 'Human societies are complex and diverse, and shaped by human actions and beliefs'	'experiences and interpretations'	learners begin to be aware of important influences in the lives of others, and that their experiences are similar to and different from their own.	they can explore how sources of authority are interpreted in different ways by various people and groups, within religious and non-religious contexts. They can come to recognise influences on interpretations and that some sources of authority carry more weight than others for different people, groups and societies.	learners can draw on multiple sources of authority to evaluate religious and non-religious interpretations of issues relevant to the human condition, and they can present their own informed positions. They can critically consider how and why experiences and concepts of authority may change over time.
 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action' <i>There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.</i>	'choices and actions'	learners begin to understand that their actions can be affected by choices. They can show awareness of influences on their choices.	they can come to recognise how people and communities draw on religious and non-religious sources of authority to guide them in their lives and to inform important decisions.	as learners' understanding develops, they are able to use their knowledge and understanding of a range of sources of authority to engage critically in contemporary ethical issues or debates, and to influence possible actions and outcomes (for example, challenge, consensus and reconciliation).

Example learning journey 6: relationships and responsibility

Draws mainly from:	It's about	At the early stages of their journey...	Further along their journey...	Later...
 <p>'Our natural world is diverse and dynamic, influenced by processes and human actions'</p>  <p>'Human societies are complex and diverse, and shaped by human actions and beliefs'</p> <p><i>There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.</i></p>	<p>'how people live together'</p> <p>'responsibilities and interconnectedness'</p> <p>'well-being, identity and inclusion'</p>	<p>learners begin to understand that they live in a number of relationships. They are aware of what helps them to live with others. They can offer opinions about how disagreements can be resolved.</p> <p>learners begin to be aware of connections between their own lives and the lives of other people, the natural world and living things. They can show responsibility for others through simple actions.</p> <p>learners begin to be aware of their own experiences and feelings when they engage in activities with others. They can recognise that other people have experiences and feelings, too, which are similar to and different from their own. They show curiosity about other people's lives.</p>	<p>they can identify and discuss how the importance of relationships (personal, social, environmental and transcendental) is expressed in people's lives, drawing on religious and non-religious contexts.</p> <p>they can identify how and why people show responsibility for people and places outside their personal relationships. They can discuss important material and non-material dimensions of relationships (including spiritual, religious and moral dimensions), and they can come to recognise connections with human growth and how people can live together responsibly in the world.</p> <p>they can explore how action can involve significant commitment and sacrifice (past and present) and have major effects on the lives and well-being of others and on the wider world. They can come to recognise connections between actions and identity, including religious and non-religious influences. They can identify unfairness and inequality in their own personal lives and in wider society and suggest appropriate challenges.</p>	<p>learners can come to recognise that relationships are dynamic and complex. They can critically consider influences that can contribute to harmony and discord globally, locally and personally (including religious and non-religious influences). They can review and evaluate challenges presented by relationships, drawing on a range of religious and non-religious insights and experiences.</p> <p>learners can come to develop critical appreciation of significant issues affecting relationships at a global level and they can imagine possible futures. They can critically engage with a range of religious and non-religious philosophies exploring interconnectedness in life, as well as the nature and understanding of human beings within it.</p> <p>learners can critically consider what healthy relationships look like and their contributions to well-being, drawing on a range of religious and non-religious perspectives. They can come to understand and evaluate relationships between personal identity and relevant group identity.</p>

Example learning journey 7: the journey of life

Draws mainly from:	It's about	At the early stages of their journey...	Further along their journey...	Later...
 <p>'Events and human experiences are complex, and are perceived, interpreted and represented in different ways'</p>	<p>'meaning, purpose and influence'</p>	<p>learners begin to recognise that people have personal life stories. Learners start to tell their own life story.</p>	<p>they can explore a variety of paths through life that people have experienced, drawing on religious and non-religious contexts and influences. They can come to identify connections with meaning-making and purpose.</p>	<p>learners can analyse and critically consider the concept of vocation, in the past and present, from religious and non-religious perspectives. They can examine challenges encountered in people's life trajectories and evaluate religious and non-religious responses.</p>
 <p>'Human societies are complex and diverse, and shaped by human actions and beliefs'</p>	<p>'life stages and events'</p>	<p>learners begin to be aware that they grow and change over time. They experience and compare how their own and other people's growth is acknowledged and celebrated. They can show how their lives are connected to special times and seasons.</p>	<p>they can explore significant life events and rites of passage, and they can discuss the roles that these play in people's lives by drawing on religious and non-religious insights.</p>	<p>learners can analyse and critically discuss human ritual action in the marking of significant events and time. They can come to evaluate relevant philosophies of time from religious and non-religious perspectives and demonstrate how these may impact beliefs, practices and actions.</p>
<p>Page 49 There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.</p>	<p>'physical and spiritual journeying'</p>	<p>learners begin to recognise that they go on many different journeys for various reasons. They show interest in the journeys of other people and can see how their journeys are similar to and different from their own experiences. They are aware that journeys have physical features as well as non-material features.</p>	<p>they can explore people's experiences of important journeys from religious and non-religious perspectives, and they can identify reasons for these journeys. They can come to understand that journeys are connected to place and time. They can imagine what an important journey might look like in their own lives.</p>	<p>learners can identify and evaluate relationships between physical and spiritual journeys and their effects on the lives of individuals, communities and wider society (for example, in relation to identity, human formation, diversity, culture). They can critically consider the interconnectedness of journeys, landscapes and people across place and time, drawing on religious and non-religious contexts.</p>

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

<p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p>		
Date of Meeting:		20th October 2021
Agenda Item:	7	Report Details
<p><u><i>Background to the Report:</i></u></p>		
<p>It is a statutory requirement on the SACRE to produce and Annual Report of its work, and that this Annual Report be made available to DfES by December 31st.</p>		
<p><u><i>Purpose of the Report:</i></u></p>		
<p>To identify and record the work of the SACRE for the year from September 2021– July 2022</p>		
<p><u><i>Recommendations:</i></u></p>		
<ul style="list-style-type: none"> ▪ To approve the report, subject to any amendments, as an accurate account. ▪ To request the LA to have the report translated into Welsh, and made available to all schools and colleges in Denbighshire, and other recipients as required by law and as identified in the report. 		

