



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

Trawsnewid Addysg, Trawsnewid Bywydau

Transforming Education, Transforming Lives

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Transforming Education, Transforming Lives

www.uwtsd.ac.uk

- ECAD4017-C
- DYNIAETHAU – HUMANITIES
- Sesiwn – Session 3
- s.v.hughes@uwtsd.ac.uk

Yn y sesiwn yma byddwn yn edrych ar: In this session we will be looking at:



1. Beth yw **Crefydd, Gwerthoedd a Moeseg (CGM)** o fewn MDaPh y Dyniaethau

1. What is **Religion, Values and Ethics (RVE)** within the Humanities AoLE

2. Archwilio rhai cyfleoedd addysgu a dysgu ar gyfer cefnogi dealltwriaeth dysgwyr o CGM (rheoli'r amgylchedd dysgu, gwahaniaethu, manteisio ar ddisgyblaethau pwnc-meysydd dysgu)

2. Explore some teaching and learning opportunities to support learners' understanding of RVE (managing the learning environment, differentiation, exploiting subject disciplines within areas of learning)

Rheoli'r Amgylchedd Dysgu Managing the Learning Environment

Gwahaniaethu Differentiation



Manteisio ar ddisgyblaethau
pwnc mewn meysydd dysgu

Exploiting subject disciplines in areas of learning

Myfyrio ar PAP 1

- Beth wnaethoch arsylwi?
- Beth wnaethoch chi?

Reflecting on PTE1

- What did you observe?
- What did you do?

Cwricwlwm i Gymru...

- O fewn Cwricwlwm i Gymru, mae **Crefydd, Gwerthoedd a Moeseg** yn wrthrychol, yn feirniadol ac yn blwraliaethol, o ran cynnwys ac addysgeg; **nid oes a wnelo'r pwnc â gwneud dysgwyr yn 'grefyddol' neu'n 'anghrefyddol'**. Daw'r ymadrodd **'gwrthrychol, beirniadol a phlwraliaethol'** o gyfraith achosion y Confensiwn Ewropeaidd ar Hawliau Dynol. Mae **Deddf Cwricwlwm ac Asesu (Cymru) 2021** yn sicrhau ei bod yn rhaid i bob dysgwr **gael cynnig cyfleoedd** drwy Grefydd, Gwerthoedd a Moeseg i **ymwneud â gwahanol grefyddau a safbwyntiau athronyddol anghrefyddol** yn eu hardal leol ac yng Nghymru, yn ogystal â'r byd ehangach.

<https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/cynllunio-eich-cwricwlwm/#religion,-values-and-ethics-guidance>

Curriculum for Wales

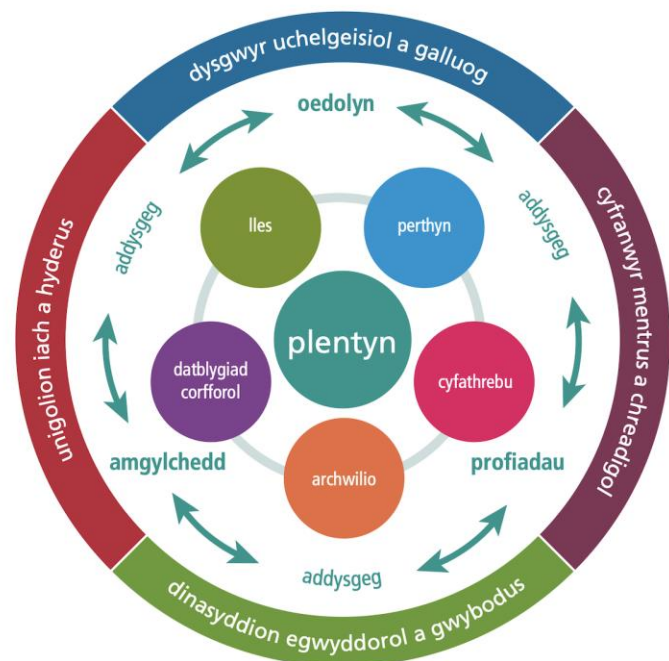
- In the Curriculum for Wales **Religion, Values & Ethics (RVE)** is objective, critical and pluralistic, both in content and pedagogy; **it is not about making learners ‘religious or ‘non-religious’**. The expression **‘objective, critical and pluralistic’** comes from European Convention on Human Rights 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.

