

Religion, Values and Ethics In The Curriculum for Wales (2022) for non-maintained funded settings

Support in providing our pupils with the highest quality
Religion, Values and Ethics education
to equip them for life in our diverse and pluralistic world.

Gill Vaisey,
Religion and Worldviews Adviser



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Religion, Values and Ethics in the curriculum for non-maintained funded settings in Wales

Introduction

This document, **Religion, Values and Ethics In The Curriculum for Wales (2022) for funded non-maintained settings**, aims to support practitioners to identify appropriate and meaningful Religion, Values and Ethics for their pupils. I trust that this support will be useful to consider alongside the Curriculum for Non-maintained Settings in designing the curriculum for their setting.

In implementing the 2022 Curriculum for Wales, practitioners will need to consider RVE within and alongside the Four Purposes and Statements of What Matters within the Humanities Area of Learning and Experience, together with the RVE Guidance and the locally Agreed Syllabus.

RVE has a strong presence in the 2022 Curriculum for Wales and this is an exciting opportunity to provide our pupils with the highest quality Religion, Values and Ethics education and equip them for life in our diverse and pluralistic world.

With the introduction of new legislation, all pupils from the age of 3 years will be legally entitled to education in Religion, Values and Ethics. It is therefore essential that practitioners are supported in understanding how this area of learning can be meaningful and appropriate for our youngest pupils and all ages / stages of development thereafter.

With this in mind, the details below provide some suggestions for RVE within the curriculum as we move forward with a focus on subsidiarity and school based design.

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RVE in the 2022 Curriculum for Wales

'Religion, values and ethics' is a mandatory element of the new curriculum for pupils aged 3 to 16 years.

There is no parental right to withdraw children from education in religion, values and ethics. It is therefore crucial that RVE is taught through an approach that is objective critical and pluralistic that displays no bias towards any particular beliefs.

The Four Purposes and RVE

"A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it." (Curriculum for Wales guidance)

It is essential that all RVE education is relevant and meaningful to pupils at their various stages of mental and emotional development. Careful consideration needs to be given to what we teach in RVE, how we teach it and crucially - why we teach the chosen aspects of religion, values and ethics.

RVE strongly supports the Four Purposes of the Curriculum for Wales

- ambitious, capable learners, ready to learn throughout their lives
 - in RVE pupils should set themselves high standards and enjoy the challenge of the subject as they develop a rich knowledge and use skills such as questioning and problem solving in a variety of different contexts. They should strive to understand and explain a range of concepts explored in their RVE education and critically evaluate and reflect upon their learning in this area.
- enterprising, creative contributors, ready to play a full part in life and work
 - pupils should connect their learning in RVE and apply their knowledge and skills gained to think creatively about life issues faced by themselves and others and how these might be reframed and solutions found where applicable. They should lead and play different roles in teams effectively and responsibly and express ideas and emotions through different media. They should consider how others contribute to society and give of their own energy and skills so that other people will benefit.
- ethical, informed citizens of Wales and the world
 - in RVE pupils should become knowledgeable about their culture, community, society and the world, focussing on religious and non-religious worldviews now and in the past. In their RVE education they should find, evaluate and use evidence in forming their views about their own beliefs and values and gain an understanding of and respect for the needs and rights of others, as a member of a diverse society. Pupils should engage with contemporary issues and understand and exercise their human and democratic responsibilities and rights whilst considering the impact of their choices and subsequent actions. They should consider their own and other people's relationship with the natural world and show their commitment to the sustainability of the planet.

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- healthy, confident individuals, ready to lead fulfilling lives as valued members of society
 - RVE can help pupils develop secure values alongside developing their personal spiritual and ethical beliefs. Through exploration of their own and other people's beliefs, values, lifestyle and challenges, pupils can develop empathy, face and overcome their own challenges, build confidence and resilience which in turn will support their own mental and emotional well-being. Through reflection on their learning in this area, they can begin to take measured decisions about lifestyle, manage risk and form positive relationships based upon trust and mutual respect. They should develop the skills and knowledge to manage everyday life as independently as they can.