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Annual Report

of the

Standing Advisory Council for Religious Education

2021-22



Forward

The Role of the Standing Advisory Council for Religious Education:

The principal roles of SACRE are:

- Advising the Local Authority on matters to do with Religious Education and collective worship, or Spiritual and Moral Development;
- Consider applications from Headteachers that their school be released from the statutory requirements for Collective Worship to be wholly or mainly of a broadly Christian character (such applications are known as 'Determinations');
- Require a Local Authority to review its Agreed Syllabus;
- Monitor the provision of RE, collective worship and spiritual, moral, social and cultural development in the schools of the Local Authority;
- Give advice on teacher agreed syllabus RE, including the choice of teacher materials;
- Advising the Local Authority on the provision of training for teachers (in RE);
- Considering complaints about the provision and delivery of RE and collective worship made to the Local Authority.
- To publish an Annual Report on its work.

The Composition of SACRE:

The statutory requirements for the setting up of SACREs require three committees of members:

- Representatives of Christian denominations or other religions and their denominations reflecting the principal religious traditions of the locality;
- Teacher representatives;
- County Council representatives.

There is also the right to co-opt members.

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d) Constitution	
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iii. WASACRE	
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Executive Summary

Topics/Issues:	Advice given:	Implemented By LA:
RE: Agreed Syllabus	<ul style="list-style-type: none"> • Denbighshire Local Authority convened an Agreed Syllabus Conference (ASC) on 14th March 2022. The ASC advised the LA to adopt the Religion, Values and Ethics Guidance as the basis of the Local Agreed Syllabus for RVE. 	✓
RE: Standards	<ul style="list-style-type: none"> • No schools' reports for schools inspected during the 2020-21 academic year were analysed by SACRE. 	✓
RE: Learning and teaching	<ul style="list-style-type: none"> • Supporting Guidance has been created to support schools' understanding and planning for RVE within the Curriculum for Wales 2022. • The LA should continue to promote and make schools aware of the following: <ul style="list-style-type: none"> ○ Comprehensive Guide for RE ○ RE in the Foundation Phase ○ RE Quality Mark ○ GwE Schools to school Blended Learning Resource Library ○ GwE provided access to teaching materials to support schools during the COVID crisis ○ North Wales RE Hwb Network ○ The annual newsletter contains reference to useful teaching materials ○ Agored Cymru level 2 award in exploring worldviews ○ Diversity and anti-racism professional learning (DARPL) ○ National Association for Teachers of Religious Education Anti Racism resources ○ Post 16 Challenging Religious Issues (E-Journal) 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
RE: Provision of ITT	<ul style="list-style-type: none"> • No presentations have been received from ITT providers. 	
Collective Worship	<ul style="list-style-type: none"> • WASACRE published guidance on the withdrawal of pupils from Collective Worship – October 2021. 	✓
Constitution	<ul style="list-style-type: none"> • Co-opted members from other faiths are to be sought although the COVID epidemic has not enabled this to happen in 2020/21. 	✓

	<ul style="list-style-type: none"> An additional member representing a non-religious world view to be added to the group on SACRE representing Faiths and non-religious philosophical convictions in line with the advice provided by the Welsh Government. Humanist representation to be sought for Committee Group A. 	✓
Other Matters: Local	<ul style="list-style-type: none"> A second newsletter has been published – the LA will distribute it to all schools. 	✓
Other Matters: National	<ul style="list-style-type: none"> Members receive regular updates of Estyn Inspection Reports or documents relating to RE and Collective Worship. WG released the Religion, Values and Ethics (RVE) guidance. The SACRE maintain its membership of WASACRE. Representatives attend and report back on the meetings of the association. 	✓ ✓ ✓
Other Matters: additional	<ul style="list-style-type: none"> No other additional matters. 	
Complaints	<ul style="list-style-type: none"> No complaints received. 	

2. Advice Given to the LA

a. Religious Education and the Agreed Syllabus

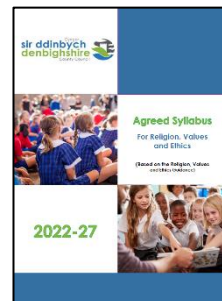
i. The Agreed Syllabus

Agreed Syllabus for Religion, Values and Ethics (Curriculum for Wales 2022)

Denbighshire Local Authority convened an Agreed Syllabus Conference (ASC) on 14th March. The ASC advised the LA to adopt the [Religion, Values and Ethics Guidance](#) as the basis of the Local Agreed Syllabus for RVE. Changes have been made to ensure that the document can be read as a Denbighshire Agreed Syllabus for RVE and each section is numbered to allow it to be navigated with ease.



In accordance with the changes to the Curriculum for Wales 2022, Religion, Values and Ethics will be taught to all primary school children and possibly year 7 learners from Sept 2022. Secondary schools may defer the teaching of the new curriculum until Sept 2023. If a secondary school chooses to do this they will teach the new curriculum, including RVE, to both year 7 and 8 in Sept 2023. Secondary schools will continue to teach the pre 2022 curriculum (called Curriculum for Wales 2008), including the Agreed Syllabus for Religious Education, to pupils in year 8 in Sept 2022 and the 2008 curriculum will follow them during their time in compulsory secondary education.



To download a copy of the Denbighshire Agreed Syllabus for Religion, Values and Ethics please go to...

English –

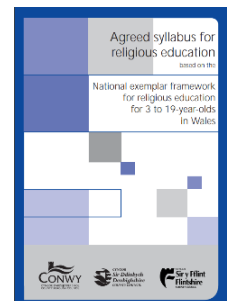
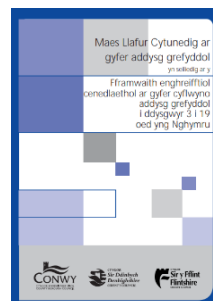
https://1drv.ms/b/s!Ai7Z9WAeWMNXhd8mIfgDThYuSHs_Hg?e=mHIWCW

Welsh –

<https://1drv.ms/b/s!Ai7Z9WAeWMNXhd9HfvczJ5abJjroPA?e=bugpZd>

Agreed Syllabus for Religious Education (Curriculum for Wales 2008)

The new Agreed Syllabus, conforming to the requirements of the new Curriculum for Wales 2022, relates the subject titled 'Religion, Values and Ethics'. The previous Agreed Syllabus, still applicable for secondary schools for the reasons described above, relates to the subject titled 'Religious Education'. This is an important distinction.