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir



<https://hwb.gov.wales/api/storage/2292053c-a4fe-41fe-8c6ad34b66309/230626-cwricwlwm-ar-gyfer-leoliadau-m-a-ariennir-nas-cynhelir.pdf>



Y llwybrau datblygu

Perthyn

Mae perthyn yn hanfodol i'n hymdeimlad o hapusrwydd a lles. Pan fyddan nhw'n ifanc, bydd plant yn dechrau meithrin ymdeimlad o'u lle a'u pwysigrwydd o fewn y grwpiau niferus y maen nhw'n perthyn iddyn nhw. Mae cydberthnasau cadarn a sicr yn hollbwysig i'r ymdeimlad hwn o berthyn.

Gall yr ymdeimlad hwn arwain at deimladau cadarnhaol o gysylltiad â'r cartref a'r lleoliad, a gall ymestyn i'r gymuned, i Gymru ac i'r byd ehangach. Gall lleoliadau sy'n parchu ac yn dathlu profiadau plant o'u cartrefi a'u cymuned yn y gorffennol a'r presennol, ac yn adeiladu ar y profiadau hynny, atgyfnerthu ymdeimlad o berthyn. Ein cyfrifoldeb ni yw sicrhau bod plant yn teimlo'n ddiogel yn y lleoliad, a rhoi gofal a chymorth emosiynol gwirioneddol er mwyn helpu i feithrin ymdeimlad cadarn o berthyn.

Mae perthyn yn bwysig er mwyn llywio ymdeimlad plant o bwy ydyn nhw a phwy y gallan nhw fod ac, fel y cyfryw, dylai fod yn sail i ethos pob lleoliad yng Nghymru.

Mae angen i mi:

- deimlo fel aelod gwerthfawr o gymuned y lleoliad
- chwarae (ar fy mhen fy hun, ochr yn ochr ag eraill neu gydag eraill)
- gwneud cysylltiadau â phobl, lleoedd a phethau
- cael fy nghlywed a fy neall
- gweld fy hun a phobl fel fi yn cael ein cynrychioli yn fy lleoliad.

Rwy'n dysgu sut i:

- adnabod pwy ydw i
- sylweddoli fy mod yn bwysig i'r bobl o'm cwmpas
- cymryd rhan ym mywyd y lleoliad
- gofalu amdanaf fi fy hun
- dilyn arferion cyfarwydd
- deall a dilyn rhai rheolau a ffiniau
- adnabod fy anghenion fy hun ac anghenion pobl eraill
- sylweddoli bod rhai pethau yn annïogel
- gofalu am bethau yn fy amgylchedd – pethau byw a phethau nad ydyn nhw'n fyw

