

Randolph's Spiritual Quest and Search for Meaning



A Guide for Teachers

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Tania ap Siôn

Illustrated by Phillip Vernon



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The St Mary's Centre
Llys Onnen
Abergwyngregyn
Gwynedd
LL33 0LD
Wales

Tania ap Siôn and Phillip Vernon are identified
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Note: Sections will be updated when the Curriculum for Wales 2022 is published in 2020.

PREFACE

Randolph's Spiritual Quest and Search for Meaning Series is a Welsh Government commissioned resource to support Religious Education for 8- to 11-year-old learners in the Curriculum for Wales 2022.

The pedagogical approach illustrated in this series aims to inspire teachers to be creative and confident when developing meaningful and challenging Religious Education in the school curriculum. Devised for the new learning context in Wales (in which teachers and schools are given greater autonomy in curriculum organisation and selection of content) the open, enquiry-based approach of *Randolph's Spiritual Quest and Search for Meaning* makes the series relevant to Religious Education across schools in Wales, as well as England and further afield.

The St Mary's Centre, Wales, is actively engaged in academic research concerning young people, religion and education, and this expertise informs practice in all our curriculum development projects, including *Randolph's Spiritual Quest and Search for Meaning Series*.

I am grateful to the academic and professional advisors who supported the development of this series through their advice, critical insights and peer reviewing, to Nant Roberts who worked on the Welsh language editions of the resources, to Tomos ap Siôn who created the films for the series and gave permission to use his original music, and to Phillip Vernon who brought Randolph the Wise to life with his illustrations and design.

Tania ap Siôn
The St Mary's Centre
Llys Onnen
Abergwyngregyn
Gwynedd LL33 0LD

www.st-marys-centre.org.uk

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1 INTRODUCING RELIGIOUS EDUCATION

Introduction

Providing Religious Education in state-maintained schools in Wales and England has been a statutory requirement since the 1944 Education Act. Over the years, approaches and content in Religious Education have been shaped to reflect societal changes and prevailing pedagogies and practices in education. Such developments ensure that Religious Education remains an educationally significant and relevant entitlement for every learner.

Curriculum for Wales 2022

Today, Religious Education in Wales continues to be shaped in response to the Curriculum for Wales 2022. Here, Religious Education may make distinctive contributions to the *four purposes*, which seek to develop children and young people as:

- 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.

([*Successful futures*](#), 2015, p.29)

Religious Education may also make distinctive contributions to the Humanities' Area of Learning and Experience in which it is placed. In addition, the Religious Education that learners experience may be enriched by the foci and the relationships present within the Curriculum for Wales 2022, as learning becomes more connected and holistic. However, there are real challenges, such as the need to develop the right kind of quality resources to support schools in their organisation of the Humanities' Area of Learning and Experience and their choice of content appropriate to their setting.

Randolph's Spiritual Quest and Search for Meaning Series has been developed to stimulate creativity and ideas within the Humanities' Area of Learning and Experience by illustrating natural inter-disciplinary opportunities using examples of local places in Wales. Central to the series is a respect for the professional autonomy required of teachers and schools to deliver the Curriculum for Wales 2022 and to provide connected, meaningful Religious Education within it.

Bridging 2008 and 2022

As Religious Education in Wales is being shaped to play its part in the Curriculum for Wales 2022, from a legal perspective current *locally agreed syllabuses* still determine Religious Education in each local authority. Until new locally agreed syllabuses are produced or adopted, these locally agreed syllabuses reflect Religious Education within the Curriculum for Wales 2008 (see appendix for the legal provision for Religious Education in Wales). Locally agreed syllabuses are available from the Wales' Association of SACREs' website (www.wasacre.org.uk) as well as from each local authority.

With the phased introduction of the Curriculum for Wales 2022, locally agreed syllabuses for Religious Education in Wales will need to give due regard to the Curriculum for Wales 2022 and the 'Framework for Religious Education' (published in 2020).

Randolph's Spiritual Quest and Search for Meaning Series is a non-prescriptive, enquiry-based resource, which means that it can be used to support Religious Education in many different ways. The inherent flexibility of the series makes it a useful bridging resource because it is equally relevant to the Curriculum for Wales 2008 and the Curriculum for Wales 2022.

It is intended that *Randolph's Spiritual Quest and Search for Meaning Series* should be used in conjunction with:

- your statutory locally agreed syllabus for Religious Education and any supplementary guidance material;
- the guidance for the Curriculum for Wales 2022, including the statutory guidance for the Humanities' Area of Learning and Experience (published 2020);
- 'The Framework for Religious Education' (published 2020).

