



DYNIAETHAU 3

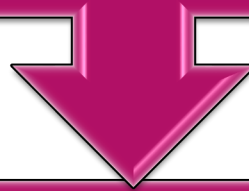
HUMANITIES 3

ECAD5008- ECAD5008C

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NODAU

I ddatblygu ein dealltwriaeth o'r lens Crefydd, Gwerthoedd &
Moesau (CGM)



Archwilio rhai ffyrdd o addysgu CGM yn y Maes Dysgu a Phrofiad
Dyniaethau

AIMS

Develop

To further develop our knowledge and understanding of the RVE lens



Explore

Explore ways of teaching RVE in the Humanities Area of Learning and Experience (AoLE)

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.



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.

Canllawiau ar Grefydd, Gwerthoedd a Moeseg

Cyflwyniad

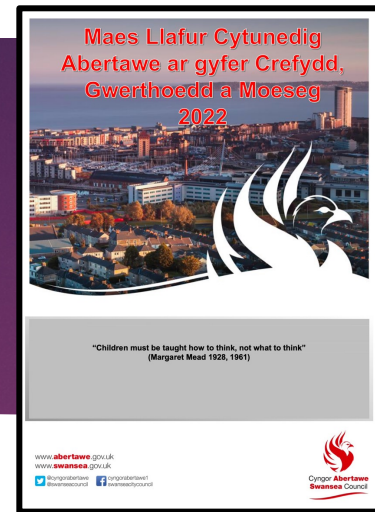
i Mandadol

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.

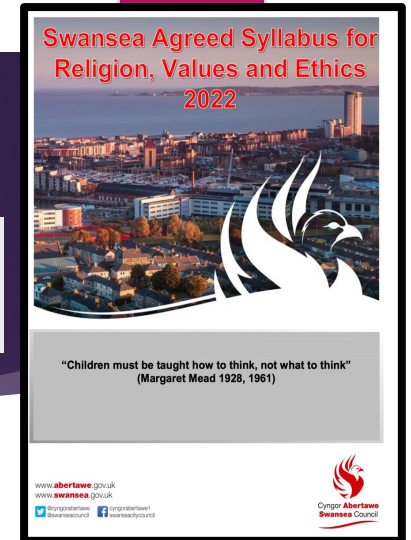
Nid oes gan rieni hawl i ofyn am gael tynnu eu plentyn yn ôl o addysg Crefydd, Gwerthoedd a Moeseg o fewn Cwricwlwm i Gymru.

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 ar gael/Copy on
Moodle Humanities3-
Dyniaethau3



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.

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

- ▶ 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.

Curriculum for Wales

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

- ▶ 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.



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). 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.

Anelewn i ddathblygu elfennau o Grefydd, Gwerthoedd a Moeseg drwy;

- Dysgu penodol o gredoau'r byd
- Archwilio syniadau trwy Cwestiynau Mawr, ac ystyried barn eraill
- Annog disgyblion i weld cysylltiadau â digwyddiadau byd go iawn
- Myfyrio ar ein byd a sut y gallwn wneud gwahaniaeth
- Cyfleoedd i drafod cyd-destunau lleol a byd-eang a materion cyfoes
- Amser addoli a myfyrio dyddiol, priodol i'r oedran
- Storiâu, digwyddiadau ysgol ac ymwelwyr

► <https://www.ysgolgymraegdewisant.co.uk/crefydd-gwerthoedd-a-moeseg-religions-values-and-e/>

We aim to develop religious values and ethics through;

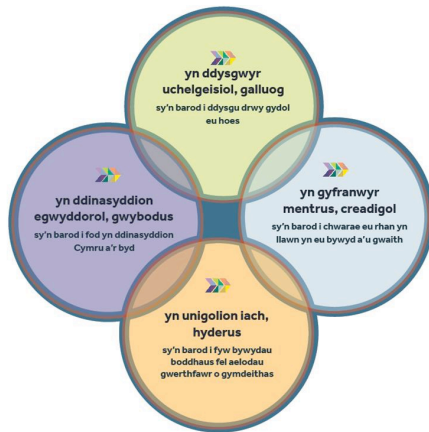
- Explicit teaching of world beliefs
- Exploring ideas through Big Questions and considering differing views
- Encouraging pupils to see links with real world events
- Reflection on our world and how we can make a difference
- Opportunities to talk about local and global contexts and current affairs
- Age appropriate daily worship time and reflection
- Stories, school events and visitors

Tyfu a Llwyddo Gyda'n Gilydd

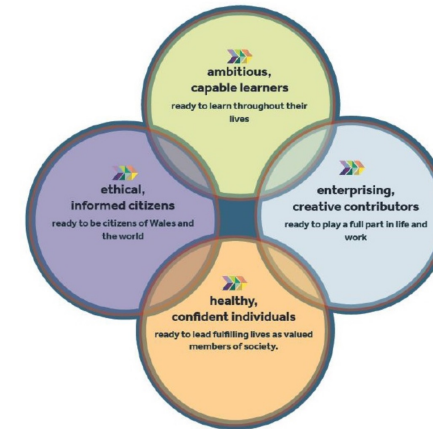


Crefydd, Gwerthoedd a Moesau a'r 4 Diben

Religion, Values & Ethics (RVE) & 4 Purposes



- ▶ Sut gall Crefydd, Gwerthoedd a Moesau hyrwyddo'r 4 Diben?
- ▶ Fframwaith Cwricwlwm i Gymru...
- ▶ <https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/cynllunio-eich-cwricwlwm/#religion,-values-and-ethics-guidance>



- ▶ How can RVE promote the 4 Purposes? Curriculum for Wales Framework....
- ▶ <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

Defnyddio 'is-lensys' i archwilio cysyniadau Crefydd, Gwerthoedd a Moeseg (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

Using 'sub-lenses' to explore concepts in Religion, Values & Ethics (RVE)'

Search for
meaning &
purpose

The natural
world & living
things

Identity &
belonging

Authority &
influence

Relationships
&
responsibility

Values &
ethics

The journey
of life

Learner progression & learning journeys in RVE

An example learning journey for a 'sub-lens'

'The natural world & living things

WM3 –Our natural world is diverse and dynamic, influenced by processes and human actions

WM5- Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action'.

'Care, concern and respect' : begin to show care and respect for the natural world and living things around them.....→can identify how and why they and others show care, concern and respect, as well as considering religious and non-religious perspectives →

'Awe and wonder': begin to experience awe and wonder in nature, which develops as they explore the world around them, observing and asking questions.....→ a sense of the complexity of life and its interconnectedness grow, a sense of active responsibility.....

'responsibility and action': begin to show awareness of the variety of living things beyond themselves, and that their actions can impact these...→ to know religious and non-religious 'stories' about local places, natural world and living things, and how these relate to themselves and others...→

'place and space': begin to recognize that they are located in place and space, and this has meaning for them...→ recognize that places and spaces mean different things to different people, as well as considering places of special significance for religious and non-religious reasons →

Cynnydd dysgwyr -teithiau dysgu o fewn Crefydd, Gwerthoedd a Moeseg

Taith dysgu enghreifftiol –is-lens

Y byd naturiol a phethau byw

HSB3 –‘Mae ein byd naturiol yn amrywiol a deinamig, wedi'i ddylanwadu gan brosesau a gweithredoedd dynol’

HSB5- 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’.