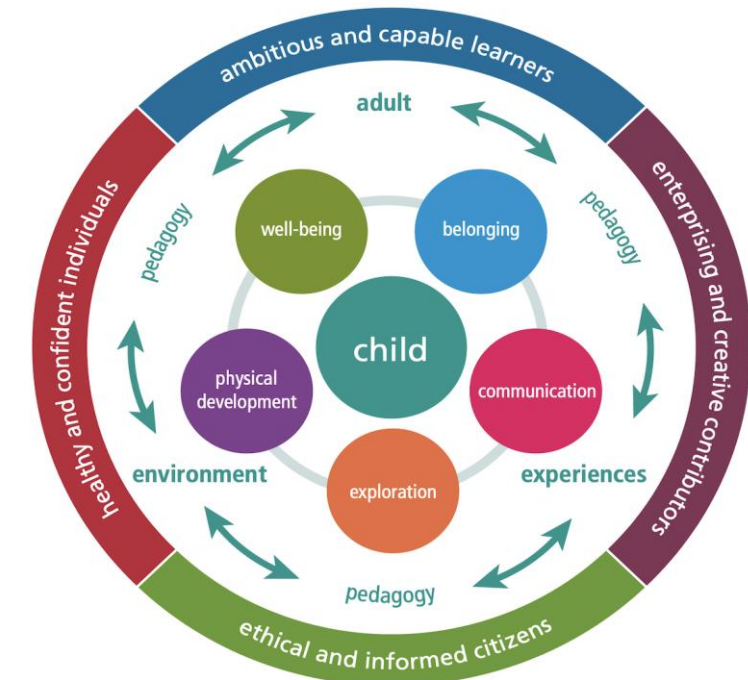
Mae fy ymdeimlad o berthyn yn cael ei gyfoethogi gan oedolion sydd:

- yn rhoi gofal a pharch cyson i mi
- yn darparu adnoddau cyfarwydd sy'n adlewyrchu fy niwylliannau a fy nghymunedau
- yn fy ngweld i fel dysgwr galluog
- yn modelu agwedd lawen a chwilfrydig at ddysgu
- yn ymateb i fy niddordebau, yr hyn rwy'n ei hoffi a'r hyn nad wyf yn ei hoffi
- yn cynllunio profiadau ar ôl arsylwi fy newisiadau a'r hyn sydd orau gen i wrth chwarae
- yn blaenoriaethu fy anghenion wrth wneud penderfyniadau sy'n effeithio arna i
- yn fy ngalluogi i chwarae ar fy mhen fy hun a/neu gydag eraill
- yn hyrwyddo ethos cynhwysol sy'n gwerthfawrogi diwylliant amrywiol Cymru

A curriculum for funded non-maintained nursery settings



<https://hwb.gov.wales/api/storage/b1801d78-38c3-4320-9818-d9996c21aef8/220914-a-curriculum-for-funded-non-maintained-nursery-settings.pdf>



The developmental pathways

Belonging

Belonging is essential to our sense of happiness and well-being. When they are young, children begin to develop a sense of how they fit in to the many groups to which they belong, and their importance within them. Strong, secure relationships are vital to this sense of belonging.

This sense can bring positive feelings of connection with the home and the setting, and can expand to the community, Wales and the wider world. Settings that value, celebrate and build upon children's past and present experiences from home and their community can strengthen a sense of belonging. It is our responsibility to ensure children feel safe and secure within the setting environment, and to show genuine care and emotional support to help build a firm sense of belonging.

Belonging is important to shaping children's sense of who they are and who they can become and, as such, should underpin the ethos of all settings in Wales.

I need to:	I am learning to:	My sense of belonging is enhanced by adults who:
- feel valued as a member of the setting community - play (on my own, alongside or with others) - make connections with people, places and things - be heard and understood - see myself and people like me represented in my setting.	- recognise who I am - recognise that I am important to those around me - participate in the life of the setting - take care of myself - follow familiar routines - understand and follow some rules and boundaries - recognise my own needs and the needs of others - recognise that some things are unsafe - take care of things in my environment, living and non-living - recognise that I belong to a wider community	- provide me with consistent care and respect - provide familiar resources that reflect my cultures and communities - perceive me as a capable learner - model a joyful and curious approach to learning - respond to my interests, likes and dislikes - plan experiences as a result of observation of my play choices and preferences - prioritise my needs when making decisions that impact on me - enable me to play by myself and/or with others - promote an inclusive ethos that values the diverse culture of Wales - provide appropriate opportunities to experience my own culture and different cultures of others in authentic contexts - have strong connections with my home and local community - use visits and visitors to support connections and enhance interests - make effective use of image, sound, video and technology.