Religion, Values and Ethics and the curriculum for funded non-maintained nursery settings

RVE should make an important contribution to the curriculum for funded non-maintained settings as it seeks to engender in practitioners and children a sense of belonging and pride, celebrating the diverse culture of modern Wales and helping children develop a sense of cynefin.

RVE can be naturally interwoven through the five developmental pathways – belonging, communication, exploration, physical development and well-being – creating opportunities for meaningful and appropriate Religion, Values and Ethics education for this age-group.

Effective RVE supports all the principles of the curriculum for funded non-maintained nursery settings. Some of the most natural links and opportunities can be identified in the curriculum (extracts) as follows:

Enabling adults

We have a responsibility to make strong connections with the child's home and community, to strengthen their sense of belonging through embracing past and present experiences.

It is essential for us to make effective cross-curricular connections to deliver a broad and balanced curriculum, drawing on children's previous knowledge and experiences as well as their current fascinations. We should refine planning and the quality of provision, making regular adaptations to meet the needs of all children.

Engaging experiences

The experiences we offer in the early years should be rooted in real-life, authentic contexts, to engage children in deep levels of involvement and long periods of uninterrupted active learning.

Experiences can include children's own choices or emerge from local or current interests.

As they begin to attribute meaning to their marks, these experiences help young children to notice and develop their understanding of symbolic representation using objects, pictures and symbols. They support young children to recognise that marks, signs and symbols carry meaning.

Children should experience a wide range of stories, poems, songs and rhymes. Experience of different languages and cultures should be offered in sensitive and meaningful ways that give purpose to learning. These experiences can support children to develop and broaden their understanding of the richness and diversity of Wales, in the past and the present.

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Authentic experiences can support children to find out about their environment, develop their appreciation of the world around them and the need to take care of it.

Effective environments

The environment we create in our setting, indoors and outdoors, should be central to children's authentic experiences. Through exploration of their environment, children begin to develop a sense of belonging and an appreciation of the world around them.

It is essential that we consider not only the physical spaces but also the emotional climate of our setting. These environments will provide for wide and varied experiences that allow children to express themselves physically, creatively and imaginatively, and allow them to safely follow their interests, independently or with others. We should offer opportunities for children to experience a sense of awe and wonder and which ignite curiosity about the world, motivating children to explore, solve problems, and develop their creativity and critical thinking.

We should ensure the environments in our setting are welcoming and promote a strong Welsh ethos. They should celebrate and value diversity and demonstrate inclusivity. The environment should ensure that children have access to a broad range of authentic resources to help build vocabulary and facilitate concept development.

The environment should be responsive to the range of emotions a young child can experience and should offer time and protected quieter spaces for self-regulation, contemplation and reflection to nurture a child's well-being.

Pedagogy The same principles of pedagogy apply to Religion, Values and Ethics education.

RVE provides many opportunities for **being outdoors**, thus supporting social, emotional, spiritual and physical development, as well as well-being.

Exploring their own and others' beliefs about and responses to the natural world provides opportunities to inspire awe and wonder, and a sense of mystery.

Children who are able to engage and connect with the natural world can build an empathy for the environment and develop awareness of their potential impact on the world.

Play and play-based learning is also crucial to enable appropriate and meaningful RVE for this age group. Through play and playful experiences, children find ways to explore a range of emotions and learn about the world they inhabit with others.

Play influences thinking and dispositions to learning, and supports feelings of self-worth and self-efficacy which impacts on confidence and independence.

Emphasis in RVE education should be placed upon exploring the lived experiences of people (themselves and others), their religion and / or worldviews, thus creating **authentic and purposeful learning**.

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Cross-curricular skills

Creative and engaging RVE provides a wealth of opportunities to contribute to the development of literacy, numeracy and digital competence.

Literacy

RVE provides opportunity for children to become immersed in rich language experiences and activities to develop their listening, speaking and communication skills.

These opportunities can be linked to an exploration of the natural world, books and stories, an awareness of different languages and developing positive attitudes towards the people who speak them.

