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ECAD4008 What am I teaching?
Professional and Pedagogic Studies:
Leading the Learning: what, how and
why am I teaching?

ECAD4008C Beth ydw i'n ei addysgu?
Astudiaethau Proffesiynol ac
Addysgeg: Arwain y Dysgu: beth, sut
a pham ydw i'n addysgu?



Dyniaethau – Humanities

Sesiwn – Session -3

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

1. Ble mae'r Crefydd,
Gwerthoedd a Moeseg (CGM)
yn y MDaPh y Dyniaethau?

2. Archwilio rhai strategaethau
o addysgu a dysgu

1. Where is Religion, Values & Ethics
(RVE) within the Humanities AoLE?

2. Explore some teaching and learning
strategies

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Curriculum for Wales Framework

- The Humanities Area of Learning and Experience (Area) seeks to awaken a sense of wonder, fire the imagination and inspire learners to grow in knowledge, understanding and wisdom. This Area encourages learners to engage with the most important issues facing humanity, including sustainability and social change, and help to develop the skills necessary to interpret and articulate the past and the present.

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



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Fframwaith Cwricwlwm i Gymru

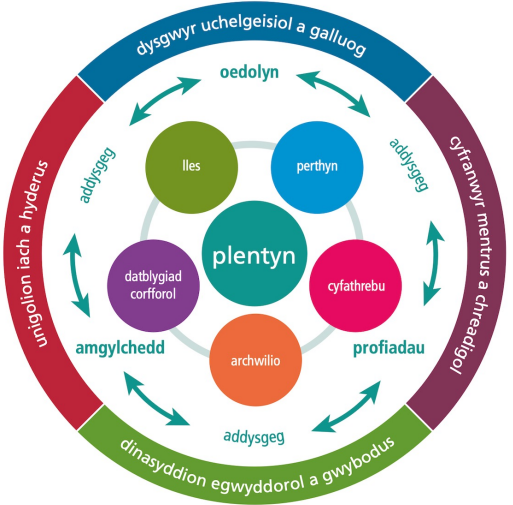
- Gall Maes Dysgu a Phrofiad y Dyniaethau (Maes) **gynnau ymdeimlad o ryfeddod**, **tanio dychymyg** ac **ysbrydoli dysgwyr i dyfu mewn gwybodaeth, dealltwriaeth a doethineb**. Mae'r Maes hwn yn ysgogi dysgwyr i ymwneud â'r materion pwysicaf sy'n wynebu dynoliaeth, gan gynnwys cynnaladwyedd a newid cymdeithasol, ac yn gymorth i ddatblygu'r sgiliau sydd eu hangen i ddehongli a disgrifio'r gorffennol a'r presennol.
- <https://hwb.gov.wales/cwricwlwm-i-gymru/y-dyniaethau/>




Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir



<https://hwb.gov.wales/api/storage/2292053c-a4fe-41fe-8e8d-c6ad34b66309/230626-cwricwlwm-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 emosïynol gwirioneddol er mwyn helpu i feithrin ymdeimlad cadarn o berthyn.

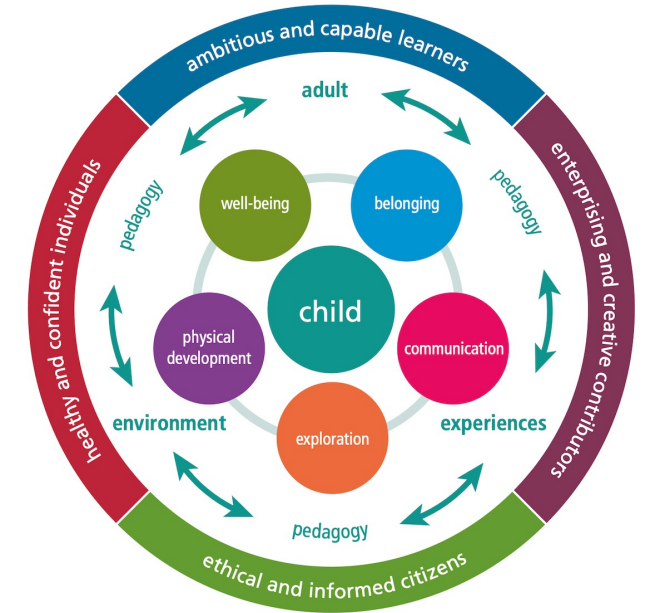
Mae perthyn yn bwysig er mwyn llywio ymdeimlad plant o bwy ydyn nhw a phwy y gallan nhw fod ac, fel y cyfryw, dylai fod yn sail i ethos pob lleoliad yng Nghymru.

Mae angen i mi:	Rwy'n dysgu sut i:	Mae fy ymdeimlad o berthyn yn cael ei gyfoethogi gan oedolion sydd:
- 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.	- 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	- 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 chwillfrydig 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 - recognise similarities and differences.	- 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.



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

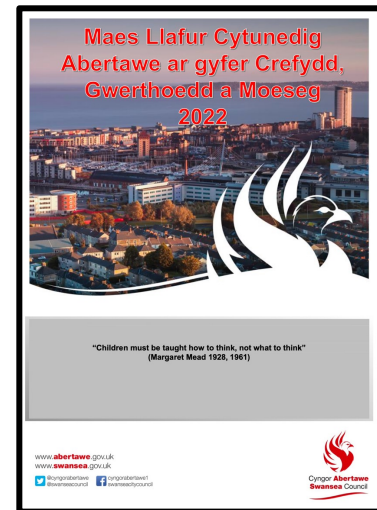
Mae Crefydd, Gwerthoedd a Moeseg yn un o ofynion statudol Cwricwlwm i Gymru ac yn fandadol i bob dysgwr rhwng 3 ac 16 oed. Mae Crefydd, Gwerthoedd a Moeseg yn rhan o Faes y Dyniaethau (Maes). Mae'r Maes hwn yn cynnwys daearyddiaeth; hanes; Crefydd, Gwerthoedd a Moeseg; astudiaethau busnes. Mae'r disgyblaethau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

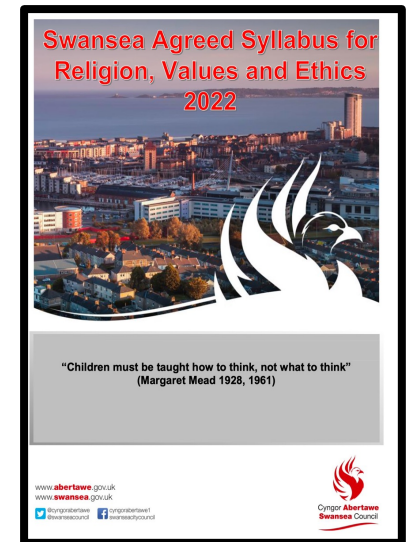
Pob Awdurdod Lleol – Maes Llafur Cytunedig
Every Local Authority – Agreed Syllabus

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**“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.



