



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

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



Diwali

ECAD6008-C

**Y Dyniaethau – Humanities**

**Sesiwn – Session 3**

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Partneriaeth Dysgu Proffesiynol Yr Athrofa  
Yr Athrofa Professional Learning Partnership

# AIMS

Develop



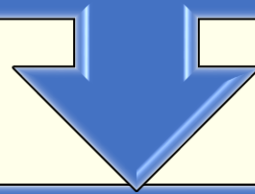
To further develop our knowledge and understanding of the lens 'Religion, Values & Ethics' (RVE)' in the Humanities

Explore

Explore possible ways of teaching RVE' in the Humanities using the theme 'Celebrations'

# NODAU

I ddatblygu ein gwybodaeth a'n dealltwriaeth o'r lens 'Crefydd, Gwerthoedd a Moeseg' (CGM) o fewn y Dyniaethau



I archwilio rhai ffyrdd o addysgu CGM o fewn y Dyniaethau gan ddefnyddio'r thema 'Dathliadau'



# HUMANITIES AoLE- 'What Matters'

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

# MDaPh DYNIAETHAU = Yr Hyn Sy'n Bwysig

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

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

# Myfyrio ar PAP1 &2

# Reflecting on PTE 1 & 2

- Sut y gwnaethoch chi addysgu 'Crefydd, Gwerthoedd a Moeseg' ar PAP1/2?
- Beth ddysgodd y dysgwyr yn eich gwersi?

- How did you teach 'Religion, Values & Ethics' on PTE1/2?
- What did the children learn in your sessions?



# Canllawiau ar Grefydd, Gwerthoedd a Moeseg

## Cyflwyniad

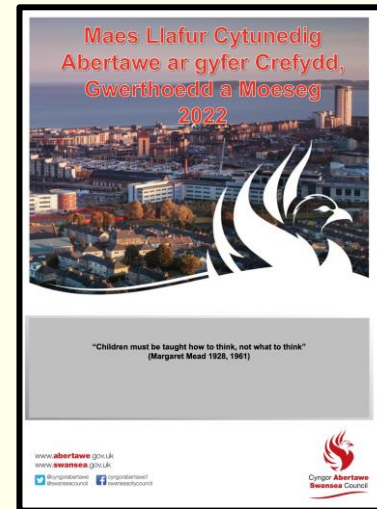
### i Mandadol

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.

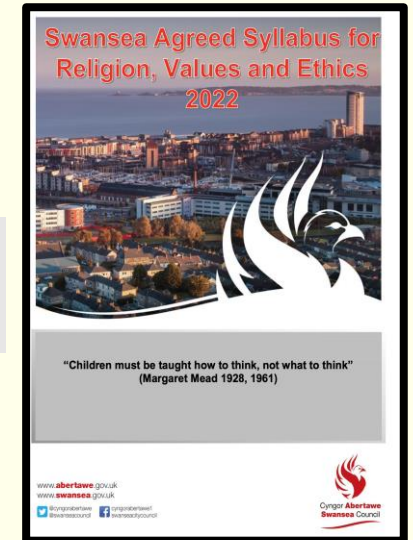
Nid oes gan rieni hawl i ofyn am gael tynnu eu plentyn yn ôl o addysg Crefydd, Gwerthoedd a Moeseg o fewn Cwricwlwm i Gymru.

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  
Humanities2-Dyniaethau2



## 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.

# Defnyddio **'is-lensys'** i archwilio cysyniadau Crefydd, Gwerthoedd a Moeseg (CGM)

Chwilio am  
ystyr a  
phwrpas

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



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Trawsnewid Addysg, Trawsnewid Bywydau  
**Transforming Education, Transforming Lives**

# Learner progression & learning journeys in RVE

An example learning journey for a 'sub-lens'

## 'Identity & Belonging'

**WM2 –Events are 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.**

**'what makes people who they are'** : begin to show awareness of who they are and that they are similar to and different from others ... discuss what can form identity (e.g., relationships, beliefs, places) and how these influence people and their communities....➡

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

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

Taith dysgu enghreifftiol –**is-lens**

## Hunaniaeth a Pherthyn

**YHSB2** –‘Mae digwyddiadau a phrofiadau dynol yn gymhleth a chant eu hamgyffred, eu dehongli a’u cynrychioli mewn gwahanol ffyrdd’