‘Gofal, ystyriaeth a pharch’ : yn dechrau dangos gofal a pharch tuag at y byd naturiol a phethau byw o'u cwmpas...→adnabod sut a pham y byddan nhw ac eraill yn dangos gofal, pryder a pharch, yn ogystal ag ystyried safbwyntiau crefyddol ac anghrefyddol...→

‘rhyfeddod’: yn dechrau cael eu rhyfeddu gan fyd natur wrth iddynt archwilio'r byd o'u cwmpas, gan arsylwi a gofyn cwestiynau...→ymdeimlad o gymhlethdod bywyd a'i gydgyssylltiad yn tyfu, yn ogystal ag ymdeimlad o gyfrifoldeb gweithredol...→

‘cyfrifoldeb a gweithredu’: yn dechrau dangos ymwybyddiaeth o'r amrywiaeth o bethau byw y tu hwnt iddyn nhw eu hunain, a'r ffaith y gall gweithredoedd effeithio arnyn nhw...→dod i wybod ‘straeon’ crefyddol ac anghrefyddol am leoedd lleol, y byd naturiol a phethau byw, a sut maen nhw'n gysylltiedig â'u hunain ac eraill

‘lle a gofod’: dechrau sylweddoli eu bod wedi'u lleoli mewn lle a gofod a bydd i hyn ystyr iddyn nhw...→adnabod bod lleoedd a gofodau o'u cwmpas yn golygu pethau gwahanol i wahanol bobl, yn ogystal ag ystyried lleoedd o arwyddocâd arbennig am resymau crefyddol ac anghrefyddol...→

Beth yw barn dysgwyr? What do learners think?

- ▶ Edrychwch ar y fideo a gwnewch nodiadau.
- ▶ Watch the video and make notes
- ▶ <https://www.youtube.com/watch?v=PUBE2MAMABU>



Primary: What is RE?

Beth yw barn dysgwyr?

HANNAH, 9 oed

- ▶ Dw i'n hoffi dysgu am addysg grefyddol achos dw i'n hoffi gwybod pam fod pobl eraill yn credu mewn Duw.

JONATHAN, 12 oed

- Mae addysg grefyddol yn taclo cwestiynau pwysig bywyd, ac oherwydd hyn, i mi mae'n ei wneud yn bwnc pwysicaf y cwricwlwm.

GLENN, 11 oed

- ▶ Er nad wyf i'n credu mewn Duw dwi'n dal i fwynhau addysg grefyddol. Dwi'n hoffi dysgu am grefyddau pobl eraill.

SURJIT, 14 oed

- ▶ Mae addysg grefyddol yn eich helpu chi i feddwl ... mae'n ychwanegu dimensiwn dyfnach i'ch bywyd.

Learners' views about RVE

HANNAH, age 9

- ▶ I do like learning about RVE because I like to know why other people believe in their God.

JONATHAN, age 12

- RVE tackles the most important questions in life and is therefore, for me, the most important school subject.

GLENN, age 11

- ▶ I do not believe in God but I still enjoy RE. I like learning about other people's faiths.

SURJIT, age 14

- ▶ RVE . . . begins the process of you thinking . . . because it adds a deeper dimension to your life.

Beth yw barn dysgwyr?

JESSICA, 12 oed

- O wersi addysg grefyddol rwyf wedi dysgu am **foeseg**. Mae hyn wedi fy nysgu i sut i wneud dewisiadau am beth sy'n iawn a ddim yn iawn yn foesol. Rwyf hefyd wedi **dysgu am lawer o grefyddau** sy'n wahanol i fy nghrefydd i. Rwy'n hoff iawn o drafod mewn gwersi addysg grefyddol oherwydd fy mod yn hoffi **gwrando ar safbwyntiau pobl eraill**. Yn fy ngwersi crefydd, gwerthoedd a moeseg, rwy wedi **dysgu i fod yn fwy goddefgar**, i dderbyn credoau eraill ac i beidio a gadael i hîl a chrefydd i dylanwadu ar sut yr ydw i'n gweld pobl eraill. Yr hyn yr ydw i'n ei hoffi yn fy ngwersi addysg grefyddol yw fy mod i'n medru **mynegi fy marn** yn rhydd a chlywed **barn pobl eraill**.

Learners' views about RVE...

► JESSICA, age 12

From RVE lessons, I have learnt about **ethics** and been given **moral decisions** to make. This taught me **how to make choices** and what is morally right and wrong. I have also been taught **about many religions** different to my own. This has given me an understanding of **others' views and beliefs**. I like **discussing** in RVE because I like to hear **other people's views**.

Learners' views about RVE...

Keri, age 11

- ▶ One important thing is to know and develop your way of thinking, and I think RVE helps to do this. It also helps to teach **respect**, and to **be true to others**, and so also yourself. Also, I think it is good, and even necessary, to have an **open, educated mind**, and it is interesting to learn about what other people – and very large groups of people – believe and why.

Beth yw barn dysgwyr?

Ceri, oed 11

- Mae'n bwysig ein bod ni'n **dysgu sut i feddwl drosom ni ein hunain**. Credaf fod addysg grefyddol yn ein helpu n i wneud hyn. Mae hefyd yn **dysgu ni sut i barchu eraill** a chi eich hun. Credaf ei bod yn bwysig, ac yn angenrheidiol **i gael meddwl agored**. Mae'n ddiddorol i ddysgu beth mae pobl eraill yn ei gredu a pham.

