

## Religion, Values and Ethics (RVE) Policy

This policy was approved by governors on 24th April 2024 and will be reviewed on 24th April 2027 [Every three years]

### Introduction and Aims

RVE at Magor Church in Wales Primary School forms part of the Humanities area of learning. Religion, values and ethics is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16. There is no parental right to request that a child is withdrawn from RVE.

As a voluntary aided school, we follow the Church in Wales guidance [Designing your Curriculum Guidance - The Church in Wales](#) whilst also having regard for the locally agreed syllabus.

Wales has a rich and distinctive culture with its own language, customs, festivals, music and politics. It is a culture in which many diverse views co-exist within a society bound by the common values of democracy and the rule of law. This diversity creates the dynamic and vibrant society, which reflects modern Welsh life where all social, cultural, religious and spiritual beliefs are scrutinized, and those who hold them are respected and treated equally.

The celebration and underpinning of this diversity is fundamental to the ethos of Magor Church in Wales Primary School and is embedded in all aspects of the curriculum through rich learning experiences. Throughout its history Wales has welcomed people of different faiths and from different cultures, and via its teaching of the subject of religion, values and ethics, our school supports an approach which promotes the understanding of and respect for all religions, beliefs and non-religious world views, thus reflecting the diversity that exists in our forward-looking Welsh society.

Our approach celebrates a creative, compassionate education that embraces and empowers, ensuring that children and young people are supported to engage with matters of “purpose, faith and belief” and to fulfill their roles as valued members of society ready to play a full part in life and work as ethical, informed citizens of Wales and the world.

Magor Church in Wales Primary School works in partnership with the Church in Wales and Llandaff.

### RVE and the Curriculum for Wales

RVE is situated within the Humanities Area and incorporates a range of disciplinary approaches that can be used by learners to engage critically with a broad range of religious and non-religious concepts. There are also strong relationships between RVE and the other disciplines within Humanities as well as with other Areas.

Concepts are important in RVE because they are central ideas that help learners to make sense of and interpret human experience, the natural world and their own place within it. Learners will have opportunities to explore RVE concepts through a variety of 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.

RVE in the Curriculum for Wales is objective, critical and pluralistic, both in content and pedagogy and is not about making learners 'religious or 'non-religious'. The teaching of RVE at our school promotes openness, impartiality, and respect for others.

### **Time Allocation**

A minimum of 5% and up to 10% of curriculum time is designated to RVE. This is equivalent to 1 hour 15 minutes per week but will not always take place as a discrete lesson.

### **Teaching and Learning**

Our RVE is delivered via a two year rolling programme. Please see appendix 1.

### **Spirituality**

Magor Church in Wales Primary School use the Church in Wales spirituality framework to plan opportunities for spiritual development.

We focus on four aspects: self, others, beauty and questions about something beyond the ordinary. This is more fully explained in the framework below.

**Self:** Spiritual learners become increasingly aware of the concept of self, being aware of the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

**Others:** Spiritual learners become increasingly aware of the concept of others, showing a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

**Beauty:** Spiritual learners become increasingly aware of the concept of a physical and creative world, developing a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

**Beyond:** Spiritual learners become increasingly aware of the concept of the beyond, developing a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

### **Resources and Professional Development**

We use Understanding Christianity as our main resource to support the teaching of Christianity. A range of other resources are used to enhance the teaching of other faiths and non-religious philosophical convictions. Where possible RVE leads attend training and are part of networks that disseminate good practice.

### **Links to our church**

We regularly take part in services at St. Mary's Church, Magor such as Christingle, Easter and Year 6 leavers. We also take part in community services. A member of the clergy leads worship on a weekly basis and has delivered Eucharist sessions with Year 5 and 6 pupils.

### **Visits and Visitors**

At Magor Church in Wales Primary school we encourage visitors to our school in line with our visitor's policy. We visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community meet with children and are involved in the teaching of RE. In addition, in some classes, we offer the opportunity to visit different places of worship e.g. Ebenezer Baptist Chapel or St Woolos Cathedral. We understand the importance of opportunities to research other faith and belief groups including those who hold non-religious philosophical convictions, that are represented locally and across Wales, as well as sacred places and spaces, past and present.

We have fortnightly worship led by members of the Baptist chapel and regularly welcome other visitors to deliver worship.

### **Monitoring and Assessment**

RVE is part of our monitoring cycle and is monitored by SLT, AOLE teams and pupil leadership teams (WAVE).

The RVE leads in partnership with the senior leadership team are responsible for monitoring standards of teaching and learning. The link governor is responsible for feeding back to the governing body.

RVE is inspected under the Gwella section 50 framework. Link to our current Section 50 inspection report can be found here <https://www.magorciwprimary.co.uk/inspection-reports/>