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>



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Curriculum for Wales

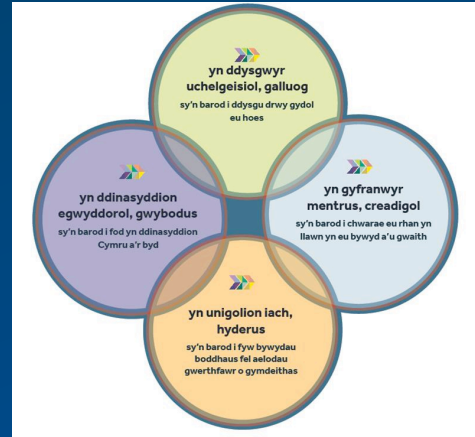
- In the Curriculum for Wales **Religion, Values & Ethics (RVE)** is objective, critical and pluralistic, both in content and pedagogy; **it is not about making learners 'religious or 'non-religious'**. The expression '**objective, critical and pluralistic**' comes from European Convention on Human Rights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

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

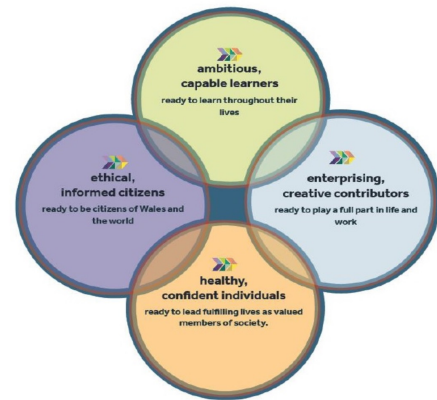


Crefydd, Gwerthoedd a Moesau a'r 4 Diben Religion, Values & Ethics (RVE) & 4 Purposes

- 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>

Datblygiad ysbrydol?

Spirituality?



- 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>

Datblygu dysgwyr chwilfrydig

Mae chwilfrydedd dysgwyr ifanc yn ddi-ben-draw; maen nhw’n mwynhau archwilio ac ymchwilio ar eu pen eu hunain ac ar y cyd ag eraill, ac maen nhw’n naturiol yn gofyn cwestiynau am fywyd a'r byd o'u cwmpas. Gellir defnyddio'r chwilfrydedd hwn i ennyn diddordeb dysgwyr y blynyddoedd cynnar mewn Crefydd, Gwerthoedd a Moeseg trwy weithgareddau difyr, ymarferol ac integredig. Yn y cyfnod dysgu hwn, gallan nhw ddechrau dysgu mwy amdany'n nhw eu hunain, am bobl eraill ac am y byd ehangach (gweler yr enghraifft a roddir yn yr astudiaethau achos ar ddiwedd y rhestr chwarae hon).



Dathlu'r hyn sy'n debyg ac yn wahanol a'u gwneud yn ganolog i'r gymuned ddysgu

Mae dysgwyr yn y cyfnod dysgu hwn yn dechrau deall cysyniad ‘gwahaniaeth’. Dylai ymarferwyr eu hannog i rannu eu gwybodaeth a'u profiadau o'u credoau, eu treftadaeth a'u traddodiadau eu hunain, yn ogystal â rhai pobl eraill (er enghraifft, trwy ganeuon, storïau a chwarae rôl). Gall hyn helpu dysgwyr ifanc i ddeall mwy amdany'n nhw eu hunain, yn ogystal ag am brofiadau a safbwyntiau a all fod yn wahanol i'w rhai nhw eu hunain.



Amgylchedd dysgu pwrpasol

Gall amgylchedd cefnogol a meithringar, lle gall dysgwyr ddysgu am ei gilydd o ran yr hyn sy'n wahanol ac yn debyg rhyngddyn nhw, helpu dysgwyr i ddechrau meithrin perthnasoedd parchus ac ymdeimlad o gyfrifoldeb. Gallan nhw ddechrau archwilio iaith hawliau a dechrau deall eu hawl i gredu pethau gwahanol a dilyn credoau gwahanol. Drwy hyn, gall dysgwyr ddechrau sylweddoli a deall sut y gall eu gweithredoedd effeithio ar bobl eraill, a dysgu myfyrio ar eu safbwyntiau eu hunain a'u hailystyried, fel y bo'n briodol, a hynny o oedran cynnar.



Addysgu a dysgu effeithiol

Dylai addysgu a dysgu effeithiol, sy'n canolbwyntio ar y dysgwr, sy'n ymatebol, yn ddynamig ac yn cael ei ymgorffori mewn cydberthnasau cryf, fod yn ganolog i ddatblygu darpariaeth Crefydd, Gwerthoedd a Moeseg mewn lleoliad. Trwy chwarae, gall plant ddatblygu eu syniadau, eu barnau a'u teimladau gyda dychymyg, creadigrwydd a sensitifrwydd, sy'n gallu helpu llywio eu barn am y byd. Mae treulio amser yn yr awyr agored yn cefnogi datblygiad cymdeithasol, emosiynol, ysbrydol a chorfforol dysgwyr, yn ogystal â'u lles. Mae bod yn yr awyr agored hefyd yn eu helpu i ddatblygu ymwybyddiaeth o'r angen i ddangos gofal a pharch am bethau byw.



Effective teaching and learning

Effective, learner-centred teaching and learning, which is responsive, dynamic and embedded in strong relationships, should be central to the development of RVE provision in a setting.

Through play, children are able to develop their ideas, opinions and feelings with imagination, creativity and sensitivity, which can help inform their view of the world. Spending time outdoors supports learners' social, emotional, spiritual and physical development, as well as their well-being. Being outdoors also helps them to develop an awareness of the need to show care and respect for living things.



Developing curious learners

As young learners are endlessly curious and enjoy exploring and investigating by themselves and with others, they naturally ask questions about life and the world around them. This curiosity can be used to engage early years learners in RVE through engaging, practical and integrated activities. In this period of learning they can begin to learn more about themselves, other people and the wider world (please see the example given in the case studies at the end of this playlist).



Celebrating similarities and differences as central to the learning community



Learners in this period of learning are beginning to understand the concept of ‘difference’.