2 RELIGIOUS EDUCATION IN THE HUMANITIES

In the Curriculum for Wales 2022, Religious Education is located within the Humanities' Area of Learning and Experience, alongside Geography, History, Business Studies and Social Studies. Religious Education also may engage meaningfully with other areas of learning and experience (for example, Health and Well-being). All areas of learning and experience and their subject disciplines should support the *four purposes* of the curriculum (see p.1).

The following examples of key foci in the Humanities' Area of Learning and Experience give a useful indication of what 'Humanities' in the Curriculum for Wales 2022 is about.

Some key foci:

- “The Humanities Area of Learning and Experience is all about asking questions about the human condition.”
- “Humanities will provide opportunities for all learners to learn about their heritage and sense of place through a study of their *cynefin* and of Wales ... [as well as] how the people of Wales, its communities, culture, landscape, resources and industries interrelate with the rest of the world.”
- In the Humanities, learners “will enquire and investigate”, “evaluate diverse views of the world and form their own interpretations”, “engage with issues”, “be invited to take social action”, and consider “always the ethical implications of choices”.

[Humanities: Draft statutory guidance area of learning and experience](#)

April 2019 (p.3)

Learning and experience in the Humanities (Curriculum for Wales 2022) are structured around five *What Matters Statements for Humanities*, which articulate the main concerns. When planning for learning, relationships *within* and *between* these 'What Matters Statements' are to be recognised and explored.

What Matters Statements for Humanities:

- Developing an enquiring mind enables learners to explore and investigate the world, past, present and future, for themselves;
- Events and human experiences are complex, and are perceived, interpreted and represented in different ways;
- Our natural world is diverse and dynamic, influenced by physical processes and human actions;
- Human societies are complex and diverse, and are 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, ethical and sustainable action.

[Humanities: Draft statutory guidance area of learning and experience](#)

April 2019 (pp.6-8)

Randolph's Spiritual Quest and Search for seeks to demonstrate that Religious Education has much to offer the Humanities' Area of Learning and Experience as well as being enriched by engaging with other subject disciplines within the Humanities.

The aim at the heart of *Randolph's Spiritual Quest and Search for Meaning Series* is to give learners and teachers the confidence to ask challenging questions and to engage respectfully with the variety and complexity of responses to them, which keep stimulating new lines of enquiry. The series promotes a 'questing' approach to learning, which recognises that there are no simple answers, and learners are invited to set out on a life-long journey.

Note: This section will be updated when the Curriculum for Wales 2022 is published in 2020.

3 CONCEPTS AND RELIGIOUS EDUCATION

In the Humanities' guidance document for the Curriculum for Wales 2022, there is an emphasis on exploring 'concepts' in the Humanities. Each of the five inter-related Humanities' What Matters Statements identifies key concepts to be explored from the perspectives of Religious Education, Geography, History, Business Studies and Social Studies.

Each subject discipline within the Humanities is able to offer a significant contribution to the exploration of the Humanities' concepts as well as their own distinctive perspectives and emphases.

Randolph's Spiritual Quest and Search for Meaning Series provides opportunities for teachers and learners to explore these concepts from perspectives relevant to Religious Education as well as other subject disciplines. When shaping the curriculum for your own learning context, it may be helpful to identify within the Randolph the Wise stories both explicit and implicit opportunities for exploring relevant concepts.

What Matters Statement 1: Developing an enquiring mind enables learners to explore and investigate the world, past present and future, for themselves.

In this what matters statement, learners should have opportunities to explore **concepts** including: questioning, evidence, validity, reliability, bias, ethics and judgements.

What Matters Statement 2: Events and human experiences are complex, and are perceived, interpreted and represented in different ways.

In this what matters statement, learners should have opportunities to explore **concepts** including: seeking meaning, ultimate and philosophical questions, representations, perspectives, historical interpretations, significance, validity and making judgements.

What Matters Statement 3: Our natural world is diverse and dynamic, influenced by physical processes and human actions.

In this what matters statement, learners should have opportunities to explore **concepts** including: place, space, environment, physical processes, significance, cause and effect, and change and continuity.

What Matters Statement 4: Human societies are complex and diverse, and shaped by human actions and beliefs.

