

ECAD5012C Arwain y Dysgu: beth, sut a pham ydw i'n addysgu?

ECAD5012 Leading the learning: what, how and why am I teaching?



Dyniaethau 3

Humanities 3

Yn y sesiwn hon, byddwn yn edrych ar:

In this session we will look at:



Cynllunio ac Addysgu'r Dyniaethau (Crefydd, Gwerthoedd a Moeseg (CGM) - Cam Cynnydd 2 a 3)



Planning and Teaching the Humanities (Religion, Values & Ethics (RVE) – Progression Steps 2 & 3)

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>

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 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>

Canllawiau ar Grefydd, Gwerthoedd a Moeseg Cyflwyniad

i Mandadol

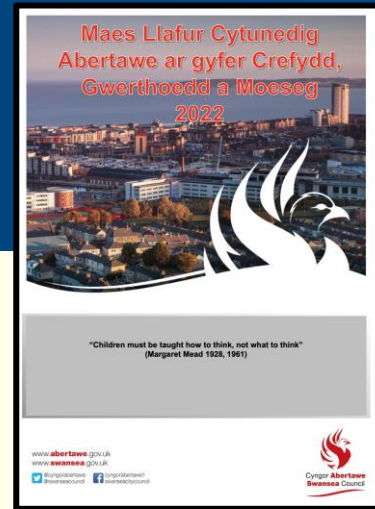
Mae Crefydd, Gwerthoedd a Moeseg yn un o ofynion statudol Cwricwlwm i Gymru ac yn fandadol i bob dysgwr rhwng 3 ac 16 oed. Mae Crefydd, Gwerthoedd a Moeseg yn rhan o Faes y Dyniaethau (Maes). Mae'r Maes hwn yn cynnwys daearyddiaeth; hanes; Crefydd, Gwerthoedd a Moeseg; astudiaethau busnes. Mae'r disgyblaethau 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

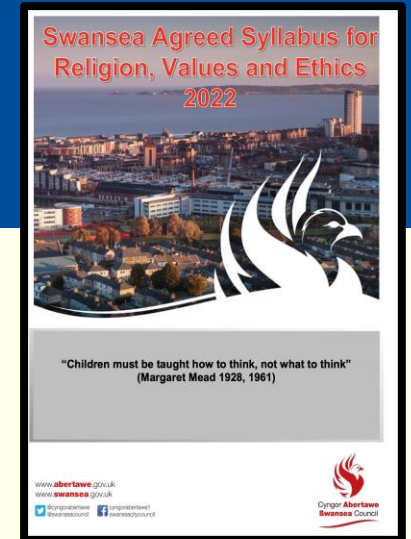
Every Local Authority –
Agreed Syllabus

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



<https://www.abertawe.gov.uk/sacreagreedsyllabus#17>

Copi/Copy
Moodle –
Humanities3
Dyniaethau3



<https://www.swansea.gov.uk/sacreagreedsyllabus?lang=en>

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.

Data Cyfrifiad Sir Gaerfyrddin - Carmarthenshire Census Data

	2011 (%)	2021 (%)
Bwdhaeth – Buddhism	0.2	0.5
Cristnogaeth – Christianity	62	47.6
Hindŵaeth – Hinduism	0.2	0.1
Islam – Islam	0.3	0.5
Iddewiaeth - Judaism	0.04	0.1
Sikhiaeth – Sikh	0.07	0.1
Unrhyw grefydd arall - Any other religion	0.5	0.6
Dim crefydd - No religion	29	44.4
Heb ateb - Did not answer	8	6.2

Defnyddio 'is-lensys' i archwilio cysyniadau CGM

Chwilio am
ystyr a
phwrrpas

Y byd naturiol
a phethau byw

Taith bywyd

Gwerthoedd a
moeseg

Hunaniaeth a
Pherthyn

Awdurdod a
dylanwad

Cydberthnasau
a chyfrifoldeb

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

Using 'sub-lenses' to explore concepts in RVE

Search for
meaning &
purpose

The natural
world & living
things

Identity &
belonging

Authority &
influence

Relationships
&
responsibility

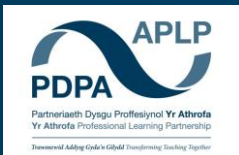
Values &
ethics

The journey of
life

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



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



Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Dewch i archwilio... Let's explore....