AagD a'r DYNIAETHAU AfL & HUMANITIES



*'I don't understand
this yet.'*



*'I think I understand,
but could not explain it
to someone else.'*



*'I understand
this well and could
explain it to a friend.'*

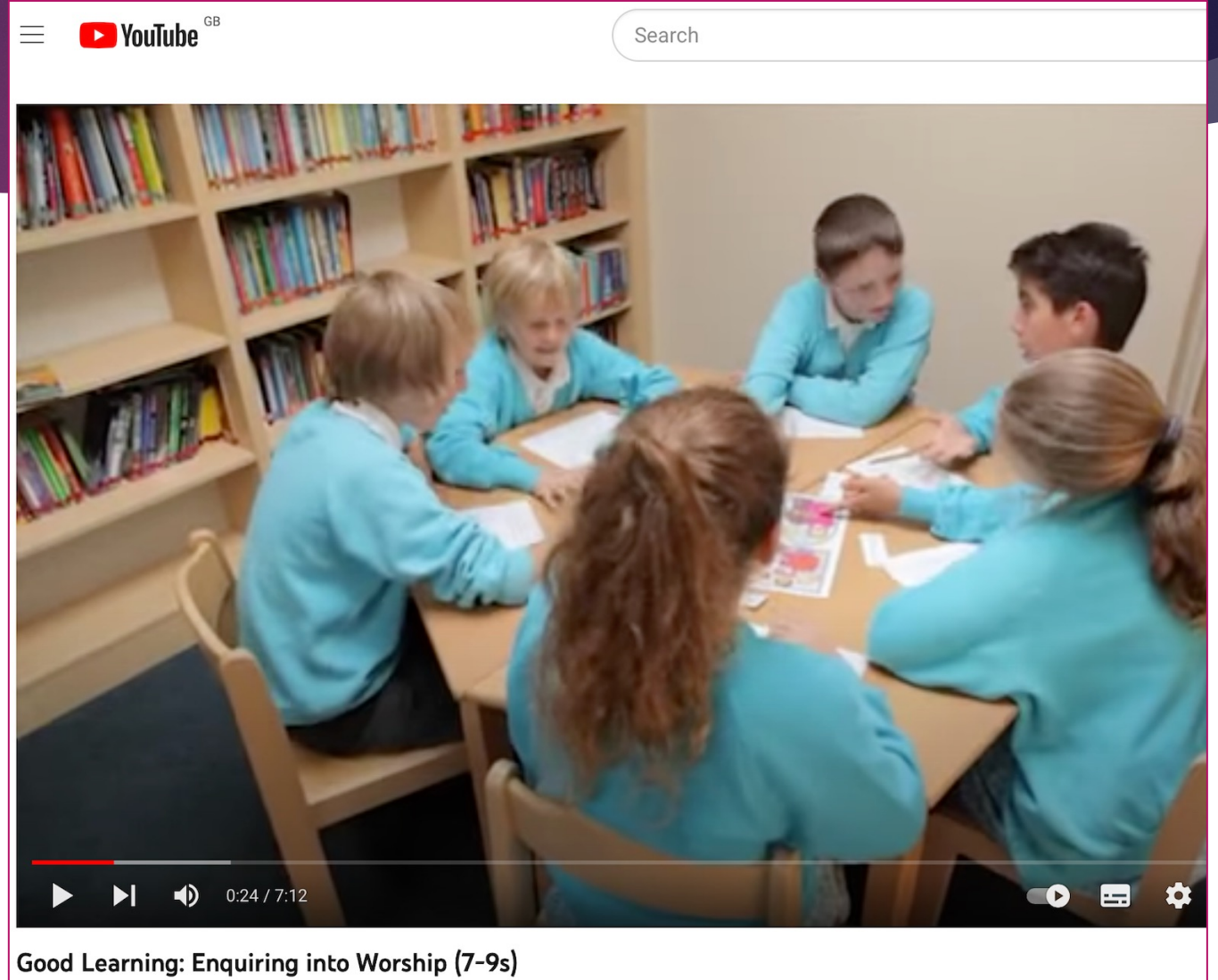
- ▶ **Beth** yw'r Strategaethau AagD?
What AfL strategy are you using?
- ▶ **Ble** yn y wers ydych yn defnyddio'r strategaethau AagD?
Where in the lesson are you using this strategy?
- ▶ **PAM** ydych yn eu defnyddio?
- ▶ **Why** are you using this strategy?

Ymholiadau ar Addoli...

Enquiring into Worship...

- ▶ Holi cwestiynau – Asking questions
- ▶ Canllawiau Athrawon – Guidance for Teachers – Moodle – Humanities 3 – Dyniaethau 3

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



Defnyddio Arteffactau... Using Objects

- ▶ <https://www.youtube.com/watch?v=zypaiGbb7YA&t=5s>
- ▶ Holi cwestiynau – Asking questions
- ▶ Canllawiau Athrawon – Guidance for Teachers – Moodle – Humanities 3 – Dyniaethau 3



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

Dewch i archwilio...

Let's explore....

Iddewiaeth

Judaism

- Meddylwch am weithgareddau.
- Think of possible activities

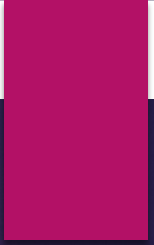


Rhai awgrymiadau... Few suggestions...

- ▶ Archwilio gwylliau
 - ▶ Ymweliad
 - ▶ Arteffactau
 - ▶ Ymwelwyr
 - ▶ Straeon
 - ▶ Adnoddau TGCh / fideo
 - ▶ Gweithgareddau dysgu gweithredol
- cael y disgyblion i wneud pethau
ymarferol sy'n gysylltiedig â'ch
thema
- Explore festivals
 - A visit
 - Artefacts
 - Visitors
 - Stories
 - ICT resources / videos
 - Active learning activities – get the pupils to do things related to your theme

More on active learning – can you think of anything the children could:

- ▶ Make
- ▶ Cook
- ▶ Role play
- ▶ Celebrate
- ▶ Investigate
- ▶ Use their DCF skills to find or communicate information?
- ▶ Taste



Rhagor am weithgareddau dysgu
gweithredol - allwch chi feddwl am bethau
y gallai'r disgyblion:

- ▶ eu gwneud?
- ▶ ei goginio?
- ▶ chwarae rôl?
- ▶ ei ddathlu?
- ▶ ei ymchwilio?
- ▶ ddefnyddio ei sgiliau TGCh/CD i ddod o hyd i neu gyfathrebu gwybodaeth?
- ▶ ei flasau?

Astudiaeth Achos – Case Study

Addysgu am Iddewiaeth – Teaching Judaism



Baner Israel

The flag of Israel



NIFEROEDD YR IDDEWON

JEWISH POPULATION

- Yn fyd-eang/ Global: tua/approx 14,180,000
Y DU/UK: tua/approx 300,000.

