

Public Document Pack



Neuadd y Sir
Y Rhadyr
Brynbuga
NP15 1GA

County Hall
Rhadyr
Usk
NP15 1GA

Tuesday, 3 September 2024

Notice of Reports Received following Publication of Agenda.

Standing Advisory Council for Religion, Values and Ethics (SAC)

Wednesday, 11th September, 2024 at 3.00 pm

First Floor Meeting Rooms (M1 & M2), County Hall, The Rhadyr, Usk with remote attendance

Attached are reports that the committee will consider as part of the original agenda but were submitted to democratic services following publication of the agenda.

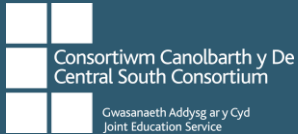
Item No	Item	Pages
4.	EAS/Consortium training slides (different religions).	1 - 482
8.	SAC (RVE) Annual Report - Please note that this is a working document and input needs to be made to complete the report during the meeting.	483 - 502

Paul Matthews
Chief Executive

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Gweminar Fyw – Dyneiddiaeth Live Webinar – Humanism

Page 1



Agenda Item 4

Sign In/ Mewngofnodi

Page 2



Amcanion:

- Datblygu hyder ymarferwyr a'u gwybodaeth bynciol am Datblygu ymwybyddiaeth o'r amrywiaeth a phlwrailiaeth o fewn Cristnogaeth e.e. enghreifftiau o brofiadau bywyd
- Datblygu ymwybyddiaeth ymarferwyr o gyfleoedd posibl i ddatblygu profiadau dysgu dilys ym MDPH Crefydd, Gwerthoedd a Moeseg yn ymwneud â Christnogaeth
- Cynnig mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Gristnogaeth yn fanylach

Aims:

- Develop practitioner confidence and subject knowledge about Humanism
- Develop awareness of the diversity and pluralism within Humanism e.g. examples of lived experiences
- Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Humanism
- Provide access to resources and materials to further develop practitioner knowledge of Humanism

Welcome to Understanding Humanism

Please **mute** your microphone.

Introduce yourself by sharing your name and where you are joining us from in the chat area.

Page 4
Let us know if you have already taught about humanism? How did it go?

Introduction activity

Can you also write **3 to 5 words** in the chat that you associate with humanism?





UNDERSTANDING HUMANISM

Teacher Training (primary)

Luke Donnellan, Director of Understanding Humanism

@HumanismEdu

Page 5

curious

What will we cover?

Page 6

- 1) RVE in Wales
- 2) Quick introduction to humanism
- 3) Non-religious terminology
- 4) Presenting the non-religious in the classroom
- 5) What is humanism?: five core features
- 6) Resources to support you (quotes, stimuli, activities)
- 7) Humanism in Wales

Q&A



RVE IN WALES



Legal requirement

Under the Curriculum and Assessment (Wales) Act 2021 all teachers and agreed syllabus must **have regard** to the Curriculum for Wales and the RVE supporting guidance when creating RVE content for children age 3 - 16. This states that RVE must:

- Page 8
- 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
 - also reflect the fact that a range of **non-religious philosophical convictions** are held in Wales

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.



Non-religious philosophical convictions

A philosophical conviction is a view that attains a certain level of cogency, seriousness, cohesion and importance. Views are likely to be regarded as 'philosophical convictions', if they are 'worthy of respect in a democratic society'.

But specifically, [non-religious philosophical convictions](#) are philosophical convictions which are based on a non-religious worldview as opposed to a religious worldview, e.g. humanism.

Page 9

What is (and isn't) a non-religious philosophical conviction?

*A religious philosophical conviction: **Christianity***

*A non-religious philosophical conviction: **humanism***

*A philosophical conviction that is neither religious nor non-religious: **veganism***



Hwb

RVE is statutory from 3 to 16 in Wales and must be delivered to be critical, objective and pluralistic. There must be a non-religious element to RVE to comply with the legislation.

Page 10 RVE Guidance on Hwb hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum#religion,-values-and-ethics-guidance

RVE legislation on Hwb explained
hwb.gov.wales/curriculum-for-wales/summary-of-legislation

Hwb RVE playlists - what is new in RVE hwb.gov.wales/repository/resource/eef7e399-93bb-4d7c-ab68-145c93f4c6d3



INTRODUCTION



WHAT IS HUMANISM?

A **non-religious** worldview

Page 12
areas

- **The human being** (natural)
- **Understanding the world** (science)
- **The one life** (freedom and happiness)
- **Humanist ethics** (empathy)
- **Society** (rights and responsibility)



NON-RELIGIOUS TERMINOLOGY



NON-RELIGIOUS LABELS

Page 14

- Humanist
- Atheist
- Agnostic
- Secularist
- Non-religious



HOW SHOULD HUMANISM BE PRESENTED?





▶ Save RE

February 17 at 10:28pm · Reading · 

Mock The Week

They're going to introduce Atheism lessons into schools.
That'll be a short lesson wont it.

Hello everyone God doesnt exist.

Same time next week then.

18 Likes



'Humanism for me has always been positive. We don't define ourselves by what we don't believe, which is what I had always done prior to discovering humanism as an atheist. The fact that logic and rational thinking are so prized, alongside empathy and human feeling, really attracts me to the humanist philosophy.'

Ste Richardsson



PRESENT HUMANISM POSITIVELY

Don't just describe what humanists **don't** believe in...

Describe what they **do** believe in!

Page 18



WHAT IS HUMANISM?



Humanism: 5 features

Page 20



2) Science and reason

Understanding the world



3) Freedom and happiness

The one life



5) Rights and responsibilities

Society



4) Empathy and ethics

Humanist ethics



1) Natural (human potential)

Human beings



The Amsterdam Declaration

- 1) Humanists strive to be **ethical**
- 2) Humanists strive to be **rational**
- 3) Humanists strive for **fulfilment** in their lives

Page 21

An alternative source of meaning and purpose to religion

Amsterdam Declaration (2022),
Humanists International



FIVE FEATURES OF A HUMANIST APPROACH TO LIFE



UNDERSTANDING HUMANISM

- Teaching Resources
- School Speakers
- [How to use guide](#)
- [Core knowledge guide](#)
- Teacher Training / CPD
- Online courses

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understandinghumanism.org.uk

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EMAIL: education@humanists.uk @humanismedu

Understanding Humanism

What is humanism? • Teaching about humanism • Resources • School speakers • Training • Online courses • FAQs • [DONATE](#)

New resources!
Check out our new resources organised into core areas of knowledge and sequenced across the age ranges.
[FIND OUT MORE](#)

WHAT DO HUMANISTS VALUE?
Humanists look for natural explanations for phenomena – they are not believers or agnostics.

LAUREN
Life is precious. We should find what makes us happy lives. We should also try to help other people do the same.

ALEX
We should celebrate our many achievements, such as science, medicine, technology, art, music, and literature. We should try to make the most of our talents and abilities.

JENNY
I value the natural world around me. Without it we would not survive and this world is the only one we have. It is a source of beauty and wonder, and we should take care of it.

IAN
I value our curiosity and our capacity to ask questions. By thinking carefully about the answers and looking for evidence, we have been able to discover so much about our world.

AMY
For me, one of the most important things in life is forming good friendships and relationships with others. We should remember that all human beings around the world are part of one extended family.

ZENA
For me, freedom is one of the most important things in life. The freedom to believe what I choose and to live my life however I wish, as long as I don't cause harm to others.

JESSICA
Human beings have made incredible progress in our understanding of the world, and in health, welfare, and human rights. We should aim to help the next generation continue that progress.

ZENA
We should work to improve the quality of life for all human beings. We should have empathy for others and treat them the way we would like to be treated. We should take care of each other.

TOP RE

What is humanism?

Human Beings

Understand the World

Society

HUMAN BEINGS



Alice Roberts, biologist

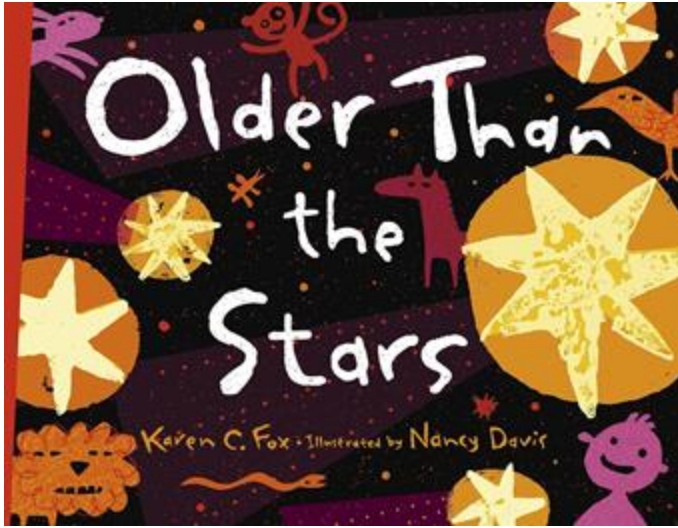
‘We are part of this **natural universe** and this natural world. We are part of the **story of life** on this planet. We can feel a real sense of belonging and connectedness in this story, and also a **humility** in the face of all the contingencies and chances that led to the survival of our species.’

‘We, as humans, have the power to make good choices, to lead a good life, to **create a better society** – and look after our planet, too. Humanists think that hope for a better future lies with the **choices** we make, and that our own **human capacities** for reason, love and empathy and moral sense can make us better people.’