MDaPh DYNIAETHAU = Yr Hyn Sy'n Bwysig



- Mae **ymholi**, **archwilio** ac **ymchwilio** yn ysbrydoli chwilfrydedd am y **byd**, ei orffennol, ei bresennol a'i ddyfodol.
- Mae **digwyddiadau** a **phrofiadau dynol** yn gymhleth a chânt eu **hamgyffred**, eu **dehongli** a'u **cynrychioli** mewn gwahanol ffyrdd.
- Mae **ein byd naturiol** yn amrywiol a deinamig, wedi'i ddylanwadu gan **brosesau** a **gweithredoedd** dynol.
- Mae **cymdeithasau dynol** yn gymhleth ac yn **amrywiol**, ac maen nhw'n cael eu llywio gan **weithredoedd** a **chredoau pobl**.
- Mae **dinasyddion gwybodus**, hunanymwybodol yn mynd i'r afael â'r heriau a'r cyfleoedd sy'n wynebu dynoliaeth, ac **yn gallu cymryd camau ystyrlon ac egwyddorol**.

<https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/datganiadau-o-r-hyn-sy-n-bwysig>

HUMANITIES AoLE = What Matters



- **Enquiry, exploration and investigation** inspire curiosity about the **world**, the 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, 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 actions**.

<https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters>

Camau Cynnydd - Progression Steps

<https://hwb.gov.wales/curriculum-for-wales/humanities/descriptions-of-learning/>

Cam cynnydd 1

Rwy'n gallu ddangos ymwybyddiaeth o bwy ydwyf a'm bod i'n debyg ac yn wahanol i eraill.

Rwy'n dechrau datblygu ymwybyddiaeth o'r hyn sy'n debyg ac yn wahanol rhwng pobl.

Cam cynnydd 2

Rwy'n gallu archwilio fy hunaniaeth, a'i chymharu â rhai pobl eraill, gan gydnabod bod nifer o wahanol grwpiau, credoau a safbwyntiau o fewn cymdeithas.

Rwyf wedi archwilio amrywiaeth o fewn cymunedau, ac rwy'n ymwybodol o hyn.

Progression step 1

I can show an awareness of who I am and that I am similar and different to others.

I am beginning to develop my awareness of similarities and differences between people.

Progression step 2

I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.

I have explored and am aware of diversity in communities.

Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Cyflwyniad

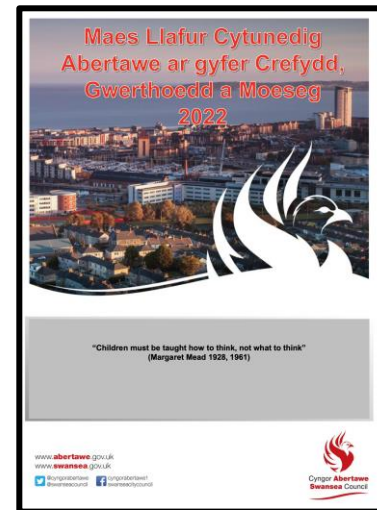
i Mandadol

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

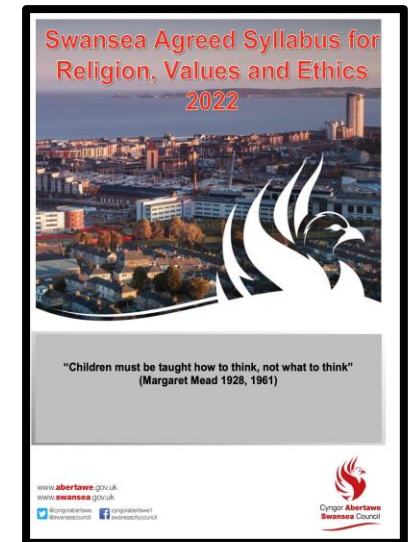
Nid oes gan rieni hawl i ofyn am gael tynnu eu plentyn yn ôl o addysg Crefydd, Gwerthoedd a Moeseg o fewn Cwricwlwm i Gymru.

