



Agreed Syllabus

Religion, Values and Ethics

Ceredigion Local Authority





Introduction

In line with the statutory requirements of the Curriculum for Wales, Religious Education is now known as 'Religion, Values and Ethics' (RVE). With the creation of the Curriculum and Assessment (Wales) Act 2021 and the obligation to provide additional guidance on specific aspects of the curriculum, further additions and updates have been made to the Curriculum for Wales framework guidance including additions in relation to the Religion, Values and Ethics guidance.

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 and business studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.

RVE is still locally determined and therefore, as well as having regard to the requirements of the Curriculum for Wales Framework Guidance on Hwb, all Ceredigion Local Authority schools must have regard to the Ceredigion Agreed Syllabus for RVE, when designing their curriculum.

It is the Local Authority's responsibility to monitor the statutory provision of Religion, Values and Ethics, and they are supported in doing this by Ceredigion's Standing Advisory Council on Religion, Values and Ethics.

Every local authority is legally required to establish and support an Agreed Syllabus Conference which must prepare a Religion, Values and Ethics syllabus to be adopted by the local authority.

The Curriculum for Wales Religion, Values and Ethics Statutory Guidance on Hwb was adopted as the new Ceredigion Agreed Syllabus for RVE on the 7th of March, 2022, following a formal recommendation to the Local Authority by the Agreed Syllabus Conference on 3rd March, 2022. This Agreed Syllabus is not intended to be a scheme of work. It provides a framework within which each school can best design its own local curriculum which includes RVE within the Humanities Area of Learning and Experience. However, 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.

Welsh Government RVE statutory guidance can be found on the Hwb website:

[Humanities: Designing your curriculum - Hwb \(gov.wales\)](#)

Further information can be found in the summary of legislation on Hwb:

[Summary of legislation - Hwb \(gov.wales\)](#)



Audience

The RVE guidance in the Humanities Area has been written to be accessible to all those responsible for designing a curriculum. Those persons who must have regard to the guidance when designing a curriculum are:

- the headteacher of a maintained school or a maintained nursery school
- the governing body of a maintained school or a maintained nursery school
- a provider of funded non-maintained nursery education
- the teacher in charge of a pupil referral unit
- the management committee for a pupil referral unit
- a person who provides teaching and learning for a child, otherwise than at a maintained school, maintained nursery school or pupil referral unit, by virtue of arrangements made under section 19A of the Education Act 1996 (c. 56)
- a local authority in Wales

In addition, the guidance may also be useful to practitioners, regional consortia, awarding bodies, Estyn, teacher unions, religious organisations, non-religious organisations, parents and carers and other bodies in Wales with an interest in RVE. These bodies do not have to have regard to the guidance but it may be useful and informative for them to refer to it to better understand the content of a given setting's curriculum.

Spiritual development

In the context of RVE, spiritual development is concerned with our natural ability to look for, express and understand what is important in life, and to question who we are and why we are here.

Spiritual development may or may not involve religion. Through experiencing and reflecting on our relationships, spiritual development may be apparent in the following: awareness of self in relation to others; connections to the wider and the natural world (and, for some people, to a higher power or ultimate reality); creativity and going beyond the everyday; exploration of ultimate questions and contemplation of meaning and purpose.

Collective Worship

The Education Reform Act 1988 and the Welsh Office Circular 10/94 set out the legal requirements for collective worship in schools in Wales. These requirements apply to pupils in maintained schools other than special schools. The requirements do not apply to colleges of further education or to nursery schools or nursery classes in infant or primary schools.

The Education (Special Schools) Regulations 1994 set out the requirements for collective worship in special schools.

The requirements are:

- schools must provide collective worship daily for all registered pupils
- most acts of collective worship in each term should be wholly or mainly of a broadly Christian character; this means that they should reflect the broad traditions of Christian belief without being distinctive of any particular Christian denomination
- collective worship can take place at any time during the school day
- collective worship can be provided to pupils in any sized group, for example, as a class, a year group, a phase group or a whole-school community
- collective worship should take account of the family backgrounds, ages and aptitudes of the pupils involved.



- There is no legal requirement to provide collective worship for pupils aged under five.
- A parent can request that their child is excused from collective worship and schools must agree to such requests. Parents do not have to give reasons.

DESIGNING YOUR CURRICULUM FOR RVE

Curriculum design and development must incorporate, where appropriate, opportunities for learning and consideration of **cross-cutting themes** in the Curriculum for Wales. These cross-cutting themes are:

- careers and work-related experiences,
- human rights, diversity,
- local, national and international contexts and
- relationships and sexuality education.

It is also important that the **cross-curricular skills** of literacy, numeracy and digital competence, as well as the **skills integral to the four purposes** (creativity and innovation, critical thinking and problem solving, personal effectiveness, planning and organising) are considered in curriculum design.

When realising their curriculum, schools and settings need to decide how RVE best works within their approach to the Humanities Area. For example, curriculum design can be integrated, multidisciplinary, interdisciplinary or disciplinary.

When planning and preparing your RVE curriculum you should take note of specific areas. Please see below links which will take you to the relevant sections of the guidance on the Hwb website:

[Humanities: Statements of what matters - Hwb \(gov.wales\)](#)

[Humanities: Principles of progression - Hwb \(gov.wales\)](#)

[Humanities: Designing your curriculum - Hwb \(gov.wales\)](#)

As learners progress, they should have greater opportunities to engage with different disciplines and to specialise within them. This process should be supported by discipline-specialist teaching, which, along with the multi-disciplinary approach to curriculum design, should prepare learners who seek to specialise further during learning post-16. This will require specialists to teach RVE and specialists to have input in designing RVE within the humanities. While learners should have opportunities to specialise, the curriculum must remain broad and balanced and each learner should continue to draw on learning from each Area of Learning and Experience throughout their time in compulsory education, which includes the mandatory element of RVE.

Creating links

Curriculum development in schools and settings should explore clear links and interdependencies between RVE and the other Areas as part of a **holistic curriculum**. These links and interdependencies should be drawn upon during curriculum planning, with practitioners working creatively and collaboratively to support learners' realisation of the four purposes of the curriculum.

Schools and settings should also strive to create links with different denominations and faith groups in order to expand on their learners' RVE experiences and develop their understanding of their own cynefin within the history and traditions of Ceredigion and Wales.



Post-16

In the Curriculum for Wales, the mandatory status of RVE has been removed for Years 12 and 13. Therefore, RVE has become optional for these learners. However, this does not prevent individual schools with Sixth Forms from timetabling RVE. Sixth Formers have the right to 'opt in' to RVE and the school would legally have to provide RVE for those learners upon request.

More information on Post-16 RVE can be found here:

[Summary of legislation - Hwb \(gov.wales\)](#)

The right to withdraw in the Curriculum for Wales

From September 2022, there will be no parental right to withdraw from RVE. More information on the right to withdraw can be found in the legal summary on Hwb:

[Summary of legislation - Hwb \(gov.wales\)](#)

Complaints

Under the Education Act, the LA must provide local arrangements for dealing with complaints. The SAC on RVE will consider complaints about the provision of RVE (or the lack of provision of RVE). This arrangement will give parents and others the opportunity to ensure the proper provision of RVE across all schools in Ceredigion.