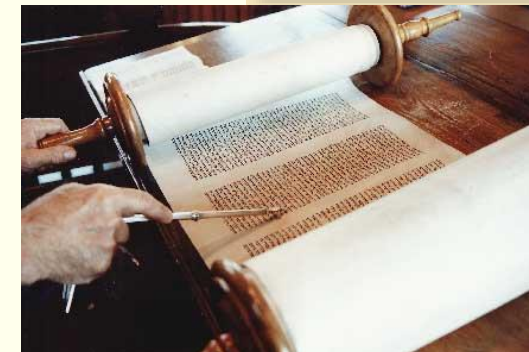
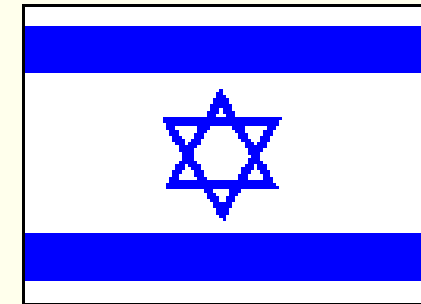
Iddewiaeth



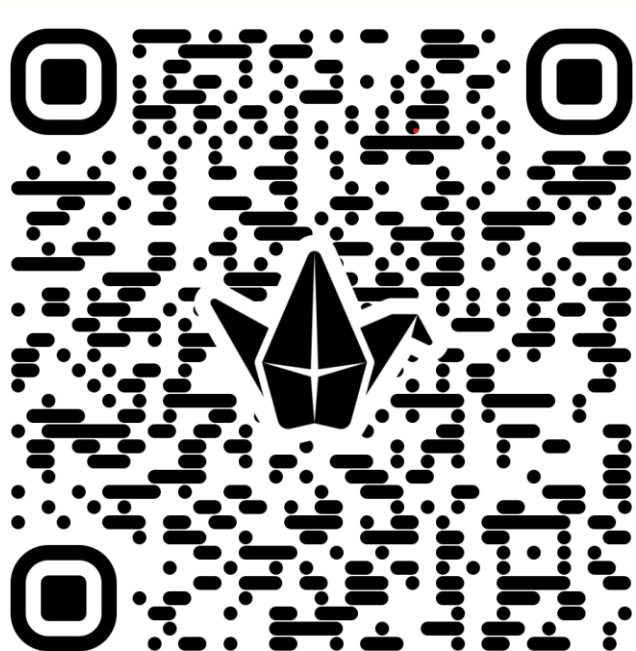
Mezuzah



Judaism



Cynllunio – Planning



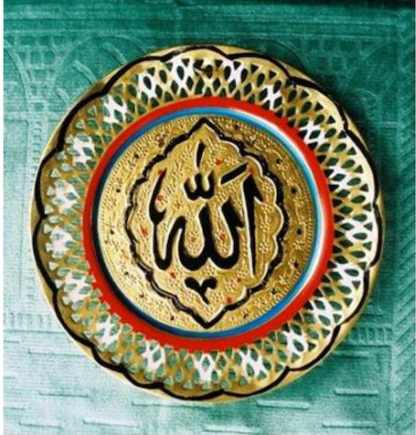
- Cwestiynau allweddol
- Gwybodaeth/sgiliau/profiadau
- Geirfa allweddol
- Adnoddau
- Heriau
- Strategaethau AagD
- Key questions
- Knowledge/skills/experience
- Key vocabulary
- Resources
- Challenges
- AfL strategies