Denbighshire adopted the 'National Exemplar Framework for Religious Education for 3-19 year olds' as the Locally Agreed Syllabus for 'Religious Education' in 2008. To download a copy of the Agreed Syllabus for Religious Education please go to:

English - <https://1drv.ms/b/s!Ai7Z9WAeWMNXhJkRqyAGO2b1HtmpnQ?e=D98kuj>

Welsh -

<https://1drv.ms/b/s!Ai7Z9WAeWMNXhJkPk7GnR4j8dGRkWQ?e=WUXJSs>

ii. Standards

Examinations Reports

Due to continued guidance from Welsh Government on the way data is presented and to avoid arbitrary comparison of schools, members were not presented with and were unable to discuss the comparative examination data for examinations awarded in 2019/20.

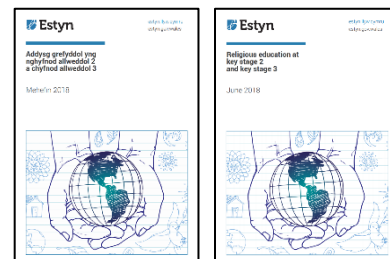
The principal education officer for Denbighshire has attended all SACRE meetings this year. There has been and will continue to be a much closer relationship between the LA and SACRE. The principal education officer will be able to identify schools requiring additional support as a result of a schools' own self-evaluation, Estyn inspections and collaboration with the regional consortia.

Inspection Reports

There are no subject judgments in the current Estyn inspection framework. Instead, members receive information from the reports relating to Estyn's comments of a schools' provision of SMSC. See part c Collective Worship - Monitoring provision - Inspection reports.

Estyn paused the inspection of schools due to the pandemic. Estyn restarted inspections during the summer 2022. No inspection reports were presented to SACRE members. This will continue 2022-23.

Estyn conducted a thematic review of Religious Education at key stage 2 and key stage 3. Estyn published its findings June 2018. The report provided recommendations as a result of its findings. Click image to see report:



Due to ongoing constraints from COVID Denbighshire SACRE has not been able to action the recommendations for Local authorities and regional consortia but they have been partially incorporated in the action plan beginning 2021/22. The current attached report outlines recommendations summarised below.

Schools should:

R1 Ensure that more able pupils achieve in line with their ability in religious education.

R2 Strengthen monitoring and self-evaluation arrangements in key stage 2 to focus on improving pupils' standards and skills in religious education.

R3 Strengthen transition arrangements so that learning experiences in key stage 3 build on those in key stage 2 and avoid repetition of work.

R4 Evaluate their curriculum for religious education to prepare for the development and implementation of the new Humanities Area of Learning and Experience.

Local authorities and regional consortia should:

R5 Work with SACREs to provide:

- a. suitable professional learning opportunities for teachers of religious education.
- b. support for schools to evaluate their curriculum and plan for religious education as an integral part of the development of the humanities area of learning and experience.
- c. advice for schools on how to address sensitive issues with pupils and how to deal with parental concerns on visiting places of worship.

R6 Ensure that all leaders fulfil their responsibilities under the Counter-Terrorism and Security Act 2015.

R7 Provide schools with guidance on approved places of worship to visit.

The Welsh Government should:

R8 Work with local authorities, regional consortia and SACREs to ensure that there is clarity over the place of religious education within the Humanities Area of Learning and Experience.

b. Learning and Teaching

Curriculum for Wales 2022

For information about the Curriculum for Wales 2022 please watch this 35 minute [training session](#) organised by Denbighshire Local Authority.

Religion, Values and Ethics – Supporting Guidance

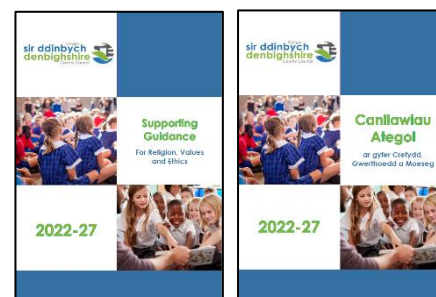
Supporting Guidance has been created to support the understanding and planning of RVE within context of the curriculum for Wales 2022. The guidance contains information about:

- RVE concepts
- Concepts cross-referenced with the Humanities AOLE Statements of What Matters and Descriptions of Learning
- RVE Lenses
- RVE Journeys
- Points to consider for schools and settings.

Download a copy using the links below:

English - <https://1drv.ms/b/s!Ai7Z9WAeWMNXhd9Fsz8MOigIHzmFSw?e=Ft4QkH>

Welsh - <https://1drv.ms/b/s!Ai7Z9WAeWMNXhd9Yj5eNwB9YBEA2XA?e=KaQ8Cr>



GwE – Unpacking the Humanities AOLE (Secondary)

During the summer term, GwE provided two training sessions for secondary school humanities teachers providing key messages regarding this AOLE.

The first session focus:

- An understanding of the mandatory elements of the Curriculum for Wales framework in relation to the Humanities
- The principles of planning and key considerations for the Humanities
- The pedagogical considerations within the 'Designing your curriculum' section outlined in the AoLE guidance

Presentation English - <http://cefnogaeth.gwegogledd.cymru/wp-content/uploads/2022/06/Humanities-Session-1.pdf>

Presentation Welsh - <http://cefnogaeth.gwegogledd.cymru/wp-content/uploads/2022/06/Dyniaethau-1.pdf>

Video English - <https://www.youtube.com/watch?v=b3LpzxDCERw>

Video Welsh - <https://www.youtube.com/watch?v=b3LpzxDCERw&t=7s>

The second session focus:

- Developing a shared understanding of the learning continuum
- Considering approaches to planning and assessment
- Exploring effective pedagogical approaches within and beyond the AoLE

Presentation English - <http://cefnogaeth.gwegogledd.cymru/wp-content/uploads/2022/07/Session-2-Humanities-eng.pdf>

Presentation Welsh <http://cefnogaeth.gwegogledd.cymru/wp-content/uploads/2022/07/Sesiwn-2-Dyniaethau -CYFRWNG-CYMRAEG.pdf>

Video English - <https://www.youtube.com/watch?v=ZuE-HbpwB1Y&t=3s>

Video Welsh - <https://www.youtube.com/watch?v=Z1gemVVRzZQ>

Religious Education

The SACRE and the LA have previously provided comprehensive documents and materials in support of the Agreed Syllabus for Religious Education, and these contain advice on methods of teaching and delivery of RE.