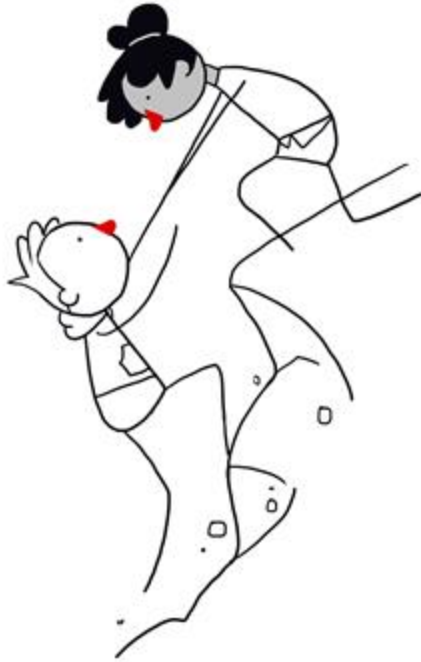
HUMAN ORIGINS

Page 26



What is good and bad about human beings?

Page 27



Human nature

The two wolves

Page 28

Humans: good and bad



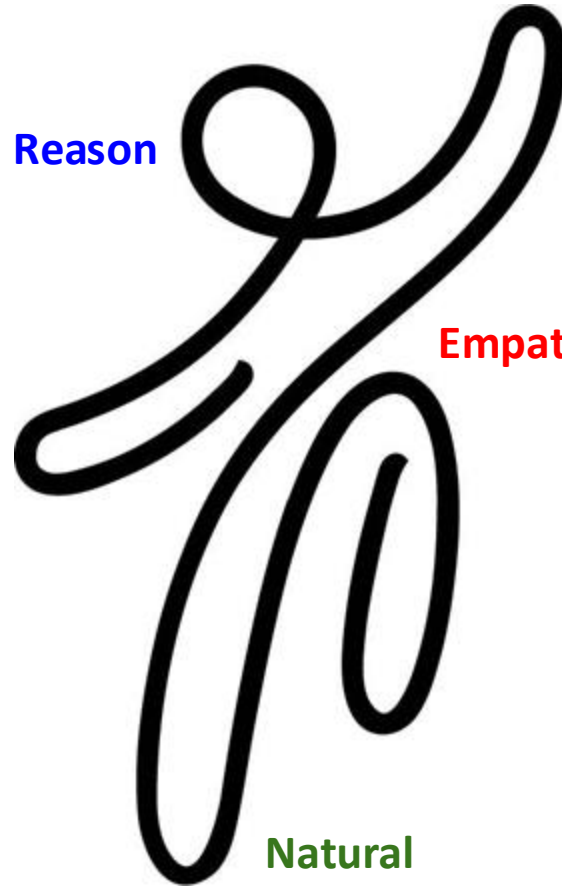
Human nature and potential

Reason

Empathy

Agency

Natural



UNDERSTANDING THE WORLD



The world is a natural place



Look for natural explanations



ATHEISM AND AGNOSTICISM

Atheism = don't believe in a god or gods

Page 32 **Agnosticism** = believe we cannot know if a god or gods exist



Science

'The scientific method... can be summarized in one sentence: Do whatever it takes to avoid fooling yourself into thinking something is true that is not.'

Neil deGrasse Tyson, astrophysicist



Page 33

- Asking **questions**
- Accepting we make **mistakes**
- Looking for **evidence**
- Being prepared to **change** our minds



THE EMPEROR'S NEW CLOTHES

Page 34



- Don't believe everything you are told
- Ask **questions**
- Look at the **evidence**
- Be **brave** enough to disagree



Curiosity and wonder

Page 35

'Learning about the nature of space and time or the structure of atoms fills me with awe and wonder; it makes me want to learn more. I see a beauty in the laws of nature that can be explained by science.'

JIM AL-KHALILI,
physicist



THE ONE LIFE

Page 36



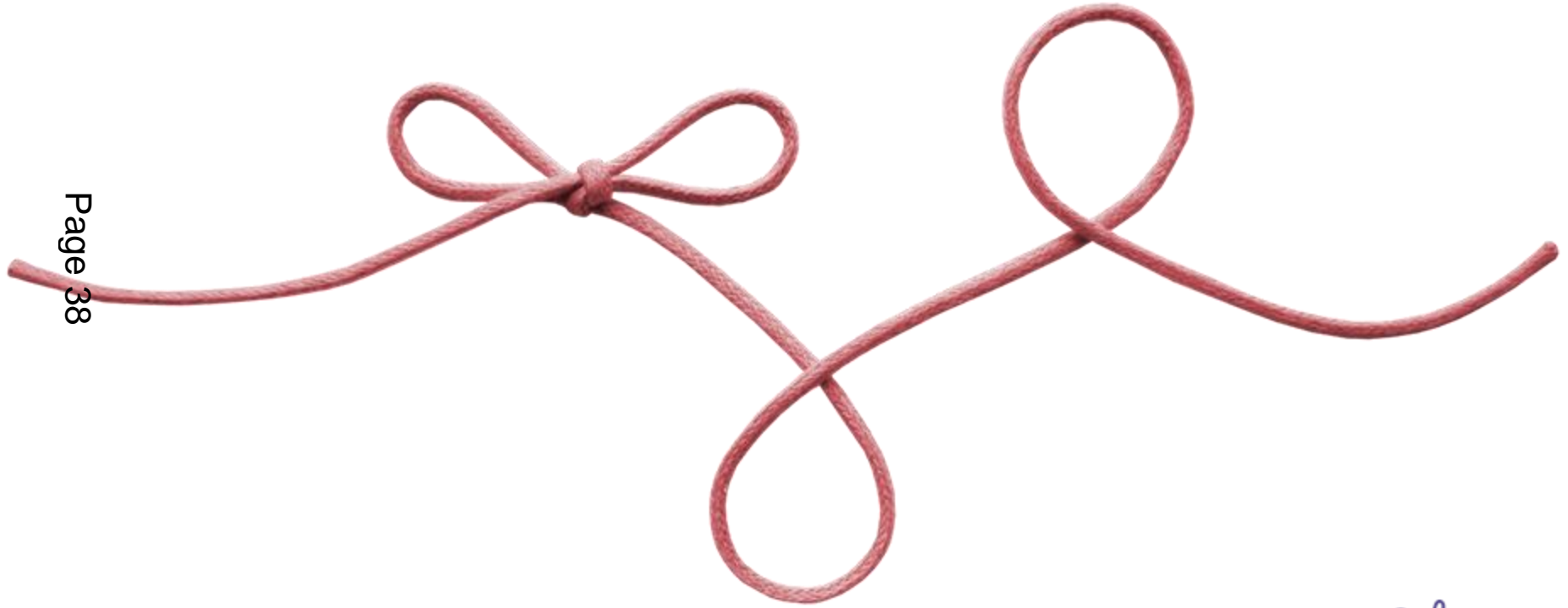
One Life: Live it Well

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THE ONE LIFE

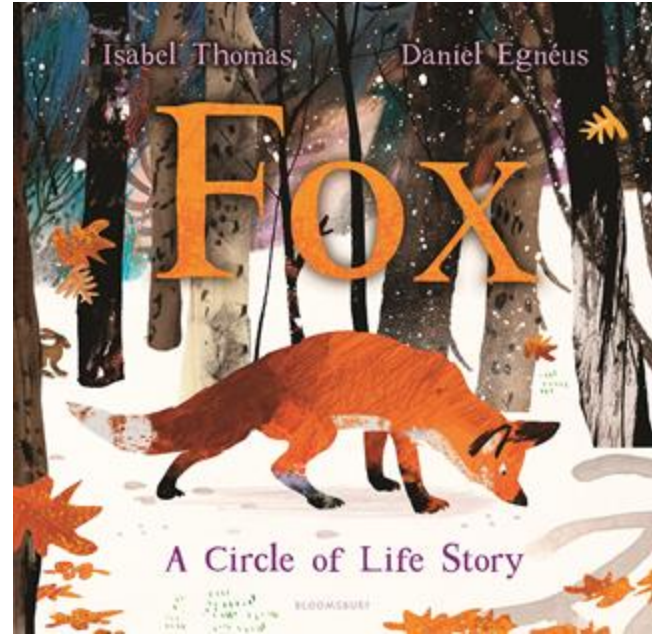
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DEATH

Page 39

- Death is the end
- Making the most of life
- Something of us survives
 - Atoms and genes
 - Ideas and memories
 - Works and contributions



THE RIVER OF LIFE

‘An individual human existence should be like a river – small at first, narrowly contained within its banks, and rushing passionately past boulders and over waterfalls. Gradually the river grows wider, the banks recede, the waters flow more quietly, and – in the end – without any visible break, they become merged in the sea, and painlessly lose their individual being. The man or woman who in old age, can see his or her life in this way, will not suffer from the

Page 40

Bertrand Russell



Happiness and freedom

'Happiness is the only good.
The place to be happy is **here**.
The time to be happy is **now**.
The way to be happy is to **make others so.**'
Robert Ingersoll (1833 – 1899)

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Freedom

- We should be the **authors** of our own stories
- **Limits** to freedom? - avoid causing harm
- The need for **tolerance**



'I believe in celebrating life. I believe in happiness. I want to explore the beauty that exists in this world, and I believe every person has this right... This is our life and we should enjoy it!'