Practitioners should encourage them to share their knowledge and experiences of their own beliefs, heritage and traditions, as well as those of others (for example, through songs, stories and role-play). This can help young learners understand more about themselves, as well as about experiences and viewpoints which may differ from their own.

A purposeful learning environment

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





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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

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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

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Example learning journey 1: search for meaning and purpose

WM2 : ‘Events and human experiences are complex, and are perceived, interpreted and represented in different ways’

WM4: Human societies are complex and diverse, and shaped by human actions and beliefs’

- ‘deeper questions of life’ – learners begin to ask deeper questions about themselves, others, natural world and living things around them (e.g., Who am I? Who do things die?, as well as listening to the opinions of others)
- ‘influence, continuity and change’ – learners begin to know and express what they like and dislike, what makes them happy and sad, what their hopes and dreams are for the future, as well as responding to the ideas of others.
- ‘human quests and contributions’ – learners begin to show an awareness of the people and the ‘big ideas’ that have shaped their local places and everyday lives.

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



Taith ddysgu enghreifftiol 1: chwilio am ystyr a phwrrpas

YHSB2 : “Mae digwyddiadau a phrofiadau dynol yn gymhleth a chânt eu hamgyffred, eu dehongli a'u cynrychioli mewn gwahanol ffyrdd’

YHSB4: Mae cymdeithasau dynol yn gymhleth ac amrywiol, ac maen nhw’n cael eu llywio gan weithredoedd a chredoau pobl’.

- ‘**cwestiynau dyfnach bywyd**’- dysgwyr yn dechrau gofyn cwestiynau dyfnach amdanyh nhw eu hunain, eraill, y byd naturiol a'r pethau byw o'u cwmpas (er enghraifft, ‘Pwy ydw i?', ‘Pam mae pethau'n marw?’), yn ogystal â gwrando ar farn pobl eraill.
- ‘**dylanwad, parhad a newid**’ - dysgwyr yn dechrau gwybod a mynegi'r hyn y maen nhw’n ei hoffi a'r hyn nad ydyn nhw’n ei hoffi, yr hyn sy'n eu gwneud yn hapus ac yn drist, a'u gobeithion a'u dyheadau ar gyfer y dyfodol, yn ogystal ag ymateb i syniadau pobl eraill.
- ‘**ymdrechion a chyfraniadau bodau dynol**’ - dysgwyr yn dechrau dangos ymwybyddiaeth o'r bobl a'r ‘syniadau mawr’ sydd wedi llywio eu hardaloedd lleol a'u bywydau pob dydd.

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



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Datblygiad Ysbrydol

- Yng nghyd-destun Crefydd, Gwerthoedd a Moeseg, mae datblygiad ysbrydol yn ymwneud â'n gallu naturiol i chwilio am yr hyn sy'n bwysig mewn bywyd, ei fynegi a'i ddeall, ac i gwestiynu pwy ydym ni a pham rydym ni yma.
- Gall datblygiad ysbrydol gynnwys crefydd neu beidio.

Drwy brofi cydberthnasau a myfyrio arnyn nhw, gall datblygiad ysbrydol ddod i'r amlwg yn y canlynol:

- hunanymwybyddiaeth mewn perthynas â phobl eraill
- cysylltiadau â'r byd ehangach a'r byd naturiol (ac, i rai pobl, â phŵer uwch neu realiti eithaf)
- creadigrwydd a mynd y tu hwnt i'r cyffredin
- archwilio cwestiynau eithaf ac ystyried ystyr a phwrpas



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Spiritual development

- In the context of RVE, spiritual development is concerned with our natural ability to look for, express and understand what is important in life, and to question who we are and why we are here.
- Spiritual development may or may not involve religion.

Through experiencing and reflecting on our relationships, spiritual development may be apparent in the following:

- awareness of self in relation to others
- connections to the wider and the natural world (and, for some people, to a higher power or ultimate reality)
- creativity and going beyond the everyday
- exploration of ultimate questions and contemplation of meaning and purpose



'Cwestiynau Mawr'

Enghreifftiau o rai o'r 'Cwestiynau Mawr':

- Ydy hi'n iawn i gredu mewn Duw? Pam? Sut felly?
- Ydy hi'n iawn i beidio â chredu mewn Duw? Pam? Sut felly?
- Pam wnaeth Iesu a'i deulu ffoi i'r Aifft, oedden nhw'n ffoaduriaid? Pam ydych chi'n meddwl hynny?
- A oedd yn deg fod Iesu wedi cael ei eni mewn stabl? Pam? Sut felly?

*Pa 'Gwestiynau Mawr' allech chi annog eich dysgwyr Dysgu
Sylfaen i ymateb iddyn nhw?*



'Big Questions'

Examples of some of the 'Big Questions':

- Is it okay to believe in a God? Why? How come?
- Is it okay not to believe in a God? Why? How come?
- When Jesus and his family fled to Egypt were they refugees? Why do you think that?
- Was it fair that Jesus was born in a stable? Why? How come?

What 'Big Questions' could you encourage your early learners to respond to?



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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.

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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

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

Linked activities across the AoLEs

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

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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.



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Astudiaeth achos: dysgu am ddathliad anghrefyddol

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 Meithrin a Derbyn
- Blwyddyn Newydd Tsieina

Gweithgareddau cysylltiedig ar draws y MDaPh

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



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Astudiaeth achos: manteisio ar y flwyddyn trwy archwilio i adegau i addysgu CGM

Adegau yn ymwneud â CGM

Mae'r rhain yn gyfleoedd neu'n adegau i addysgu Crefydd, Gwerthoedd a Moeseg sy'n gallu digwydd trwy gydol y flwyddyn.

Gellir cynllunio ar gyfer y rhain, a gallan nhw fod yn gyfleoedd i addysgu Crefydd, Gwerthoedd a Moeseg mewn ffordd drawsgwricwlaidd

Creu tylwyth teg Gŵyr gan ddefnyddio blodau a dail o'r ardal wyllt.

Dysgu am y digartref, cynefin a'r gymuned drwy gasglu rhoddion i gefnogi'r gymuned.

Dysgu am ddiwylliannau eraill, a'u dathlu: Y Flwyddyn Newydd Dsieineaidd!

Dysgu am y Cynhaeaf, a'i ddathlu, trwy wneud cawl a bara a chael dawns 'sgubor

Dysgu am Ddydd y Cofio, a'i ddathlu



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Case study: taking advantage of the year by exploring moments to teach RVE

RVE moments

These are opportunities or moments to teach RVE that can happen throughout the year. These can be planned for and can be opportunities to teach RVE in a cross-curricular way.

