



# THINK FOR YOURSELF, ACT FOR EVERYONE

Curriculum for Wales

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*curious*

# Curriculum for Wales

Religion Values and Ethics (RVE) will be a ***statutory*** requirement in the Curriculum for Wales for all learners from age 3 to 16.

The new curriculum will be implemented from September 2022 from nursery to year 7 and throughout all years by 2026. (Although secondary schools have been given the option to defer until September 2023)

RVE is **mandatory** and all children in all maintained schools and settings have access to pluralistic RVE. **There is no right to withdraw from RVE.**



# Four Purposes

At the heart of the Curriculum for Wales are the four purposes, which set out the aspirations for all learners. By the age of 16, they should be:

- **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
- **healthy, confident individuals**, ready to lead fulfilling lives as valued members of society



# Impact on SACREs and agreed syllabus

SACREs to be renamed Standing Advisory Councils (SACs)

The Curriculum and Assessment (Wales) Act 2021 provides for the appointment of persons who represent holders of **non-religious philosophical beliefs** in the same way as they permit the appointment of persons who represent holders of religious beliefs.



ASCs must **have regard** to the Curriculum for Wales and the RVE supporting guidance when recommending an agreed syllabus for adoption by a local authority. It must:

- reflect the fact that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales; and
- also reflect the fact that a range of **non-religious philosophical convictions** are held in Wales

All maintained schools and settings are required to have regard to the agreed syllabus, including in schools of a religious character, in their design of the agreed syllabus element of their RVE provision.



# What is a non-religious philosophical conviction?

A philosophical conviction is a view that attains a certain level of cogency, seriousness, cohesion and importance. Views are likely to be regarded as 'philosophical convictions', if they are 'worthy of respect in a democratic society'. Religious worldviews/beliefs are philosophical convictions.

**Non-religious philosophical convictions** are philosophical convictions which are based on a non-religious worldview as opposed to a religious worldview. The inclusion of 'non-religious' must be interpreted as philosophical convictions which come from a non-religious belief perspective rather than just convictions which are not specifically religious. Humanism is the best example of this.



# RVE Guidance

Learners will have opportunities to explore all RVE concepts through a variety of lenses and will explore the importance of RVE's relationship with other aspects of life, society and the world.

Understanding the concept of religion will enable learners to build a well-rounded understanding of religion, and the significance of the different ways that it is defined.

RVE in the curriculum is not about making learners religious or non-religious; its teaching therefore must promote openness, impartiality and respect for others through an objective, critical and pluralistic approach.

Each school will need to decide its own approach to [curriculum design in the Humanities Area](#) and to how RVE best works within it.



# RVE and the statements of what matters

Before any detailed planning can begin, it is essential for practitioners and school leaders to consider the Humanities statements of what matters, which contribute to learners realising the four purposes of the curriculum.

Practitioners and leaders should also consider the statements of what matters in other Areas where RVE may be able to contribute to learning.





# Progression steps and descriptions of learning

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



## Sub lenses in RVE include:

- Search for meaning and purpose
- The natural world and living things
- Identity and belonging
- Authority and influence
- Relationships and responsibility
- Values and ethics
- The journey of life



# Cross curricular competencies

**The curriculum must embed the mandatory cross-curricular skills and the integral skills which underpin the four purposes of the curriculum.**

## **Cross-curricular skills**

- **Literacy**
- **Numeracy**
- **Digital competence**

## **Integral skills**

- **Creativity and innovation**
- **Critical thinking and problem-solving**
- **Planning and organising**



# What does this mean for SACs?

**Schools will be looking for help with the non-religious philosophical conviction aspect of RVE and whilst there is much confusion over how this is defined, the most common and clearly articulated non-religious philosophical conviction is humanism.**

**Other philosophical convictions can be taught in RVE but the non-religious aspect of the belief must be clear.**

**RVE is now mandatory from nursery so there may be more demand from early years settings where this is a new requirement.**



# Learning Experiences

[Learning experiences](#) are a central aspect of the philosophy of the [Curriculum for Wales framework](#).