GULALAI ISMAIL,
Humanists International



Humanism in 6 words

**THINK FOR
YOURSELF,
ACT FOR
EVERYONE**



THE HAPPY HUMAN

Page 44



Humanist ceremonies (namings, weddings, funerals)

Freedom

Love

Page 45



Support

Connections



Responsibility

Equality



HUMANIST FUNERAL EXTRACTS

- 1) A humanist ceremony is an opportunity to join in taking leave of someone we have loved... but it is more than that. It is a celebration of the life and personality that have been.
- 2) We know that the value and the meaning in life consist in living it – and living it well. People who have been a strength and comfort to others and have worked for future generations, deriving fulfillment and satisfaction from so doing, these are the people who create the value and meaning in life.
- 3) All that has life has its beginning and its end. Life exists in the time span between birth and death and, for those of us who believe that death brings the end of individual existence, life's significance lies in the experiences and satisfactions we achieve in that span of time.
- 4) The comfort of having a friend may indeed be lost, but the comfort of having had that friend is never lost. To match the grief in losing him you have the joy of having known him.
- 5) For those of us who believe that death brings the end of individual existence, recognition of our responsibility for, and dependence on, each other gives life a purpose and significance.
- 6) No life is ever completely lost: we live on through the influence we have had on the lives of those who remain.
- 7) What matters is not that someone has died, but that they have lived. Let us concentrate today on the delight and wonder of their lives.
- 8) His body we commit to its natural end, its transformation into the ultimate elements of the universe.
- 9) We have been remembering with love and with gratitude a life that has ended. Let us now return to our homes and our work, resolved that we who live on will use our lives more fully and to better purpose for having known her and for having shared in her life.
- 10) We have been remembering and reminding ourselves that the dead reside not in the grave, but in the hearts and minds of the living.

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HUMANIST ETHICS



WHAT WOULD YOU DO... AND WHY?

You are in a sweet shop with some friends.
The owner of the shop is not looking.
One of your friends wants to steal some sweets.

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How might you persuade them not to?



Empathy and The Golden Rule

‘Treat other people as you'd want to be treated in their situation.’



‘Do not treat others in a way you would not like to be treated yourself.’



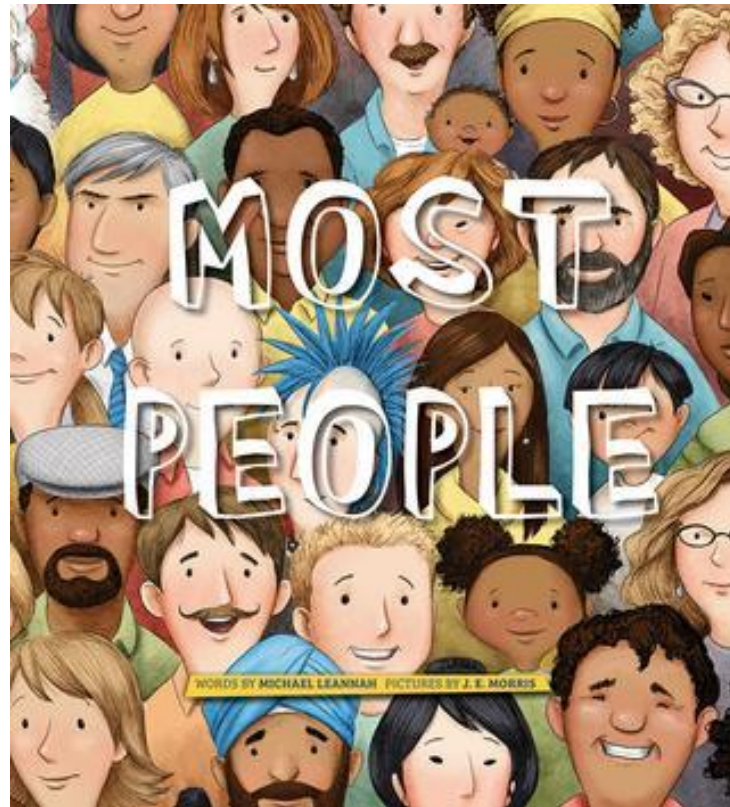
'Imagining yourself on the receiving end of your own behaviour is a good way to decide whether you're doing what you think is right or wrong.'

Natalie Haynes, author



BEING GOOD

Page 50

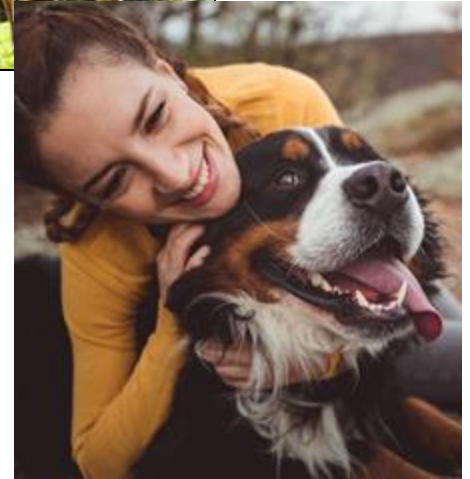


Animal welfare

‘The question is not can they reason,
nor can they talk,
but rather **can they suffer?**’

Page 51

Jeremy Bentham (1748-1832), philosopher



SOCIETY AND ACTION

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HUMANIST MOTIVATION

‘It will never rain roses: when we want to have more roses we must plant more trees.’

Page 53

George Eliot (Mary Anne Evans), humanist and author



Human responsibility and action

Page 54
'The world is before you and you need not take it or leave it as it was before you came in.'

James Baldwin, humanist and author



Humanist action

‘No society can legitimately call itself civilized if a sick person is denied medical aid because of lack of means.’

Page 55

Nye Bevan
Founder of the NHS



HUMANIST GOALS



Page 56



Human rights for everyone



The planet

Page 57
'As a humanist myself, I often feel like my **humanist** values and my **green** values spring from the same place because, to me, humanism is about recognising we came from the living world and we live within it. Our concern for other living beings, for our planet, and for future generations is core to both these philosophies.'

Sian Berry,
former Co-leader of the Green party



Global humanism

Page 58



Human responsibility

‘One of my humanist values, which has inspired me to work for **human rights**, is that when I leave the world, I want to leave it in a better shape. I don’t want the generations that would come after me to face the same kind of challenges that my generation has been facing.’

Gulalai Ismail, Pakistan, Ambassador for Humanists International



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Humanism is a way of thinking and living that emphasizes the **agency** of human beings. Humanism stresses the fact that we, human beings, are capable of changing the world. That we have **the power to make a difference** in our lives, both individually and collectively, without recourse to some outside force.’

Leo Igwe, Nigeria, Founder of Humanist Association of Nigeria



The Starfish Thrower, Loren Eiseley

Page 60



The Starfish Story

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WALES RESOURCES



2021 Census

There are more non-religious people in Wales than Christians

No-religion = **47%** (32% in 2011)

Page 63

Christian = 44%

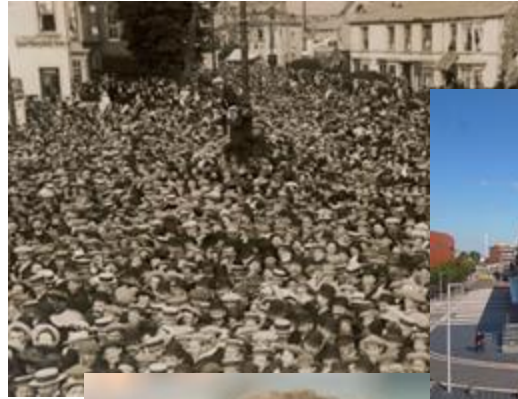
How many humanists?

Somewhere between $\frac{1}{3}$ and a $\frac{1}{2}$ of the non-religious have a humanist worldview (see YouGov 2018)



A secular country

Disestablishment (1920)



Page 64

The Senedd

- Created on secular ideals



Rhodri Morgan

- First Minister of Wales (2000)
- First public humanist funeral in the UK (2017)



Humanists from Wales

- David Williams
- Robert Owen
- Millicent McKenzie
- Nye Bevan
- Elaine Morgan
- Leo Abse



Resources for Wales

Page 66

- Guidance on including humanism and non-religious philosophical convictions
- Translations of What is humanism? resources
- History of humanism in Wales
- Humanists from Wales
- understandinghumanism.org.uk/wales
- heritage.humanists.uk/wales



BETH YW DYNEIDDIAETH?

MAE DYNEIDDIAETH YN OLWG DIGREFYDD AR Y BYD NEU'N AGWEDD DDIGREFYDD AR FYWYD SY'N CAEL EI RHANNU GAN FILIYNAU O BOBL YN Y DU A LEDLED Y BYD.

Mae dyneiddwyr yn credu ei bod yn bosibl byw bywyd da, hapus ac ystyrlon heb fod angen crefydd.

Mae'r **Bod Dynol Hapus** yn symbol sy'n cael ei ddefnyddio gan sefydliadau dyneiddiol ledled y byd. Mae'n cynrychioli dathlu bod yn ddynol – dathlu'r hyn y gall bodau dynol ei wneud a dathlu y gallwn ni fod yn hapus.



“ Mae pobl ddi-grefydd â rhagolwg dyneiddiol ar fywyd wedi bodoli ers dechrau dyniolaeth: wedi'i llywio gan dystiolaeth, wedi'i hysbrydoli gan empathy, a'i thrwytho â gobaith a rhyfeddod am y byd o'n cwmpas. ”

ANDREW COPSON,
Prif Weithredwr,
Dyneiddwyr y DU



Mae **bywyd** yn werthfawr. Dylem ni ddod o hyd i'r hyn sy'n ein gwneud ni'n **hapus** a gwneud y gorau o'n bywydau. Dylem ni hefyd geisio helpu pobl eraill i wneud yr un peth.



AUREN

Rwy'n gwerthfawrogi **byd natur** o fy nghwmpas. Hebdo, ni fyddem yn goroesi a'r byd hwn yw'r unig un sydd gennym. Mae'n destun harddwch a **rhyfeddod**, a dylem ni ofalu amdano.



JENNY

Dylem ni ddathlu ein **cyflawniadau** niferus, fel gwyddoniaeth, meddygaeth, technoleg, celf, cerddoriaeth a llenyddiaeth.