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

**‘Yr hyn sy’n gwneud pobl yn bwy ydyn nhw’** : yn dechrau dangos ymwybyddiaeth o bwy ydyn nhw’n au bod yn debyg ac yn wahanol i eraill.... ➡ Trafod yr hyn a all ffurfio hunaniaeth (e.e. ffyrdd o fyw, creodau, lle) a’r ffordd mae’r rhain yn dylanwadu ar bobl a’u cymunedau... ➡

**‘cymunedau, cyfraniadau ac amrywiaeth’:** yn dechrau deal eu bod yn rhan o grwpiau a chymunedau amrywiol, yn dechrau deall beth yw perthyn; ymwybodol o amrywiaeth o fewn cymunedau perthnasol a’r ffaith bod eu profiadau o berthyn yn debyg ac yn wahanol i brofiadau pobl eraill.... Archwilio ffyrdd o fynegi ymdeimlad o berthyn mewn amrywiaeth o gyd-destunau crefyddol ac anghrefyddol →



**‘lle, amser a chydberthnasau’:** dechrau dod yn ymwybodol eu bod yn bodoli mewn lle ac amser, a bod hyn yn eu llywio hwy a’u cymunedau o’u cwmpas.... Archwilio’r rhyngweithio rhwng amrywiaeth o gymunedau a chymdeithasau yn lleol ac yn ehangach; trafod cyfraniadau hunaniaeth a pherthyn o safbwyntiau crefyddol ac anghrefyddol.. →



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

# Dathliadau - Celebrations



Addysgu a Dysgu'r **Dyniaethau** gan ddefnyddio'r thema 'Dathliadau'

- **Beth** allai'r plant **ei ddysgu**?
- **Sut** gallent ddysgu hyn?
- Pa **adnoddau** fydddech eu hangen?

Teaching & Learning **Humanities** using the theme 'Celebrations'

- **What** could the children **learn**?
- **How** could they learn this?
- What **resources** would you need?

# Cwestiynau Allweddol – Key Questions

Pryd mae'n nhw'n  
dathlu?

When do they  
celebrate?

Pam mae'n nhw'n  
dathlu?

Why do the  
celebrate?

Sut mae'n nhw'n  
dathlu?

How do they  
celebrate?

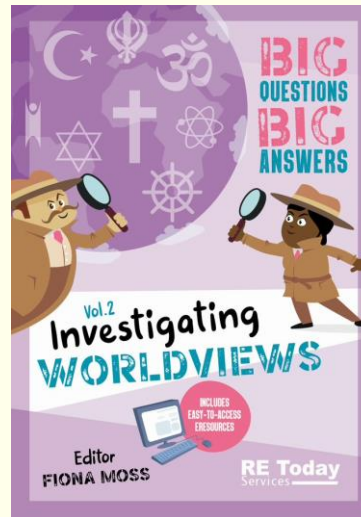
Ble mae'n nhw'n  
dathlu?

Where do they  
celebrate?