Egwyddorion addysgegol

Creu cyd-destunau dilyys ar gyfer dysgu	Annog dysgwyr i gymryd cyfrifoldeb am eu dysgu	Cefnogi datblygiad cymdeithasol ac emosiynol a pherthnasoedd positif	Annog cydweithredu
Ymdrech cyson gan ddisgyblion i gyrraedd targedau uchel ond cyraeddadwy	Defnyddio repertoire eang o ymagweddau addysgu	Hyrwyddo datrys problemau, meddwl creadigol a beirniadol	Adeiladu ar wybodaeth a phrofiad blaenorol i ennyn diddordeb
Ffocysu ar y 4 diben	Defnyddio asesu ar gyfer dysgu i gyflymu cynnydd	Gwneud cysylltiadau o fewn ac ar draws yr <u>MDAPh</u>	Atgyfnerthu cyfrifoldebau traws-gwricwlaidd, Llythrennedd, Rhifedd, Gallu Digidol

Pedagogical principles

Create authentic contexts for learning	Encourage learners to take responsibility for their learning	Support social and emotional development & positive relationships	Encourage collaboration
Sustained pupil effort to reach high but achievable targets	Employing a broad repertoire of teaching approaches	Promote problem solving, creative & critical thinking	Build on previous knowledge and experience to engage interest
Focus on the 4 purposes	Use assessment for learning to accelerate progress	Make connections within and across the AoLEs	Reinforce cross-curricular responsibilities, Literacy, Numeracy, Digital Competency



Deunyddiau Cymorth ar gyfer Crefydd, Gwerthoedd a Moeseg

Syniadau i gefnogi CGM ym Maes
Dysgu a Phrofiad y Dyniaethau

Y Grŵp Oedran a Awgrymir:
plant 7-8 oed



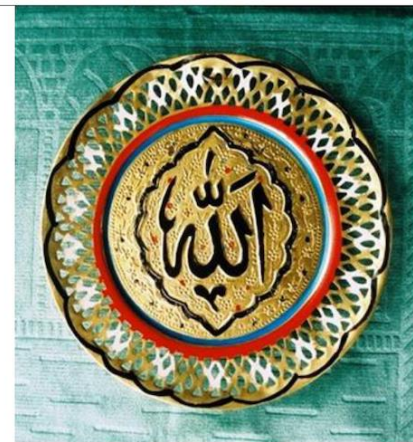
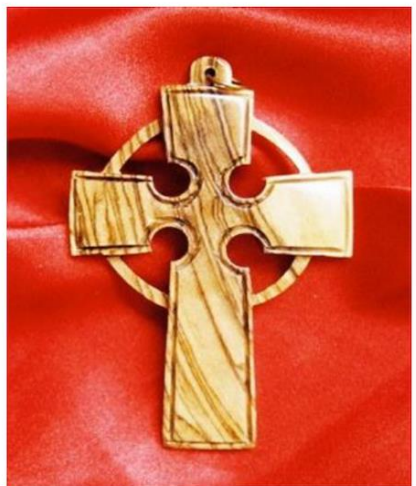
Symbolau ffydd ac arwyddion o berthyn: Pam y maent yn bwysig?

Crefyddau ac argyhoeddiadau athronyddol:
Cristnogaeth, Hindŵaeth, Islam



RE Today
Services

BL3 CGaM Symbolau



Support Materials for Religion, Values and Ethics

Ideas to support RVE within the
Humanities Area of Learning and
Experience

Suggested age group:
7-8-year-olds



Symbols of faith and signs of belonging: Why are they important?

