



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

Religion, Values and Ethics in the Curriculum for Wales 2022



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The mandatory Curriculum for Wales guidance on Religion, Values and Ethics can be found here:

hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum

What is 'Religion, Values and Ethics'?

- Religion, Values and Ethics is a mandatory subject in the Curriculum for Wales 2022.
- 'Religious Education' has been replaced by 'Religion, Values and Ethics' to reflect the academic subjects update for 21st Century Wales and beyond to include non-religious philosophical convictions.
- Religion, Values and Ethics is focused on understanding the religious and non-religious beliefs, practices, values and ethics. It develops understanding of issues related to the diversity of religious and non-religious worldviews, ethical challenges and social inclusion issues.
- Religion, Values and Ethics ('RVE') is one of the five subject areas within the Humanities Area of Learning and Experience.
- It compliments the Historical, Geographical, Economic and Social perspectives provided through the other Humanities subjects.

Why is Religion, Values and Ethics in the Curriculum for Wales?

Understanding the diversity of religious and non-religious philosophical convictions is a key aspect of understanding contemporary life in Wales.

'Religion, Values and Ethics' (RVE) has been chosen as the name in order to be inclusive of non-religious philosophical convictions as well as religions to reflect contemporary life in Wales and beyond.

The subject content is vital for the realisation of the Four Purposes. It helps to develop:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.



Knowledge

Important subject knowledge relates to:

- Knowledge and understanding of both institutional and personal religious and non-religious beliefs and practices and knowledge of how they have influenced human experience throughout history.
- Ultimate and philosophical questions about the meaning, significance and purpose of life, and about the nature of human thought and of the universe, and the connections between them.
- A wide variety of sources of wisdom and philosophies that encourage exploration of the challenges, opportunities and responses of human beings in the context of cynefin, locally, in Wales and the wider world.
- A range of values, ethical beliefs and spirituality through the exploration of religion and non-religious philosophical convictions.

Religion, Values and Ethics allows exploration of a wide range of key concepts, including: curiosity, ultimate questions, human condition, awe and wonder, religion, lived religion, worldviews, secularity, spirituality, life stance, identity, culture, religious and non-religious beliefs and practices, belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death, ultimate reality, nature of life, the world, belonging, relationships, community, cynefin, diversity, pluralism, interconnectedness, sense of self, equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil, religiosity, ritual, tradition, worship, sacredness, symbolism, celebration, ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action.

Skills

Important subject skills include:

- Religious enquiry. Investigating religious and non-religious philosophical convictions through values and ethics.
- Discussion and debating religious and non-religious philosophical convictions, understanding and resolving viewpoints and opinions.
- The ability to reflect critically, objectively and from a pluralistic approach to religions, values and ethics, forming judgements.
- Evaluation of ethical and philosophical issues, from the past, present and future, using evidence from a range of religious and non-religious sources.
- Expressing their own informed viewpoints, whilst responding sensitively to other worldviews, preparing them for lifelong learning in a pluralistic and diverse world.

Experiences

Important learning experiences could include engaging with:

- Engage with cultural and religious sites, including places that are significant to those whom faith and belief are important.
- Experience and reflect on the wonder of the natural world.
- Engage with artefacts and texts of historic and religious significance.
- Engage with people who experience lived religion and worldviews.
- Observe or participate in key celebrations, traditions and the diverse cultures in Wales; formal and informal debates; social action projects; key celebrations, traditions and ways of life in the wider world.

How could Religion, Values and Ethics concepts link to the statements of what matters?

- What are the different opinions and perspectives on religious, philosophical and ethical issues?
- How can worldviews influence perceptions and interpretation contexts influence religious and non-religious beliefs?
- How can interpretations of beliefs differ and why?
- How do sources of wisdom have validity? Who for? Why?
- How can a variety of people have the same information and yet have a diversity of viewpoints and interpretations?

- How does a sense of identity build a sense of self and belonging for religious and non-religious people?
- How can religious and non-religious members shape their communities in which they live?
- How are religious and non-religious societies in Wales and the world changing? What impact do they have on societies?
- What are the past, present and future challenges facing religious and non-religious communities in Wales and beyond?
- How are religious communities organized, structured and led?
- How can people develop a tolerant and empathetic understanding of the varied beliefs, values, traditions and ethics that shape human society?

Enquiry, exploration and investigation inspire curiosity about the world, its 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 and 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 action.

- How do we use enquiry skills to investigate case studies of religion, values and ethics?
- How can religious convictions and non-religious convictions be explored and questioned?
- How can learners reach informed judgements for an ethical or philosophical dilemma?
- How can 'worldviews' influence a response to a religious, ethical or philosophical issue?

- How sustainable and ethical are our practices and lifestyles?
- How can humans' impact global climate change?
- What are the ethical responsibilities of humans? Are they 'stewards' of the world?
- Do religious and non-religious beliefs influence how humans care for the world and its resources?
- What are the range of religious and non-religious beliefs and philosophies about the ethical treatment of the earth? How do they influence their interaction with the world?

- What are our rights as religious and non-religious members of society?
- What responsibilities do humans have for the environment, social and ethical issues?
- How serious are the challenges facing our religious and non-religious communities and what can we do about them?
- What social action can religious and non-religious followers make?
- Why should humans live in a just and fair society?



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deilliannau i bob dysgwr**

**Empowering schools to improve
outcomes for all learners**