# Beth am edrych ar rai enghreifftiau...

## Let's look at possible examples...

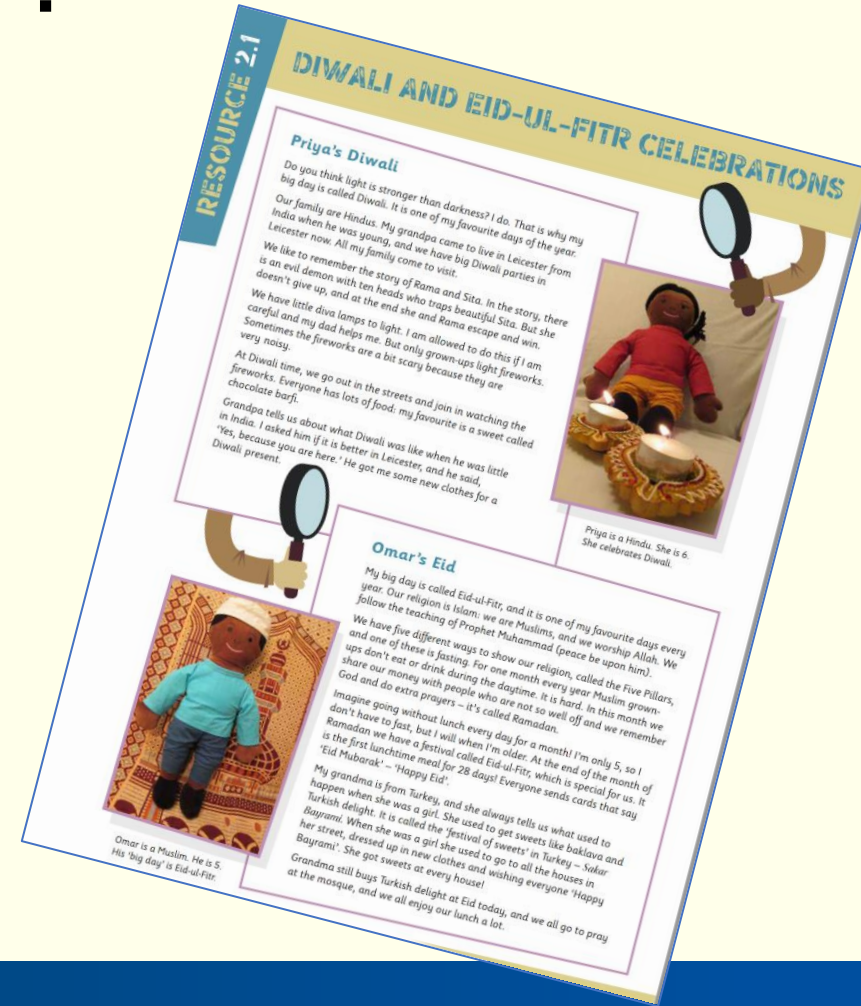
- Sut mae'r Hindwiaid yn dathlu Diwali, a'r Mwslemiaid yn dathlu Eid-ul-Fitr?
- Sut mae pobl yn dathlu'r Nadolig?
- Pam bod 'Pesach' yn bwysig i'r Iddewon?



- How do Hindus celebrate Diwali, and Muslims celebrate Eid-ul-Fitr?
- How do people celebrate Christmas?
- Why is 'Pesach' so important to the Jewish people?

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

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



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

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



# 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 special lunch on Christmas Day, my family always sits together in front of the TV to watch the Queen's Christmas message.

Hello, I'm Vivek. Even though my family are Hindu, we always have some celebrations at Christmas time. I think most people do. We put up some decorations in our house to make it look really pretty and eat lots of delicious food. Carols and gifts are important because they are ways of letting others know that you care about them. Also, the programmes and films on TV at Christmas are normally brilliant!

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





- Enghraifft ar Moodle
- Ffolder 'Dyniaethau 2'

- Example on Moodle
- 'Humanities 2'-Folder



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**Transforming Education, Transforming Lives**

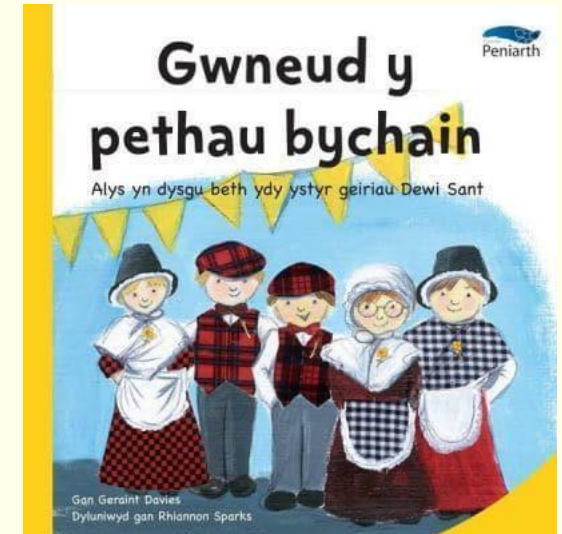
# Planning activities – ‘Celebrations’

- Choose one celebration that will take place during PTE3.
- Outline of a series of lessons for a specific age group.
- Remember to consider the following: 4 purposes, WMs, descriptions of learning; \*12 pedagogical principles, resources.
- Be prepared to share your planning outlines with other groups.