Religions and philosophical convictions:
Christianity, Hinduism, Islam



RE Today
Services

Y3 RVE Symbols



Defnyddio Arteffactau

Using Objects

Canllawiau
Athrawon –
*Guidance for
Teachers* –
Moodle –
Humanities -
Dyniaethau 3



Good Learning A Pastor's week in 9 objects (9-11s)

<https://www.youtube.com/watch?v=zzpaiGbb7YA&t=5s>

Ymholiad ar Addoli

Enquiring into Worship

Holi cwestiynau

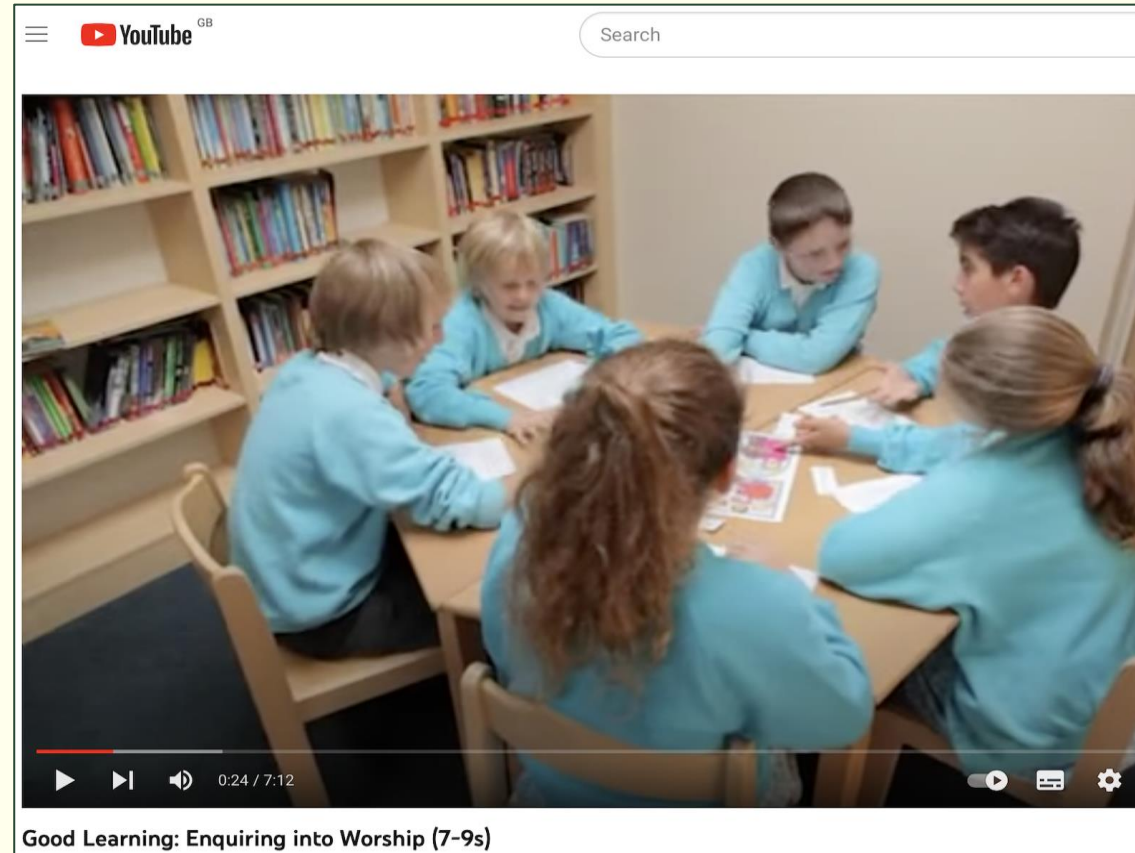
Asking questions

Canllawiau Athrawon

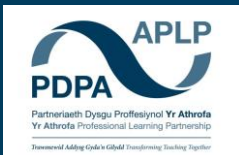
Guidance for Teachers

(Moodle -Humanities Dyniaethau 3)

<https://www.youtube.com/watch?v=Jt-w4CrRzOc&t=19s>



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Trawsnewid Addysg, Trawsnewid Bywydau
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How do people's actions



Greta Thunberg

Greta doesn't want people to listen to her – she wants people to take notice of the science. She argues that the IPCC * report *Global Warming of 1.5°C* sets out the steps we all need to take.

