

Exploring Sikh 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
- 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 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
- 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

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RVE sub-lenses include:

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

Summary of primary Exploring Sikh Worldviews articles

Article	This unit helps pupils in Wales to explore these RVE sub-lenses	
Page 4–8 4–6s What matters to many Sikhs? Belonging, remembering, living, caring	<ul style="list-style-type: none"> • Search for meaning and purpose • The natural world and living things • Identity and belonging 	<ul style="list-style-type: none"> • Authority and influence • Relationships and responsibility • Values and ethics • The journey of life
Page 9–13 5–7s Which places are important to many Sikh people, and why?	<ul style="list-style-type: none"> • Identity and belonging • Authority and influence 	<ul style="list-style-type: none"> • The journey of life
Page 14–20 7–11s How do Sikh people show their beliefs through action?	<ul style="list-style-type: none"> • Search for meaning and purpose • The natural world and living things • Identity and belonging 	<ul style="list-style-type: none"> • Authority and influence • Relationships and responsibility • Values and ethics
Page 21–26 7–9s Why do many Sikh people recite the name of God?	<ul style="list-style-type: none"> • Search for meaning and purpose • Identity and belonging 	<ul style="list-style-type: none"> • Authority and influence • The journey of life
Page 27–32 9–11s What does the Japji mean for Sikh people and what does it say about the nature of the divine?	<ul style="list-style-type: none"> • Search for meaning and purpose • Identity and belonging 	<ul style="list-style-type: none"> • Authority and influence • Values and ethics • The journey of life