# Gweithgareddau cynllunio 'Dathliadau'

- Dewiswch un dathliad sy'n cael ei gynnal yn ystod PAP3.
- Cynlluniwch amlinelliad o gyfres o wersi ar gyfer oedran penodol.
- Cofiwch ystyried y canlynol: 4 diben, YHSB, disgrifiadau dysgu, 12 egwyddor addysgegol, adnoddau
- Byddwch yn barod i rannu eich amlinelliad gyda gweddill y grwpiau.



# 4 Egwyddor Addysgeg

## ECAD6008C

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Creu cyd-destunau dysgu dilys ar gyfer y dysgu

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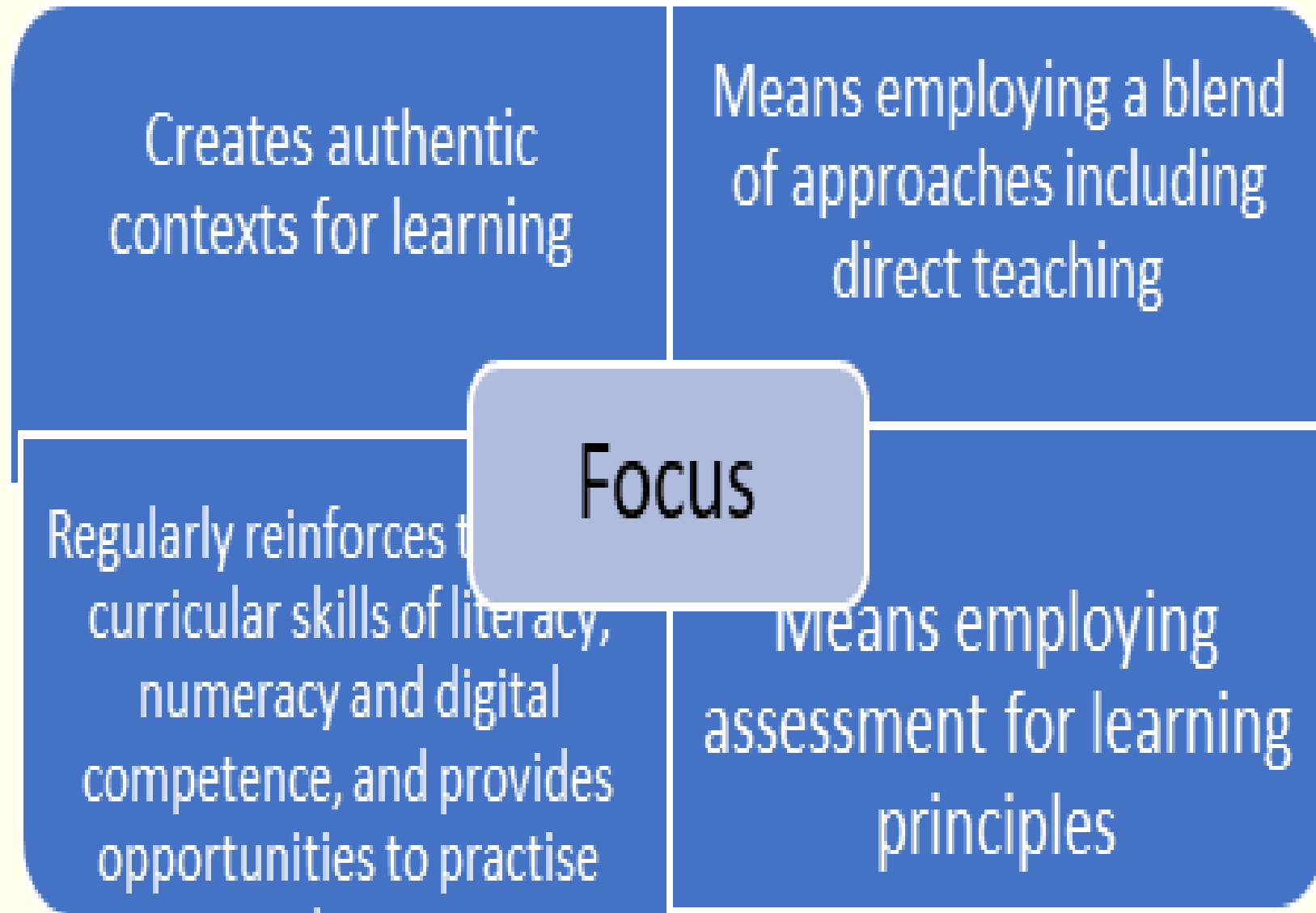
Defnyddio cyfuniad o ddulliau gan gynnwys addysgu uniongyrchol