- **Creating Gower fairy collages** using flowers and leaves from the wild area.
- **Learning about the homeless, cynefin and community** by collecting donations to support the community.
- **Learning about and celebrating other cultures:** Chinese New Year!
- **Learning about and celebrating Harvest** by making soup and bread and having a barn dance
- **Learning about and celebrating** Remembrance Day





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- Lleoedd arbennig y plant
- The children's special places
- Lle arbennig i Gristnogion
- A special place for Christians
- A oes gennych chi le arbennig?
- Do you have a special place?



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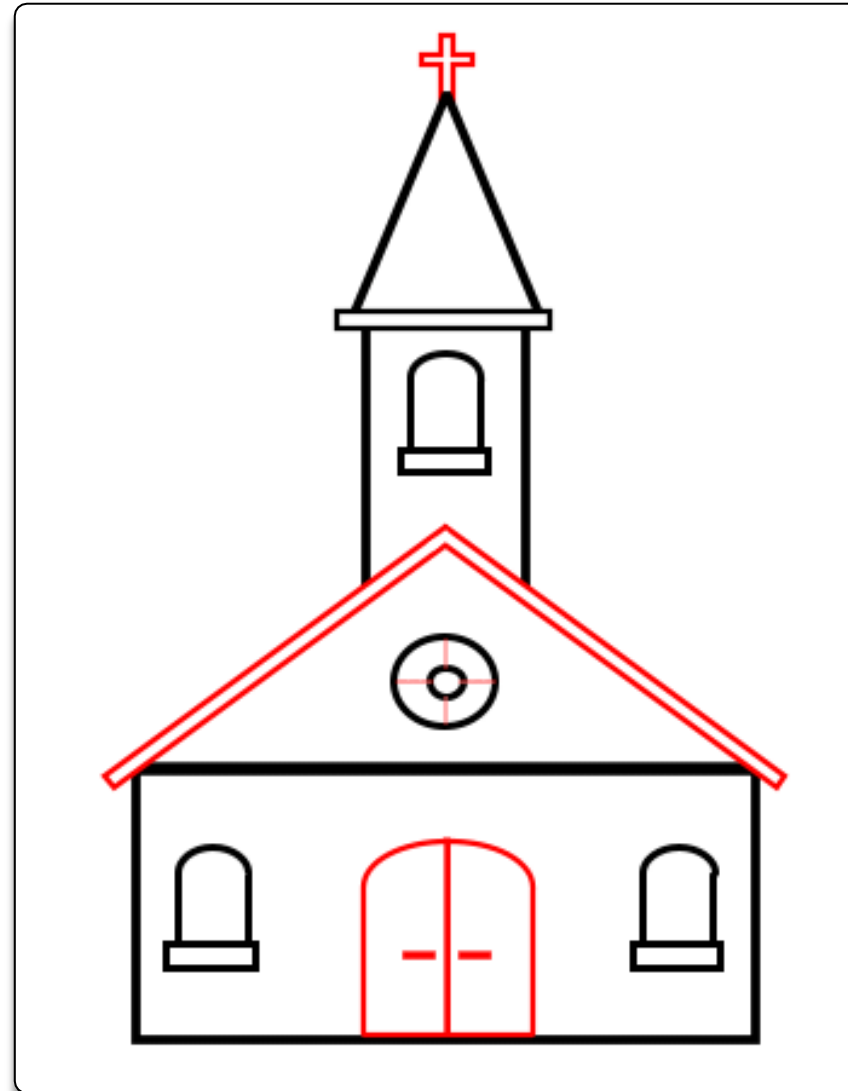
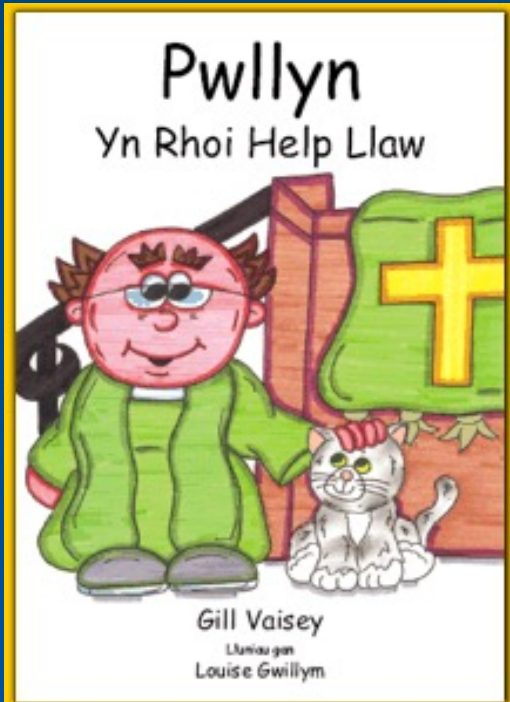
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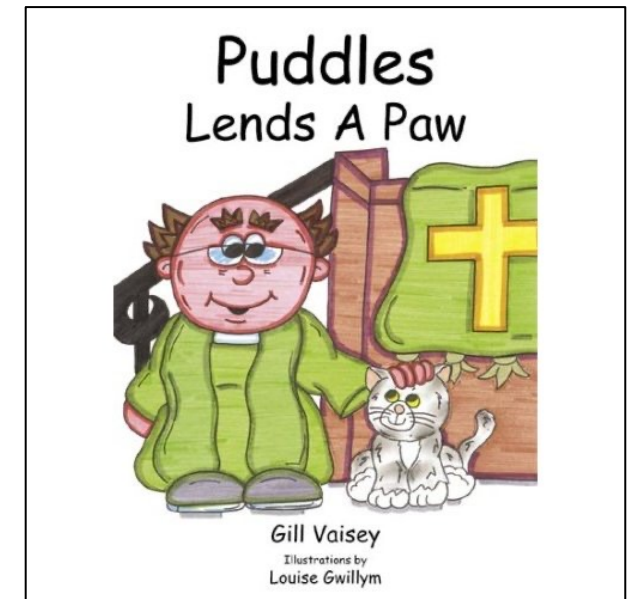
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A ydych yn gallu
meddwl am le arbennig
i Gristion?

Can you think of a
special place for a
Christian?





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- Sut mae annog diddordeb plant ifanc mewn eglwys?
- How might we engender interest in a church amongst young pupils?



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- Pa gwestiynau byddai dosbarth blwyddyn 1 am eu gofyn am eglwysi?
- What questions might a Year 1 class want to ask about churches?





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- Sut y byddai'r dysgwyr yn cyflwyno eu gwaith?
- How might the pupils present their findings?