Dylem ni geisio manteisio i'r eithaf ar ein doniau a'n galluoedd.

ALEX

Rwy'n gwerthfawrogi ein **chwilfrydedd** a'n gallu i ofyn cwestiynau. Trwy feddwl yn ofalus am yr atebion a chwilio am **dystiolaeth**, rydym ni wedi gallu darganfod cymaint am ein byd.



IAN

ANY QUESTIONS?



RESOURCES



UNDERSTANDING HUMANISM

- Teaching Resources
- School Speakers
- [How to use guide](#)
- [Core knowledge guide](#)
- Teacher Training / CPD
- Online courses

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Understanding Humanism

What is humanism? Teaching about humanism Resources School speakers Training Online courses FAQs DONATE

New resources!
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FIND OUT MORE

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TOP RE...

What is humanism?
Human Beings
Understand the World

School speakers

Free school visits

Page 72

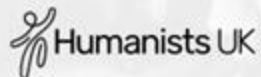
- Talks
- Q&A
- Workshops
- Assemblies
- Interfaith panels
- In-person or virtual

‘Go beyond the textbook’



Humanist Heritage

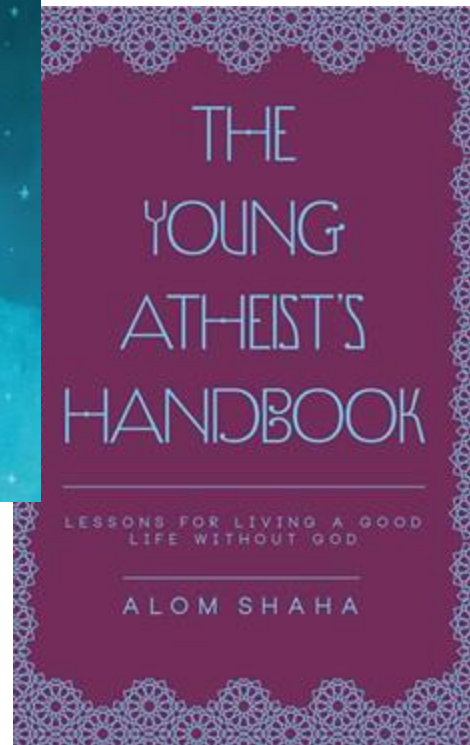
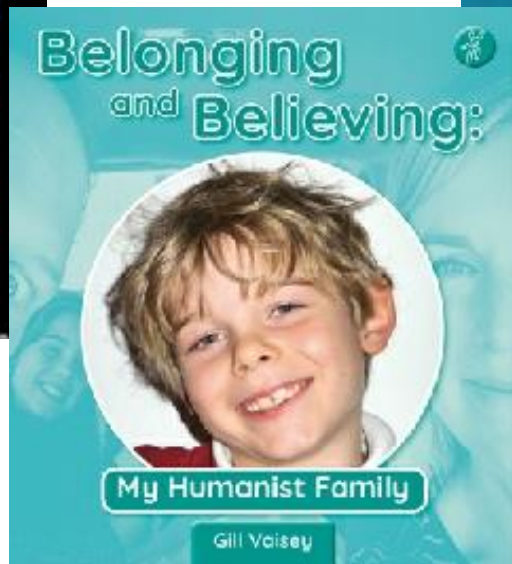
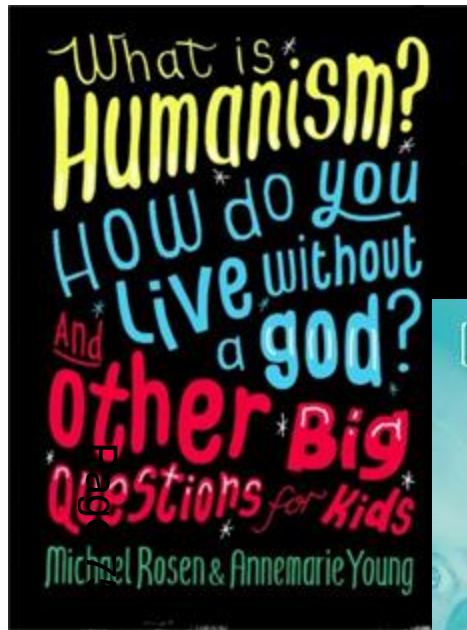
Exploring the rich **history** and
influence of **humanism** in the UK

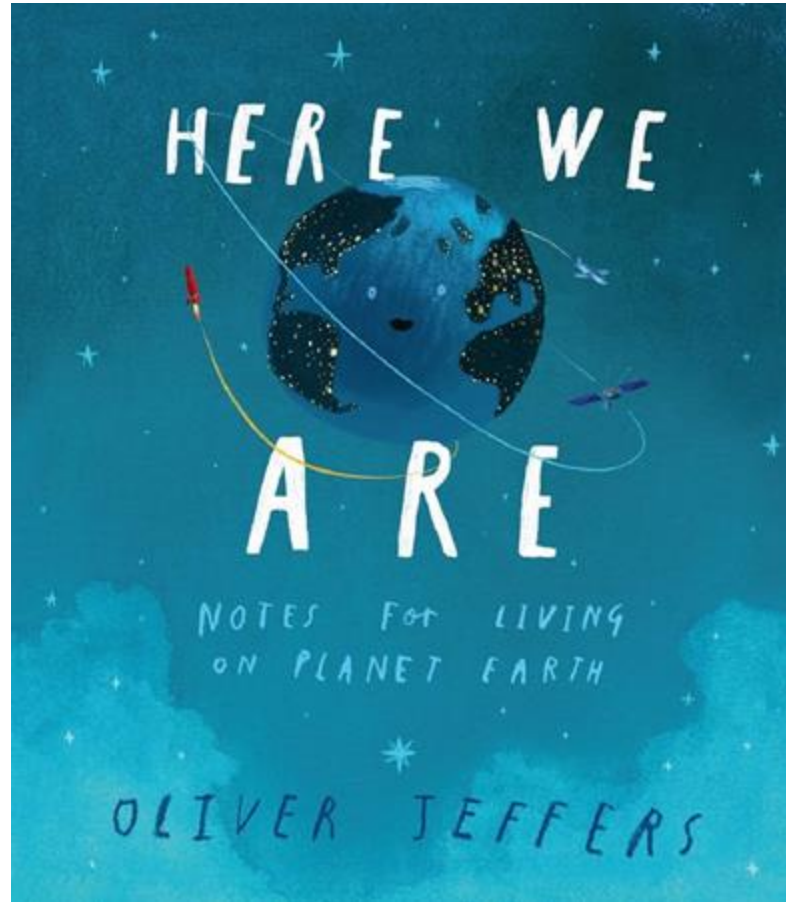


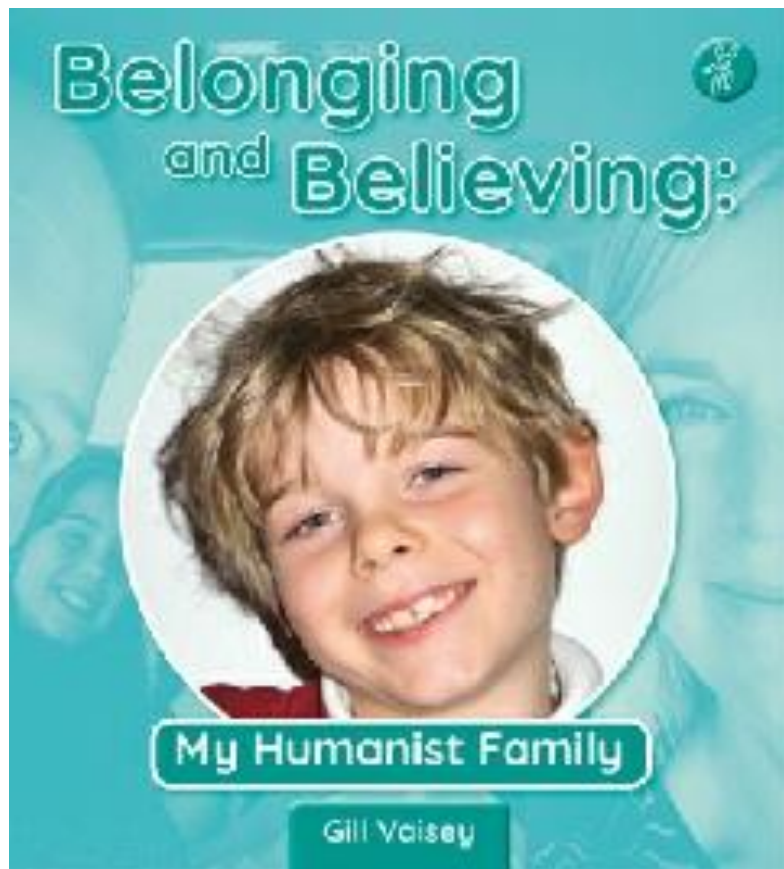
Stories of four humanist women

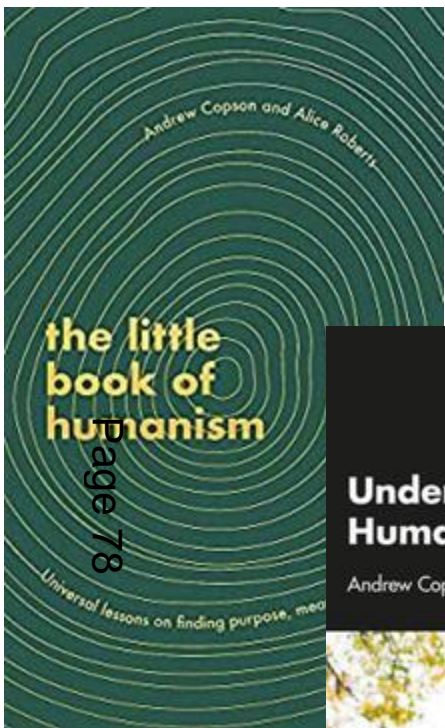
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the little
book of
humanism