In this what matters statement, learners should have opportunities to explore **concepts** including: chronology, change and continuity, diversity, cause and effect, interconnectedness, community, identity and belonging, authority and governance.

What Matters Statement 5: Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered, ethical and sustainable action.

In this what matters statement, learners should have opportunities to explore **concepts** including: economic, environmental and social sustainability, citizenship, power and authority, interconnectedness, justice and equality, rights, and social action and responsibility.

[Humanities: Draft statutory guidance area of learning and experience](#)

April 2019

It is important to keep returning to these concepts, so that learners are given opportunities to understand and appreciate them in new ways and with greater breadth and depth as they progress through their education.

Note: This section will be updated when the Curriculum for Wales 2022 is published in 2020.

4 THE LANGUAGE OF RELIGIOUS EDUCATION

Although education may be approached and experienced in integrated, holistic ways, it should be recognised that different subject disciplines have their own language for talking about concepts significant to them. However, no language is static; terminology, meaning and expression may change over time and among different groups for a variety of reasons.

An important part of education is concerned with learning the language of the various subject disciplines, and this includes Religious Education.

Learning the language of Religious Education enables learners to:

- recognise discourse that is related to religious and non-religious lived experiences, beliefs, and practices (including spiritual dimensions);
- understand discourse that is relevant to Religious Education and engage with it in meaningful ways;
- contribute perspectives that are relevant to religious and non-religious lived experiences, beliefs, and practices (including spiritual dimensions) to wider discourses.

When shaping the curriculum for your own learning context, it may be helpful to identify within the *Randolph's Spiritual Quest and Search for Meaning Series* both explicit and implicit opportunities for using and exploring the language of Religious Education in dialogue with the Humanities' concepts.

One approach to identifying opportunities for using and exploring the relevant language of Religious Education is exemplified through the storybook title, [*Bringing Health and Healing*](#). First, 'general' terms and themes are identified that are of broad interest to Religious Education. Second, 'specific' terms and themes are identified that are part of deeper discourse within Religious Education. The examples suggested are not exhaustive, and they will relate to how the storybook is used in your classroom context.

Example: *Bringing Health and Healing*

‘General’ terms and themes may include:

authority	relationships
brokenness / wholeness	forgiveness
compassion	reconciliation
conflict / peace	respect
healing	ritual
health	safe space
journey	sacred / secular
life and death	symbol
material / spiritual	tradition
meaning and purpose of life	quest
memories / remembering	wisdom
place	

‘Specific’ terms and themes (drawn from the ‘general’) which are part of the deeper discourse, for example:

anoint	priest
Bible	relics
crucifix / cross	sacrament
church	saint
enlightenment	salvation
guru	sanctuary
iconography	shrine
intercessions	soul
light / darkness	spirit
meditation	temple
parable	Vedas
pilgrimage	worship
prayer	yoga

5 INTRODUCING RANDALPH THE WISE

Randolph's Spiritual Quest and Search for Meaning Series is a Welsh Government commissioned resource designed to support teachers and schools in their delivery of Religious Education for 8- to 11-year-old learners. The series takes the importance of place (and *cynefin*) seriously and is based upon extensive research into how children learn about themselves, others, and the world in which they live.

What is the series about?

The storybooks revolve around an ancient archetypal figure called Randolph the Wise, who is searching for answers to the very big question. He wants to know, 'What really matters?' This question takes Randolph the Wise on a journey through Wales. On his travels, he finds some special places and people to help him with his quest. In many ways, this is only the beginning of a journey, as Randolph the Wise challenges his readers to engage with the very big question themselves, and to start new journeys of their own.

In the storybooks six themes (or areas of experience) emerge as significant areas of interest to the diverse range of people whom Randolph the Wise meets on his travels. These themes include:

- Bringing Health and Healing;
- Caring for the Future;
- Living with Nature;
- Making Spiritual Journeys;
- Remembering the Past;
- Serving Others.

The resources

The series may be downloaded for free from the [Welsh Government Hwb](#) website and the [St Mary's Centre website](#). The series includes:

- *six storybooks*, each exploring a 'What *really* matters?' theme through engagement with places and people in Wales;
- *six films set to music*, one for each storybook, connecting learners more closely with place and stimulating further reflection arising from the 'What *really* matters?' theme;
- *six music soundtracks*, which learners and teachers can use in their own films about their own local places;
- this Guide for Teachers, which provides some basic information about Religious Education and makes connections with other

resources helpful to learners and teachers as they explore the resources in the series.