Questions to promote deeper thinking

Who goes to a church?

Why do Christians go to a church?

Are there other churches in the area?

What things are important in the church?

Have you ever been to a church?

When can you go to a church?

What shall we do in the church?

What is the same or different from your home?

What do you like/dislike in the church?

What would you like to ask Rev.....?



Cwestiynau i hybu meddwl yn ddyfnach

Pwy sy'n mynd i
eglwys?

Pam mae
Cristnogion yn
mynd i eglwys?

A oes eglwysi eraill
yn yr ardal?

Pa bethau sy'n
bwysig yn yr
eglwys?

Ydych chi erioed
wedi bod i eglwys?

Pryd allwch chi fynd
i eglwys?

Beth wnawn ni yn
yr eglwys?

Pa bethau yn yr
eglwys sydd yr un
peth â'ch cartref a
beth sy'n wahanol?

Beth ydych chi'n ei
hoffi a beth nad
ydych chi'n ei hoffi
yn yr eglwys?

Beth fydddech chi'n
hoffi ei ofyn i'r
Parchedig?



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Ymweliad ag eglwys - A church visit



- Archwilio gyda Pwllyn rhai o'r **nodweddion** a grybwyllir yn y llyfr - drws mawr crwm, y pulpud, y seddau, yr organ, y rhaffau cloch ac ati.
- Gall Pwllyn weithredu fel **ysgogiad** i archwilio nodweddion eraill a sut y maent yn cael eu defnyddio - '**Beth ych chi'n meddwl y byddai Pwllyn hoffi gwybod...?**'

- Explore with Puddles some of the **features** mentioned in the book – big arched door, the pulpit, the pews, the organ, the bell ropes etc.

- Puddles can act as a **stimulus** to explore other features and how they are used – '**what do we think she would like to find out about?**'



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Gweithgareddau Chwarae Rôl

Role play activities

- Plant yn chwarae rôl gwasanaethau gan gynnwys dewis rhifau emynau, canu'r organ a chanu emynau.
- Gwneud croesau a ffenestri lliw i ychwanegu at eu heglwys.
- Cynnwys y Parchedig Pedr Puw a Pwll yn y gath yn eu heglwys gan ychwanegu at eu chwarae dychmygus (doliau, teganau meddal, llyfrau mawr)



- Children role-playing services including selecting hymn numbers, playing the organ and singing hymns.
- Making crosses and stained-glass windows to add to their church.
- Rev. Freddie Fisher and Puddles the cat to include in their church adding to their imaginative play (dolls, soft toys, big books)



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Creu 'ardal chwarae-rôl' ar y llyfr/eglwys

Creating a 'role-play corner' based on a church visit/ the book

- Lectern ar gyfer y Beibl, pulpud, organ, emyn-fwrdd, seddau, recordiad sain o glychau eglwys a rhai emynau, taflenni cerdd, llyfrau emynau, bwrdd a lliain, croesau mynediad mawr 'drws bwaog', blodau, fâs, kannwyll ac ati ar gyfer eu gosod ar yr allor.
- Ychwanegwch Parch Pedr Puw a Pwllyn fel y gall y disgyblion chwarae rôl y stori a mwynhau chwarae creadigol.



- Lectern for the Bible, a pulpit, an organ, hymn-board, pews, an audio recording of church bells and some hymns, music sheets, hymn books, table and cloth, big 'arched door' entrance crosses, some flowers, a vase, candle etc. for arranging on an altar.
- Add the Rev Fisher and Puddles so that the pupils can role play the story and enjoy creative play.



Gweithgareddau gyda Pwllyn

Activities linked to Puddles

- Pwllyn i **fynd adref gyda'r disgyblion** ar y penwythnosau. Gall hi wedyn dod yn ôl i'r ysgol a dweud wrth y lleill am ei anturiaethau. Ymweliadau eglwys... Penwythnos... Ffotograffau...
- Pwllyn 'anifail anwes y dosbarth' y - disgyblion i fod yn gyfrifol am roi bwyd a dŵr iddi; basged gath, gofleidio, Pwllyn yn **cysuro'r** plant.



- Puddles to go home with pupils at the weekends. She can then come back to school and tell the others about her adventures. Weekend church visits... Photographs...
- Puddles the 'class pet' – pupils to be responsible for giving her food and water; cat basket; cuddles; Puddles as comforter.



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Gweithgareddau – Parch Pedr Puw

Activities with Rev Fisher

- Gwisgo y Parch Pedr Puw yn ei urddwisgoedd.
- Ymweliad gan y ficer lleol.
- Y Gadair Goch - un disgybl i fod yn Pedr ac ateb cwestiynau y disgyblion eraill



- Dress Rev. Fisher in his vestments.
- Visit by the local vicar.
- Hot Seating- one pupil to become Rev Fisher and answer questions of the other pupils



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Gweithgareddau ar draws y MDaPh eraill

Activities across the AoLEs

- **Gwneud:** bisgedi ffenestri gwydr lliw;
- Creu model o eglwys gyda'r holl ddodrefn wedi'u gwneud o ddeunyddiau ailgylchu (doliau maint tŷ dol);
- Gwneud croesau a gweithio allan sut i wneud iddyn nhw sefyll i fyny (datrys problemau!);
- **Creu** llyfr dosbarth o'r plant yn yr eglwys leol
- Adeiladu eglwysi yn yr ardal adeiladu, ayyb.