Numeracy

Through a cross-curricular RVE approach children can discover and understand that maths is everywhere. Children are naturally inquisitive and develop an understanding of mathematical language, concepts and skills through multi-sensory play and authentic experiences.

Digital competence

RVE should immerse children in authentic and purposeful experiences, incorporating digital skills and competencies in their everyday lives.

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The following table provides suggestions for RVE linked with the Cross-curricular Skills and the Five Developmental Pathways. It also highlights the corresponding Progression Steps from the Curriculum for Wales 2022.

Settings should also refer to their locally (Local Authority) Agreed Syllabus for RE, for possible further requirements and potential guidance.

The RVE Guidance within the Curriculum for Wales, references 'sub lenses'. These might also be reflected in a locally Agreed Syllabus. They are therefore noted below and referenced in the table.

Sub lenses:

- Search for meaning and purpose

How people respond to the deeper questions of life in order to understand the human condition.

- The natural world and living things

How and why people show concern and responsibility for the world and experience awe and wonder in nature.

- Identity and belonging

What makes us who we are as people, communities and citizens living in a diverse world.

- Authority and influence

How and why different types of authority influence people's lives.

- Relationships and responsibility

How people live together and why developing healthy relationships is important.

- Values and ethics

How and why people make moral choices and how this influences their actions.

- The journey of life

What people experience as part of the journey of life and how these experiences are acknowledged.

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Resources

A range of resources to support RVE has been referenced in the table. This is not an exhaustive list and it would be helpful for practitioners to share their awareness of other suitable resources. Please do let me know (Gill Vaisey: gill@booksatpress.co.uk) of any other recommendations and these can be added as this document continues to develop as a useful tool to support schools in designing their own curriculum. This document will be regularly updated and can be downloaded from the [Books at Press](#) website.

The series of resources [Belonging and Believing](#) focusses on eight five-year old children - each from a different religion or worldview. Many of these children live in Wales (Nia, Caitlin, Nyal, Krishan and Wilf), thus providing a Welsh context in which their particular beliefs and values can be explored. Information about each child and their worldview can be seen on the individual website pages listed at the end of the section [here](#).

There are some excellent online video resources to support RVE and these links have been provided where applicable.

When sourcing resources for RVE it is important to ensure that these present an objective view of the religion or worldview being explored and therefore appropriate for use in our educational settings.

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<p style="text-align: center;">Suggestions for developing age appropriate religion and worldviews education RVE for 3 – 4 years</p>	<p style="text-align: center;">RVE links with the Cross-curricular Skills and the Five Developmental Pathways</p>	<p style="text-align: center;">Curriculum for Wales Progression Steps</p>
<p>The natural world and living things Search for meaning and purpose Values and ethics Relationships and responsibilities Authority and influence</p> <p>Our World <i>Who's responsible for the natural world?</i> <i>How do I interact with the natural world?</i> <i>How can I care for the natural world?</i> <i>What do I and other people believe about the natural world?</i></p> <p>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</p> <p>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.</p> <p>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. <i>(NB The CD contains two different levels of Welsh language versions of the story.)</i> Begin to understand and appreciate that some people believe God created the world. Appreciate that some people care for</p>	<p>Literacy The natural world provides a wealth of opportunities for language development through playful experiences, such as the crunch of a leaf or the splash of a puddle. The use of the outdoors promotes well-being, self-esteem and the confidence to communicate.</p> <p>We should support and encourage children to foster a love of books and stories through shared reading with individuals and small groups.</p> <p>All children should have opportunities to develop an awareness that Wales has two official languages and that many other languages are spoken in our communities. We have a responsibility to ensure children develop positive attitudes towards different languages and towards the people who speak them.</p> <p>Communication: My communication is enhanced by adults who</p> <ul style="list-style-type: none"> • actively engage me in stories, songs and rhymes from my own culture and that of others. • use modelling to support and extend my concept and vocabulary development • provide access to picture books to enrich the development of my vocabulary and mathematical concepts such as number, shape and pattern • explore digital resources with me • create environments that provide a wide range of varied experiences that give me opportunities to express myself physically, creatively and imaginatively • provide time for me to talk about and reflect on experiences and events that are important to me • give me time to process and respond 	<p>Progression Step 1 I am beginning to recognise the effects that I have on the natural world.</p> <p>I can recognise why places are important to me.</p> <p>I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.</p> <p>Progression Step 1 I am beginning to understand that my actions and those of others have causes and effects.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and</p>