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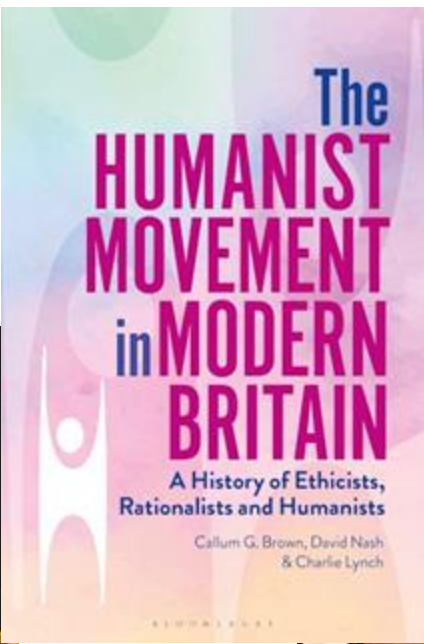
Andrew Copson and Alice Roberts

Universal lessons on finding purpose, meaning, and joy



Understanding
Humanism

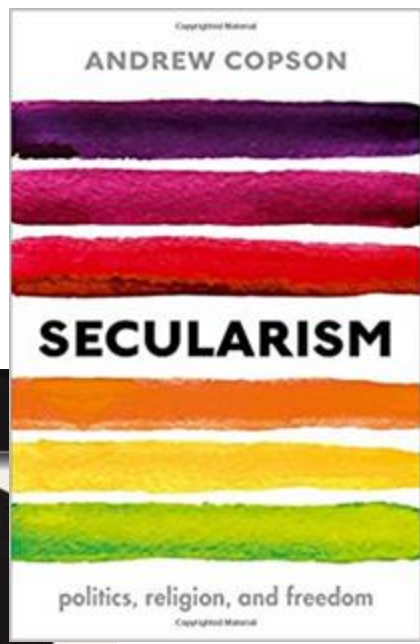
Andrew Copson, Luke Donnellan and Richard Norman



The
HUMANIST
MOVEMENT
in MODERN
BRITAIN

A History of Ethicists,
Rationalists and Humanists

Callum G. Brown, David Nash
& Charlie Lynch



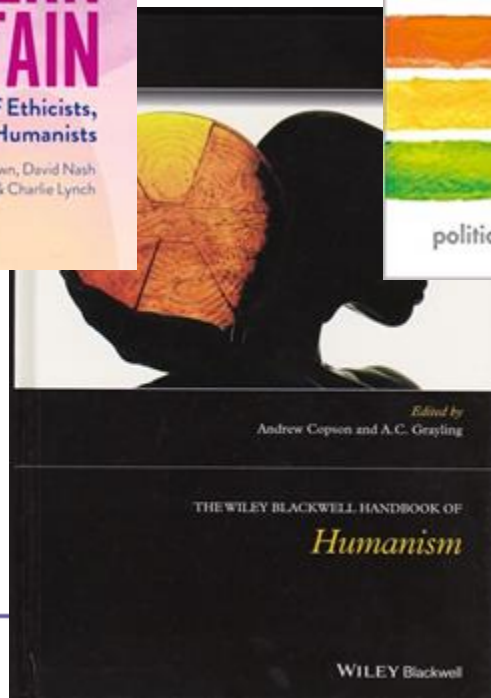
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ANDREW COPSON

SECULARISM

politics, religion, and freedom

Copyrighted Material



Edited by
Andrew Copson and A.C. Grayling

THE WILEY BLACKWELL HANDBOOK OF
Humanism

WILEY Blackwell



BROWSE THE ASSEMBLIES

ALL ASSEMBLIES

195



KEY DATES AND EVENTS

256



THEMES

30



ORGANISATIONS

53



KEY STAGE 1

KEY STAGE 2

KEY STAGE 3

KEY STAGE 4

KEY STAGE 5

SUMMARY



SUMMARY

Page 81

- Labels for the non-religious
- Presenting humanism positively
- 5 core features of the humanist approach to life
- Resources



Humanism: 5 features

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2) Science and reason

Understanding the world



3) Freedom and happiness

The one life



5) Rights and responsibilities

Society



4) Empathy and ethics

Humanist ethics



1) Natural (human potential)

Human beings



WOULD A HUMANIST AGREE?

- 1) We should worship human beings
- 2) The world is a natural place with no supernatural side
- 3) Science will answer all our questions
- 4) It is possible to be atheist and agnostic
- 5) After we die, we will be reincarnated
- 6) We should make the most of the one life we have
- 7) Life has no meaning
- 8) We should all be free to do whatever we want
- 9) All humanists must have humanist ceremonies
- 10) We can work out how to be good by acting on our instincts
- 11) What is right and wrong is a matter of personal preference
- 12) We should only care about human beings, not other animals
- 13) We should focus on what we share rather than how we differ
- 14) Religion should be banned
- 15) It is possible to be a humanist and not know it



WOULD A HUMANIST AGREE?

- 1) We should worship human beings - **no**
- 2) The world is a natural place with no supernatural side - **yes**
- 3) Science will answer all our questions - **no**
- 4) It is possible to be atheist and agnostic - **yes**
- 5) After we die, we will be reincarnated - **no**
- 6) We should make the most of the one life we have - **yes**
- 7) Life has no meaning - **no**
- 8) We should all be free to do whatever we want - **no**
- 9) All humanists must have humanist ceremonies - **no**
- 10) We can work out how to be good by acting on our instincts - **no**
- 11) What is right and wrong is a matter of personal preference - **no**
- 12) We should only care about human beings, not other animals - **no**
- 13) We should focus on what we share rather than how we differ - **yes**
- 14) Religion should be banned - **no**
- 15) It is possible to be a humanist and not know it - **yes**



- **Bylchau** o ran eich gwybodaeth a'ch dirnadaeth **bresennol**?
- A ydych chi'n cynllunio i gyflwyno Dyneiddiaeth **amr ywiol** a **phliwralaidd** ac yn cyflawni hynny?
- Bethyw'r atebion **cyflym** a **rhwydd**'?

- **Gaps** in your **current** knowledge and understanding?
- Are you planning and delivering for **diverse and pluralistic** Humanism?
- What are the 'quick wins'?



– Yn y ‘Sgwrs’ TEAMs

Humanism – In the TEAMs 'Chat'

- Hoffais...

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Byddwn i wedi
newid...

- Rwy'n cymryd hyn
o'r sesiwn...

- I liked...

- I'd have changed...

- My take-aways are...

Y Camau Nesaf?

Next Steps?

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Neilltuwch le yn y gweminarau byw nesaf

- Sesiwn 1 - Cristnogaeth; 21 Chwefror 2024 3:00pm-4:00pm
- Sesiwn 2 – Iddewiaeth; 28 Chwefror 2024 3:30pm-4:30pm
- Sesiwn 3 - Islam; 4 Mawrth 2024 3:00pm-4:00pm
- Sesiwn 4 - Dyneiddiaeth; 7 Mawrth 2024 4:00pm-5:30pm
- Sesiwn 5 – Dharma'r Hindwiaid; 10 Ebrill 2024 3:00pm-4:00pm
- Sesiwn 6 - Bwdhaeth; 16 Ebrill 2024 3:00pm-4:00pm
- Sesiwn 7 - Siciaeth; 1 Mai 2024 3:00pm-4:00pm

Cyfeirnod: Pob Un

Cost: YN RHAD AC AM DDIM

Iaith Cyflwyno'r Sesiynau: Saesneg

NEILLTUWCH LE YMA: <https://www.cscjcs-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sesiwns>

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Session 2 - Judaism; 28th February 2024 3:30pm-4:30pm

Session 3 - Islam; 4th March 2024 3:00pm-4:00pm

Session 4 - Humanism; 7th March 2024 4:00pm-5:30pm (Humanism UK)

- **Session 5 - Hindu dharma; 10th April 2024 3:00pm-4:00pm**
- **Session 6 - Buddhism; 16th April 2024 3:00pm-4:00pm**
- **Session 7 - Sikhi; 1st May 2024 3:00pm-4:00pm**

Phase: All

Cost: FREE OF CHARGE

Language of Delivery: English

BOOK HERE: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Evaluation

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**Manwch eich barn am
y digwyddiad heddiw**

**Share your feedback on
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Taf and

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CODE: **Humanism**



Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen

Contact Us

CSC

Donna Graves

Donna.Graves@CSCJES.org.uk

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EAS

Hayley Jones

Hayley.Jones@sewaleseas.org.uk



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Gweminar Fyw Bwdhaeth

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Live Webinar Buddhism



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Mewngofnodwch

Sign In

Language: Cymraeg (Y Deyrnas Unedig)

Dyneiddiaeth a Bydolygon Dyneiddiol - DP Webinar Fyw CCD/ EAS

Manylion Cyswllt Mynychwyr rhanbarthau CCD/ EAS

1. Enw llawn

Enter your answer

Buddhism and Buddhist Worldviews - Live Webinar PL CSC/ EAS



Buddhism and Buddhist Worldviews - Live Webinar PL CSC/ EAS

Contact Details for CSC/EAS regions attendees

1. Full name

Enter your answer

Amcanion:

- Datblygu hyder a gwybodaeth pwnc ymarferwyr am Fwdhaeth
- Datblygu ymwybyddiaeth o'r amrywiaeth a'r plwraliaeth o fewn Bwdhaeth e.e. enghreifftiau o brofiadau bywyd
- Datblygu ymwybyddiaeth ymarferwyr o gyfleoedd posibl i ddatblygu profiadau dysgu dilys yn CGM sy'n ymwneud â Bwdhaeth
- Darparu mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Fwdhaeth ymhellach, fel ymarferydd CGM

Aims:

- Develop practitioner confidence and subject knowledge about Buddhism
- Develop awareness of the diversity and pluralism within Buddhism e.g. examples of lived experiences
- Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Buddhism
- Provide access to resources and materials to further develop practitioner knowledge of Buddhism, as a practitioner of RVE



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Cyflwyniad/Introduction



Other resources/ Adnoddau eraill



Amanda (Mani) Dowsett

Area of Speciality: Cross phase

Religion & Worldviews: Buddhism

manidows@gmail.com



Shared Humanity

Our Shared Humanity is a good place to find out what SGI-UK is all about.