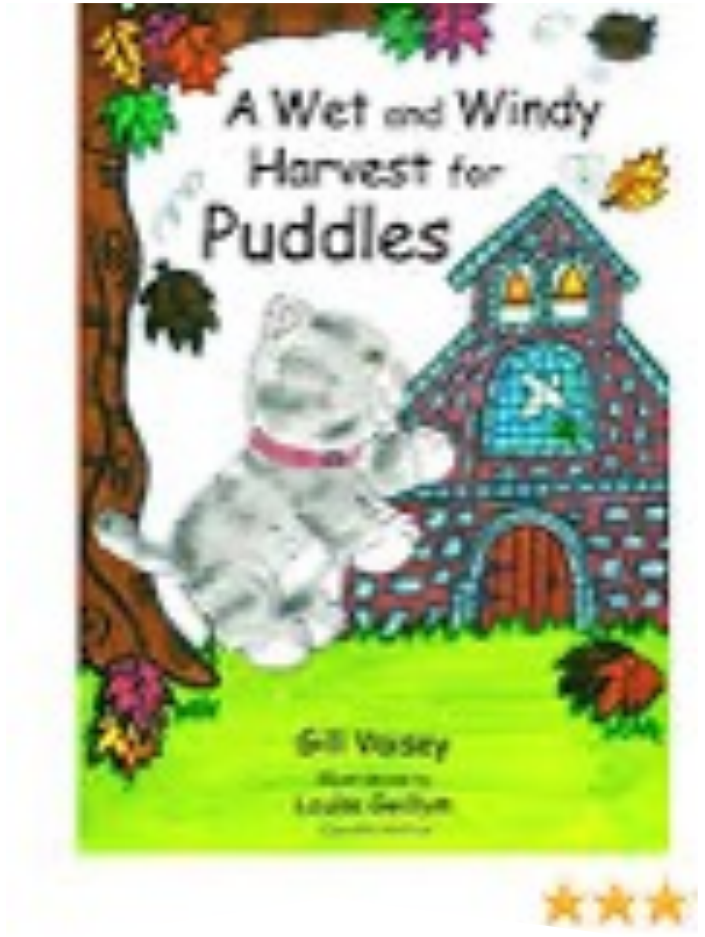


- **making:** stained-glass window biscuits;
- a model church complete with all the furniture made from junk materials (dolls house sized);
- making crosses and working out how to make them stand up (problem solving!);
- **creating** a class book of the children at the local church
- building churches in the construction area etc.



Puddles visiting Llansteffan Church

Pwll yn ymweld ag Eglwys Llansteffan



https://www.youtube.com/watch?v=kTzd6a14cVE&feature=youtu.be



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Religion, Values and Ethics In The Curriculum for Wales (2022)

Support in providing our pupils with the highest quality
Religious Education to equip them for life
in our diverse and pluralistic world.

Gill Vaisey,
Religion and Worldviews Adviser

<http://www.booksatpress.co.uk/curriculumplanningsupport.html>



Religion, Values and Ethics In The Curriculum for Wales (2022)

Religion, values and ethics - School curriculum design should:

- develop an understanding of the discipline and its value;
- provide rich contexts for learners to be curious, to explore ultimate questions, and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect, and to experience awe and wonder, in a range of meaningful real-world contexts;
- develop rich contexts for enquiry into the concepts of religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious worldviews;
- provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and Ultimate Reality which enables learners to develop an understanding of personal and institutional worldviews about the nature of life and the world around them;
- develop rich contexts for exploring the concepts of identity, belonging, relationships, community, cynefin, diversity, pluralism and interconnectedness which can enable learners to gain a sense of self and develop spirituality;
- explore the concepts of equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil which can give learners an insight into the challenges and opportunities that face societies;
- reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of lived religion and belief;
- provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action; and
- develop an understanding of lived religion and belief through the exploration of the key concepts.

Coverage/range

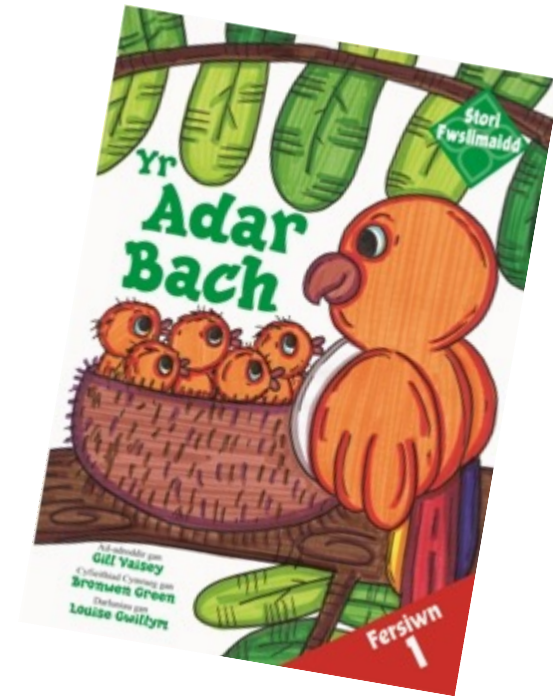
- Focus on the experiences of ordinary people, including those who have traditionally been underrepresented.

(curriculum-for-wales/humanities/designing-your-curriculum)

Descriptions of learning “provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five **progression steps** which provide reference points for the pace of that progression. These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it may differ. The progression steps only broadly relate to age and broadly correspond to expectations at ages 5, 8, 11, 14 and 16.”

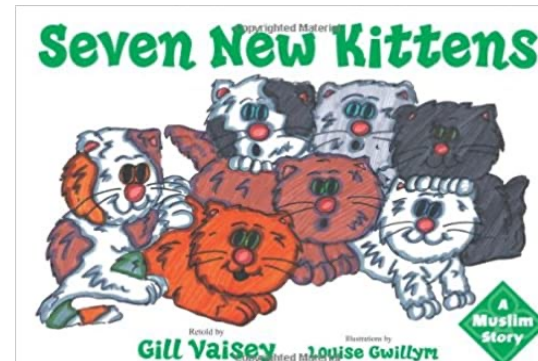
(curriculum-for-wales/designing-your-curriculum)

“Progression within this Area (Humanities) is demonstrated in the early stages as learners experience holistic approaches to exploring the world around them and are supported in shaping an understanding of themselves in the world. Learners will move on to more focused awareness of the lives of others, in their own social context, elsewhere in the world and in different eras.” (curriculum-for-wales/humanities/principles-of-progression)



Religion, Values and Ethics In The Curriculum for Wales (2022)