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<p>the natural world because of their belief that God created it and gave responsibility to humans to care for it.</p> <p>Use the books and resources <i>Belonging and Believing: My Family</i> to focus on Vesper (Christian) and Yusuf (Muslim) and their respective family's belief about God and the natural world.</p> <p>Watch REOnline Charlie and Blue: Allah and Creation (Muslim)</p> <p>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: My Humanist Family</i> to explore Wilf's family's beliefs about their relationship with and responsibility towards the natural world.</p> <p>Appreciate that some people, e.g. Caitlin (Buddhist) from the Belonging and Believing series, care for the natural world because they are following the guidance of a religious / spiritual leader</p> <p>Share the story Puddles and the St Francis Service . Reflect on the Christian belief that God gave stewardship to humans to care for all animals. Consider that some Christians celebrate the value and love for animals through a special church service.</p>	<ul style="list-style-type: none"> • use books, puppets, props and digital media skilfully, in order to engage me in my learning • provide one-to-one, small group and whole-group opportunities • provide opportunities for turn-taking <p>Exploration: <i>My exploration is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • understand the diversity of Welsh culture and provide opportunities for me to become curious about, and explore aspects of, Wales and Welsh culture • use authentic resources to bring stories, rhymes and poems to life • support me to use non-fiction books and appropriate digital resources. • enrich the environment with open-ended resources that enliven my curiosity • use outdoors as a learning space <p>Well-being: <i>My well-being is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • ensure that the environment reflects me and my unique family through the careful selection of resources and the content of displays • respect, value, understand and support my culture, heritage and beliefs <p>Physical development <i>My physical development is enhanced by:</i></p> <ul style="list-style-type: none"> • authentic experiences in the natural world 	<p>differences between people.</p> <p>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.</p>
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<p>The journey of life Search for meaning and purpose Authority and influence</p> <p>Special Times <i>How do I and my family mark different times that are important to us?</i> <i>How do other people celebrate and observe special times in their lives?</i></p> <p>Explore the different times which children celebrate throughout the year/ their lives. 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 (do not ask children to directly engage in religious celebrations or worship). 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.</p> <p>Explore the similarities and differences in the way in which people celebrate and acknowledge special times.</p> <p>Use resources such as Belonging and Believing series: Vesper (Christian Easter), Margalit, (Jewish Purim), Nyal (Hindu Diwali).</p>	<p>Literacy We should support and encourage children to foster a love of books and stories through shared reading with individuals and small groups. Books and authentic reading materials, including those created by the children themselves should be available throughout the environment. We should value the stories that children tell through their play.</p> <p>Belonging: <i>My sense of belonging is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • 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 • respond to my interests, likes and dislikes • plan experiences as a result of observation of my play choices and preferences <p>Exploration: <i>My exploration is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • understand the diversity of Welsh culture and provide opportunities for me to become curious about, and explore aspects of, Wales and Welsh culture • use authentic resources to bring stories, rhymes and poems to life 	<p>Progression Step 1 I am beginning to identify important events that have happened to me in the past.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p>

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Share the series of stories about [Puddles](#) the cat to explore different aspects of the Christian faith and the significance of these to faith adherents e.g. Harvest, Christmas, Easter, St Francis Service.

Watch CBeebies [BBC iPlayer - My First Festivals](#) (St Andrews Day, Thanksgiving, Remembrance Day, Bonfire Night, St Patrick's, St. George's, St Davd's, Harvest, Purim).