Pob Awdurdod Lleol – Maes Llafur Cytunedig
Every Local Authority – Agreed Syllabus

**“Children must be taught how to think, not what to think”
(Margaret Mead 1928, 1961)**



Copi - Copy
Moodle –
Humanities 3
Dyniaethau 3



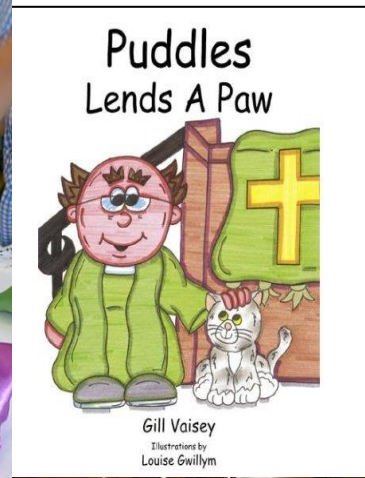
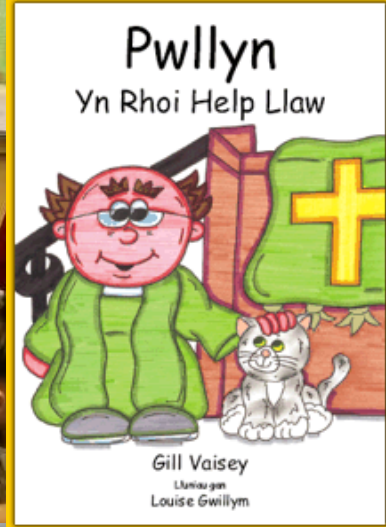
Religion, values and ethics guidance

Introduction

i Mandatory

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

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



Astudiaeth achos: dysgu am ddathliad crefyddol



Defnyddio y dull HAKA fel bachyn i gysylltu â dysgwyr, a'u trochi.

H = Hook (Bachyn)
A = Authenticity (Dilysrwydd)
K = Knowledge (Gwybodaeth)
A – Application (Cymhwyso)

- Dysgwyr Derbyn & Blwyddyn 1
- Stori Rama and Sita - Diwali

Gweithgareddau cysylltiedig ar draws y MDaPh

TASG: Darllenwch yr astudiaeth achos i ddarganfod beth wnaeth y dysgwyr ei 'ddysgu' wrth ddefnyddio'r dull HAKA.

Case study: learning about a religious celebration



Using the HAKA approach to hook
and immerse the learners.

H = Hook
A = Authenticity
K = Knowledge
A - Application

*TASK: Read the case-study to find out what
did the learners 'learn' during the HAKA
approach.*

- Reception & Year 1 setting
- Rama and Sita story - Diwali

Linked activities across the AoLEs

Astudiaeth achos: dysgu am ddathliad anghrefyddol

Defnyddio y dull HAKA fel bachyn i gysylltu â dysgwyr, a'u trochi.



- Dysgwyr Meithrin a Derbyn
- Blwyddyn Newydd Tsieina

H = Hook (Bachyn)
A = Authenticity (Dilysrwydd)
K = Knowledge (Gwybodaeth)
A – Application (Cymhwyso)

Gweithgareddau cysylltiedig ar draws y MDaPh

TASG: Darllenwch yr astudiaeth achos i ddarganfod beth wnaeth y dysgwyr ei 'ddysgu' wrth ddefnyddio'r dull HAKA.

Case study: learning about a non-religious celebration

Using the HAKA approach to hook and immerse the learners.

H = Hook
A = Authenticity
K = Knowledge
A = Application



- Nursery & Reception setting
- Chinese New year

Linked activities across the AoLEs

TASK: Read the case-study to find out what did the learners 'learn' during the HAKA approach.

How do Hindus celebrate Diwali, and Muslims celebrate Eid-ul-Fitr?

- Essential background knowledge for the teacher/learner
- Prior knowledge
- Learning intentions
- Activities (Persona dolls; What happens on these big festival days... Your big days; Celebrations around the world; Sharing festivals and celebrations)
- Resources



Sut mae'r Hindwiaid yn dathlu Diwali, a'r Mwslemiaid yn dathlu Eid-ul-Fitr?