Suggestions for developing age appropriate religion and worldviews education RVE for 3 – 7 years	Links with the Curriculum for Wales Extracts from the Statements of What Matters	Curriculum for Wales Progression Steps
Who's responsible for the natural world? How do I interact with the natural world? What do I and other people believe about the natural world? Provide opportunity for children to develop curiosity and a sense of awe and wonder, mystery and spirituality connected with the natural world e.g. through direct experience of being outside in a variety of weather conditions and seasons, first-hand experience with animals and birds, and through video, photographs, and books Consider and reflect upon their own experiences and views about the natural world – their likes and dislikes, their interaction with living things – animals and nature, and their thoughts and feelings about responsibility towards the environment. Hear and become familiar with stories, messages, actions and thoughts from different faith traditions about care for the natural world e.g. use The Tiny Ants and /or Seven New Kittens story book and cross-curricular activity packs to explore and respond to Muslim beliefs about caring for the natural world. Use The Baby Birds book and puppet set to encourage thinking about the importance of careful actions towards living creatures. Begin to understand and appreciate that some people believe God created the world. Appreciate that some people care for the natural world because of their belief that God created it and gave responsibility to humans to care for it.	3. Our natural world is diverse and dynamic, influenced by processes and human actions. Experiencing the wonder of the natural world can contribute to learners' spiritual development and well-being, and can help to cultivate a sense of place and sense of belonging, as embodied in the Welsh word cynefin. Nurturing curiosity can help learners understand and appreciate how and why places, landscapes and environments in their locality and elsewhere in Wales, as well as in the wider world, are changing. This in turn will enable learners to identify what makes places and spaces distinct, and to develop an awareness of the interconnections between humans and their environment in both contemporary and historical contexts. Consequently, learners will be in a better position to make connections between the past and present, and to consider possible futures. Developing an understanding of how human actions in the past and present can affect interrelationships between the natural world and people will heighten learners' awareness of how the future sustainability of our world is influenced by the impact of those actions. It will also encourage learners to understand, as producers and consumers, their own impact on the natural world. In addition, an exploration of a range of beliefs, philosophies and worldviews about the natural world can help learners realise how these influence people's interactions with the world.	Progression Step 1 I am beginning to recognise the effects that I have on the natural world. I can recognise why places are important to me. I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me. Progression Step 2 I can describe how people and the natural world may impact on each other. I can describe how places, spaces, environments and landscapes are important to different people and for different reasons.



Religion, Values and Ethics In The Curriculum for Wales (2022)

Use the books and resources <i>Belonging and Believing</i>: My Family to focus on Vesper (Christian) and Yusuf (Muslim) and their respective family's belief about God and the natural world.	Concepts: interrelationships between humans and the natural world, cause and effect, change and continuity, significance, place, space and physical processes.	
Watch REOnline Charlie and Blue: Allah and Creation (Muslim)	Human societies are complex and diverse, and shaped by human actions and beliefs. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Consequently, learners will come to realise that the choices we all make, individually and collectively, can have major impacts on society.	Progression Step 1 I am beginning to understand that my actions and those of others have causes and effects.
Understand that some people care for the natural world because they believe humans have a responsibility to live in harmony with the planet to ensure it can be enjoyed now and in the future. Use <i>Belonging and Believing</i>: My Humanist Family to explore Wilf's family's beliefs about relationship with and responsibility towards the natural world.	Explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society.	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.
Appreciate that some people, e.g. Caitlin (Buddhist) from the <i>Belonging and Believing</i> series, care for the natural world because they are following the guidance of a religious / spiritual leader	Concepts: diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.	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.
Share the story Puddles and the St Francis Service with the children. Reflect on the Christian belief that God gave stewardship to humans to care for all animals. Through the story, explore how some Christians celebrate the value and love for animals through a special church service.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action. Develop an understanding of their responsibilities as citizens of Wales and the wider interconnected world, and of the importance of creating a just and sustainable future for themselves and their local, national and global communities. Be active, informed, and responsible citizens and consumers, who can identify with and contribute to their communities, and who can engage with the past, contemporary and anticipated challenges and opportunities facing them, their communities and Wales, as well as the wider world.	Progression Step 1 I am beginning to understand that we need to respect others. I am beginning to understand that my actions and those of others have consequences. Progression Step 2 I have an awareness of what is right and wrong and that my actions should reflect that. I am beginning to appreciate and care for living things and my own environment. I can recognise that my actions and those of others impact upon communities and the environment.



Religion, Values and Ethics In The Curriculum for Wales (2022)

Suggestions for developing age appropriate religion and worldviews education RVE for 3 – 7 years	Links with the Curriculum for Wales Extracts from the Statements of What Matters	Curriculum for Wales Progression Steps
How do I and my family mark different times that are important to us? How do other people celebrate and observe special times in their lives? Explore the different times which children celebrate throughout the year/ their lives. Use books and resources such as Festivals in Different Cultures series. Hear and become familiar with stories, messages, actions and thoughts connected with secular celebrations and religious and non-religious festivals. Reflect on how they and others are involved in celebrations at home, school and places of worship. Develop knowledge of when celebrations occur by displaying a calendar of special events. Mark the special events relevant to particular children in the class. As appropriate, provide opportunity for children to explore and experience activities associated with festivals, whilst being mindful of children's family backgrounds and sensitivities. Provide opportunity for children to respond creatively to the celebration of festivals through art music, dance, writing etc. Encourage the children to express their feelings regarding festival celebrations. Explore the similarities and differences in the way in which people celebrate and acknowledge special times. Use resources such as Belonging and Believing series: Vesper (Christian Easter), Margalit, (Jewish Purim), Nyal (Hindu Diwali).	4. Human societies are complex and diverse, and shaped by human actions and beliefs. An appreciation of identity, heritage and cynefin can influence learners emotionally and spiritually, and help build their sense of self and of belonging. Through an understanding of themselves, learners develop their own identity and an awareness of how they, as individuals, can shape the communities in which they live. Through consistent exposure to the story of their locality and the story of Wales, as well as to the story of the wider world, learners can develop an understanding of the complex, pluralistic and diverse nature of societies, past and present. Explore – and develop a tolerant and empathetic understanding of – the varied beliefs, values, traditions and ethics that underpin and shape human society. Concepts: diversity, interconnectedness, community, identity and belonging, authority and governance.	Progression Step 1 I am beginning to identify important events that have happened to me in the past. 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.



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Doliau Persona – Persona Dolls

<https://www.youtube.com/watch?v=UmlgvW6ERel>



Sut mae defnyddio doliau persona i drafod teimladau, emosiwn, gwerthoedd? Edrychwch ar pdf 'Doliau Persona' ar Moodle – Dyniaethau 3*.

How can we use Persona Dolls to discuss feelings, emotions, values, right and wrong, other religions? Look at the pdf 'Persona Dolls' on Moodle – Humanities 3*.

Cynllunio persona a chefnidir eich dol

Mewn grwpiau, llenwch y manylion canlynol am eich dol:

Enw	
Oedran	
Ymddangosiad	
Hoff Fwydydd	
Anifeiliaid Anwes	
Hoff degan	
Hoff Weithgareddau	
Y math o dŷ y mae'n byw ynddo	
Cefndir Teuluol	
Crefydd	
Iaith	
Unrhyw fanylion arwyddocaol eraill	



Tasg – defnyddio'r ddol persona...

Sut y gallech chi
ddefnyddio'r ddol persona
i ddysgu agwedd ar
grefydd?

Mae'n bosibl yr
hoffech gynnwys

- stori neu lyfr stori i'w rhannu.
- arteffact i'w drafod.
- gwisg draddodiadol.
- bwyd arbennig i'w rannu.
- gŵyl arbennig.