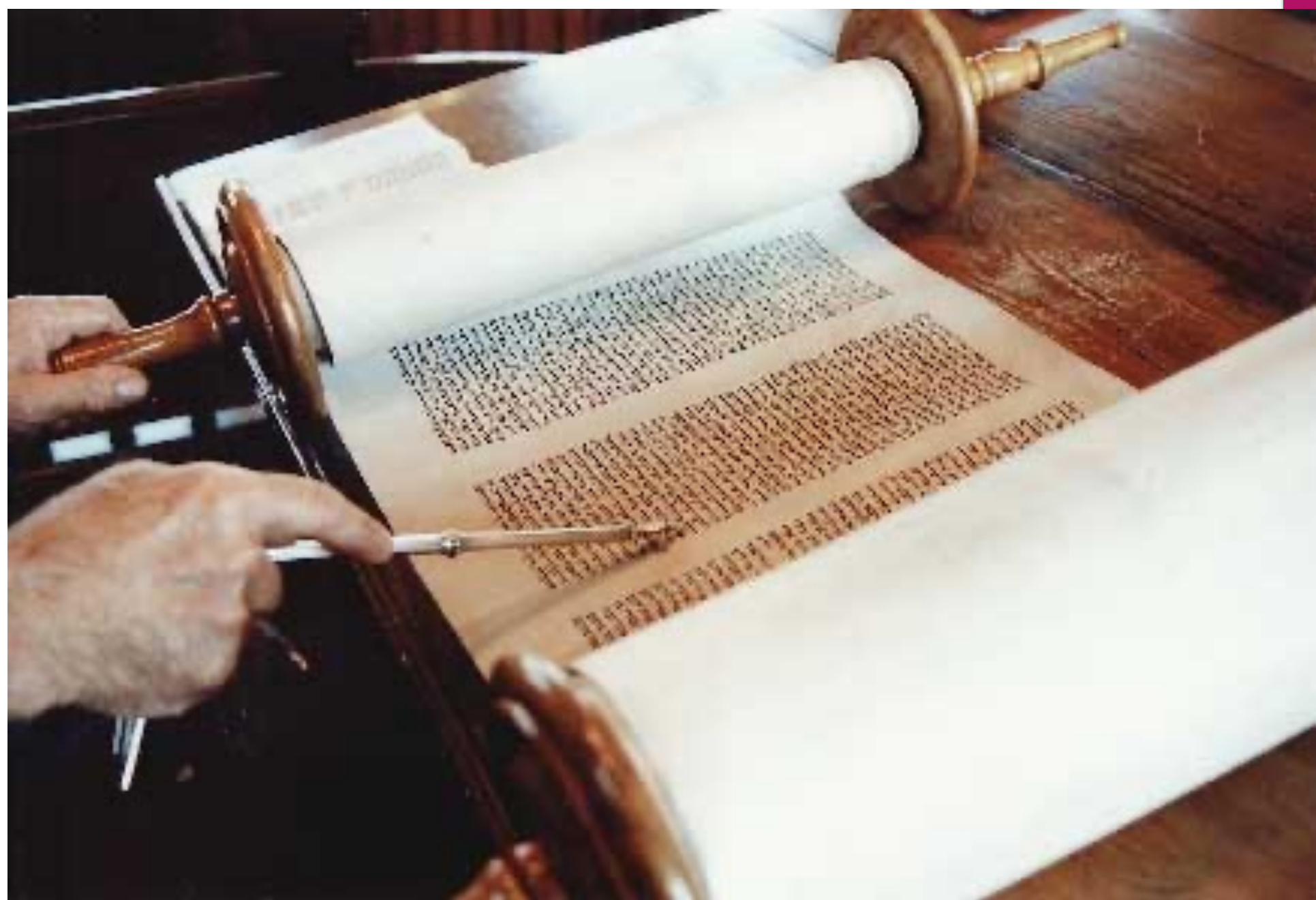


Mezuzah









2 funud...

2 minutes

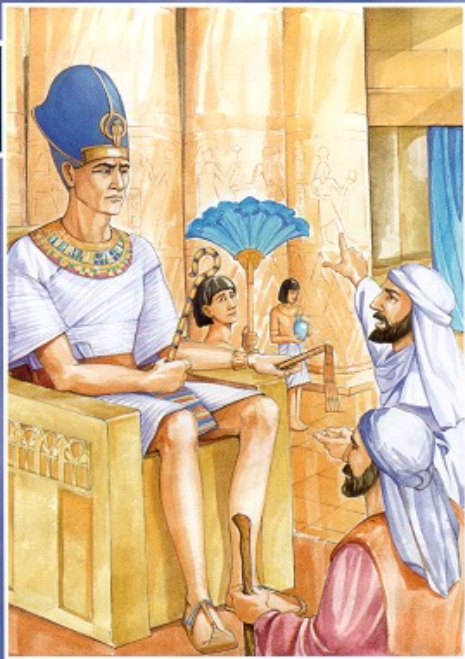
- Amser am gêm
- Disgrifiwch un o'r arteffactau Iddewig a gofynnwch i'r person drws nesaf i chi ddyfalu beth yw e
- Gallwch ddisgrifio sut mae'n edrych a sut/pam mae'n gael ei ddefnyddio
- Pob lwc!



- ▶ Now time for a game
- ▶ Describe one of the Jewish artefacts and get your neighbour to guess which one it is
- ▶ You can describe what it looks like and what it is used for
- ▶ Good luck!

Storiau - Stories

TIMES TO
REMEMBER



Let My People Go The Story of Pesach

Illustrated by Jane Taylor

Lynne Broadbent and John Logan

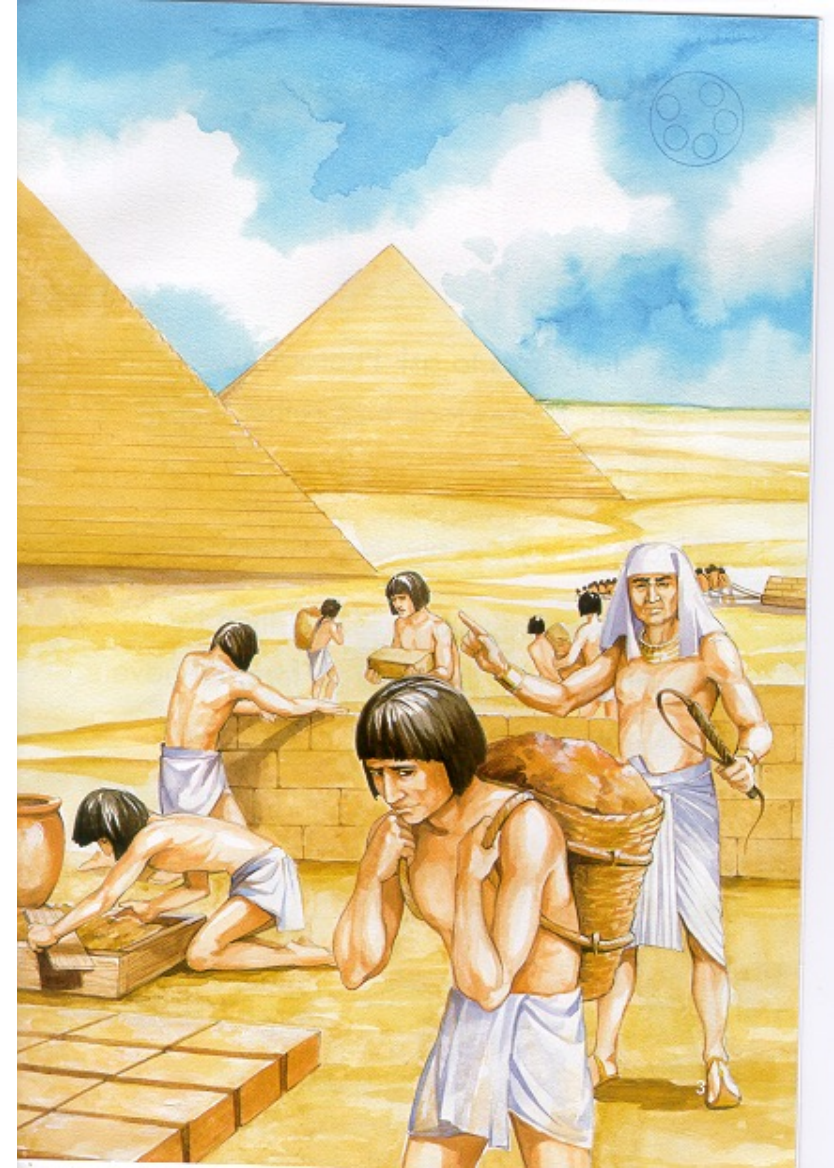
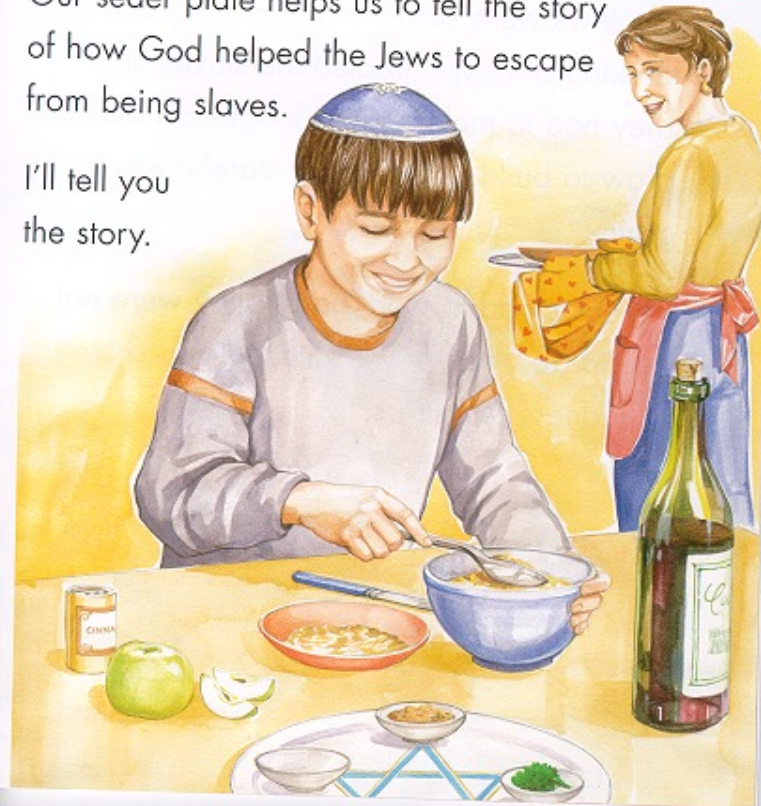
This book tells you about the festival of Pesach and a story about how God helped the Jews to escape from Egypt.

