

**Ysgol  
Greenfield  
School**



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TUDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

## **GREENFIELD SCHOOL**

### **Religion, Values and Ethics (RVE)**

Rhiannon Stephens Davies, Head Teacher.  
Carol Conway, Deputy Head  
Gwyn Daniels, Deputy Head



### **‘ Opening Doors To The Future ’ ‘ Agor drysau i’r dyfodol’**

Original Completion Date: February 2024

Author: Stephanie Murphy

## MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: .....

Date: .....

Headteacher

Signed:

.....

Date: .....

Chair of Governors

**Review Date**

February 2024

**Author**

Stephanie Murphy

## Our Vision

### 'To open the doors to the future'

## Our Mission Statement

At Greenfield we aim to create a strong sense of belonging within our pupils that extends to our families and local community. We will share in each other's successes and support each other in our aspirations to achieve. Together we will nurture confident, happy and independent pupils who show positive Greenfield values as they continue their journeys into the future.





## Aims

- To develop pupils' communication skills
- To use technology to impact positively upon quality of life
- To develop pupils' independence and ability to communicate their choices
- To inspire a love for learning
- To provide a meaningful curriculum for all
- For pupils to value themselves and others
- To try new things and overcome challenges
- To foster a sense of belonging to a community
- For pupils to develop an increasing understanding of their role and responsibilities in life
- To respect the needs and rights of others as a member of our community

## We Value

- Communication
- Kindness
- Creativity
- Respect
- Well-being
- Effort

Our vision and values have been developed using the UN Convention on the Rights of the Child (UNCRC) as our guide, to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. Our vision and values also compliment the 'Four Purposes of Learning' which underpin Curriculum for Wales. The Four Purposes are the shared vision and aspiration for every child and young person in Wales and support our pupils to become;

<b>Ambitious Capable Learners</b> 	<b>Healthy Confident Individuals</b> 	<b>Enterprising Creative Contributors</b> 	<b>Ethical Informed Citizens</b> 
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## **GREENFIELD SCHOOL FOR RELIGION, VALUES AND ETHICS (RVE)**

### **Guidance**

#### **RVE Legislation and Guidance**

“Section 375A of the 1996 Act provides that a local authority must adopt an agreed syllabus /syllabi for its area which must reflect the fact that the religious traditions in Wales are in the main Christian while taking account of the teaching and practices of the other principal religions represented in Wales; and must also reflect the fact that a range of non-religious philosophical convictions are held in Wales The Act further provides that the reference to philosophical convictions is to philosophical convictions within the meaning of Article 2 Protocol 1 to the European Convention on Human Rights.” (“A2P1”).

#### **Meaning of Religion:**

At Greenfield, we regard a religion to have the following characteristics:

- the followers have a belief in a supreme being (the concept of a supreme being includes but is not limited to the longstanding concept of a monotheistic Christian God)
- the followers take part in worship of that supreme being, that is acts or practices in which they give expression to their belief in the supreme being and show reverence for, or veneration of it.
- Greenfield ensures that religion is embedded throughout our activity planning.

We ensure that RVE makes an important and distinctive contribution to supporting the four purposes by giving learners opportunities to:

- engage with and explore ultimate and philosophical questions about the meaning, significance and purpose of life, and about the nature of human thought and of the universe, and the connections between them.
- undertake enquiries and engage with sources of wisdom and philosophy that encourage them to explore the challenges, opportunities, and responses of human beings in the context of their cynefin, locally, in Wales and the wider world, as well as support them in evaluating their own perspectives and those of others.
- develop and express their own informed viewpoints, which prepares them for lifelong learning in a pluralistic and diverse world.
- use their knowledge and understanding of both institutional and personal religious and non-religious worldviews to think critically about their own values and about how they might make important social and personal decisions.
- explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history, so that they can make sense of their place in the world, imagine possible futures, and create responsible solutions that take in to account the diverse needs and rights of all people,

- evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues, past and contemporary, that challenge their knowledge and values. This enables learners to develop an understanding of religion and belief, culture, community, their cynefin, Wales and the wider world now and in the past, which can help to nurture a sense of place and belonging.
- respond sensitively to religion and non-religious philosophical convictions and explore the beliefs and practices of people in their community, Wales and the wider world, and how these might impact their actions and choices.
- develop secure values that of various religions and of our own school values. We encourage that pupils can establish their ethical beliefs and spirituality through the exploration of religion and non-religious philosophical convictions on a range of issues, which can in turn enable them to form positive relationships based upon trust and mutual respect.
- discuss and reflect on their own perspectives and those of others on a range of issues which, help them to build their mental, emotional and spiritual well-being by developing confidence, resilience and empathy.