Experiences highlighted in the RVE guidance include opportunities to:

- engage with religious and **non-religious local communities** in ways that learners will find meaningful and valuable
- meet people for whom faith and **belief** is important to help learners explore lived experiences
- engage with religious and **non-religious sources**, for example religious leaders, people of faith and belief, philosophers, places of worship, artefacts, sacred texts and philosophical writings
- **consider what influences people** in their response to ethical dilemmas, solve real and present problems, and explore past events
- ask big questions relating to higher powers or ultimate reality, the world, the meaning and purpose of life and of **their own experiences**
- learn to **respond to the beliefs and convictions of others** whilst exploring and analysing their own views and values

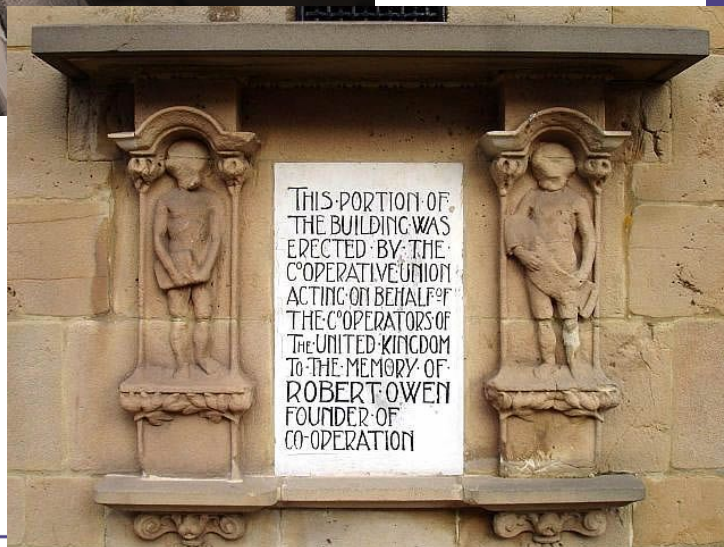
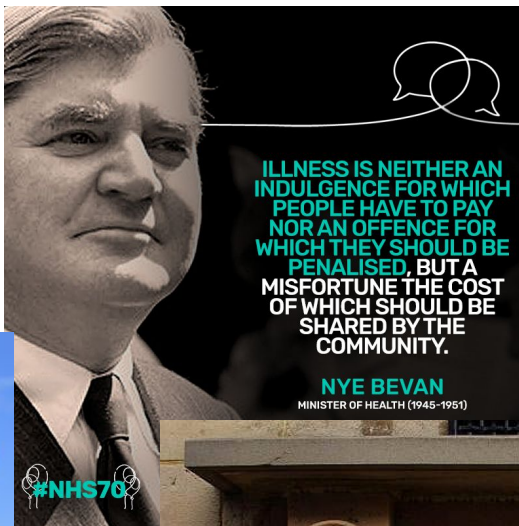


# SAC reps and the Curriculum for Wales

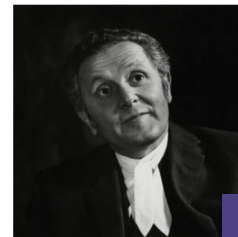
- Use familiar language in the curriculum
- Understand the progression steps and how RVE is being delivered in each school you visit
- Include local examples - *Cynefin* is a crucial concept in the new curriculum
- Stick to humanism - it is not our place to cover other religions and beliefs



# Cynefin



## Humanist Heritage



Leo Abse (1917-2008)

Human Rights

Politics

Social Reform



# Resources

<https://understandinghumanism.org.uk/>

<https://heritage.humanists.uk/>

<https://assembliesforall.org.uk/events/>





# Core knowledge guide

**RVE at nursery is now mandatory - at ages 3-5** students can learn age-appropriate content about simple concepts that are integral to the humanist approach to life: curiosity, kindness, friendship, and the search for what makes us happy.

Events such as World Humanist Day and Darwin Day can support students' understanding of what humanists might celebrate. Learning about humanist ceremonies (such as humanist naming ceremonies) can also support student's understanding of the value humanists place on freedom and relationships.

Learning about humanism can support young children to learn more about themselves and other people and understand the ways in which people are similar and different. This can help develop respectful relationships and an understanding of people's rights to believe different things.



# Questions?