[My First Festivals: Hanukkah | CBeebies - YouTube](#)

[CBeebies | Diwali | My First Festivals - YouTube](#)

[Chinese New Year | My First Festivals | CBeebies - YouTube](#)

[Easter Egg Hunt Special | My First Festival | CBeebies - YouTube](#)

[Vaisakhi Special | My First Festival | CBeebies - YouTube](#)

[CBeebies | What is Harvest Festival? | My First Festivals - YouTube](#)

[My First Festivals: Christmas - CBeebies - BBC](#)

[Lets Celebrate Wesak - YouTube](#)

Invite visitors to talk about how they celebrate festivals and special times at home and in places of worship.

Explore special times in people's lives such as ceremonies for babies, coming of age, weddings, memorials and funerals.

Use the [Puddles](#) books for infant baptism and a Christian wedding.

- support me to use non-fiction books and appropriate digital resources.

Well-being:

My well-being is enhanced by adults who:

- ensure that the environment reflects me and my unique family through the careful selection of resources and the content of displays
- respect, value, understand and support my culture, heritage and beliefs

Communication:

My communication is enhanced by adults who

- actively engage me in stories, songs and rhymes from my own culture and that of others.
- use modelling to support and extend my concept and vocabulary development
- provide access to picture books to enrich the development of my vocabulary and mathematical concepts such as number, shape and pattern
- explore digital resources with me
- create environments that provide a wide range of varied experiences that give me opportunities to express myself physically, creatively and imaginatively
- provide time for me to talk about and reflect on experiences and events that are important to me
- give me time to process and respond
- use books, puppets, props and digital media skilfully, in order to engage me in my learning
- provide one-to-one, small group and whole-group opportunities
- provide opportunities for turn-taking

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<p>Authority and Influence Search for meaning and purpose Values and ethics Relationships and responsibilities</p> <p>Special Books and Stories. <i>How do some stories and events influence people’s everyday lives?</i> <i>What books and stories are special for me?</i></p> <p>Recognise that books contain stories and information that can influence people’s lives. Handle and value books appropriately recognizing that some books are classed as holy or sacred by some people and should be handled with particular care and respect.</p> <p>Understand that some books were written many years ago and still have a major impact on the lives of people today.</p> <p>Meet people (visitors) for whom a book (sacred text) is important in guiding them in their life.</p> <p>Enjoy stories associated with religious events, activities and teachings.</p> <p>Begin to understand that some books such as sacred texts are of particular importance to some people, that they contain guidance and rules for life.</p> <p>Consider what and who influences their own codes of conduct and values.</p> <p>Use examples of the Bible for Vesper (Christian), the Qur’an for Yusuf (Muslim), the Guru Granth Sahib for Krishan (Sikh), and the Torah for Margalit, (Jewish) from the Belonging and Believing</p>	<p>Literacy We should support and encourage children to foster a love of books and stories through shared reading with individuals and small groups. Books and authentic reading materials, including those created by the children themselves should be available throughout the environment. We should value the stories that children tell through their play.</p> <p>Communication: My communication is enhanced by adults who</p> <ul style="list-style-type: none"> • actively engage me in stories, songs and rhymes from my own culture and that of others. • use modelling to support and extend my concept and vocabulary development • provide access to picture books to enrich the development of my vocabulary and mathematical concepts such as number, shape and pattern • explore digital resources with me • create environments that provide a wide range of varied experiences that give me opportunities to express myself physically, creatively and imaginatively • provide time for me to talk about and reflect on experiences and events that are important to me • give me time to process and respond • use books, puppets, props and digital media skilfully, in order to engage me in my learning • provide one-to-one, small group and whole-group opportunities <p>Belonging: My sense of belonging is enhanced by adults who:</p> <ul style="list-style-type: none"> • promote an inclusive ethos that values the diverse culture of Wales 	<p>Progression Step 1 I am beginning to understand that some events have happened in the past, other events are happening in the present and that more events will happen in the future.</p> <p>I am beginning to understand that my actions and those of others have causes and effects.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p> <p>Progression Step 1 I am beginning to understand that we need to respect others.</p> <p>I am beginning to understand that my</p>