### **Spiritual Development**

At Greenfield, we ensure that it is clear that the features of the four purposes of the curriculum is embedded throughout planning. We ensure that learners will be supported to develop as healthy, confident individuals, ready to live fulfilling lives as valued members of society. Opportunities are provided for spiritual development in the statements of what matters for the Humanities Area and RVE has many valuable and distinctive contributions to make. 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.

At Greenfield we hope that delivering the RVEC Curriculum will help our pupils to:

- develop a sense of uniqueness and value
- reflect upon beliefs, values and actions and express and justify their own feelings and opinions
- develop aspirations and learn to live with disappointment
- show empathy and consideration for others
- develop compassion and help others
- develop a voice and listen with respect to the voices of others
- form good relationships
- talk about themselves in relation to others, the world and/or a higher power or ultimate reality.

- gain awareness of and respect for the beliefs, teachings and practices of others, as well as an ability to articulate their own.
- explore how religious and non-religious worldviews impact on the lives of individuals, the local community and wider society.
- develop an appreciation of belonging in their locality, Wales and the wider world.
- experience the natural world, value the environment and work toward sustainable futures for all
- experience the richness of the stimuli around them through use of the senses;
- experience being present in the moment;
- develop awareness of the world around them and their place within it;
- make sense of their experience of the natural world and of human relationships. Creativity and going beyond the everyday Learners can:
  - develop creativity and use their imagination.
  - experience awe and wonder or be amazed by things.
  - foster curiosity and develop insight. Exploration of ultimate questions and contemplation of meaning and purpose Learners can:
    - ask, consider and reflect on ultimate questions (the 'big' questions about life)
    - discover meaning and purpose in their own lives.
  - experience that which is beyond the ordinary. Spiritual development can also occur as learners engage with their cynefin and in everyday life within their local, national and global communities.

At Greenfield, we aim to encourage pupils to explore their place within the local and wider community by providing meaningful experiences to explore and research faith and belief groups that are represented locally and across Wales, as well as sacred places and spaces, past and present.

### **Enabling Human Rights**

At Greenfield, we are aware that the world around us evolves at a rapid and significant rate, we will uphold learners' rights under the United Nations Convention of the Rights of the Child (UNCRC) to education (Article 28) which prepares them to understand others (Article 29) through an inclusive, holistic, evidence based and participative RVE Curriculum. In this way, learners develop an understanding of how rights are related to all aspects of RVE and contribute to the freedom, dignity, well-being and safety of all people. This also helps learners to understand the importance of equity, recognising the importance of rights in ensuring fair treatment for all. Our school also links learning to

the United Nations Convention on the Rights for Persons with Disabilities (UNCRPD): Convention on the Rights of Persons with Disabilities (CRPD).

Greenfield School is fully aware that pupils are entitled to the UN Convention on the Rights of the Child. There is a focus of one Right of the Child each half term, which is taught and embedded in teachers planning. This is coherent throughout the school. All pupils participate together in collective worship, as a complete school community. This is fundamental to pupil understanding of worship and enables the development of the sense of the core values within our school. The pupils understanding of their rights will be in line with the UNCRC and the UNCRPD. Assembly times are extremely important at Greenfield and often involve members of the local community and outside agencies and in addition, both parents and carers.

### **Organisation of Collective Worship**

Greenfield pupils are involved in collective worship daily. Pupils in the Primary Department participate in collective worship with other members of their class. The style of presentation is pupil centred, allowing each child to participate as fully as they wish, in a way which is personal to them.

Key Stage Three pupils participate in a Wednesday morning assembly which is topical focused and includes a song, school value and daily mantra. Key Stage Four pupils follow in the same format although, it is held on a Thursday.

There is a whole school celebration assembly which is held on a Monday morning, whereby pupils aged between three to nineteen participate.

### **Working with Parents/Carers**

Each half term, parents and carers will be informed of teachers planning for RVE. However, in alliance with Welsh Assembly Government Guidelines, parents and carers cannot withdraw their child(ren) from RVE.