

Draft Religion, Values and Ethics

Religion Values and Ethics in Wales is the right of every learner from 3 to 16 years of age. The provision for Religion Values and Ethics in our school has been designed having regard to the Insert LA Agreed Syllabus and accords with curriculum design requirements of the Curriculum for Wales Framework. This policy meets the requirements of the Curriculum and Assessment Act (Wales) 2021.

Include reference to your own school vision and values and how RELIGION, VALUES AND ETHICS may contribute to this.

Religion, Values and Ethics within the Curriculum for Wales will offer our learners a distinctive contribution to the realisation of the four purposes. Religion, Values and Ethics prepares our learners in Wales for life and work in a fast-changing and diverse world, as responsible and informed citizens. Religion, Values and Ethics is a mandatory element of our curriculum provided for all our learners as a basic entitlement.

Religion, Values and Ethics sits within the Humanities Area and incorporates a range of disciplinary approaches that will be used by our learners to engage **critically** with a broad range of religious and non-religious concepts. We will draw on a variety of approaches such as:

- religious studies
- philosophy
- theology
- sociology
- psychology
- anthropology

Our school will provide strong relationships between Religion, Values and Ethics and the other disciplines within Humanities as well as with other Areas.

Religion, Values and Ethics will be **objective, critical and pluralistic**, both in content and pedagogy, in line with the European Conventions of Human Rights.

Religion, Values and Ethics in our school will:

- reflect 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 reflect the fact that a range of non-religious philosophical convictions are held in Wales.

Schedule 2 Curriculum and Assessment Act (Wales) 2021.

All our learners will be offered opportunities through Religion, Values and Ethics to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

Religion, Values and Ethics contributes to the spiritual development of learners in our school. We will provide opportunities for learners to:

- have an awareness of themselves in relation to others
- make connections to the wider and the natural world
- develop creativity, experience awe and wonder and foster curiosity
- to explore ultimate questions and contemplate of meaning and purpose of life.

We will also provide opportunities for spiritual development as we engage with our 'cynefin' and experiences that occur in everyday life within our local, national and global communities.

We define Cynefin as *'The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translates as 'habitat' cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.'*

To ensure that our curriculum provides a broad understanding of Religion, Values and Ethics, we have designed our provision around the five [Humanities: Statements of what matters - Hwb \(gov.wales\)](#). Our provision has also been designed using the 7 RVE sub lenses included in our Agreed Syllabus and the statutory Religion, Values and Ethics guidance on Hwb. These sub lenses help us to provide appropriate breadth and depth in Religion, Values and Ethics, and it is through these sub lenses that concepts can be viewed and explored.

The sub lenses are:

- **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.

These sub lenses help us to provide appropriate breadth and depth in Religion, Values and Ethics, and it is through these sub lenses that concepts can be viewed and explored. At **Insert school name** we aim to ensure that over a learner's journey from age **delete as appropriate** 3 to 11/11 to 16, a wide variety of concepts will have been explored through these different lenses as part of our RVE provision.

Our curriculum is supported by effective teaching and learning that enables learners to make meaningful progress in Religion Values and Ethics. We implement the five [principles of progression](#) from the curriculum for Wales to do this.

The five principles of progression are:

- Increasing effectiveness as a learner

- Increasing breadth and depth of knowledge
- Deepening understanding of the ideas and disciplines within Areas
- Refinement and growing sophistication in the use and application of skills
- Making connections and transferring learning into new contexts

You may want to include:

- Your approach to curriculum design – disciplinary, multidisciplinary, integrated etc...
- Pedagogical approaches to Religion Values and Ethics in your school context
- Specific knowledge, skills and experiences including visits and visitors and outdoor learning etc...
- Assessment arrangements effecting RVE
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