It is recommended that you download the resources before using them to avoid any internet connection issues. The storybooks and teachers' guide are pdf files (go to 'View' for slideshow, single page, two page viewing etc.); the films are MP4 files (apart from *Bringing Health and Healing* and *Living with Nature*, which are MOV files); and the music files are MP3 files.

6 THE STORYBOOK RESOURCES

The travels of Randolph the Wise

On his travels, Randolph the Wise encounters many different places and people. He is searching for answers, and like any important quest what he discovers is complex and part of a life-long journey. As readers travel with Randolph the Wise around Wales, they will notice that each storybook journey follows the same pattern, although what Randolph the Wise discovers is often unpredictable and surprising.

The basic pattern

The Beginning – Each storybook begins by reminding readers how Randolph’s spiritual quest and search for meaning began. Early one morning, Randolph was sitting in his room pondering the very big question, ‘What *really* matters?’. Suddenly, he realised that to find answers to this question, he would need to leave the security of his own room and engage in the world with others. Not knowing what he might discover, Randolph put on his coat and hat, picked up his bag and staff, and set out on his journey.

Chapter 1 – Randolph journeys to a place that will be the focus of chapters 2-5.

Chapters 2-5 – In each chapter, Randolph observes an aspect of this place carefully and watches a person/s within it. He then approaches the person/s, and asks them, “What really matters to you here?” After responding to Randolph’s question and connecting with the ‘theme’ of the book title, they give Randolph a gift that he places in his bag before continuing on his journey. At the end of chapter 5, Randolph formally recognises the ‘theme’ as something that really matters in this place. However, he wants to journey further and deeper, asking, “What do other people in different places say about this?”

Chapters 6 and 7 – In each chapter, Randolph travels to a very different place. Again, he begins by observing his surroundings before approaching a person/s to ask them directly what they have to say about the ‘theme’ he has discovered. After responding to Randolph’s question by exploring the theme from their immediate perspective, they too give Randolph a gift that he places in his bag before continuing on his journey.

Can you help Randolph? is a page which invites readers to enter the story as participants. Here, a series of questions are presented that encourage readers: to suggest other places that Randolph could visit; to reflect on the responses Randolph has received and the ‘theme’ identified; to consider how the ‘theme’ relates to their own lives; and to offer Randolph their own gifts to place in his bag alongside all the others.

The return home – Each storybook then concludes with Randolph returning home late in the evening, tired after his journey. Randolph’s bag contains all the gifts that others have given to him in response to his interaction with them, and their interaction with him. Respectfully and carefully, Randolph unpacks his bag and places the gifts in front of him, and asks the very big question once again. This time “*all* that he had collected on his journey answered him”. Then, Randolph affirms the storybook ‘theme’ as something that *really* matters through his experience of journeying through Wales. However, Randolph would be the first to say that the ‘theme’, the places, and the people can never be reduced to or exhausted by his experiences and the gifts that he has set out in front of him.

A multi-faceted approach

A multi-faceted approach has been embedded in the storybooks for teachers and learners to access either implicitly or explicitly as they engage with the series.

In the storybooks, Randolph the Wise sets out to:

- encourage learners to ask big questions about their own lives and the human and non-human world in which they live;
- exemplify for learners an approach to enquiry that recognises there are no simple answers and what appear to be answers are usually partial, raising new questions;
- introduce learners to the importance of respectful enquiry that is open, observant, listening, and reflective (the *starting point* for Randolph tries to avoid preconceived critical engagement);
- show learners that physical places have lives beyond those people who encounter them at one moment in time – their nature is complex and they are more than just ‘resources’;
- encourage learners to engage with real places and people in their locality, in Wales, and in the wider world as part of learning how to understand themselves and the world in which they live;
- offer an opportunity for learners to explore their own and others’

responses to big questions raised by Religious Education and the other subject disciplines within the Humanities as well as the wider curriculum;

- inspire and empower learners to participate actively in their communities and wider society in informed, meaningful and constructive ways.

Exemplifying a theme

Each of the six storybooks focuses on a 'theme' emerging from people's lived experiences of a place in Wales. This 'theme' is then explored from two other perspectives, often taking the reader outside Wales for part of the journey. The 'themes' are equally relevant to both religious and secular aspects of lived experiences, and provide opportunities to explore a shared human condition.