- Gwybodaeth hanfodol ar gyfer y dysgwr
- Gwybodaeth flaenorol
- Bwriadau dysgu
- Gweithgareddau (Doliau persona; Beth sy'n digwydd ar y diwrnodau dathlu mawr? Diwrnodau mawr chi; Dathliadau ar draws y byd; Rhannu gwyliau a dathliadau)
- Adnoddau



What do different religious and non-religious worldviews say about how we should treat our environment?

BACKGROUND KNOWLEDGE FOR THE TEACHER

FOR YOUR EYES ONLY

- The Christian creation story in the first chapter of Genesis contains the idea that God gave humans dominion over the created world. Some Christians now interpret this as them being asked to be stewards of the world.
- Tikkun olam means 'healing the world' – this Jewish concept does not only refer to environmental issues but also to social justice issues.
- Tu B'Shevat is the new year for trees. It takes place on the fifteenth day of the Jewish month of Shevat. It reminds Jewish people of the importance of the land. This festival of love for trees reminds Jewish people of their story of a people who lived off the fruit of the land.
- It is a festival where trees are planted and fruit is eaten – a reminder of the responsibility to look after the land for future generations.

People who hold both religious and non-religious worldviews have had their ideas about the world we live in and the climate emergency challenged over recent years. This has led to a rethinking of the meaning and significance of some sacred texts by some people, and also a call to action to protect the world; perhaps due to a concern about God's creation being destroyed, or a role that people feel they have as stewards of the natural world, or as a way of protecting the world for future generations.

In this unit we explore through story, celebrations and actions what some people do to look after the world and what influences them to behave in that way. Pupils consider their own environmental actions; consider stories from Christianity and Judaism that for some lead to a desire to care for the environment; create persuasive poster art; and explore the festival of Tu B'shevat via story and taste.

This learning links to RE Today units of work 1.8/1.9 How should we care for others and the world and why does it matter?

ESSENTIAL KNOWLEDGE FOR THE PUPIL

By the end of this unit pupils should know:

- many people from different religious and non-religious worldviews want to look after the environment because of their beliefs and values
- many Christians believe it is important to look after the world because it is good
- the festival of Tu B'shevat helps many Jewish people to think about looking after the world
- lots of people with a non-religious worldview work hard to protect the planet

Key vocabulary:

world, creation, Tu B'shevat, environment



AGES 5-7

PRIOR KNOWLEDGE

In order to access the learning in this unit, pupils should have learnt about:

- the story of creation from Genesis in the Bible
- the idea that people hold different beliefs and have different ideas about things that are important to them

ASSESSMENT FOR 5-7s

The statements below suggest expected outcomes from this unit for 6-year-olds. Adapt them for the age of pupils you are teaching. These link to the outcomes for this series of books shown on the webpages. You may need to adapt them slightly for the syllabus or guidelines you follow.

Expected

- Identify and describe a core Christian belief about looking after the world.
- Give a clear, simple account of what the festival of Tu B'shevat might show about the beliefs of many Jewish people.
- Give examples of ways that Christian/Jewish and/or non-religious people put their beliefs about looking after the world into action.
- Think, talk and ask questions about their own ideas about looking after the world and whether these are the same as the ideas they have been learning about.

This unit helps pupils in Scotland to achieve RME 0-04a, 0-06a, 1-02a, 1-04a, 1-04c and 1-05a.

ERESOURCES

Go to www.natre.org.uk/bqic-big-questions-big-answers to access the resources below:

- a tally chart/pictogram (Resource 3.1)
- links to Christian and Jewish green charities and organisations
- an animated version of the story on Resource 3.3
- information on eating fruit at Tu B'shevat
- links to some suitable Spirited Art entries to use in Activity 6

Members are able to download extra resources to support this unit:

- a PowerPoint presentation
- a copy of this unit to download

AGES 5-7

ACTIVITY 1

Looking after the world around you

Ask the pupils if they do anything to look after the world around them. Collect up their ideas. Show them the chart in online Resource 3.1. You can make it a tally chart or a pictogram.