- How the SGI is a worldwide and empowering movement of ordinary people
- The philosophical and historical roots of Buddhism in easy to understand terms and the relevance for our lives today.
- The birth and evolution of the SGI movement based on these historical roots.
- What SGI is doing in society through members own voices.



Other resources/ Adnoddau eraill

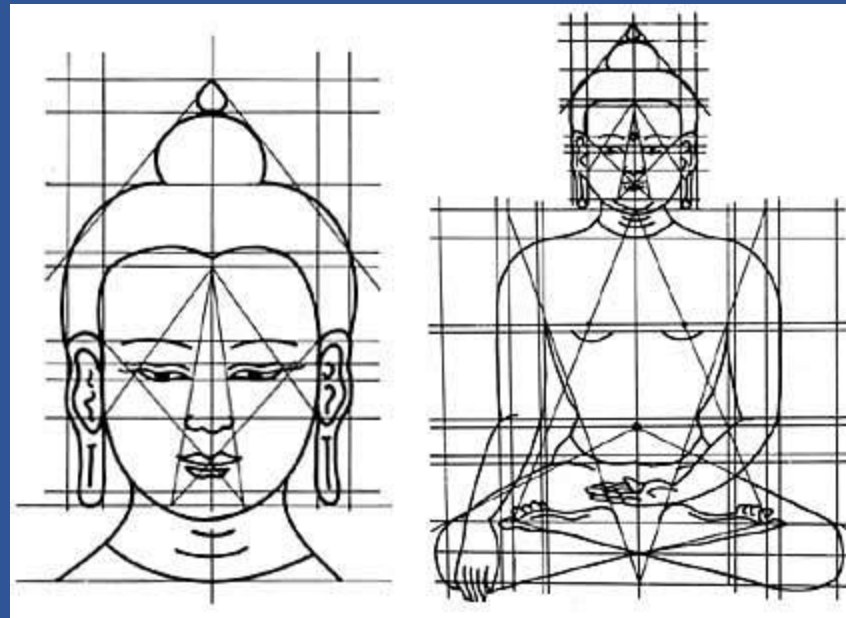
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Buddhism – Rhai Arferion/Some Practices – Yn yr Ystafell Ddosbarth/In the Classroom



Buddhist Thought and Practice – a crash course



Meddwl ac Ymarfer Bwdhaidd –
cwrs carlam

Introduction/ Cyflwyniad

Dr Nick Swann

Senior Lecturer,
Buddhist Studies

University of South
Wales

nick.swann@southwales.ac.uk

- Dr Nick Swann

- Uwch Ddarlithydd,
Astudiaethau
Bwdhaidd

- Prifysgol De Cymru

- nick.swann@southwales.ac.uk

A question/Cwestiwn:

What springs to mind
when you think of
'Buddhism'?

Beth sy'n dod i'ch meddwl
pan fyddwch chi'n meddwl
am 'Fwdhaeth'?

Please respond via this
anonymous poll:

Vevox.app
161-746-522

Ymatebwch trwy'r arolwg
barn dienw hwn:

Vevox.app
161-746-522

There's no such thing as 'Buddhism'...
Does dim y fath beth â 'Bwdhaeth'...

... there are only Buddhists.

... dim ond Bwdhyddion sydd.

Pre-war ideas regarding
'Buddhism' still have serious
traction

Mae syniadau cyn y rhyfel am
'Fwdhaeth' yn dal i fod yn gryf
iawn

Hard to make generalisations –
internally diverse

Anodd cyffredinoli – yn fewnol
amrywiol

A whirlwind tour of Buddhist thought Taith wib o gwmpas meddwl Bwdhaidd

Cyclical time/Amser cylchol

Cyclical life/ Bywyd cylchol

Cosmology – samsara/ Cosmoleg - samsara

Rebirth, karma, and the 'self'/
Aileni, karma, a'r 'hunan'



Buddhist Practice/ Arfer Bwdhaidd

Buddhist precepts for lay people

Praeseptau Bwdhaidd ar gyfer lleygwyr

'Trainings' rather than 'commandments'

Hyfforddiant' yn hytrach na 'gorchmynion'

Who takes them?/ Pwy sy'n ei wneud?

Why take them? / Pam ei wneud?

śīla

Buddhist Practice – the five precepts for laity

Avoid harming other beings

Be kind to other beings

Avoid taking what isn't yours

Be generous

Avoid 'sexual misconduct'

Be respectful

Avoid lies and harmful speech

Only speak if it's beneficial

Avoid intoxication

Keep a clear mind

Arfer Bwdhaidd – y pum praesept ar gyfer lleygwyr

Osgoi niweidio bodau eraill

Bod yn garedig â bodau eraill

Ceisio osgoi cymryd yr hyn nad
yw'n eiddo i chi

Bod yn hael

Bod yn barchus

Osgoi 'camymddwyn rhywiol'

Siarad dim ond os yw'n fuddiol

Osgoi celwydd a lleferydd niweidiol

Cadw meddwl clir

Osgoi meddwdod

Buddhist Practice – other lay precepts

Some take extra precepts on certain days such as the full and new moon days:

Avoid eating after 12 noon

Avoid frivolous entertainment and wearing perfumes and garlands

Avoid luxurious beds

Which of the eight precepts would you find hardest to follow?

The precepts for monks and nuns – which run into the 100s – are often just refinements of these eight precepts.

Arfer Bwdhaidd – praeseptau lleyg eraill

Mae rhai yn cymryd praeseptau ychwanegol ar rai dyddiau fel y dyddiau lleuad llawn a newydd:

Ceisio osgoi bwyta ar ôl hanner dydd

Ceisio osgoi adloniant gwamal a gwisgo persawr a garlantau

Osgoi gwelyau moethus

Pa un o'r wyth praesept fyddai'n anoddaf i chi ei ddilyn?

Mae'r praeseptau ar gyfer mynachod a lleianod - sydd yn y cannoedd - yn aml yn ddim ond deillio o'r wyth praesept hyn.

Arfer Bwdhaidd – praeseptau lleyg eraill

Mae rhai yn cymryd praeseptau ychwanegol ar rai dyddiau fel y dyddiau lleuad llawn a newydd:

Ceisio osgoi bwyta ar ôl hanner dydd

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Osgoi gwelyau moethus

Pa un o'r wyth praesept fyddai'n anoddaf i chi ei ddilyn?

Mae'r praeseptau ar gyfer mynachod a lleianod - sydd yn y cannoedd - yn aml yn ddim ond deillio o'r wyth praesept hyn.

Buddhist Practice - Meditation

There are dozens of different forms of meditation – it isn't 'one size fits all'.

Bhavana – '[mental] cultivation' – a skill which can be developed.

A serious meditator will find a reputable teacher, one with plenty of experience and who can tailor a programme for them.

Walking meditation

Arfer Bwdhaidd — Myfyrdod

Mae yna ddwsinau o wahanol fathau o fyfyrdod – nid yw'r 'un ateb i bawb'.

Bhavana – ‘tyfu [meddwl]’ – sgil y gellir ei datblygu.

Bydd myfyriwr difrifol yn dod o hyd i athro ag enw da, un â digon o brofiad ac a all deilwra rhaglen ar ei gyfer.

Myfyrdod cerdded

Buddhist people Pobl Fwdhaidd

Monks and nuns/ Mynachod a lleianod

Lay people/ Lleygwyr

Buddhist children/ Plant Bwdhaidd



Any questions?/ Unrhyw gwestiynau?

Anonymous text questions via/ Cwestiynau testun dienw trwy:

Vevox.app

161-746-522

Some reading/ Peth deunydd darllen

Cantwell, C. 2010. *Buddhism: The Basics*. London: Routledge.

Harvey, P. 2012. *An Introduction to Buddhism: Teachings, History and Practices*. 2nd ed. Cambridge: Cambridge University Press.

Gethin, R. 1998. *The Foundations of Buddhism*. Oxford and New York: Oxford University Press.

Shaw, S. 2021. *The Art of Listening*. Boston: Shambala

Gombrich, R. 2009. *What the Buddha Thought*. Sheffield: Equinox

Appleton, N. 2014. *Narrating Karma and Rebirth*. Cambridge: CUP.