The places and the people included in the storybooks are some of many that could have been chosen; they offer starting points for encounters with other places and people that also have something distinctive and significant to contribute to the 'theme'. It is important, therefore, to continue searching in response to the storybooks and making connections relevant to your local learning context, by asking:

- What religious and secular places could I explore in my area that also exemplify this 'theme'?
- What is revealed by the responses of people from different denominations or traditions within religions or different secular responses?
- Am I approaching the 'theme' in the spirit of discovery and is my understanding becoming more nuanced on this journey?

In addition, as the series has been created to support learning in Religious Education within a Humanities' context, many inter-disciplinary opportunities have been embedded into each storybook, as they naturally occur in the places visited. These can be identified and developed according to the needs of your own local learning context.

An overview of the storybook themes and locations is provided in the table.

Title / Theme	Location	Going deeper
<i>non-religious locations</i>		
Caring for the Future	Centre for Alternative Technology, Machynlleth	<ul style="list-style-type: none"> • Buddhist tree planting • mosque
Living with Nature	Treborth Botanic Garden, Bangor	<ul style="list-style-type: none"> • Christian graveyard • Sikh garden
Remembering the Past	St Fagans National Museum of History	<ul style="list-style-type: none"> • Jewish home • Anglican church
<i>religious locations</i>		
Bringing Health and Healing	The Shrine Church of St Melangell, Pennant Melangell	<ul style="list-style-type: none"> • Buddhist Temple • seaside yoga (Hindu)
Making Spiritual Journeys	Bardsey Island	<ul style="list-style-type: none"> • Muslim journey (Makkah) • Hindu journey (Varanasi)
Serving Others	Sikhs on the street/gurdwaras – south Wales	<ul style="list-style-type: none"> • cathedral • mosque/Muslim home

7 SOME USEFUL LINKS

In this section some useful links are provided as a starting point for exploring the storybooks in more detail.

Bringing Health and Healing

World Faiths Today Series (Parish Church, Orthodox Church, Buddhism, Hinduism, Islam, Judaism, Sikhism – useful background information about religions): Storybooks and teachers' handbooks

(Hwb / St Mary's Centre website)

<http://www.st-marys-centre.org.uk/resources/worldfaithstoday.html>

St Melangell Church and the St Melangell Centre

(organisation's website)

<http://www.st-melangell.org.uk/index.htm>

Christian worship: prayer (BBC)

(organisation's website)

<https://www.bbc.co.uk/bitesize/guides/zwkjp4/revision/3>

Modern pilgrims (Telegraph)

(organisation's website)

<https://www.telegraph.co.uk/news/religion/7263957/Modern-pilgrims.html>

St Winefride's Well Shrine

(organisation's website)

<https://www.stwinefrideswell.org.uk>

BBC history documentary story of the Buddha's life

(YouTube)

<https://www.youtube.com/watch?v=qvC0klpk8nY>

Caring for the Future

(See also *Living with Nature* links.)

World Faiths Today Series (Buddhism, Islam, Sikhism, Parish Church, Orthodox Church, Hinduism, Judaism – includes chapters on caring for the world): Storybooks and teachers' handbooks

(Hwb / St Mary's Centre website)

<http://www.st-marys-centre.org.uk/resources/worldfaithstoday.html>

Centre for Alternative Technology

(organisation's website)

<https://www.cat.org.uk/>

Buzzing about bees

(Hwb)

<https://hwb.gov.wales/repository/resource/4cc933ed-3038-40a9-b2e9-7bd4a88e5238/en>

Trees and Woodlands – Why are trees important?

(Hwb)

<https://hwb.gov.wales/repository/resource/c060c272-0a25-4fa2-bcdf-385d5758678f/en>

What would carbon neutrality mean for the UK? – BBC

(organisation's website)

<https://www.bbc.co.uk/bitesize/articles/zfw4f4j>

Muslim Council of Britain: Eco-mosque workshop

(organisation's website)

<https://mcb.org.uk/wp-content/uploads/2019/09/Eco-Mosque-Workshop-Slides-13-July-2019-v2.pdf>

Environment Journal ('eco' mosque)

(organisation's website)

<https://environmentjournal.online/articles/cambridges-burgeoning-muslim-community-to-benefit-from-new-eco-mosque/>

Dalai Lama and the environment – Dalai Lama's website
(organisation's website)

<https://www.dalailama.com/messages/environment>

Living with Nature

(See also *Caring for the Future* links.)