The planning documents, 'Comprehensive Guide to RE' and 'RE in the Foundation Phase', which complement the Agreed Syllabus for Religious Education, continue to be accessed and used by schools. These resources may be adapted for the delivery of RVE in the primary sector and will continue to be relevant to year groups being taught Religious Education. The resources are available on a Hwb Network - North Wales Religious Education Network. To download a copy of these resources please go to:

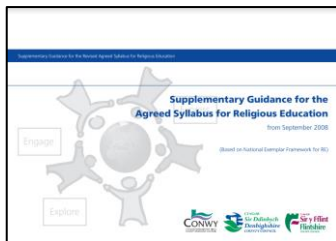
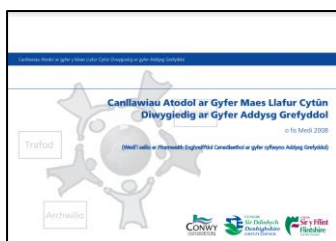
Comprehensive Guide to RE

English -

https://drive.google.com/file/d/1G9jCYby8XQJgg9m8JN6HYA3sr_jR5E18/view?usp=sharing

Welsh - <https://drive.google.com/file/d/1OsNQ-UtnolkWTIWzxBuJQfz7tVLohhml/view?usp=sharing>

<https://drive.google.com/file/d/1OsNQ-UtnolkWTIWzxBuJQfz7tVLohhml/view?usp=sharing>

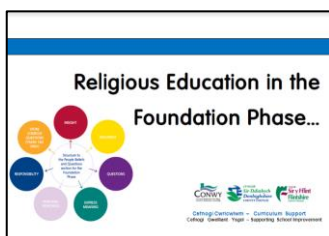


RE in the Foundation Phase

English - <https://drive.google.com/file/d/1X-9J8auJglQ-GzGk12o-002s81gdQ8tV/view?usp=sharing>

Welsh -

https://drive.google.com/file/d/17itLQaqOsQ6WjLdk_ee1AlaigdqwKW0w/view?usp=sharing



Religious Education Quality Mark

Self-evaluation materials continue to be promoted and are available on the REQM website. The RE Quality Mark recognises, celebrates and publicises outstanding religious education in all primary and secondary schools in England, Wales and Northern Ireland through its three levels of award, bronze, silver and gold. More information about the quality mark can be found on <https://www.reqm.org/>

School to school resources

Due to the pandemic, schools were encouraged to share resources appropriate for distance and blended learning approaches. These resources continue to be available on the GwE website. Religious Education lessons are available.

English - <http://cefnogaeth.gwegogledd.cymru/ysgol-i-ysgol/?lang=en>

Welsh - <http://cefnogaeth.gwegogledd.cymru/ysgol-i-ysgol/>

GwE Distance and Blended Learning Resources

GwE staff created supporting resources and training material to aid schools as they had to adapt to a new way of working. These resources continue to be available.

English - <http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/dysgu-o-bell-a-chyfunol-adnoddau-gwe/?lang=en>

Welsh - <http://cefnogaeth.gwegogledd.cymru/adnoddau-gwe/dysgu-o-bell-a-chyfunol-adnoddau-gwe/>

North Wales RE Hwb Network

Teaching and research materials are available for teachers accessible through Hwb's - North Wales RE network - <https://hwb.gov.wales/go/d8tfh3>. Only those with a Hwb account will be able to access the materials on this network. The network contains teaching resources and research material relevant to Religious Education. Key research material available is:

- [Religion and Worldviews: The Way Forward for RE](#) (English only)
- [Big Ideas for Religious Education – Edited by Barbara Wintersgill](#) (English only)
- [Signposts – Policy and practice for teaching about religions and non-religious world views](#) (English only)

AGORED CYMRU LEVEL 2 AWARD IN EXPLORING WORLDVIEWS

SACRE members received a presentation about Agored Cymru's development of 'Exploring Worldviews', a suite of level 1 and 2 qualifications supporting an understanding of religious and non-religious worldviews. The qualification meets the three core skills set out in the exemplar framework (current curriculum), and it provides opportunities for exploring the concepts for RVE through the statements of what matters in the Humanities area of learning and experience in the Curriculum for Wales (new curriculum). It is not designed to replace the current Religious Studies GCSE, however, it will provide an accessible recognised qualification whilst allowing a school to meet its statutory obligation at Key Stage 4. More details can be found by visiting

English - <https://www.agored.cymru/Units-and-Qualifications/Learning-Core/Exploring-Worldviews>

Welsh - <https://www.agored.cymru/Unedau-a-Chymwysterau/Craidd-Dysgu/Archwilio-Bydolygon>

Diversity and anti-racism professional learning (DARPL)

A policy insight virtual event on Diversity and anti-racism professional learning (DARPL) was held on 3 March, 2022. A playlist, available on Hwb includes video presentations from Welsh Government, Regional consortia and team DARPL. The playlist can be accessed here...

English - <https://hwb.gov.wales/repository/resource/66c3a49d-e803-4f22-85d3-f17ae29001ac>

Welsh - <https://hwb.gov.wales/repository/resource/66c3a49d-e803-4f22-85d3-f17ae29001ac>

National Association for Teachers of Religious Education

Schools have been informed of anti-racist resources made available by NATRE. Unfortunately, these resources are only available in the English language. They can be accessed here... <https://www.natre.org.uk/about-natre/projects/anti-racist-re/>

Post 16 Challenging Religious Issues (E-Journal)

Challenging Religious Issues is a journal for students and teachers of AS and A-level Religious Studies. It is also a useful resource for anyone who wants to develop or refresh their subject knowledge. Over 65 open access journal articles have been published in the journal so far including articles written by leading scholars and practitioners. The articles are linked to Religious Studies A-level specifications. The articles are interactive through the use of 'discussion points' and live links to relevant external websites. All issues are available in English and Welsh. The St Giles' Centre has funded and managed the Welsh language version from issue 14 onwards. Please click the link below to access the Challenging Religious Issues from the St Giles website.