Lopez, D. Jn. 1998. *Prisoners of Shangri-la*. Chicago: UoC Press

Harris, E. J. (ed.) 2021. *Buddhism in Five Minutes*. Sheffield: Equinox

Some resources/ Rhai adnoddau

Some Buddhist-related books for children:

<https://tricycle.org/article/buddhist-books-for-children/>

This site has translations of Buddhist *suttas*; these ones relate to the life of the Buddha: <https://www.accesstoinsight.org/ptf/buddha.html>

Thai Buddhist chanting: <https://www.youtube.com/watch?v=PKEBGNLMB2k>

Shakuhachi flute music (a Japanese flute that's more about breath-training than about the music): <https://www.youtube.com/watch?v=miUKO5>

Rhai llyfrau sy'n ymwneud â Bwdhaeth i blant:

<https://tricycle.org/article/buddhist-books-for-children/>

Mae gan y wefan hon gyfieithiadau o *suttas* Bwdhaidd; mae'r rhai hyn yn ymwneud â bywyd y Bwdha:

<https://www.accesstoinsight.org/ptf/buddha.html>

Llafarganu Bwdhaidd Thai:

<https://www.youtube.com/watch?v=PKEBGNLMB2k>

Cerddoriaeth ffliwt Shakuhachi (ffliwt Japaneaidd sy'n ymwneud yn fwy â hyfforddiant anadl nag am y gerddoriaeth):

<https://www.youtube.com/watch?v=miUKO5g0ONk>

Yn y 'Sgwrs' TEAMs

In the TEAMs 'Chat'

- Hoffais...
 - Byddwn i wedi newid...
 - Rwy'n cymryd hyn o'r sesiwn...
- I liked...
 - I'd have changed...
 - My take-aways are...



Bwdhaeth/ Buddhism – Camau Nesaf/Next Steps?

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Cofrestrwch ar gyfer y gweminarau byw nesaf

- Sesiwn 1 - Cristnogaeth; 21 Chwefror 2024 3:00pm-4:00pm
- Sesiwn 2 - Iddewiaeth; 28 Chwefror 2024 3:30pm-4:30pm
- Sesiwn 3 - Islam; 4 Mawrth 2024 3:00pm-4:00pm
- Sesiwn 4 - Dyneiddiaeth; 7 Mawrth 2024 4:00pm-5:30pm (Humanism UK)
- Sesiwn 5 - Hindu dharma; 10 Ebrill 2024 3:00pm-4:00pm
- Sesiwn 6 - Bwdhaeth; 16 Ebrill 2024 3:00pm-4:00pm

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• Sesiwn 7 - Sikhiaeth; 1 Mai 2024 3:00pm-4:00pm

Cyfnod: Pob un

Cost: YN RHAD AC AM DDIM

Cyfrwng y cyflwyno: Saesneg

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Book for the next live webinars

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- **Session 7 - Sikhi; 1st May 2024 3:00pm-4:00pm**

Phase: All

Cost: FREE OF CHARGE

Language of Delivery: English


BOOK HERE: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Gwerthusiad

Ymarferwyr **CCD** i Sganio'r Cod QR hwn:

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Ymarferwyr **GCA** i Sganio'r Cod hwn:


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**Rhannwch eich barn am
y digwyddiad heddiw**

**Share your feedback on
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Cysylltwch â ni/Contact Us

CCD/CSC

Donna Graves

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GCA/EAS

Hayley Jones

Hayley.Jones@sewaleseas.org.uk

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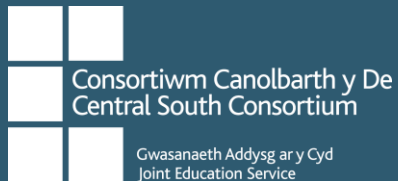
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Gweminar Fyw - Cristnogaeth Live Webinar – Christianity

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Arwyddo i mewn

Sign in

Christianity and Christian
Worldviews - Live Webinar PL CSC/
EAS



Nodau:

Aims

- Datblygu hyder ymarferwyr a'u gwybodaeth bynciol am Gristnogaeth
 - Datblygu ymwybyddiaeth o'r amrywiaeth a phluraliaeth o fewn Cristnogaeth e.e. enghreifftiau o brofiadau bywyd
 - Datblygu ymwybyddiaeth ymarferwyr o gyfleoedd posibl i ddatblygu profiadau dysgu ddiys ym MDPH Crefydd, Gwerthoedd a Moeseg yn ymwneud â Christnogaeth
 - Cynnig mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Gristnogaeth yn fanylach
- Develop practitioner confidence and subject knowledge about Christianity
 - Develop awareness of the diversity and pluralism within Christianity e.g. examples of lived experiences
 - Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Christianity
 - Provide access to resources and materials to further develop practitioner knowledge of Christianity

Cwis Cyflym

1. Beth yw'r grefydd sy'n tyfu gyflymaf yn y byd cyfoes?
2. Pa enwad Cristnogol ddechreuodd yng Nghymru yn 1905?
3. Faint o bobl a nododd eu bod yn Gristnogion yn nata Cyfrifiad Cymru 2021?
4. A oedd hyn yn gynnydd neu'n ostyngiad o gymharu â 2011? Faint o gynnydd/gostyngiad?
5. A yw cyfran y bobl sy'n ystyried eu hunain yn Gristnogion yng Nghymru yn uwch, yr un peth, neu'n is o'i gymharu â Lloegr yn 2021?

Quick Quiz

1. What is the fastest growing religion in the contemporary world?
2. Which Christian denomination began in Wales in 1905?
3. How many people in Wales identified themselves as Christian in the 2021 Census?
4. Has the number of people identifying themselves as Christians in Wales increased or decreased between the 2011 and 2021 census? By how much has it changed?
5. Is the proportion of self-classified Christians in Wales higher, the same, or lower when compared to England in 2021?

Cyflwyniad i Gristnogaeth - Fel Crefydd Fyw

Introductory Christianity – As a Lived Religion



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Cyflwyniad i Hanes yr Eglwys Gristnogol

Introductory Christian Church Histor

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Cristnogaeth Ragarweiniol – Y Beibl (ar gyfer dysgwyr iau)

Introductory Christianity – The Bible (for younger learners)

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Cristnogaeth Ragarweiniol – Y Beibl (ar gyfer dysgwyr hŷn) Introductory Christianity – The Bible (for older learners)

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Cristnogaeth – Y Beibl - Ble i Ddod o Hyd i Ddyfynbrisiau? Christianity – The Bible - Where to Find Quotes?

[Link to 'Bible Gateway' resource](#)

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The screenshot shows the Bible Gateway website interface. On the left is a dark red sidebar with navigation options: 'READ THE BIBLE', 'STUDY TOOLS', 'BIBLE GATEWAY PLUS', 'EXPLORE MORE', and 'STORE'. The main content area features a search bar with the placeholder 'Enter passage, keyword, or topic', a dropdown menu for 'New International Version (NIV)', and a search button. Below the search bar is a 'Bible Book List' dropdown and a 'Font Size' dropdown. The 'VERSE OF THE DAY' section displays 'Philippians 4:8 (New International Version)' with a share icon and a speaker icon. The verse text reads: 'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.' Below the verse is a 'Read Full Chapter' link. At the bottom of the verse section is an email subscription form with the heading 'Receive your daily verse by email', an input field for 'Your email address', and a 'Subscribe' button. A disclaimer at the very bottom states: 'By submitting your email address, you understand that you will receive your requested email communications from Bible Gateway, a division of The Zondervan Corporation, 501 Nelson Pl, Nashville, TN 37214 USA. You may unsubscribe from Bible Gateway's emails at any time. If you have any questions, please review our Privacy Policy or email us at privacy@biblegateway.com.'

Elfennau Crefydd

Elfennau Cristnogaeth

Testunau
cysgegredig
ysgrifenedig

Credoau

Arferion

Dathliadau –
gwyliau a defodau
newid byd

Cymuned

Ffydd/credu y dylid
gweithredu

Hanes

Naratifau - straeon

Diwylliant – bwyd,
celf, drama, dawn,
llynyddiaeth,
cerddoriaeth...

Arweinwyr

Duw?

Cyfreithiau /
rheolau / moesau

Y Beibl – naratifau,
dysgeidiaeth, defnydd o
(seremonïau, addoli,
gweddiâu (...)) ...

Duw, y Drindod, Iesu, y
Meseia...

Addoli, gweddi, codau
moesgol

Dathliadau – Nadolig, y Pasg,
y cynhaeaf, bedyddio,
bedydd esgob, priodas,
angladd...

Cymuned - y Gymuned Fyd-
eang (oddeutu dwy biliwn),
Eglwys, banciau bwyd,
ysgolion Sul, grwpiau
eglwysi, grwpiau mamau a
babanod...

Ffydd/credu y dylid
gweithredu – Cenhadon,
elusengarwch, efengylu, Y
Fam Teresa, MLK, Cymorth
Cristnogol ...

Hanes – Israel, lledaeniad
Cristnogaeth, Cristnogaeth
fodern

Naratifau – straeon y Beibl

Diwylliant – bwyd, celf,
drama, dawn, llynyddiaeth,
cerddoriaeth...

Arweinwyr – y Pab, – y Pab,
y Babaeth,
Gweinidogaeth, Martin
Luther King yr Ieuengaf.,
Desmond Tutu,
Archesgobion...

Duw - undduwiaeth

Y deg gorchymyn, carwch
eich gilydd



Elements of Religion

Elements of Christianity

Written sacred texts	Beliefs	Practices
Celebrations – festivals & rites of passages	Community	Faith/belief in action
History	Narratives – stories	Culture – food, art, drama, dance, literature, music...
Leaders	God?	Laws/rules/morals

Bible – narratives, teachings, use of (ceremonies, worship, prayer...) ...	God, Trinity, Jesus, messiah...	Worship, prayer, moral codes
Celebrations – Christmas, Easter, harvest; baptism, confirmation, wedding, funeral...	Community - Global Community (couple of billion), Church, food banks, Sunday school, church groups, mother and toddler groups ...	Faith/belief in action – Missionary, charity, evangelism, Mother Teresa, MLK, Christian Aid ...
History – Israel, spread of Christianity, modern Christianity	Narratives – bible stories	Culture – food, art, drama, dance, literature, music...
Leaders – pope, papacy, ministry, Martin Luther King Jr., Desmond Tutu, Archbishops...	God - monotheism	Ten commandments, love one another

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Rhywfaint o Gredoau Allweddol Cristnogaeth

Duw – undduwiaeth
(hollbresennol,
hollwybodol,
hollalluog, hollgaredig)

Y Drindod – y Tad, y
Mab a’r Ysbryd Glân

Iesu – y Mab, y Meseia,
Ymgnowdoledig, yr
Atgyfodiad, y
Dyrchafael

Creawdwr

Stiwardiaeth -
llywodraethu

Page 136

Credoau - Credo Nicea,
Credo’r Apostolion

Y bywyd tragwyddol –
yr enaid, y nefoedd,
uffern, purdan?
E bargofiant?