Your own idea	
Reducing plastic	
Not wasting things	
Composting	
Litter-picking	
Recycling	

Fill in this chart with your class. Notice that there is space for an idea that came from your pupils. Give each child a speech bubble to write why they do (or do not do) each of the actions on the chart. Encourage them to explain why these actions are or are not important for them.

Introduce the four children from different religious and non-religious worldviews in Resource 3.2. Read about each of them.

Ask:

- Do some of them do the same things to look after the world as your class?
- Do they do these things for the same or different reasons?
- Do some of them have the same ideas as your class?

Add them to your chart. Ask the pupils to choose two of the children to write a speech bubble from, expressing why they do (or do not do) certain actions to look after the planet.



ACTIVITY 2

God's good earth

Remind the pupils of the creation story at the beginning of the Bible. Ensure they know that lots of Christians think that this story means they should look after the world. Some Christians think this is exactly how the world was made, but many more believe it was a way of explaining the beginning of the world before anyone knew how it began.

Recap a simplified version of the story of creation (Genesis 1). Get the pupils to notice or join in with the text repeated at the end of each part of the story: 'God said, it was good'.

Ask the pupils:

- What do you think the story says God thought was good?
- Do you think Dexter and Grace would agree with your ideas?

Set up a conscience alley: first, put pupils in groups of seven. One of the pupils will walk through three children on either side, facing each other. One side is the Good side and one side is the Bad side. As one pupil walks through the alley, the first pupil on the Good side says something that's good about the world today, then the first pupil on the Bad side says something that's bad about the world today, and so on. In their groups, the pupils create a 'Good and Bad' collage about the state of the earth today. Talk about these in circle time and see what the class agree about.

Ask the pupils:

- Who or what can make the world more beautiful again?
- What might Christians think they should do to look after and improve the world and make it better?
- Why might they want to do this?

ACTIVITY 3

Persuading other people

Explain that looking after the environment is so important to Grace that she wants other people to do the same. Create a poster that Grace might create for her school or church to persuade people to do some of the same things as her. Can the pupils remember what she does? Go back to Resource 3.2 to remind them of her actions and why she does them.

Make sure the poster:

- gives clear ideas of what people can do to be more 'green'
- uses pictures and words to show the ideas
- shows why Grace thinks it is important as a Christian to do these things

After they have finished their poster, ask pupils:

- Might Dexter and Cameron make a poster like this? Why? Why not?
- If either of them did, how might it be different?

Images: Marina Akinina, Antonov Maxim, ArtMarkova/Shutterstock

Eich tro chi nawr...

- Dewiswch thema/dathliad/mater
- Nodwch beth sy'n werthchweil...
- Sut y byddwch yn addysgu?
(addysgeg-gweithgareddau-adnoddau)

* Peidiwch ag anghofio y 3 llinyn!



Your turn now...

- Choose a theme/celebration/issue
 - Consider what is worthwhile...
 - How would you teach this?
(pedagogy-activities-resources)
- * Don't forget the 3 strands!

Cyfeiriadau -References

National Association for Teaching Religious Education (NATRE) <https://www.natre.org.uk/>

Llywodraeth Cymru (2022) *Fframwaith Cwricwlwm i Gymru*. Caerdydd: Llywodraeth Cymru.

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Maes Llafur Cytunedig Abertawe ar gyfer Crefydd, Gwerthoedd a Moeseg 2022 – Cyngor Abertawe – copi ar Moodle
Swansea Agreed Syllabus for Religion, Values & Ethics 2022 – Swansea Council

Adnoddau Addysgol Gill Vaisey Educational Resources <http://www.booksatpress.co.uk/curriculumplanningsupport.html>

Doliau Persona / Persona Dolls: <https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-all-about-persona-dolls>



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