World Faiths Today Series (Parish Church, Orthodox Church, Sikhism, Islam, Hinduism, Buddhism, Judaism – includes chapters on caring for the world): Storybooks and teachers' handbooks

(Hwb / St Mary's Centre website)

<http://www.st-marys-centre.org.uk/resources/worldfaithstoday.html>

Treborth Botanical Garden

(organisation's website)

<http://treborth.bangor.ac.uk/>

'Britannia Bridge Fire' – Daily Post

(organisation's website)

<https://www.dailypost.co.uk/news/nostalgia/moments-shocked-north-wales-britannia-3408566>

The Wales Coastal Path: Reports – Natural Resources Wales

(organisation's website)

<https://www.walescoastpath.gov.uk/about-us/resources/reports/?lang=en>

The symbolic uses of plants (Academia)

(organisation's website)

https://www.academia.edu/7741957/The_Symbolic_Uses_of_Plants

A countryside for health and wellbeing report

(organisation's website)

http://www.docs.hss.ed.ac.uk/education/outdoored/health_wellbeing.pdf

Plant life: woodland keys

(Hwb)

<https://hwb.gov.wales/search?query=Geography%20KS2&strict=true&popupUri=%2FResource%2F5f59fdc7-26d5-4443-a13e-30a0370e4087>

National Museum Wales Wales: urban meadow, Cardiff

(Hwb)

<https://hwb.gov.wales/search?query=Geography%20KS2&strict=true&popupUri=%2FResource%2F0fe99457-8f63-4ab2-910a-1cf48dd92fdc>

Alliance of Religions and Conservation

(organisation's website – archived)

<http://www.arcworld.org/>

Caring for God's Acre

(organisation's website)

<https://www.caringforgodsacre.org.uk/>

Rainer Maria Rilke's poem 'Always Again' – Poetry in translation

(organisation's website)

<https://www.poetryintranslation.com/PITBR/German/Rilkemorepoems.php>

Sikhism and the environment – SikhiWiki

(organisation's website)

https://www.sikhiwiki.org/index.php/Sikhism_and_the_environment

Making Spiritual Journeys

World Faiths Today Series (Parish Church, Orthodox Church, Islam, Hinduism, Sikhism, Buddhism, Judaism – useful background information about religions): Storybooks and teachers' handbooks
(Hwb / St Mary's Centre website)

<http://www.st-marys-centre.org.uk/resources/worldfaithstoday.html>

Bardsey Island (Ynys Enlli)
(organisation's website)

<https://www.bardsey.org/>

The Bardsey Boat Lament – National Museum Wales
(organisation's website)

<https://museum.wales/collections/folksongs/?id=28>

Bardsey and its inhabitants – Rhiw.com
(organisation's website)

http://www.rhiw.com/pobol/isaac_rowlands/bardsey.htm

North Wales Pilgrim's Way
(organisation's website)

<http://pilgrims-way-north-wales.org/>

The life of a monk in the Middle Ages
(Hwb)

<https://hwb.gov.wales/repository/resource/bb6d51cc-bc85-4f25-95bc-d4f6a3077031/en>

A Hindu pilgrimage
(YouTube)

<https://www.youtube.com/watch?v=j4lSnFCnGmg>

What is Hajj?
(YouTube)

<https://www.youtube.com/watch?v=Ok7-mB62xeE>

Islam class clips – BBC

(organisation's website)

<https://www.bbc.co.uk/bitesize/topics/zpdtbkb/resources/1>

The Wales Coastal Path: Reports – Natural Resources Wales

(organisation's website)

<https://www.walescoastpath.gov.uk/about-us/resources/reports/?lang=en>

Faith tourism in Wales – Visit Wales (Welsh Government)

(organisation's website)

<https://www.visitwales.com/inspire-me/holidays/faith-tourism>

Remembering the Past

World Faiths Today Series (Judaism, Parish Church, Orthodox Church, Islam, Hinduism, Buddhism, Sikhism – chapters include links with traditions): Storybooks and teachers' handbooks

(Hwb / St Mary's Centre website)

<http://www.st-marys-centre.org.uk/resources/worldfaithstoday.html>

St Fagans National Museum of History

(organisation's website)

<https://museum.wales/stfagans/>

Tryweryn, the story of a valley

(The National Screen and Sound Archive of Wales website)

<https://player.bfi.org.uk/free/film/watch-tryweryn-the-story-of-a-valley-1965-online>

Drowning of Tryweryn

(Hwb)

<https://hwb.gov.wales/repository/resource/40071d2e-2f65-471b-9f8b-a940b48d8cad/en>

Lesotho Dams and Tryweryn

(Hwb)

<https://hwb.gov.wales/repository/resource/52d2fbd9-387a-456e-8a6d-8aee9cd515bb/en>

Time for washing

(Hwb)

<https://hwb.gov.wales/repository/resource/19b07068-b9ff-4264-9db1-8d902a1be2c3/en>

What is Passover?