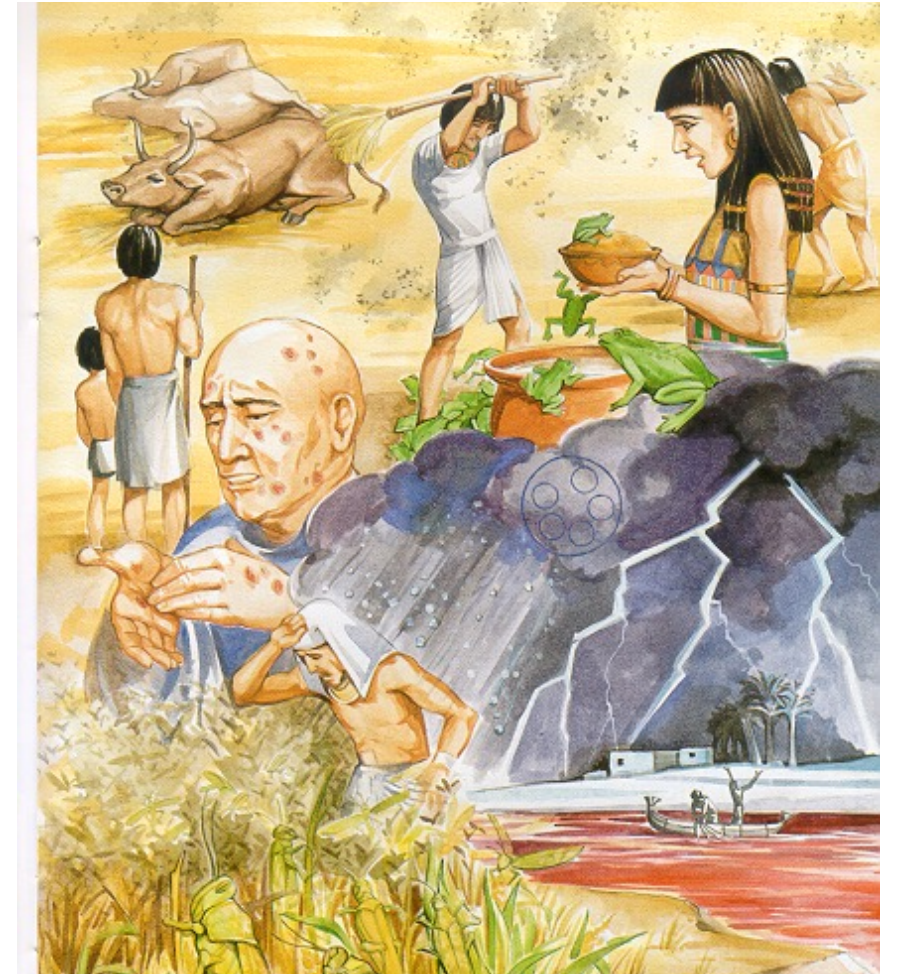
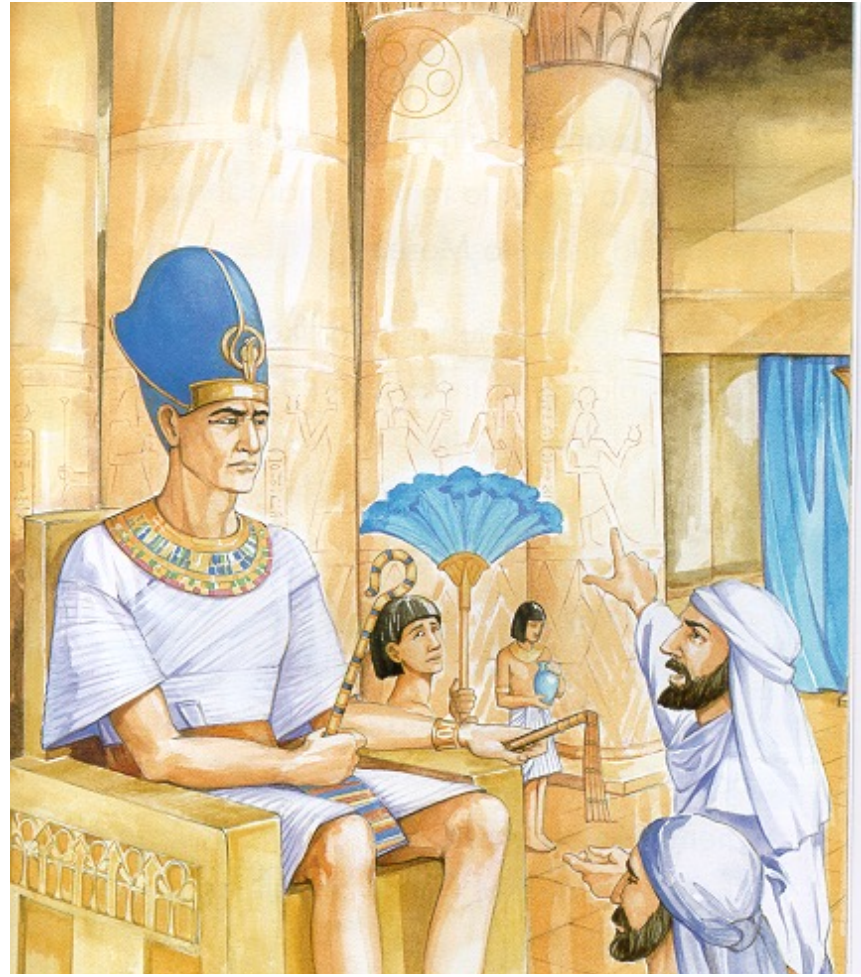
Can you find all the seder plates hidden in the pictures?