English - <https://stgilescentre.org/16-2/>

Welsh - <https://stgilescentre.org/cy/16-2/>



Provision of Initial Teacher Training

No presentations were received by ITT institutions this year.

c) Collective Worship

Monitoring provision

Inspection Reports

The Estyn supplementary guidance on inspecting collective worship was updated in November 2017 and continues to state that Estyn requires inspection teams to consider the provision for pupils' spiritual development and daily acts of Collective Worship in all non-denominational schools. Inspection teams must consider these aspects on each inspection and each report is likely to contain some comment of these aspects of pupils' development. However, it is not expected that inspectors will report on the quality of Collective Worship. It is up to each inspection team to weigh up the significance of any strengths and weaknesses in each inspection area.



There is no expectation for inspectors to report on whether a school meets the statutory duty to provide a daily act of collective worship, there would be an expectation of a comment in the report if a school were to be found in breach of its statutory duty.

As part of the process of monitoring, Estyn Inspection Reports are analysed for comments on collective worship and spiritual, moral, social and cultural development (SMSC). These are compiled and noted by SACRE. Letters are sent to schools following the consideration of them in SACRE, commending good

practice. Estyn restarted inspections during the summer 2022. No inspection reports were presented to SACRE members in 2021-22

INSET for Collective Worship

WASACRE published guidance on the withdrawal of pupils from Collective Worship – October 2021.

English -

<https://drive.google.com/file/d/1ul4lrhIHGeDrKC2EYU3LpypJdsussTX0/view>

Welsh -

<https://drive.google.com/file/d/149OtijKIL4F3qYbLXUVYzv4cRGhyk4IL/view>

Determinations

No Determinations have been made.

d) Constitution

Due to changes in Welsh legislation, there is a place for a Welsh Humanist representative on Group of the committee.

3) Other Matters

a) Local

SACRE members met three times during the academic year. All three meets were held virtually.

The Agreed Syllabus Conference meeting was held virtually.

Newsletter

Conwy and Denbighshire published its second newsletter. It provides schools with news related to RE/RVE and is especially important during the preparation for the new curriculum. The second edition contains information about the Curriculum for Wales. It also contains useful information regarding the Agored level 1 and 2 qualification, links to Wexham's St Giles centre for RVE, information about up and coming Welsh Government professional development resources for RVE and information about a post 16 RE E-Journal called 'Challenging Religious Issues'. **See Appendix A.** The LA has distributed the newsletter to all schools and it is hosted on the North Wales Religious Education Hwb Network.



b) National

i. Estyn:

Members were previously informed of Estyn's intention to cease standard inspections from Sept 2020-21 to allow schools time to prepare for the new curriculum beginning September 2022 (or 2023 for some secondary schools). Although the inspections were stopped in March 2020 due to the Pandemic, the pause in formal inspections continued as expected throughout 2020/21. Estyn, however, undertook engagement phone calls and visits with 410 primary schools, 185 secondary and 39 maintained special schools and pupil referral units to discuss wellbeing, teaching and learning, and leadership. Inspections resumed summer 2022.



Estyn Inspection Framework 2021 onwards:

Estyn conducted a consultation in the Autumn Term 2020 on new inspection arrangements originally to be implemented after the suspension in inspections - Autumn 2021 but as a result of the pandemic school inspections had been suspended until Spring 2022. Due to capacity, SACRE was unable to submit a response, but members discussed the consultation document in detail.

The new framework, 'What we inspect – Maintained schools and PRUs' was published Sept 2022 can be accessed here...

English - https://www.estyn.gov.wales/system/files/2022-09/What%20we%20inspect%20-%202022_0.pdf

Welsh - https://www.estyn.llyw.cymru/system/files/2022-09/Beth%20rydym%20yn%20ei%20arolygu%20-%202022_0.pdf

ii. Welsh Government - Education and Skills:

Supporting framework for RE

Welsh government published their draft 'Religion, Values and Ethics (RVE) guidance' in the Spring Term 2022. It was WG's intention that Agreed Syllabus Conferences advise their LAs to adopt or adapt the guidance as their next Agreed Syllabus.

SACRE members were informed of Professional Learning resources supporting the role out of the new curriculum, created by a Welsh Government and WASACRE collaboration. These resources are intended to be published Autumn 2022.



iii. WASACRE

Members of SACRE and the LA were represented at three meetings of WASACRE and received some of the presentations that had been made. SACRE continued to receive reports from representatives attending the meetings of the Association. Minutes and papers from WASACRE have also been presented at SACRE meetings. Minutes and presentations can be found on WASACRE's website <http://wasacre.org.uk/>.



c) Complaints

No complaints were received by the SACRE.

4. Appendices:

a) Composition of SACRE

Representing Religious Denominations:

Church in Wales
Jennie Downes

Roman Catholic
Collette Owen

Baptist Union
Nomination awaited (Welsh)
Nomination awaited (English)

Presbyterian
Rev. Brian H Jones (Welsh)
Christine Thomas (English)

Methodist
Rev. Martin Evans-Jones

United Reformed
Nomination awaited

Union of Welsh Independents
Nomination awaited

Religious Society of Friends
Dominic Oakes

Nomination awaited

Representing Teacher Associations:

Secondary Headteacher
Leah Crimes

Junior Headteacher
Nomination awaited

Secondary RE Specialists
Sarah Griffiths

Infant Headteacher
Nomination awaited

Special School Teachers
Ms.Ali Ballantyne
Only)

Junior Classroom Teacher
Katie Mason (Summer Meeting

Infant Classroom Teacher
Nomination awaited

Representing Denbighshire County Council

Councillor Ellie Chard
Councillor Tony Flynn
Councillor Emrys Wynne

Councillor Rachel Flynn
Councillor Tony Thomas
Councillor Meirick Davies

Co-opted Members:

Tania Ap Sion – Director of the St. Mary's Centre

b) Number and dates of meetings

SACRE Meetings:

- 20th October 2021
- 1st February 2022
- 23rd June 2022


Agreed Syllabus Conference

- 14th March 2022

c) Organisations receiving the report

- DFES
- Denbighshire Schools
- The report is available on the WASACRE website for interested organisations.