(YouTube)

<https://www.youtube.com/watch?v=QF84Wx0dGTg>

What is Passover? – BBC

(organisation's website)

<https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382>

Christianity class clips – BBC

(organisation's website)

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/resources/2>

What is holy communion?

(YouTube)

<https://www.youtube.com/watch?v=fQq9WDliZGc>

The Reformation – BBC

(organisation's website)

<https://www.bbc.co.uk/bitesize/guides/zrpcwmn/revision/1>

Serving Others

World Faiths Today Series (Sikhism, Parish Church, Orthodox Church, Islam, Hinduism, Buddhism, Judaism – includes chapters on caring for others): Storybooks and teachers' handbooks

(Hwb / St Mary's Centre website)

<http://www.st-marys-centre.org.uk/resources/worldfaithstoday.html>

'An in-depth look at Welsh homelessness'

(YouTube)

https://www.youtube.com/watch?v=UV_kr8l0sR4

'Cardiff homeless man shares about criminalization of homelessness'

(YouTube)

<https://www.youtube.com/watch?v=xXdGFjoc2zA>

'Young Welsh and Homeless'

(YouTube)

https://www.youtube.com/watch?v=f_5WdkbcA4g

Evicted – the hidden homeless

(YouTube)

https://www.youtube.com/watch?v=p_XBgGEZwpk

Food banks in Wales

(YouTube)

<https://www.youtube.com/watch?v=nSnYxwCh9wY>

Nishram SWAT – Sikh Welfare and Awareness Team

(organisation's website)

<http://swatlondon.com/index.html>

Sikh Sewa Organisation

(organisation's website)

<http://sikhsewa.org.uk/>

The Gurdwara
(YouTube)

<https://www.youtube.com/watch?v=BjHfAug1K8E>

Who was Guru Nanak – BBC
(organisation's website)

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt>

Sikhism class clips – BBC
(organisation's website)

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/resources/1>

Types of seva at the gurdwara
(YouTube)

https://www.youtube.com/watch?v=zi6i_fNEgZU

Ramadan
(Hwb)

<https://hwb.gov.wales/repository/resource/796d0241-4763-4d13-8f31-c1c0486e66bc/en>

Ramadan and Eid-ul-Fitr
(YouTube)

<https://www.youtube.com/watch?v=qFU9Cb0D6lo>

What is Ramadan? – BBC
(organisation's website)

<https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zjc2bdm>

Muslim Aid
(organisation's website)

<https://www.muslimaid.org/about-us/>

Salvation Army – homelessness
(organisation's website)

<https://www.salvationarmy.org.uk/homelessness>

APPENDIX – THE LEGAL PROVISION FOR RELIGIOUS EDUCATION IN WALES

Legal framework for Religious Education

In accordance with the requirements of the Education Reform Act 1988, each local authority must produce or adopt a *locally agreed syllabus* for Religious Education, and the syllabus:

must reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain.

This provision was reaffirmed by the Education Act 1996, section 375(3). This means that Religious Education is *locally determined* by each local authority through two statutory bodies which have been constituted for this purpose:

- the Standing Conference to agree the local syllabus; and
- the Standing Advisory Council on Religious Education (SACRE) to oversee and to maintain the implementation of the local syllabus.

Furthermore, agreed syllabuses should not provide for Religious Education by means of any catechism or formulae which is distinctive of a particular religious denomination but teaching *about* a catechism or formulae is not prohibited (Education Standards and Framework Act, 1998, section 69(2) and Schedule 19, paragraph 2(5)). The main requirements for Religious Education were set out in the Welsh Office circular 10/94, the Education Act 1996, and the Education Standards and Framework Act 1998.

With the introduction of the Curriculum for Wales 2022, it is important to be aware of any legal changes that may also be introduced. The best sources of information on legal requirements for Religious Education may be accessed through:

- your local Standing Advisory Council for Religious Education (SACRE) and your locally agreed syllabus;
- [the Wales Association of SACREs](#);
- Welsh Government curriculum guidance and information.