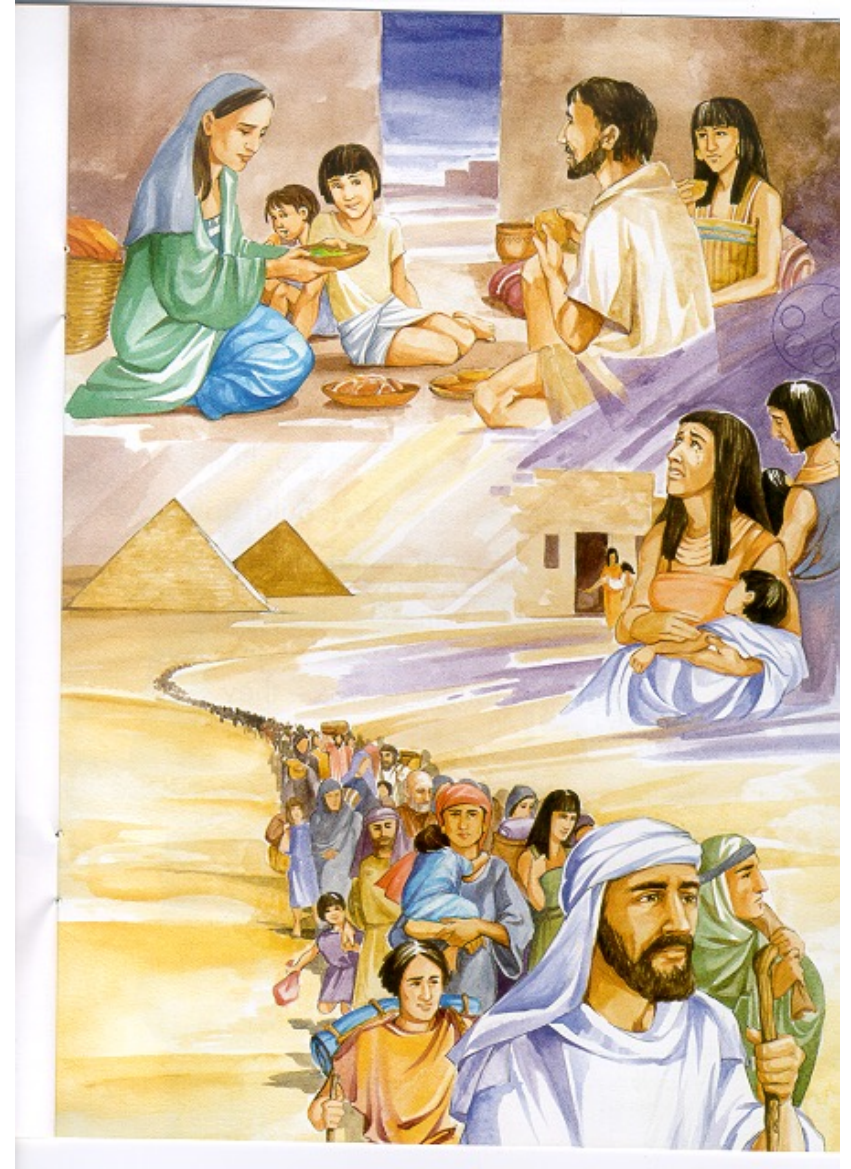
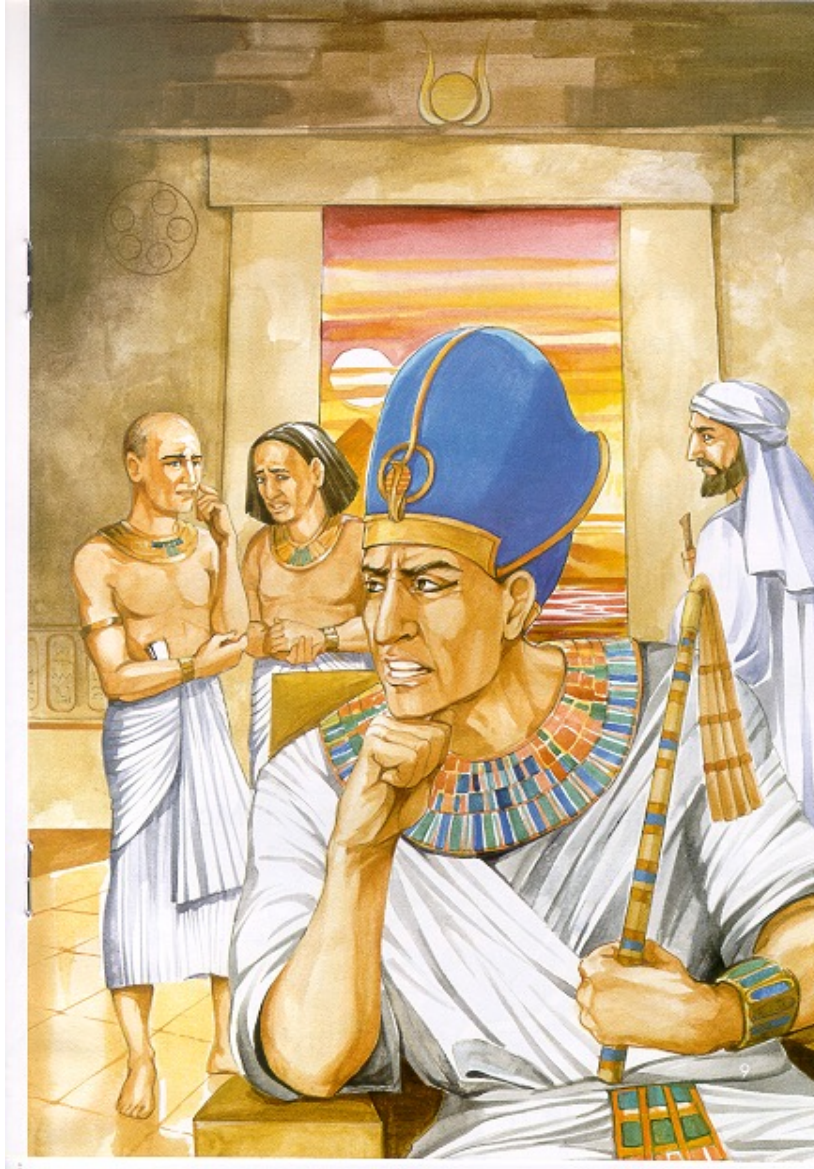
I'm helping Mum prepare for Pesach.
I'm making charoset from apples, nuts and
wine – it tastes good! We'll put it on our
seder plate for our special meal tonight.