**RVE LEADS: Humanities AOLE Team /SLT**

**LINK GOVERNOR: Rev. Jeremy Harris**

**DATE: 24/4/24**

**DATE FOR REVIEW: 24/4/27**

## Religion, Values and Ethics (RVE) - Curriculum Bi-annual Overview

Yr A	Key Dates	STAGE 1 – Nursery & Reception	STAGE 2 – Y1 & Y2	STAGE 3 – Y3 & Y4	STAGE 4 – Y5 & Y6
Autumn 1 RESPECT	Please refer to <a href="https://www.imaginer.co.uk/roots-fruits-resources/">Religious Festivals Calendar (primaryhomeworkhelp.co.uk)</a>	<b>Creation (God)</b> Why is the word God so important to Christians? (UC F1)	<b>Judaism – food and celebrations</b> What do celebrations food and activities teach us about important stories for Jewish people? (Inspiring RE) <a href="#">Synagogue Visits – Cardiff Reform Synagogue</a>	<b>Multifaith (Starting with Christianity) and no faith</b> What can we learn from religions about deciding right and wrong? <a href="#">200328 – NATRE Project</a>	<b>Islam</b> - Diocese & Cardiff University's Centre for Islamic Study Resources  <a href="#">Islam – Llandaff Diocese (churchinwales.org.uk)</a> Mosque Visit & Visitor -
Autumn 2 PEACE		<b>Incarnation</b> Why do Christians perform nativity plays at Christmas? (UC F2)	<b>Incarnation</b> Christianity Incarnation Why does Christmas matter to Christians? (UC 1.3)	<b>Incarnation</b> Taith Adfent Project <a href="#">Taith Adfent - The Church in Wales</a>	<b>Incarnation</b> Was Jesus the Messiah? (UC 2b.4)
Spring 1 COMPASSION		<b>Judaism- exploring artefacts.</b> What special objects do Jewish people have in their homes? (Inspiring RE)	<b>Multifaith (Starting with Christianity)</b> What do Christians believe God is like? (UC 1.1) Stories About God from other faiths (DPRE Book)	<b>Gospel</b> What kind of world did Jesus want? (UC 2A.4)	<b>Multifaith (Starting with Christianity) and no faith -</b> Exploring Right & Wrong (Inspiring RE & RE Today)
Spring 2 COURAGE		<b>Salvation</b> Why do Christians put a cross in an Easter Garden? (UC F3)	<b>Salvation</b> Why does Easter matter to Christians? (UC 1.5)	<b>Salvation</b> Why do Christians call the day Jesus died "Good Friday"? (UC 2a.5)	<b>Salvation</b> What did Jesus do to save human beings? (UC 2b.6)
Summer 1 JUSTICE		<b>Multifaith (Starting with Christianity) and no faith - Special Books &amp; Words (UN Golden Rule Project)</b> (RE Ideas: Sacred Words)	<b>Hinduism</b> What do the stories from the religion teach us about Hindu beliefs? (Inspiring RE) <a href="#">School Visits - Cardiff Mandir (swaminarayan.wales)</a>	<b>Sikhism</b> What does it mean to be a Sikh in Britain today? (Inspiring RE)	<b>Multifaith (Starting with Christianity) and no faith</b> Pilgrimage & Journey (RE Ideas: Journey)
Summer 2 THANKFULNESS		Spirited Arts Project			

<https://www.imaginer.co.uk/roots-fruits-resources/> Resource for Values – Password: RaF14img7

NATRE login: [Member Login \(natre.org.uk\)](https://www.natre.org.uk/) Membership Number: 10310324 Password: NM423

Yr B	Key Dates	STAGE 1 – Reception	STAGE 2 – Y1 & Y2	STAGE 3 – Y3 & Y4	STAGE 4 – Y5 & Y6
Autumn 1 TRUST	Please refer to <a href="https://www.imaginer.co.uk/roots-fruits-resources/">Religious Festivals Calendar (primaryhomeworkhelp.co.uk)</a>	<b>Creation (God)</b> Why is the word God so important to Christians? (UC F1)	<b>Multifaith - Opening up Belonging -</b> how people belong to different communities	laith a Gweddi Project <a href="#">laith a Gweddi - The Church in Wales</a> + Why do people pray? <a href="#">200323 – NATRE Project</a>	<b>Multifaith -</b> Bullying and Belief Project <a href="#">Anti-bullying Primary Resources (natre.org.uk)</a>
Autumn 2 HUMILITY		<b>Incarnation</b> Why do Christians perform nativity plays at Christmas? (UC F2)	<b>Multi faith (Starting with Christianity &amp; Christmas) Festivals</b> What do celebrations teach us about faith? (Inspiring RE)	<b>Multifaith (including Jesus' journey of life) and no faith</b> Why do some people think life is a journey? <a href="#">200325 – NATRE project</a> (Exploring The Journey of Life and Death Resource)	<b>Incarnation</b> What is the Trinity? (UC UNIT 2A.3)
Spring 1 TRUTHFULNESS		<b>Judaism- exploring artefacts.</b> What special objects do Jewish people have in their homes? (Inspiring RE)	<b>Multifaith -</b> Symbols of Faith DPRE Resource	<b>Multifaith and no faith</b> Frindia Byd Project / Creation <a href="#">Ffrindiau'r Byd - The Church in Wales</a>	<b>Big Questions -</b> Religious and non-religious worldviews (Inspiring RE)
Spring 2 PERSEVERANCE		<b>Salvation</b> Why do Christians put a cross in an Easter Garden? (UC F3)	<b>God</b> What do Christians believe God is like? (UC 1.1)	<b>People of God</b> What is it like for Christians who follow God? (UC 2A.2)	<b>Gospel</b> What would Jesus do? (UC 2B.5)
Summer 1 FORGIVENESS		<b>Multifaith (Starting with Christianity) and no faith - Special Books &amp; Words (UN Golden Rule Project)</b> (RE Ideas: Sacred Words)	<b>Multi faith -</b> Sacred Places - Christianity, Judaism and Islam (RE Ideas) + Local sacred places in Magor	<b>Multifaith - Opening up</b> Community - + Local faith communities in Magor	<b>Multifaith -</b> What can be done to reduce racism? Can religion help? <a href="#">Pri Unit of Work - KS2 8-11s AntiRacist Prim RE Project (natre.org.uk)</a>
Summer 2 RESPONSIBILITY		Spirited Arts Project			

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