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<p>series to recognise the importance of these books and their teachings for individuals and communities.</p> <p>Use the illustrated 'story' pages from Belonging and Believing series to find out about some key figures and their significant life events</p> <p>e.g. My Christian family – Jesus My Sikh Family – Guru Nanak My Muslim Family – Muhammad (pbup) My Hindu Family – Ghanshyam (Lord Swaminarayan) My Jewish Family – Avram (Abraham) My Bahá'í Family – Baha'u'llah</p> <p>Watch REOnline Charlie and Blue: Enlightenment (Buddhist)</p> <p>Explore and reflect on the impact of these key figures on individuals, communities and societies today. Meet people (visitors) to whom these key figures are important.</p> <p>Hear stories about other people past and present who have influence on people's lives today.</p>	<ul style="list-style-type: none"> • 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 • provide familiar resources that reflect my cultures and communities • 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 <p>Exploration: <i>My exploration is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • understand the diversity of Welsh culture and provide opportunities for me to become curious about, and explore aspects of, Wales and Welsh culture • use authentic resources to bring stories, rhymes and poems to life • support me to use non-fiction books and appropriate digital resources. • enrich the environment with open-ended resources that enliven my curiosity • use outdoors as a learning space <p>Well-being: <i>My well-being is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • ensure that the environment reflects me and my unique family through the careful selection of resources and the content of displays • respect, value, understand and support my culture, heritage and beliefs 	<p>actions and those of others have consequences.</p>
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<p>Values and Ethics Relationships and responsibility Values and ethics Authority and influence</p> <p>Care and Concern / Helping Others <i>How and why do people care for one another?</i> <i>How do I behave towards others?</i> <i>What rules and codes of conduct do I follow?</i></p> <p>Hear and become familiar with stories and events about helping others. Consider who helps them and how they can help others at home, school and in the community.</p> <p>Identify the work of religious and non-religious people in school and in the community, focusing on how they help others and their motives for doing so.</p> <p>Encourage the children to talk about any religious or non-religious members of the local community with whom they are familiar and know of the work that they do.</p> <p>Provide opportunity for children to meet new people from within the community who hold a variety of different religious and non-religious worldviews e.g. Christian Salvation Army members, vicar, minister, Sunday School teacher, Jewish rabbi or cheder leader, Muslim imam or madrassa teacher, Hindu Bal Mandir teacher, humanist celebrant.</p> <p>Invite visitors to talk with the children about their occupation / voluntary work linked to their religious or non-religious beliefs e.g.</p> <ul style="list-style-type: none"> religious community leaders – Christian vicar, minister, pastor, Jewish rabbi, Muslim imam, Hindu priest, Buddhist 	<p>Literacy We should support and encourage children to foster a love of books and stories through shared reading with individuals and small groups. Books and authentic reading materials, including those created by the children themselves should be available throughout the environment. We should value the stories that children tell through their play.</p> <p>Communication: My communication is enhanced by adults who</p> <ul style="list-style-type: none"> actively engage me in stories, songs and rhymes from my own culture and that of others. use modelling to support and extend my concept and vocabulary development provide access to picture books to enrich the development of my vocabulary and mathematical concepts such as number, shape and pattern explore digital resources with me create environments that provide a wide range of varied experiences that give me opportunities to express myself physically, creatively and imaginatively provide time for me to talk about and reflect on experiences and events that are important to me give me time to process and respond use books, puppets, props and digital media skilfully, in order to engage me in my learning provide one-to-one, small group and whole-group opportunities <p>Belonging: My sense of belonging is enhanced by adults who:</p> <ul style="list-style-type: none"> promote an inclusive ethos that values the diverse culture of Wales 	<p>Progression Step 1 I am beginning to understand that my actions and those of others have causes and effects.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p> <p>Progression Step 1 I am beginning to understand that we need to respect others.</p> <p>I am beginning to understand that my actions and those of others have consequences.</p>