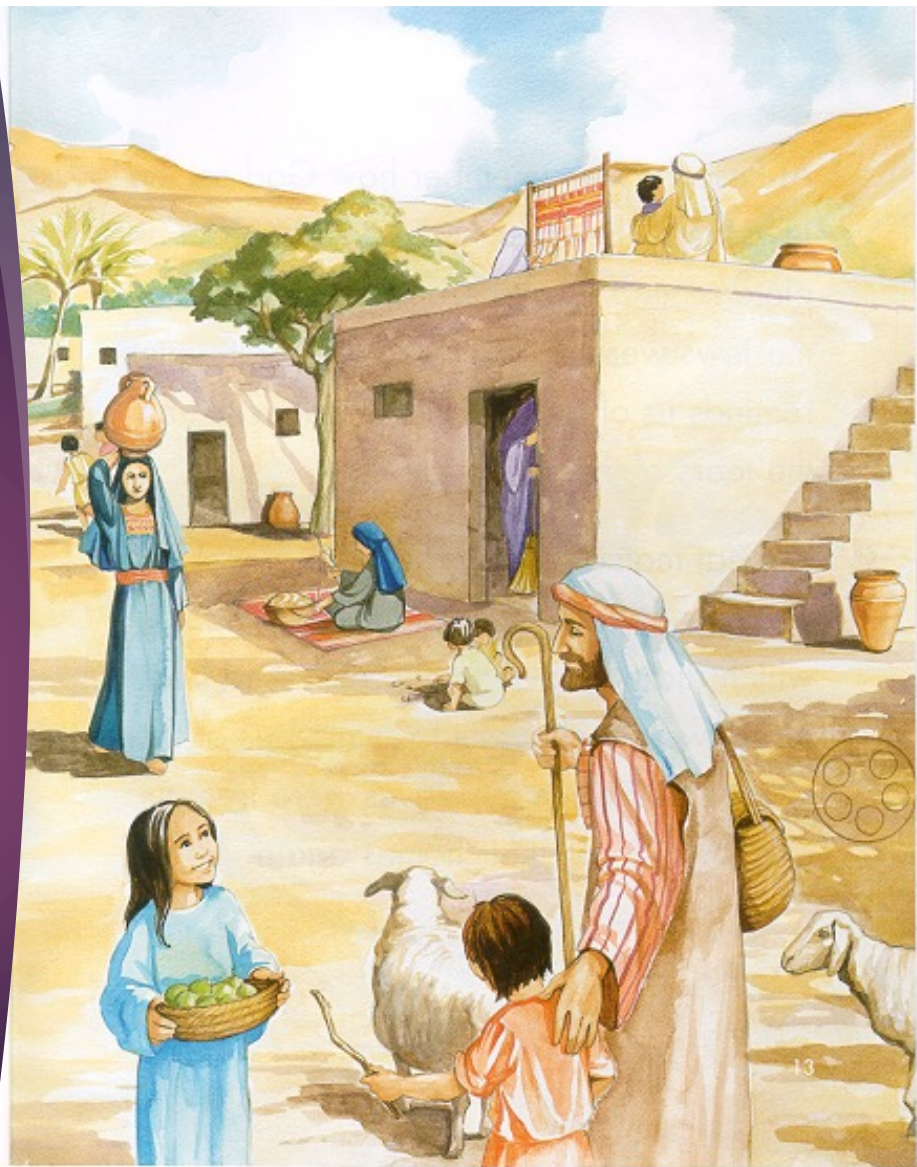
Our seder plate helps us to tell the story
of how God helped the Jews to escape
from being slaves.

I'll tell you
the story.









Can you tell
a story about
Pesach?



Addurno a gwneud platiau Seder Decorating and making Sedar plates



Gwaith Disgybl – Y Pasg Iddewig

- ▶ Mae gan bobl Iddewig ŵyl arbennig o'r enw'r Pasg i'w hatgoffa o'r adeg pan oedden nhw'n gaethweision yn yr Aifft. Gwnaethon nhw ddianc gyda Moses.
- ▶ Ar gyfer eu pryd sedar cyntaf mae ganddyn nhw matzah am nad oedd ganddyn nhw ddigon o amser i bobi bara arferol. Mae ganddyn nhw hefyd ruddygl poeth sydd wedi'i wneud o wyau wedi'u rhostio ac roedd yn boeth iawn a saws afal a phersli a phedwar gwydraid o win.

Pupil's work - Passover

- ▶ The Jewish people have a special festival called passover to remind them of when they were slaves in Egypt. They escaped with Moses.
- ▶ At their special seder meal they have matzo because they did not have time to cook ordinary bread. They also have a roasted egg horseradish and it was not and apple sauce and parsley and four glasses of wine.



Bl 4/ Yr 4 - Shabbat

- ▶ Ysgrifennu llythyrau creadigol am y Shabbat.
- ▶ Gwneud sgroliau o'r Torah.
- ▶ Creative letter writing about the Shabbat
- ▶ Making Torah scrolls



Dear Mr and Mrs Parker

When I come to stay, you are going to prepare lovely food for me to eat. But you must know I am a Jew, and I can't eat certain foods. I can't eat animals with a split hoof, fruit and vegetables and fish with fins and scales. I am not allowed meat and dairy products mixed together. I also celebrate shabbat at Friday sunset to Saturday sunset. Shabbat means I am not allowed to work. Like no television. In shabbat we wash our hands and celebrate God making the world (creation.) You may see me wearing some strange things like the "Tzit Tzit" which is a vest with strings to remind us of God's law. Another thing I wear is the "kippah" which shows respect to God. See you soon.

Yours Sincerely
J. Scarlett.



The Kippah is a special cap which Jewish men and boys wear to show respect to God.

Jewish

The Shema

The Shema is a prayer which Jews recite every day. It is the first verse of the first chapter of the book of Deuteronomy. It is a declaration of faith in one God.

The Shema is recited in Hebrew and Aramaic. It is also recited in English in many synagogues.

It is a very important prayer for Jews. It is a reminder of their faith in one God.

There are many different versions of the Shema. The most common one is the one that is written in the book of Deuteronomy.

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TALLIT

The TALLIT is a prayer shawl which is worn by men and boys in the synagogue. The TALLIT has fringes which are knotted and these are to help Jews to remember the commandments. The Hebrew word for fringes is TZITZIT.

A tallit katan is a sort of special jersey or vest which has these fringes in worn by some Jews all day under their shirts.

Judaism

Every two years the scribes
check the scroll for soided
writing

Boy's got bar Mitzvah when
they were thirteen years old.

Women weren't allowed
in synagogues is they
were orthodox.

The torah was put
away in a box called the
arc.

A Jewish church is
called a synagogue.

A yod is...

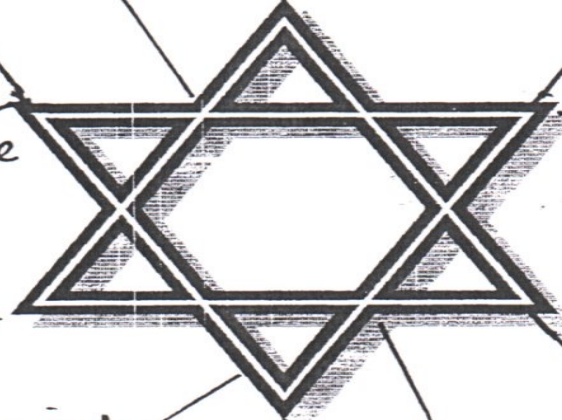
Before the Rabbi
reads the torah he
practices reading it first.

Jewish people wore T^kilin
strips which were wrapped
around there left arm seven
times.

Jewish
people couldn't
eat pork

Orthodox
believed that
orthodox
women couldn't
read the torah.

The torah has four
sections.



Dear Uncle Melly

As you know I was learning to read the scroll for Bar Mitzvah. After 6 months I got to have my Bar Mitzvah ceremony. I am going to tell you what happened because you weren't there. I woke up at 4-am and I started to get dressed at 4:30. When my mum woke up, she was rushing around like a mad hog trying to get ready for the party afterwards. When my brother and dad woke up that was when I got very nervous because they started to make fun of me. When we got to the Synagogue the Rabbi spoke about the service and then he called me up and talked to me for a bit. Then he left me to read out of the scroll, the first bit was okay but my brother made a face at me and he made me make a mistake. When I finished reading the people throw sweets which were apple-jacks. Then the Rabbi went on with the service. After the service I went to the celebration, I felt very relieved and the celebration went fine because we had lots to eat and my dad put me up on his shoulders and carried me about. Hope to see you soon.

From

Grahame

Graham and Harry

Jewish Questions

- 1) Have you seen Barmitzva?
- 2) Do you have Christmas?
- 3) What is the party like after the service?
- 4) Do you learn about Christians in school?
- 5) Do you have birthday party like we do?
- 6) Do you have a brother that is Barmitzva?
- 7) Are you Barmitzva?
- 8) When did Judaism start?
- 9) Is Barmitzva different to Barmitzva?
- 10) Do you think that B is old enough to be a adult.
- 11) Have you ever tried Christian food is so is it different?