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Defnyddio egwyddorion asesu ar gyfer dysgu

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Atgyfnerthu'n gyson y sgiliau trawsgwricwlaidd, sef llythrennedd, rhifedd a chymhwysedd digidiol a darparu cyfleoedd i'w hymarfer



• **ECAD6008**



## Cwricwlwm ar gyfer lleoliadau meithrin a ariennir nas cynhelir



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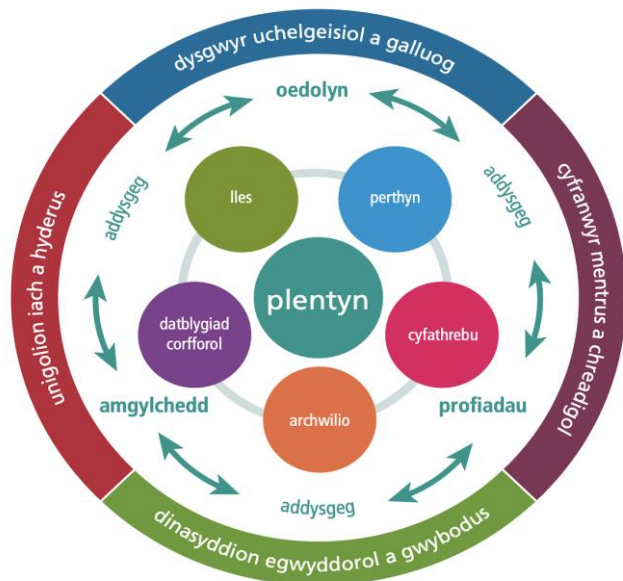
### Y llwybrau datblygu

#### Perthyn

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

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

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



#### Mae angen i mi:

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

#### Rwy'n dysgu sut i:

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

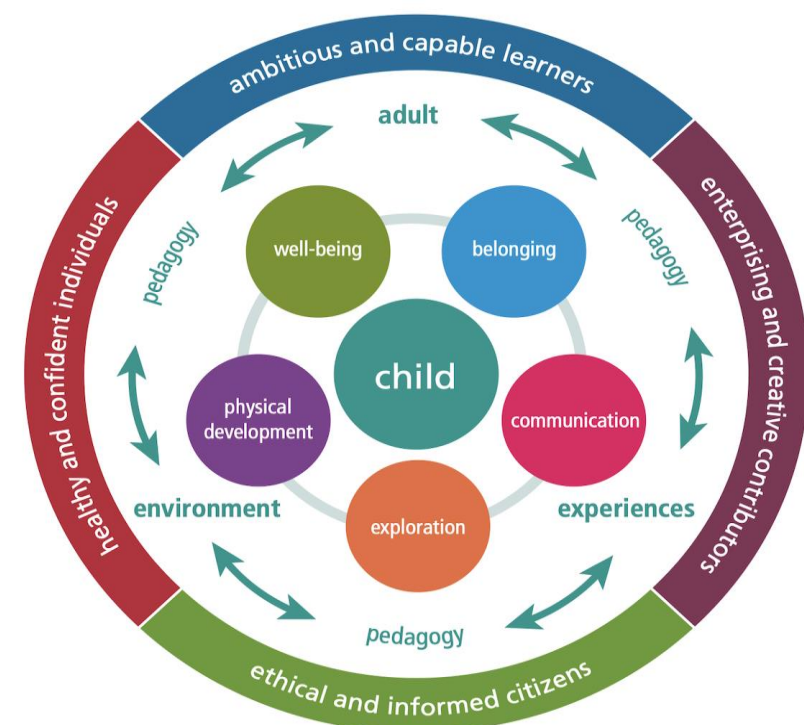
#### Mae fy ymdeimlad o berthyn yn cael ei gyfoethogi gan oedolion sydd:

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

## A curriculum for funded non-maintained nursery settings



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



### The developmental pathways

#### Belonging

Belonging is essential to our sense of happiness and well-being. When they are young, children begin to develop a sense of how they fit in to the many groups to which they belong, and their importance within them. Strong, secure relationships are vital to this sense of belonging. This sense can bring positive feelings of connection with the home and the setting, and can expand to the community, Wales and the wider world. Settings that value, celebrate and build upon children's past and present experiences from home and their community can strengthen a sense of belonging. It is our responsibility to ensure children feel safe and secure within the setting environment, and to show genuine care and emotional support to help build a firm sense of belonging.