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<p>monk(bhikku), nun (bhikkhuni), or other ordained Buddhist teachers, humanist celebrant</p> <ul style="list-style-type: none"> • children or youth workers – Christian Sunday School teacher, Hindu Bal Mandir teacher, Jewish cheder teacher/leader • humanist celebrant, • charity workers – Oxfam, Christian Aid, Jewish Relief, The Sikh Soup Kitchen, Muslim Aid <p>'Meet' people of different worldviews through short video clips provided by Claire Clinton, RE Matters.</p> <p>Watch REOnline Charlie and Blue: Jesus (Christian)</p>	<ul style="list-style-type: none"> • 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 • provide me with consistent care and respect • use visits and visitors to support connections and enhance interests • make effective use of image, sound, video and technology • provide familiar resources that reflect my cultures and communities • 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 <p>Exploration: <i>My exploration is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • understand the diversity of Welsh culture and provide opportunities for me to become curious about, and explore aspects of, Wales and Welsh culture • use authentic resources to bring stories, rhymes and poems to life • support me to use non-fiction books and appropriate digital resources. • enrich the environment with open-ended resources that enliven my curiosity • use outdoors as a learning space <p>Well-being: <i>My well-being is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • ensure that the environment reflects me and my unique family through the careful selection of resources and the content of displays • respect, value, understand and support my culture, heritage and beliefs 	
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<p style="text-align: center;">Suggestions for developing age appropriate religion and worldviews education RVE for 3 – 4 years</p>	<p style="text-align: center;">RVE links with the Cross-curricular Skills and the Five Developmental Pathways</p>	<p style="text-align: center;">Curriculum for Wales Progression Steps</p>
<p>Identity and belonging Search for meaning and purpose Relationships and responsibility Values and ethics Authority and influence</p> <p>Family, Friends and Belonging <i>What does it mean to belong and how do I and other people express their identity?</i> <i>What groups do I belong to?</i> <i>Who is important to me?</i> <i>How do I show I belong?</i></p> <p>Ask children to bring in a family photograph. Make a display to show and celebrate the differences across families. CBeebies House - Celebrating Differences - Families - Bing video</p> <p>Ensure that a range of resources are available which portray diversity – books, dolls, photographs, videos. Display and use books such <i>That's My Mum</i> by Henriette Barkow, Derek Brazell</p> <p>Create a series of wall displays to celebrate similarities and differences e.g. – hair, skin, dress, headwear Use the board book and resources Hats Of Faith Share the story The Swirling Hijaab Use the book and resources about Yusuf (Muslim) to explore why his mum wears a hijab. Watch You Tube CBeebies series 'What's On Your Head' to explore hijab (Muslim), turban (Sikh) and kippah (Jewish) headdress.</p> <p>Explore the lives of the eight children featured in the Belonging and Believing series. Encourage the pupils to look for similarities and</p>	<p>Belonging: <i>My sense of belonging is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • 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 • provide me with consistent care and respect • use visits and visitors to support connections and enhance interests • make effective use of image, sound, video and technology • provide familiar resources that reflect my cultures and communities • 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 <p>Well-being: <i>My well-being is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • ensure that the environment reflects me and my unique family through the careful selection of resources and the content of displays • respect, value, understand and support my culture, heritage and beliefs <p>Communication: <i>My communication is enhanced by adults who</i></p> <ul style="list-style-type: none"> • actively engage me in stories, songs and rhymes from my own culture and that of others. • use modelling to support and extend my concept and vocabulary development 	<p>Progression Step 1 I am beginning to identify important events that have happened to me in the past.</p> <p>I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p>

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differences across the children's lives - their likes, activities, family members, pets, diet, celebrations, beliefs, practices, worship, artefacts, and lifestyles.

Provide opportunity for the pupils to compare their own lives with those of the children in the books and with other children in the class. Identify what is important to the children in the books and what is important to themselves.

Use the book and resources *Belonging and Believing: [My Baha'i Family](#)* to focus on Nia and her family's beliefs about unity – that everyone in the world belongs to one big family and that differences are to be celebrated.

Read the story of Baha'u'llah from within the book [My Baha'i Family](#) to consider his message of peace and unity across the world for all people.