Appendix D




REach

Denbighshire and Conwy SACRE Newsletter

Issue 2: Summer 2022

HELLO and welcome to REach, the newsletter supporting the work of Denbighshire and Conwy's SACREs. This is our second edition. The first edition explained the role of purpose of SACRE and need for a newsletter, you can access the first edition [here](#). The Welsh Association of SACRE recently published a 'Handbook for SACRE members in Wales'. This helpful guide also provides details about the purpose and role of a local SACRE.

For information about the Curriculum for Wales 2022 please watch this 35 minute [training session](#) organised by Denbighshire Local Authority.



Religious Education and the New Curriculum

The Curriculum for Wales was published on the 28th January 2020. The change from Religious Education to Religion, Values and Ethics (RVE) was explained in the previous edition. Religion, Values and Ethics is one of five distinct disciplines contained in the Humanities AOLE which include Geography, History, Social Studies and Business Studies. Religion, Values and Ethics will be taught to all primary school children and possibly year 7 learners from Sept 2022.

Secondary schools may defer the teaching of the new curriculum until Sept 2023. If a secondary school chooses to do this they will teach the new curriculum, including RVE, to both year 7 and 8 in Sept 2023. Secondary schools will continue to teach the current curriculum, including the current Agreed Syllabus, to pupils in year 8 in Sept 2022 and the pre 2022 curriculum will follow them during their time in compulsory secondary education. The current curriculum is called [Curriculum for Wales 2008](#) and can be accessed on the Hwb website (correct at the time of writing).

Right to Withdraw

There will be no right to withdraw a pupil from Religion, Values and Ethics, but parents with children receiving the current Religious Education (e.g. Year 8, 9, 10 and 11 in Sept 2022) will continue to have the right to withdraw their child from RE. This may result in parents withdrawing a year 10 learner but not withdrawing a child in year 7.

Compulsory Post 16 RVE

Compulsory post 16 RVE will be removed from September 2027, although pupils may request RVE provision to which a school must oblige. For more details about the right to withdraw and Post 16 RVE see the [Curriculum for Wales Legislative Summary](#).

Religion, Values and Ethics Guidance and the Agreed Syllabus.

The new [Curriculum for Wales](#) is available on Hwb. It contains all of the information a school will need to be able to design their curriculum. It includes the legislative changes and information about all the mandatory elements including the Four Purposes, the Areas of Learning and Experience and the Descriptions of Learning. There is a specific area for the [Humanities](#). Within this area, section 5, titled [Designing your Curriculum](#), outlines the specific disciplinary concepts and contexts for all 5 humanities subjects.

Religion, Values and Ethics, like Religious Education, is still a locally determined subject and as such each Local Authority has the responsibility of agreeing a syllabus for its local schools. Welsh Government has published [Religion Values and Ethics guidance](#) that all Local Authorities must have regard to when creating their Agreed Syllabuses. Both Denbighshire and Conwy SACREs have adopted the content of this guidance as their Agreed Syllabus. The Agreed Syllabus will be available from Conwy and Denbighshire's LA websites, but schools are advised to use the RVE guidance on Hwb as they design the RVE areas of their curriculum.

You may have missed:



Agored Exploring Worldviews

Agored Cymru has developed 'Exploring Worldviews', a suite of level 1 and 2 qualifications supporting an understanding of religious and non-religious worldviews. The qualification meets the three core skills set out in the exemplar framework (current curriculum), and it provides opportunities for exploring the concepts for RVE through the statements of what matters in the Humanities area of learning and experience in the Curriculum for Wales (new curriculum). It is not designed to replace the current Religious Studies GCSE, however, it will provide an accessible recognised qualification whilst allowing a school to meet its statutory obligation at Key Stage 4. Please [click here](#) for more details.



St Giles' Centre is situated in the heart of Wrexham in North East Wales within the grounds of the impressive St Giles' Parish Church. It is a centre that provides specialist RVE and collective worship support for teachers in Wrexham working in partnership with the Local Authority. The Centre's website is kept up to date with current events relevant to RVE in Wales. The ['Professional Learning'](#) section contains news articles, training videos and written blogs that cover essential updates about what is happening in the world of RVE in Wales, in England and across Europe. Please [click here](#) to access their website.

Local SACREs meet three times each year, information about SACRE meetings can be found on your Local Authority Websites.

Denbighshire is looking for teachers to join its SACRE.
Current Teacher member vacancies:

- Primary Headteacher
- Primary Classroom Teacher

To access the current Agreed Syllabus and resources supporting RE and collective worship please join our North Wales Religious Education Hwb Network... <https://hwb.gov.wales/go/d8tfh3> and/or our the Conwy or Denbighshire Microsoft TEAMS. Please email lordp2@hwbcymru.net for more information.

Resources:



Hwb - RVE Professional Development

The Welsh Association of SACREs have been working in partnership to develop a suite of Professional Learning modules on RVE in the new curriculum. 10 playlists will be made available during the 2022 Autumn Term. The first five will cover 'What's New' for senior leaders and teachers in a range of school settings and are due to be published early in September. Playlists on the cross curricular skills, progression, assessment and pedagogy will follow later in the term.



16+ Challenging Religious Issues

Challenging Religious Issues is a journal for students and teachers of AS and A-level Religious Studies. It is also a useful resource for anyone who wants to develop or refresh their subject knowledge. Over 65 open access journal articles have been published in the journal so far including articles written by leading scholars and practitioners. The articles are linked to Religious Studies A-level specifications. The articles are interactive through the use of 'discussion points' and live links to relevant external websites. All issues are available in English and Welsh. The St Giles' Centre has funded and managed the Welsh language version from issue 14 onwards. Please [click here](#) to access the Challenging Religious Issues from the St Giles website.

Conwy is looking for teachers to join its SACRE.