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

| I need to:                                                                                                                                                                                                                                                                                                         | I am learning to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | My sense of belonging is enhanced by adults who:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>feel valued as a member of the setting community</li> <li>play (on my own, alongside or with others)</li> <li>make connections with people, places and things</li> <li>be heard and understood</li> <li>see myself and people like me represented in my setting.</li> </ul> | <ul style="list-style-type: none"> <li>recognise who I am</li> <li>recognise that I am important to those around me</li> <li>participate in the life of the setting</li> <li>take care of myself</li> <li>follow familiar routines</li> <li>understand and follow some rules and boundaries</li> <li>recognise my own needs and the needs of others</li> <li>recognise that some things are unsafe</li> <li>take care of things in my environment, living and non-living</li> <li>recognise that I belong to a wider community</li> <li>recognise similarities and differences.</li> </ul> | <ul style="list-style-type: none"> <li>provide me with consistent care and respect</li> <li>provide familiar resources that reflect my cultures and communities</li> <li>perceive me as a capable learner</li> <li>model a joyful and curious approach to learning</li> <li>respond to my interests, likes and dislikes</li> <li>plan experiences as a result of observation of my play choices and preferences</li> <li>prioritise my needs when making decisions that impact on me</li> <li>enable me to play by myself and/or with others</li> <li>promote an inclusive ethos that values the diverse culture of Wales</li> <li>provide appropriate opportunities to experience my own culture and different cultures of others in authentic contexts</li> <li>have strong connections with my home and local community</li> <li>use visits and visitors to support connections and enhance interests</li> <li>make effective use of image, sound, video and technology.</li> </ul> |

# Examples - Enghreifftiau

- Chinese New Year (Yuan Tan)
- Shrove Tuesday (Pancake Day)
- Mardi Gras
- Purim
- St David's Day
- St Patrick's Day
- Pessach (Passover)
- Holi
- Blwyddyn Newydd China (Yuan Tan)
- Dydd Mawrth Ynyd (Diwrnod Crempog)
- Mardi Gras
- Purim
- Dydd Gŵyl Dewi
- Dydd Gŵyl Patrick
- Pesach
- Holi
- Pasg

# 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>

## NATRE

- <http://www.natre.org.uk>



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

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



Trawsnewid Addysg, Trawsnewid Bywydau  
**Transforming Education, Transforming Lives**



# Dewch i Deithio...gyda Min a Mei



<https://vimeo.com/647802960>

<https://dewch-i-deithio.peniarth.cymru>



- [https://siop.peniarth.cymru/index.php?route=product/product&product\\_id=456](https://siop.peniarth.cymru/index.php?route=product/product&product_id=456)



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# Adnoddau/ Gwefannau ~ Resources/Websites

- Gill Vaisey RE Consultancy <http://booksatpress.co.uk/consultancy.html>
- Gill Vaisey – Cwricwlwm i Gymru - Curriculum for Wales  
[http://www.booksatpress.co.uk/RVE%20in%20the%20new%20curriculum%20for%203%20-%207%20year%20olds%20\(Guidance%20from%20Gill%20Vaisey,%20Books%20at%20Press\)%20May%202021%20.pdf](http://www.booksatpress.co.uk/RVE%20in%20the%20new%20curriculum%20for%203%20-%207%20year%20olds%20(Guidance%20from%20Gill%20Vaisey,%20Books%20at%20Press)%20May%202021%20.pdf)
- 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
- Canolfan Peniarth – ‘Holi Hai’, ‘Doing the little things’ Gwneud y pethau bychain’ ayyb <https://peniarth.cymru/en/>

Ewch amdani!

Mwynhewch addysgu'r Dyniaethau ar PAP3 😊

Go for it!

Enjoy teaching the Humanities on PTE3 😊

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