Planning your doll's persona and background

In groups, complete the details about your .

Name	
Age	
Appearance	
Favourite Foods	
Pets	
Favourite toy	
Favourite Activities	
What type of house does he/she live in	
Family Background	
Religion	
Language	
Any other significant details	



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Group Task

Trawsnewid Addysg,
Trawsnewid Bywydau

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How might you use the persona doll to teach an aspect of a religion?

You might want to include

- a story or story book to share.
- an artefact to talk about.
- traditional dress.
- special food to share.
- a special festival.



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Cyfarfu'r plant â Sunita a dysgu ei bod hi'n Fwslim.
Deallant ei bod hi'n gwisgo Bwrca am ei bod yn hoffi gorchuddio'i chorff. Esbonia Asha fod Mwslimiaid yn gweddio ar eu Duw a dyma hi'n dangos Sunita wrthi'n gweddio.



The children met Sunita and learned that she is a Muslim.
They understand that she is wearing a Burqa because she likes to keep her body covered.
Asha is explaining that Muslims pray to their God and is showing Sunita praying.



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Meddai Jordyn: 'Rwy wedi gweld Mwslimiaid yn gweddio ar y teledu, dyna sut maen nhw'n gweddio' (wedyn mae hi'n dangos sut)



Jordyn said 'I've seen Muslims pray on the TV, they pray like this' (then she gave a demonstration).



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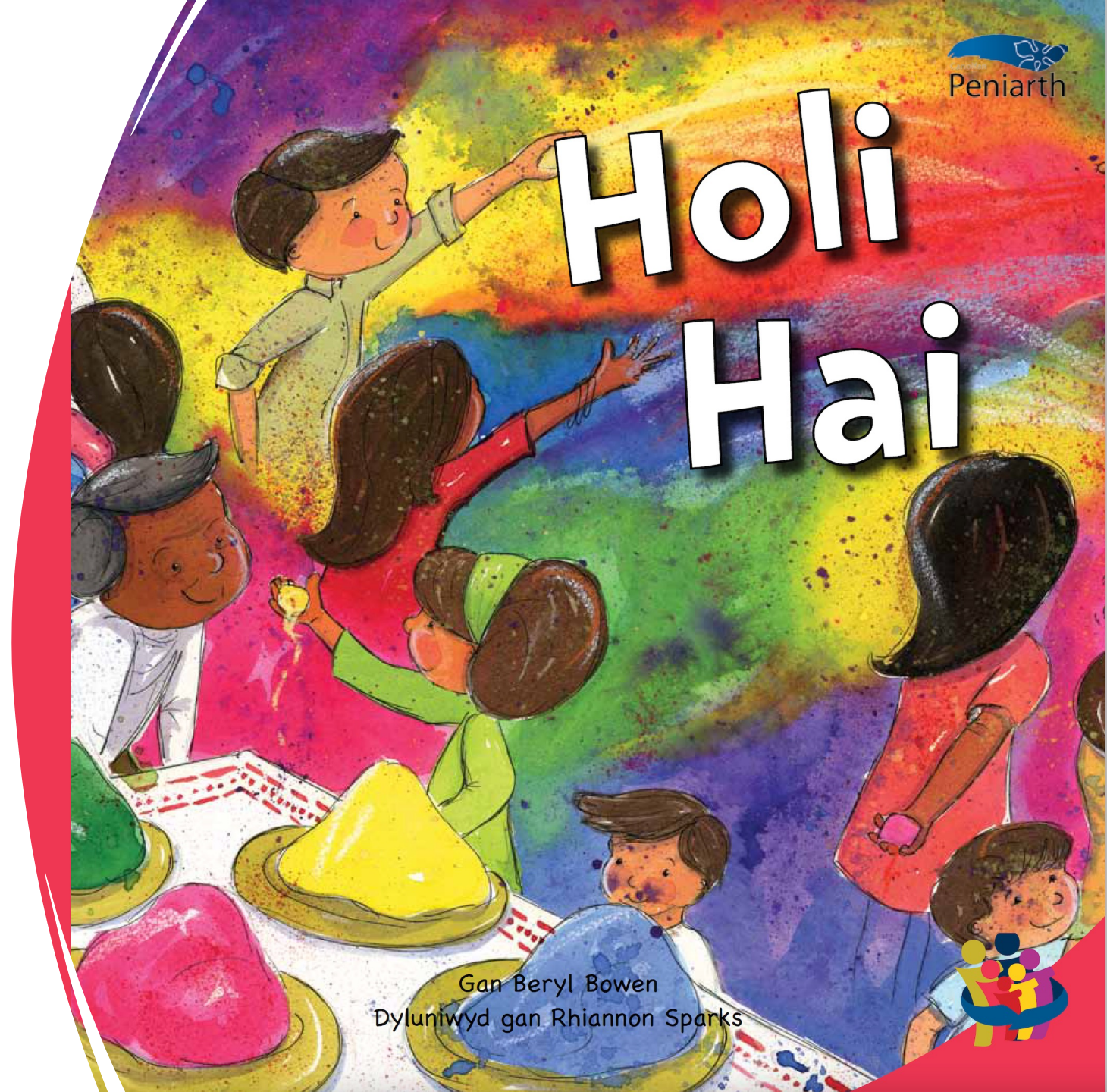
Doliau Persona – Persona Dolls

Defnyddio dol persona i drafod materion fel bywyd plentyn mewn gwlad arall; masnach deg; diwylliant gwahanol...

Persona doll – used to discuss current affairs; daily life of a child in another country; fair trade; learn about another culture; faith..



Defnyddio Storïau – Using Stories





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Egwyddorion Addysgeg – ECAD4008C

- Mae addysgu a dysgu da yn galw am ddefnyddio **cymysgedd o ddulliau** sy'n cynnwys addysgu uniongyrchol.
- Mae addysgu a dysgu da yn golygu gosod tasgau a dewis adnoddau **sy'n adeiladu ar wybodaeth a phrofiad blaenorol** ac yn ennyn **diddordeb**.
- Mae addysgu a dysgu da yn ymestyn **oddi mewn ac ar draws** Meysydd Dysgu a Phrofiad (MDaPh).



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Pedagogical Principles – ECAD4008

- Good teaching and learning means employing a **blend of approaches** including direct teaching.
- Good teaching and learning sets tasks and selects resources **that build on previous knowledge and experience** and engage **interest**.
- Good teaching and learning ranges **within and across** Areas of Learning and Experience (AoLE).

Trawsnewid Addysg,
Trawsnewid Bywydau

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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>

