

# Exploring Jewish Worldviews: Wales RVE links

## Welsh Government guidance on religion, values and ethics (RVE) states:

When considering RVE concepts within their curriculum, schools and settings should:

- develop an understanding of the discipline and its value
- provide rich contexts for learners to be curious, to explore ultimate questions and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect and to experience awe and wonder, in a range of meaningful real-world contexts
- develop rich contexts for enquiry into the concepts of religion, lived religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious beliefs and practices
- provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and ultimate reality, which can enable learners to develop an understanding of personal and institutional beliefs about the nature of life and the world around them
- develop rich contexts for exploring the concepts of identity, belonging, relationships, community, *cynefin*, diversity, pluralism and interconnectedness, which can enable learners to gain a sense of self and develop spirituality
- explore the concepts of equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil, which can give learners an insight into the challenges and opportunities that face societies
- reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of religion and belief
- provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action

*This publication has been written with the Welsh Government's guiding principles in mind. Studying the different sections in this book will enable teachers to provide many of these important learning opportunities. Our focus on disciplinary knowledge will help teachers to make links with other disciplines within the Humanities Area of Learning and Experience and beyond.*

[hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum](https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum)

# Exploring Jewish Worldviews: Wales RVE links

## RVE sub-lenses include:

<b>Search for meaning and purpose</b>	How people respond to the deeper questions of life in order to understand the human condition
<b>The natural world and living things</b>	How and why people show concern and responsibility for the world and experience awe and wonder in nature
<b>Identity and belonging</b>	What makes us who we are as people, communities and citizens living in a diverse world
<b>Authority and influence</b>	How and why different types of authority influence people's lives
<b>Relationships and responsibility</b>	How people live together and why developing healthy relationships is important
<b>Values and ethics</b>	How and why people make moral choices and how this influences their actions
<b>The journey of life</b>	What people experience as part of the journey of life and how these experiences are acknowledged

## Summary of primary Exploring Jewish Worldviews articles

Article	This unit helps pupils in Wales to explore these RVE sub-lenses	
<p><b>Pages 4–9</b> 4–6s <b>What happens in a Jewish home at Rosh Hashanah?</b></p>	<ul style="list-style-type: none"> <li>• Search for meaning and purpose</li> <li>• Identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Authority and influence</li> <li>• The journey of life</li> </ul>
<p><b>Pages 10–14</b> 5–7s <b>What happens on Mitzvah Day?</b></p>	<ul style="list-style-type: none"> <li>• Search for meaning and purpose</li> <li>• The natural world and living things</li> <li>• Identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Authority and influence</li> <li>• Relationships and responsibility</li> <li>• Values and ethics</li> </ul>
<p><b>Pages 15–20</b> 7–11s <b>What do these objects tell us about Jewish people and what is important to them?</b></p>	<ul style="list-style-type: none"> <li>• Search for meaning and purpose</li> <li>• Identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Authority and influence</li> <li>• Relationships and responsibility</li> <li>• Values and ethics</li> </ul>
<p><b>Pages 21–26</b> 7–9s <b>What does 'Adon Olam' mean to Jewish people?</b></p>	<ul style="list-style-type: none"> <li>• Search for meaning and purpose</li> <li>• Identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Authority and influence</li> </ul>
<p><b>Pages 27–32</b> 9–11s <b>What does Shabbat mean to Jewish people in Britain today?</b></p>	<ul style="list-style-type: none"> <li>• Search for meaning and purpose</li> <li>• Identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>• Authority and influence</li> <li>• Relationships and responsibility</li> </ul>