*IPCC Intergovernmental Panel on Climate Change

Diagnosed with Asperger's, a form of autism, Greta sees this as her superpower. She certainly makes powerful people sit up and take notice. But she sticks to her values: for her 18th birthday in January 2021, she asked for new bicycle lights.

In September 2019, 16-year-old Greta Thunberg spoke to the United Nations General Assembly in New York. After sailing across the Atlantic for 14 days, she spoke to the leaders of 190 countries. She got angry with them for not taking the climate crisis seriously enough. She warned them that there is no time to waste – we need to act now!

Greta was only 8 when she heard about climate change, and could not understand why people were not more worried about it. It upset her. She could not eat. She stopped speaking for months. She decided to fight for the climate, to not eat meat, to never fly and to stop buying things she didn't need. She wanted to make a difference.

In August 2018 she went on strike from school. She sat outside the Swedish parliament with a sign: 'School Strike for Climate'. She tweeted that if adults don't care about her future – because they are doing nothing to repair the climate – then she doesn't care about her future either. This got her on the news!

Inspired by Greta, climate strikes spread across cities in Europe, including in the UK. On 20 September 2019, some pupils did not go to school. Instead, they joined thousands of others on marches, calling for action from big companies and governments to take action to protect the climate.

Nobody expects to be shot in the head on their way home from school, least of all a 15-year-old schoolgirl. But that is what happened to Malala Yousafzai. She survived, and now her voice is heard around the world, calling for girls to be allowed to stay in school to complete their education.

School was a big part of Malala's childhood. Her father was a teacher, and she loved going into his classes when she was just a toddler. But when she was 10, her part of northwest Pakistan was taken over by an extreme group called the Taliban. They did not want girls to go to school, and destroyed hundreds of schools. Encouraged by her father, 11-year-old Malala started writing an anonymous online diary for the BBC. She wrote that she thought education for girls was very important.

Malala and her father began a public campaign for her right to go to school. Her blog and her actions were becoming well known around the world and she was nominated for the International Children's Peace Prize. But in October 2012, Taliban soldiers got onto her school bus and shot her, injuring two of her friends too.

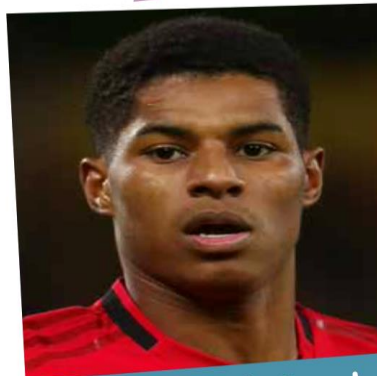
After emergency treatment in Pakistan, she was brought to the UK to an intensive care unit in a hospital in Birmingham. News media told her shocking story, and her message about girls' education had reached much further than she could have hoped – and the Taliban feared it.

Malala stayed here and went to school in Birmingham. She and her father set up the Malala Fund to empower girls and bring equal education around the world. On her 16th birthday she talked at the United Nations, calling for better policies for girls' education and women's rights. She received the Nobel Peace Prize in 2014 for her fight for equal education for all.



Malala Yousafzai

show their WORLDVIEW?



Marcus Rashford

Marcus Rashford is a star footballer for Manchester United and England. But he is also famous for campaigning to keep free school meals through the COVID-19 pandemic lockdowns in 2020–2021.

As schools closed with the first lockdown, his first thought was, 'What are the kids going to eat?' He worked with a charity, FareShare, that distributes food to those in most need in the UK. He set up the Child Food Poverty Task Force to keep everyone talking about child hunger in the

UK. He used his star influence via Twitter to get more businesses and people to donate money. When the government thought about stopping free school meals, he helped to change its mind. Millions of meals have been distributed to families to help them cope with the challenges of the Covid pandemic.