Current Teacher member vacancies:

- Primary Head Teacher
- Primary Classroom Teacher
- Special School Teacher

Please contact LordP2@hwbcymru.net if you are interested or want more information

Future Newsletters We would like to include articles showcasing good practice for RE and Collective Worship across North Wales. If you like to contribute to REach please contact LordP2@hwbcymru.net



REach



AGored

Newyddlen CYSAG Sir Ddinbych a Chonwy

Rhifyn 2: Haf 2022

HELO

a chroeso i AGored, y cylchlythyr sy'n ategu gwaith y CYSAGau yn Siroedd Dinbych a Chonwy. Dyma'r ail rifyn. Yn y rhifyn cyntaf, eglurwyd rôl a phwrpas y CYSAG a'r angen am gylchlythyr. Gallwch weld y rhifyn cyntaf yma. Yn ddiweddar, cyhoeddwyd ['Llawlyfr i Aelodau CYSAG yng Nghymru'](#) gan Gymdeithas CYSAGau Cymru. Mae'r canllaw defnyddiol hwn yn darparu manylion hefyd am bwrpas a rôl y CYSAG lleol.

I gael gwybodaeth am Gwricwlwm i Gymru 2022, gallwch wyllo'r [sesiwn hyfforddi](#) hon sy'n 35 munud o hyd ac a drefnwyd gan Awdurdod Lleol Sir Ddinbych.



Addysg Grefyddol a'r Cwricwlwm Newydd

Cyhoeddwyd y Cwricwlwm i Gymru ar 28 Ionawr 2020. Eglurwyd y newid o Addysg Grefyddol i Grefydd, Gwerthoedd a Moeseg (CGM) yn y rhifyn blaenorol. Mae Crefydd, Gwerthoedd a Moeseg yn un o bum disgyblaeth benodol sydd ym Maes Dysgu a Phrofiad y Dyniaethau sy'n cynnwys Daearyddiaeth, Hanes, Astudiaethau Cymdeithasol ac Astudiaethau Busnes. Addysgir Crefydd, Gwerthoedd a Moeseg i'r holl blant mewn ysgolion cynradd ac efallai i ddysgwyr blwyddyn 7 o fis Medi 2022.

Gall ysgolion uwchradd ohirio addysgu'r cwricwlwm newydd tan fis Medi 2023. Os bydd ysgol uwchradd yn dewis gwneud hynny, bydd yn addysgu'r cwricwlwm newydd, yn cynnwys CGM, ym mlwyddyn 7 ac ym mlwyddyn 8 ym Medi 2023. Bydd ysgolion uwchradd yn parhau i addysgu'r cwricwlwm presennol, yn cynnwys y Maes Llafur Cytunedig presennol, i ddisgyblion ym mlwyddyn 8 ym Medi 2022 a bydd y cwricwlwm cyn 2022 yn eu dilyn drwy gydol eu hamser mewn addysg uwchradd orfodol. Enw'r cwricwlwm presennol yw [Cwricwlwm Cymru 2008](#) a gellir ei weld ar wefan Hwb (yn gywir ar adeg ysgrifennu hyn).

Yr Hawl i Dynnu yn Ôl

Ni fydd hawl i dynnu disgybl yn ôl o addysg Crefydd, Gwerthoedd a Moeseg, ond bydd rhieni sydd â phlant yn derbyn yr Addysg Grefyddol bresennol (e.e. Blwyddyn 8, 9, 10 ac 11 ym Medi 2022) yn parhau i fod â'r hawl i dynnu eu plentyn yn ôl o Addysg Grefyddol. Gall hyn olygu y bydd rhieni'n gallu tynnu dysgwyr yn ôl ym mlwyddyn 10 ond nid ym mlwyddyn 7.

Addysg Crefydd, Gwerthoedd a Moeseg Ôl-16 Orfodol

Bydd addysg CGM ôl-16 orfodol yn cael ei dileu o fis Medi 2027, er y caiff disgyblion ofyn am ddarpariaeth CGM a rhaid i'r ysgol ufuddhau i gais o'r fath. I gael rhagor o fanylion am yr hawl i dynnu yn ôl ac am CGM Ôl-16, gweler [Cwricwlwm i Gymru: crynodeb o'r deddfwriaeth](#).

Canllawiau Crefydd, Gwerthoedd a Moeseg a'r Maes Llafur Cytunedig .

Mae'r [Cwricwlwm i Gymru](#) newydd ar gael ar wefan Hwb. Mae'n cynnwys yr holl wybodaeth y bydd ar ysgol ei hangen i gynllunio ei chwricwlwm. Mae'n cynnwys y newidiadau mewn deddfwriaeth a gwybodaeth am yr holl elfennau gorfodol, yn cynnwys y Pedwar Diben, y Meysydd Dysgu a Phrofiad a'r Disgrifiadau Dysgu. Mae maes penodol ar gyfer y [Dyniaethau](#). Yn y maes hwn, mae adran 5, o'r enw [Cynllunio eich cwricwlwm](#), yn amlinellu'r cysyniadau a chyd-destunau disgyblaethol penodol ar gyfer pob un o bum pwnc y Dyniaethau.

Mae Crefydd, Gwerthoedd a Moeseg, fel Addysg Grefyddol, yn parhau'n bwnc sy'n cael ei benderfynu'n lleol, felly mae pob Awdurdod Lleol yn gyfrifol am gytuno ar faes llafur i'w ysgolion lleol. Mae Llywodraeth Cymru wedi cyhoeddi [canllawiau ar Grefydd, Gwerthoedd a Moeseg](#) y mae'n rhaid i bob Awdurdod Lleol eu hystyried wrth lunio ei Faes Llafur Cytunedig. Mae CYSAGau Conwy a Sir Ddinbych wedi mabwysiadu cynnwys y canllawiau hyn fel Maes Llafur Cytunedig. Bydd y Maes Llafur Cytunedig ar gael ar wefannau awdurdodau lleol Conwy a Sir Ddinbych, ond cynghorir ysgolion i ddilyn y canllawiau ar CGM ar wefan Hwb wrth iddynt gynllunio'r meysydd CGM yn eu cwricwlwm.