Schools with a religious character

The legal requirements for Religious Education in schools with a religious character may differ from community schools in Wales:

- in *voluntary-controlled schools and foundation schools with a religious character*, Religious Education will normally (unless otherwise requested by the parents) be taught in accordance with the locally agreed syllabus;
- in *voluntary-aided schools*, however, Religious Education must be taught in accordance with the school's trust deed – in practical terms this means that an aided school will normally use a syllabus which reflects the religious character of the school.

Religious Education in Curriculum for Wales 2008

All 22 local authorities in Wales either adopted or adapted the [National exemplar framework for religious education in Wales for 3 to 19-year-olds in Wales \(2008\)](#) as their agreed syllabus and made available the national guidance documents for Religious Education to their local schools. However, in keeping with the local character and provision for Religious Education, local authorities supplement these where necessary with material that reflects the specific needs of their locality.

This has led, for the first time since the inception of the locally agreed syllabus, to a situation where all local authorities in Wales share a common framework for Religious Education, which for key stages 2 to 5 is delivered through three inter-related core skills articulated as: engaging with fundamental questions; exploring religious beliefs, teachings, and practices(s); and expressing personal responses. These core skills are applied to a 'range' of areas relating to 'The World', 'Human Experience' and 'Search for Meaning', and differentiated according to the key stages of learning.

In a similar way, statutory Religious Education for the foundation phase is delivered through the [Framework for Children's Learning for 3 to 7-year-olds in Wales \(2008\)](#), which focuses on seven statutory Areas of Learning: personal and social development, well-being and cultural diversity; language, literacy and communication skills; mathematical development; Welsh Language development; knowledge and understanding of the world; physical development; and creative development. As with the other key stages, the curriculum is presented in terms of 'skills' and a 'range', however, the pedagogy at the heart of the foundation phase is child-centred, in the sense that children are seen to learn best by engaging in 'first-hand experiential activities' through play. The *National exemplar framework for religious education in Wales (2008)* understands Religious Education as relating to all seven Areas of Learning in

the foundation phase, but especially identifies the focus of ‘people, beliefs and questions’, which is directly related to the Areas of Learning for knowledge and understanding of the world, personal and social development, well-being and cultural diversity.

Religious Education in the Curriculum for Wales 2022

As schools and teachers prepare to introduce the Curriculum for Wales 2022, it is important to keep up-to-date with the legal requirements for Religious Education during this time of change. Currently, the Welsh Government has convened a working group to produce a ‘Framework for Religious Education’ (with a view to publish early in 2020).

Although Religious Education in Wales is locally determined, local authorities will need to give due regard to the Curriculum for Wales 2022 and the ‘Framework for Religious Education’. Schools and teachers should be aware of this process and how it affects Religious Education in their education setting.

Note: This section will be updated when the Curriculum for Wales 2022 is published in 2020.

Randolph's Spiritual Quest and Search for Meaning

A Teachers' Guide

The teachers' guide is part of Randolph's Spiritual Quest and Search for Meaning Series, which includes six storybooks for 8- to 11-year-old learners with supporting films, and music. In the series, learners and teachers are invited to go a journey through Wales with Randolph the Wise to find out 'What *really* matters?'. On this journey, six themes are discovered:

- Bringing Health and Healing;
- Caring for the Future;
- Living with Nature;
- Making Spiritual Journeys;
- Remembering the Past;
- Serving Others.

The teachers' guide provides key information about Religious Education and the curriculum as well as the storybook series, and offers some useful links to begin exploring the storybooks in more depth.

The series has been created to support learning in Religious Education within the Humanities' Area of Learning and Experience for the Curriculum for Wales 2022. As a flexible and non-prescriptive resource, it is also relevant for Religious Education in many other contexts.

All the resources in the series are available as free downloads from the [St Mary's Centre website](#) and the [Welsh Government Hwb website](#).

Tania ap Siôn is Executive Director of the St Mary's Centre, Wales, and Senior Post-Doctoral Research Fellow in religions, humanities and education at Bishop Grosseteste University, Lincoln. Prior to this, she was Associate Professor in Education and the Social Significance of Religion at the University of Warwick, and has also held religion and education-related academic positions at Glyndŵr University and Bangor University. Tania has published widely in the field of religion and education in Wales and England, and authored a number of curriculum resources to support learning in Religious Education. She is also one of the 'experts' consulted for the 'Religious Education framework' for use alongside the Curriculum for Wales 2022.