What was it that made Marcus Rashford – a superstar, millionaire footballer – act like this? In part, his upbringing had a major impact on his attitude and actions. Growing up as one of five children with his single mum, he knew what it was like to go without food. His mum, Melanie, a Christian, had several jobs earning minimum wage, but it wasn't always enough. Marcus, his brothers and his sisters had to rely on breakfast clubs, free school meals, food banks and soup kitchens. So he knew what it was like to go without.

As well as his family, Marcus was part of a community that looked after him with acts of kindness. As a young footballer he was taught how he was part of a team, and that his academy was part of a community. When he saw that people were struggling in 2020, he knew that he should give something back to the community.

There were times when there wasn't any food there and you would just go to sleep. It should never be normal to feel how I felt. When you get to the position I'm in now, I feel like if they are in need, and they don't have anyone fighting for them, I should be the one that does it really.

BBC 1 Marcus Rashford: Feeding Britain's Children

127.7m girls across the world are out of school
63% of adults who can't read (aged 15 and over) are female
UNESCO Institute for Statistics (UIS)



Ymholiadau Posibl - Possible Enquiries

- Sut mae pobl yn dathlu'r **Nadolig**?
- Sut a pham mae pobl yn dathlu ac yn addoli yn y **Flwyddyn Newydd**? Beth mae Blwyddyn Newydd yn ei olygu i chi?
- Beth mae gwahanol grefyddau yn ei gredu am **sut y dylem drin yr amgylchedd**?

- How do people celebrate **Christmas**?
- How and why do people celebrate and worship at **New Year**? What does New Year mean to you?
- What do different religions believe about how we should **treat the environment**?

Sut mae pobl yn dathlu Nadolig? How do people celebrate Christmas?

AGES 7-9

How do people celebrate Christmas?

BACKGROUND KNOWLEDGE FOR THE TEACHER

In this unit of work, pupils will get the opportunity to investigate the question 'How do people celebrate Christmas?' in two different ways.

Firstly, pupils will take a religious studies approach to answering the question. They will meet our religious studies expert Dr Chris, who says that this discipline is (not surprisingly) about studying religion and religions.

While answering the question in the role of religious studies experts, pupils will find out about how Christmas is celebrated, by looking at pictures of people celebrating both at home and in church, and by researching using a page from a non-fiction book.

Pupils then move on to taking on the role of sociologists. Our resident sociologist is Dr Rachael, who explains that sociology is about how people live in relationship with each other and in wider society.

In their role as sociologists, pupils will examine data about how the UK population celebrates or does not celebrate Christmas, analyse statements given by individuals on how they personally celebrate, and finally design and carry out their own survey.

Pupils are encouraged to answer the question 'How do people celebrate Christmas?' through the lens of religious studies, and later answer it

PRIOR KNOWLEDGE

In order to access the learning in this unit, it would be useful for pupils to have prior knowledge of:

- the nativity story
- practices of Christians at Christmas.

ASSESSMENT FOR 7-9s

The statements below suggest expected outcomes from this unit for 9-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

- Recognise that you can study the celebration of Christmas in different ways.
- Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist.
- Identify some differences in how people celebrate Christmas.
- Describe how the way people celebrate Christmas might show something about their beliefs.
- Raise important questions and suggest answers about how for the Christmas celebration practices studied might make a difference to how pupils think and live.

FOR YOUR EYES ONLY

RESOURCE 5.2

CHRISTMAS INFORMATION BOOKLET

Lots of people celebrate Christmas, whether or not they are Christians themselves. Read this page to find out more about how Christmas is celebrated in the UK. Think about what things are Christian, and what are also secular (non-religious).

Christmas at church

There are many different types of church in the UK and most of them celebrate Christmas. They do not all celebrate in exactly the same way. Here are some of the things that may happen:

Advent: advent means 'arrival of something important'. At Christmas, many Christians remember the arrival on earth of Jesus. From four Sundays before Christmas Day, people begin to prepare for Christmas – the day when Jesus' arrival is celebrated. An advent wreath is often lit in church. It has four candles on the outside (one is lit on each Sunday leading up to Christmas), and one in the middle that will be lit on Christmas Day.