Efallai y byddwch wedi methu'r rhain:



Agored Cymru: Archwilio Bydolygon

Mae Agored Cymru wedi datblygu 'Archwilio Bydolygon', set o gymwysterau lefel 1 a 2 sy'n hyrwyddo dealltwriaeth o fydolygon crefyddol ac anghrefyddol. Mae'r cymhwyster yn cwrdd â'r tri sgil craidd sydd wedi'u nodi yn y fframwaith enghreifftiol (y cwricwlwm presennol), ac mae'n darparu cyfleoedd i archwilio cysyniadau ar gyfer CGM drwy'r datganiadau o'r hyn sy'n bwysig ym maes dysgu a phrofiad y Dyniaethau yn y Cwricwlwm i Gymru (y cwricwlwm newydd). Nid yw wedi'i fwradiu i gymryd lle'r TGAU Astudiaethau Crefyddol bresennol. Fodd bynnag, bydd yn cwrdd â'r angen am gymhwyster cydnabyddedig hygyrch gan ganiatáu i'r ysgol gyflawni ei rhwymedigaeth statudol yng Nghyfnod Allweddol 4. [Clliciwch yma](#) i gael rhagor o fanylion.



Mae **Canolfan San Silyn** yng nghanol Wrecsam yng Ngogledd Ddwyrain Cymru ar dir Eglwys Blwyf drawiadol San Silyn. Mae'n ganolfan sy'n darparu cymorth CGM (RVE) arbenigol ac addoli ar y cyd i athrawon yn Wrecsam gan weithio mewn partneriaeth â'r Awdurdod Lleol. Mae gwefan y Ganolfan yn cael ei diweddarau gyda digwyddiadau cyfredol sy'n berthnasol i CGM yng Nghymru. Mae'r adran '[Dysgu Profesiynol](#)' yn cynnwys erthyglau newyddion, fideos hyfforddi a blogiau ysgrifenedig sy'n ymdrin â diweddariadau hanfodol am yr hyn sy'n digwydd ym myd CGM yng Nghymru, yn Lloegr ac ar draws Ewrop. [Clliciwch yma](#) i gael mynediad i'w gwefan.

Mae CYSAGau lleol yn cwrdd dair gwaith bob blwyddyn. Mae gwybodaeth ar gael am gyfarfodydd y CYSAG ar wefan yr Awdurdod Lleol.

Mae Sir Ddinbych yn chwilio am athrawon i ymuno â'i CYSAG. Lleoedd sy'n wag ar hyn o bryd ar gyfer athrawon:

- Pennaeth Ysgol Gynradd
- Athro/Athrawes Dosbarth Cynradd

I weld y Maes Llafur Cytunedig presennol ac adnoddau ar gyfer Addysg Grefyddol a chydaddoli, ymunwch â Rhwydwaith Hwb Addysg Grefyddol Gogledd Cymru ... <https://hwb.gov.wales/go/d8tfh3> a/neu grwpiau Microsoft TEAMS Conwy neu Sir Ddinbych. Anfonwch e-bost i lordp2@hwbcymru.net i gael rhagor o wybodaeth.

Adnoddau :



Hwb - Datblygiad Proffesiynol CGM

Mae Cymdeithas CYSAGau Cymru wedi bod yn gweithio mewn partneriaeth i ddatblygu cyfres o fodiwlau Dysgu Proffesiynol ar CGM yn y cwricwlwm newydd. Bydd 10 rhestr chwarae ar gael yn ystod Tymor yr Hydref 2022. Bydd y pump cyntaf yn ymdrin â 'Beth sy'n Newydd' ar gyfer uwch arweinwyr ac athrawon mewn ystod o leoliadau ysgol a disgwylir iddynt gael eu cyhoeddi ddechrau mis Medi. Bydd rhestri chwarae ar y sgiliau traws-gwricwlaidd, dilyniant, asesu ac addysgeg yn dilyn yn ddiweddarach yn y tymor.



16+ Herio Materion Crefyddol

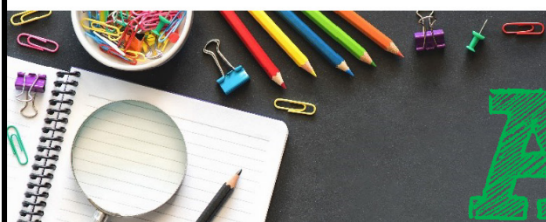
Mae Herio Materion Crefyddol yn gyfnodolyn ar gyfer myfyrwyr ac athrawon Astudiaethau Crefyddol UG a Safon Uwch. Mae hefyd yn adnodd defnyddiol i unrhyw un sydd eisiau datblygu neu loywi eu gwybodaeth bynciol. Mae dros 65 o erthyglau mynediad agored mewn cyfnodolion wedi'u cyhoeddi yn y cyfnodolyn hyd yn hyn gan gynnwys erthyglau a ysgrifennwyd gan ysgolheigion ac ymarferwyr blaenllaw. Mae'r erthyglau'n gysylltiedig â manylbau Safon Uwch Astudiaethau Crefyddol. Mae'r erthyglau'n rhyngweithiol drwy ddefnyddio 'pwyntiau trafod' a dolenni byw i wefannau allanol perthnasol. Mae pob rhifyn ar gael yn Gymraeg a Saesneg. Mae Canolfan San Silyn wedi ariannu a rheoli'r fersiwn Gymraeg o rifyn 14 ymlaen. [Clliciwch yma](#) i weld Herio Materion Crefyddol o wefan San Silyn.

Lleoedd sy'n wag ar hyn o bryd ar gyfer athrawon:

- Athro/Athrawes Dosbarth Cynradd
- Athro/Athrawes Ysgol Arbennig

Please contact LordP2@hwbcymru.net if you are interested or want more information

Cylchlythyrau i ddod: Hoffem gynnwys erthyglau am arferion da ar gyfer Addysg Grefyddol a Chydaddoli ledled Gogledd Cymru. Os hoffech gyfrannu i Reach, cysylltwch â LordP2@hwbcymru.net



AGored

<p>Denbighshire County Council Standing Advisory Council for Religious Education (SACRE)</p>		
Date of Meeting:		20 th October 2021
Agenda Item:	8	Report Details
<p><u><i>Background to the Report:</i></u></p> <p>SACRE continues to be a member of the Wales Association of SACREs, and receives reports on meetings from members attending, copies of minutes of meetings and any other reports from the Association.</p>		
<p><u><i>Purpose of the Report:</i></u></p> <p>For members to be informed as to the focus and main outcomes of the previous meeting.</p>		
<p><u><i>Recommendations:</i></u></p> <ul style="list-style-type: none"> ▪ To receive the minutes of the meeting held online 29th June 2022. ▪ To agree attendance to the next WASACRE meeting 23rd November 2022. 		

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