Gwefannau/ Websites:

Iddewiaeth - Judaism

<https://hwb.gov.wales/adnoddau>

Jewish Festival of Chanukah

▶ <http://www.holidays.net/chanukah/>

Purim sweets

▶ <http://www.lil-fingers.com/purim/>

Seder Plate

▶ <http://www.crickweb.co.uk/assets/resources/flash.php?&file=seder>

Jewish Artefacts

▶ <http://www.crickweb.co.uk/assets/resources/flash.php?&file=match>

Gwefannau/Websites for teachers

- ▶ RE:Quest
<http://www.request.org.uk/>
- ▶ Topmarks
<http://www.topmarks.co.uk/?Subject=25>
- ▶ The RE Site
<http://www.reonline.org.uk/>
- ▶ Teaching Ideas for Primary Teachers
<http://www.teachingideas.co.uk/index.shtml>

Cynllunio ar gyfer addysgu am grefydd arall

Planning to teach a world religion

- ▶ Bwriadau Dysgu
- ▶ Cwestiynau allweddol
- ▶ Gweithgareddau
- ▶ Adnoddau
- ▶ Strategaethau AagD

- ▶ Bwriadau dysgu
- ▶ Key questions
- ▶ Activities
- ▶ Resources
- ▶ AfL strategies

Ymholiadau Posibl ~ Possible Enquiries

- ▶ Sut mae pobl yn dathlu'r Nadolig? Bod yn ymchwilydd astudiaethau crefyddol – edrych ar rywfaint o ddata – ymchwilio i rai pobl go iawn... arolwg – crynhoi'r peth.
- ▶ Sut a pham mae pobl yn dathlu ac yn addoli yn y Flwyddyn Newydd? Beth mae Blwyddyn Newydd yn ei olygu i chi?
- ▶ Addoli gyda chrefyddau: beth sy'n debyg a beth sy'n wahanol?
- ▶ Beth mae gwahanol grefyddau yn ei gredu am sut y dylem drin yr amgylchedd?

- ▶ How do people celebrate Christmas? Being a religious studies investigator — looking at some data – investigating some real people... survey – summing it up..
- ▶ How and why do people celebrate and worship at New Year? What does New Year mean to you?
- ▶ Worship with religions: what is similar and what is different?
- ▶ What do different religions believe about how we should treat the environment?

Sut mae pobl yn dathlu'r 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 far the Christmas celebration practices studied might make a difference to how pupils think and live.

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, not Christian. I love Christmas and neighbours are busy, so it is very peaceful in my house. The peace and quiet is very relaxing.

Cameron here! Christmas is time for a well-deserved rest with my friends and 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 Promise. Christmas is a time when I go to church with my family. I go at Easter too, but don't go to church during the rest of the year. It's a time when we think about Jesus and are really grateful for him – that's what Christmas is all about for us! After our Day, my family always has a special lunch in front of the Queen's Christmas message.

Hello, I'm Vivek. Even though my family are Hindu, we always have some celebrations at Christmas time. I think up some decorations in our house to make it look really pretty and eat lots of delicious food. Celebrating and sharing food and gifts with family and friends is important because 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.

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.



Malala Yousafzai

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.

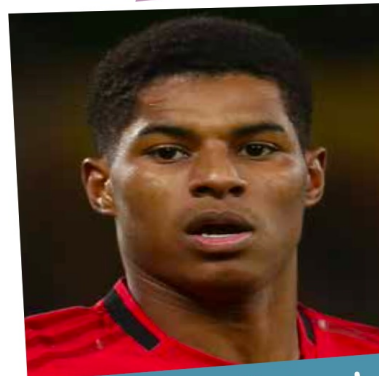
Nobody expects to be shot in the head on their way home from school, least of all a 15-year-old schoolgirl. But that is what happened to Malala Yousafzai. She survived, and now her voice is heard around the world, calling for girls to be allowed to stay in school to complete their education.

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.

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.

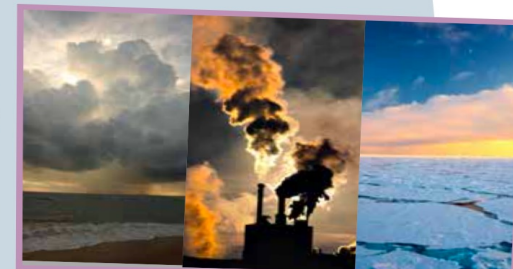
What was it that made Marcus Rashford – a superstar, millionaire footballer – act like this? In part, his upbringing had a major impact on his attitude and actions. Growing up as one of five children with his single mum, he knew what it was like to go without food. His mum, Melanie, a Christian, had 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)



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

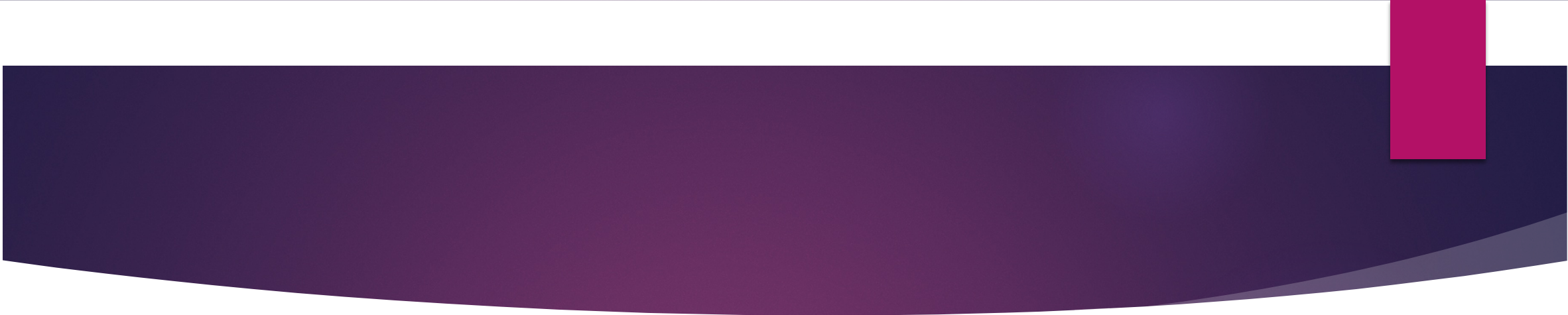
After they have finished their poster, ask pupils:

- 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, ArtMarlova/Shutterstock

Cyfeiriadau - References

- ▶ 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>
- ▶ Persona dolls <https://thegrid.org.uk/assets/using-persona-dolls-re.pdf>
- ▶ HWB Cymru – resources
- ▶ Maes Llafur Cytunedig Abertawe ar gyfer Crefydd, Gwerthoedd a Moeseg (2022) – Cyngor Abertawe <https://www.swansea.gov.uk/article/3401/Standing-Advisory-Council-on-Religious-Education---SACRE>
- ▶ Swansea Agreed Syllabus for Religion, Values & Ethics (2022) – Swansea Council – copy on Moodle
- ▶ Elton-Chalcraft, S. (2016) *Teaching Religious Education Creatively – Learning to teach in the Primary School Series*. London: Routledge.



Ewch amdani!

Mwynhewch addysgu'r Dyniaethau yn CA2 😊

Go for it!

Enjoy teaching the Humanities in KS2! 😊

s.v.hughes@uwtsd.ac.uk