Reading from the Bible: parts of the Bible that are read in church at this time of year will often talk about the birth of Jesus.

Midnight Mass: some churches hold a service after sunset or near to midnight on Christmas Eve so that everyone can look forward to Christmas and celebrate together.

Christmas at home

Nativity plays: many families will have children who take part in nativity plays in the weeks before Christmas. These plays tell the story of the birth of Jesus.

Dinner: lots of people really enjoy a big Christmas dinner!

Gifts: there are many reasons why gifts are given at Christmas. In the Bible, the wise men give gifts to the baby Jesus. Christians often describe Jesus as 'God's gift to the world', so his birth is remembered by the giving and receiving of gifts.

Christmas message: for about the last 100 years, a speech from the King or Queen has been given on Christmas Day. It talks about the main things that have happened since last Christmas, and important ideas for everyone to think about. Lots of people in the UK, whether Christian or not, watch these speeches on television on the afternoon of Christmas Day.

Nativity or crib services

Many churches have nativity or crib services to tell the story of Jesus' birth.

Carols

Carols are songs sung at Christmas. Their lyrics are about the birth of

RESOURCE 5.4

HOW WE CELEBRATE CHRISTMAS

Hi, I'm Anton and I love Christmas! All of my family are Christian, so we enjoy celebrating up, a huge tree, and my mum cooks the most amazing turkey. For us, Christmas is all about being with our family.

My name is Jaya. We don't celebrate Christmas at all because we are Hindu. I love Christmas and neighbours are busy. The peace and quiet is very relaxing.

Cameron here! Christmas is time for a well-deserved rest with my friends and I think it is fun to celebrate Christmas. Most people in my country celebrate Christmas, even if they are not Christian ... and so do I! The delicious food and drink is one of my favourite parts of the Christmas season. But the very best bit is being able to give presents to my friends and family. It's brilliant to watch their faces as they open their gifts.

I'm Premise. Christmas is a time when I go to church with my family. I go to church during the rest of the year. It's a time when we think about Jesus and that's what Christmas is all about for us! After our special lunch on Christmas Day, my family always sits together in front of the TV to watch the Queen's Christmas message.

Hello, I'm Vivek. Even though my family are Hindu, we always have Christmas time. I think up some decorations in look really pretty and eat lots of delicious food. Celebrating and with family and friends is important because they are ways of letting others know that you care about them. Also, the programmes and films on TV at Christmas are normally brilliant!

Hi, I'm Grace. Christmas is an important time for me because I get to think about and celebrate the birth of Jesus. I go to church most Sundays, but I especially enjoy going there on Christmas Day. It helps me think about what Jesus' birth means to me as a Christian. When I give my family presents, it reminds me that Jesus is God's gift to the world.



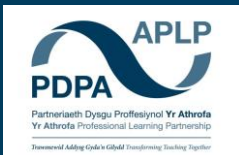
Ewch amdani ar PAP2!
Go for it on PTE2!

Mwynhewch addysgu'r Dyniaethau!
Enjoy teaching the Humanities!

s.v.hughes@uwtsd.ac.uk



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



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Transforming Addysg Cymru's Global Transforming Teaching Together

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

Cyfeiriadau - References

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 – copy on Moodle.

Gwefannau/Websites

HWB Defnyddiau Cymorth Crefydd, Gwerthoedd a Moeseg – Support Materials for Religion, Values and Ethics
NATRE (National Association of Teachers of Religious Education) <https://www.natre.org.uk>

Interfaith <https://www.interfaith.org.uk/activity/religious-education>

RE Today <https://www.retoday.org.uk>

RE:Quest <http://www.request.org.uk/>

The RE Site <http://www.reonline.org.uk/>

Teaching Ideas for Primary Teachers
<http://www.teachingideas.co.uk/index.shtml>