- provide access to picture books to enrich the development of my vocabulary and mathematical concepts such as number, shape and pattern
- explore digital resources with me
- create environments that provide a wide range of varied experiences that give me opportunities to express myself physically, creatively and imaginatively
- provide time for me to talk about and reflect on experiences and events that are important to me
- give me time to process and respond
- use books, puppets, props and digital media skilfully, in order to engage me in my learning
- provide one-to-one, small group and whole-group opportunities

Exploration:

My exploration is enhanced by adults who:

- understand the diversity of Welsh culture and provide opportunities for me to become curious about, and explore aspects of, Wales and Welsh culture
- use authentic resources to bring stories, rhymes and poems to life
- support me to use non-fiction books and appropriate digital resources.
- enrich the environment with open-ended resources that enliven my curiosity

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<p>Search for meaning and purpose Identity and belonging Relationships and responsibility Values and ethics Authority and influence</p> <p>Special Places <i>Why are some places special to people?</i> <i>What happens in these special places and why?</i> <i>What things are special or precious to you and what is precious for others?</i> Provide opportunity for the children to experience times of stillness and quiet reflection. Create a quiet reflection area within the classroom.</p> <p>Encourage children to enjoy being with others and expressing how they feel during activities such as singing, dancing, playing games, listening to and participating in storytelling. Reflect on times and activities they enjoy.</p> <p>Talk with the children about to whom and what they belong.</p> <p>Use the examples of Vesper (church), Yusuf (mosque), Krishan (gurdwara), Margalit (synagogue), Nyal (mandir), Nia (at home) and Caitlin (garden shrine room) from the Belonging and Believing series to consider why some people enjoy going to a place of worship, the variety of activities and events that happen in a place of worship, and how and why some people pray.</p> <p>Explore some of the Children’s special things and why they are important to them – e.g. Vesper’s Bible, Nyal’s mala beads, Nia’s shells, Caitlin’s shrine.</p>	<p>Belonging: <i>My sense of belonging is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • 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 • provide me with consistent care and respect • use visits and visitors to support connections and enhance interests • make effective use of image, sound, video and technology • provide familiar resources that reflect my cultures and communities • 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 <p>Well-being: <i>My well-being is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • ensure that the environment reflects me and my unique family through the careful selection of resources and the content of displays • respect, value, understand and support my culture, heritage and beliefs <p>Communication: <i>My communication is enhanced by adults who</i></p> <ul style="list-style-type: none"> • actively engage me in stories, songs and rhymes from my own culture and that of others. • use modelling to support and extend my concept and vocabulary development 	<p>Progression Step 1 I can show an awareness of who I am and that I am similar and different to others.</p> <p>I am beginning to develop my awareness of similarities and differences between people.</p>

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<p>Watch REOnline Charlie and Blue: Hindu Worship Sikh Gurdwara</p> <p>Use the Puddles Lends A Paw book, soft toy characters and PLAN+3 activities with the pupils to explore the features of a traditional Church of England church – its features, activities and its community members.</p> <p>Take the children to visit a Christian church – accompanied by the soft toy cat Puddles to investigate all the features of the church that are referenced in the book. Ask a Christian community member to accompany the children / host the visit so that they can talk about why the church and their faith is important to them.</p> <p>Visit other available local places of worship or community facilities which can be hosted in an age-appropriate way.</p>	<ul style="list-style-type: none"> • provide access to picture books to enrich the development of my vocabulary and mathematical concepts such as number, shape and pattern • explore digital resources with me • create environments that provide a wide range of varied experiences that give me opportunities to express myself physically, creatively and imaginatively • provide time for me to talk about and reflect on experiences and events that are important to me • give me time to process and respond • use books, puppets, props and digital media skilfully, in order to engage me in my learning • provide one-to-one, small group and whole-group opportunities <p>Exploration: <i>My exploration is enhanced by adults who:</i></p> <ul style="list-style-type: none"> • understand the diversity of Welsh culture and provide opportunities for me to become curious about, and explore aspects of, Wales and Welsh culture • use authentic resources to bring stories, rhymes and poems to life • support me to use non-fiction books and appropriate digital resources. • enrich the environment with open-ended resources that enliven my curiosity • use outdoors as a learning space 	
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