Pechod, yr lawn,
achubiaeth

Maddeuant

Da, drwg a dioddefaint

Cydwybod

Iachawdwriaeth, gras

Cariad – agape/
cariadwledd

Y Beibl

Mannau arbennig



Some Key Christian Beliefs

God – monotheism (omnipresent, omniscient, omnipotent, omnibenevolent)	Trinity – Father, Son & Holy Spirit	Jesus – Son, Messiah, Incarnate, resurrection, ascension	Creator	Stewardship – dominion
Creeds - Nicene, Apostles	Afterlife – soul, heaven, hell, purgatory? Limbo?	Sin, atonement, redemption	Forgiveness	Good, evil & suffering
Conscience	Salvation, grace	Love – agape	The Bible	Special places

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Rhai Credoau Cristnogol Allweddol yn yr Ystafell Ddosbarth

Some Key Christian Beliefs in the Classroom

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Rhai Credoau Cristnogol Allweddol yn yr Ystafell Ddosbarth

Some Key Christian Beliefs in the Classroom



Page 139

Christian belief - 'grace'
Stormzy – Blinded by your grace



Christian love - 'agape'
Black Eyed Peas – Where is the love?

Rhai Credoau Cristnogol Allweddol yn yr Ystafell Ddosbarth – Dysgwyr Hŷn

Some Key Christian Beliefs in the Classroom – Older Learners

The Last Supper



The Crucifixion



The Resurrection



Rhywfaint o Arferion Allweddol Cristnogaeth

Addoli

- Preifat/comund
- Litwrgaidd/anffurfiol
- Gweddïo
 - Dweud Gweddi'r Arglwydd
- Emynu
- Darllen rhannau o'r Beibl
- Y Saboth
- Pererindota

Gweddïo

Gweithredoedd da

Efengylu, Gwaith cenhadol

Sacramentau (Catholig)

- Bedyddio
- Yr Ewcharist
- Bedydd Esgob (Confirmasiwn)
- Cymodi
- Eneinio deifion
- Priodas
- Urddau eglwysig

Dathlu gwyliau

- Wythnos y Pasg
- Y Pasg
- Y Nadolig
- Cynhaeaf

Defodau newid byd

- Croesawu plentyn
- Cadarnhau ffydd
- Priodas
- Angladd

Ymweld â mannau arbennig/Pererindota

- Addoldy lleol
- Cadeirlan Tyddewi
- Ffynnon Non
- Ynys Enlli
- Walsingham
- Lourdes
- Israel

Yr Ewcharist

- Offeren
- Cymun Bendigaid
- Swper yr Arglwydd

Mathau o fynegiant Cristnogol

- Symbolau
- Celf
- Cerddoriaeth
- Drama
- Ffordd o fyw
- Cysegru/galwad

Bywyd crefyddol

- Lleianod
- Mynachod
- Gweinidogaeth
- Aelodau lleyg/pregethwyr/gweinidogion

Gweithredoedd elusengar

Stiwardiaeth

Moeseg – moeseg sefyllfa? Agape?

Y Beibl

- Darllen
- Cadw at ddysgeidiaeth y Beibl
- Dehongliadau o ddysgeidiaeth y Beibl
- Rhoi dysgeidiaeth y Beibl ar waith



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Rhai Arferion Cristnogol Allweddol

Some Key Christian Practices

Worship

- Private/communal
- Liturgical/informal
- Prayer
 - Recite Lord's Prayer
- Hymns
- Bible readings
- Sabbath
- Pilgrimage

Prayer

Good works

Evangelism, missionary work

Sacraments (Catholic)

- Baptism
- Eucharist
- Confirmation
- Reconciliation
- Anointing of the sick
- Marriage
- Holy Orders

Festival celebrations

- Holy week
- Easter
- Christmas
- Harvest

Rites of passages

- Welcoming child
- Confirming faith
- Wedding
- Funeral

Visiting special places/ Pilgrimage

- Local place of worship
- St. David's Cathedral
- St Non's well
- Bardsey Island
- Walsingham
- Lourdes
- Israel

Eucharist

- Mass
- Holy Communion
- Lord's Supper

Forms of Christian expression

- Symbols
- Art
- Music
- Drama
- Lifestyle
- Dedication/vocation

Religious life

- Nuns
- Monks
- Ministry
- Lay members/ preachers/ministers

Charitable actions

Stewardship

Ethics – situation ethics? Agape?

Bible

- Reading
- Following teachings
- Interpretations of teachings
- Putting into practice



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Rhai Arferion Cristnogol Allweddol yn y Dosbarth

Some Key Christian Practices in the Classroom

Birth Ceremonies / Seremonïau geni



Rites of Passage

Marriage Ceremonies/ Seremonïau priodas



Coming of Age Ceremonies/ Seremonïau Dod i Oed

[Link to RE:Quest](#)



Rhywfaint o Werthoedd Allweddol Cristnogaeth

Some Key Christian Values

Page 144



Rhywfaint o Werthoedd Allweddol Cristnogaeth yn yr Ystafell Ddosbarth

Some Key Christian Values in the Classroom

BBC Sign in CBBC CBBC iPlayer Newsround Bitesize Own It CBeebies CBBC on TV Search Bitesize

BITESIZE

Home Learn Study support Careers My Bitesize

KS1

Advanced: How do Christians show care?

Part of [Religious Education](#) | [Christianity](#) | [Year 2](#)

[+ Save to My Bitesize](#)

Christians believe in one **God**.

They follow the teachings of the **bible**, which means that many of them feel they have a duty to show care to others.

They can choose to do this in different ways, such as reading or listening to teachings from the Bible, running community or charity events and helping others in need.

Hannah stood outside her church.

Watch: Find out how Hannah shows care in her community as a Christian

Page 145

[Link: Care](#)

The 'Golden Rule'

[Matthew 7:12](#)

So, in everything, do to others what you would have them do to you, (NIV – New International Version)

Cristnogaeth - Lleol, Cenedlaethol a Byd-eang Christianity - Local, National and Global

Local/Lleol

Butetown/ Cardiff

Butetown has experienced many changes and witnessed the explosion in industry which created a vibrant multicultural community.

Since then, faith and religion has played an important part in the growth of Cardiff. [The Faithful Butetown walk](#), invites you to discover the significant religious past and present of Tiger Bay!

National/ Cenedlaethol

Pentacostal Christianity

Started simultaneously in Pembrokeshire and Monmouthshire in 1905.

[Interesting article](#) that could lead to enquiry on the impact of Pentecostal Christianity in Wales!

Global/ Byd- enag

African/South American/The Middle East

Christianity

Does your current Christian knowledge and school curriculum concentrate on European/North American Christianity?

Christianity - Diversity and Pluralism



- What are 'shared' (similarities/commonalities) within Christianity?
- What are distinctive/different/diverse/pluralistic within Christianity?

Consider beliefs, practices, values, ethics, philosophies, theologies, sources of authority/lived experiences etc...

Cristnogaeth – Amrywiaeth a Phliwraliaeth



- Beth yw'r pethau a 'rennir' yn y ffydd Gristnogol? (elfennau tebyg neu gyffredin)
- Beth yw'r pethau sy'n 'nodedig/gwahanol/amrywiol/pliwraliaethol' yn y ffydd Gristnogol?
- Ystyriwch gredoau, arferion, gwerthoedd, moeseg, athroniaethau, mathau o ddiwinyddiaeth, ffynonellau awdurdod/doethineb/profiadau bywyd ac ati...

Christianity - Diversity and Pluralism

Denominations-

Infographic shared from NATRE

Page 149



Catholic Church

About half of the world's Christians are Catholic. That is 1200 million people
The Pope is the world's Catholic leader, and the Vatican in Rome is its centre



Orthodox Churches

About one in nine of the world's Christians are Orthodox, from Russia to Ethiopia via Ukraine and Greece - that is about 260 million people
The Catholics and the Orthodox churches separated in 1053 - nearly 1000 years ago



Anglican Church

There are about 85 million Anglican Christians in the world.
The Anglican Church ('Church of England' in England) began in the time of Henry VIII nearly 500 years ago. It is also called the Episcopalian church.



Pentecostal Churches

These churches began about 120 years ago, and have grown fast, especially in some poorer parts of the world.
There are about 300 million Pentecostal Christians who share exciting and emotional worship.



Charismatic Christians

Charismatic churches are modern, growing fast in the last 50 years, often independent from older denominations. They believe in the power of the Holy Spirit at work today. Many live in Latin America. There are about 310 million, 14% of the world's Christians.



Baptist Churches

There are about 95 million Baptists in the Christian world population, about half live in the USA
Baptism is usually by total immersion in water, not for babies: you must believe for yourself.



Methodist Churches

About 80 million people are part of the Methodist movement all over the world
Their history goes back over 200 years to the life of John Wesley, who preached in the UK and US



Other groups: thousands of other denominations make up the rest of the Christian communities.
In the UK these include the Salvation Army, Quakers and United Reformed Churches
Globally, the Lutheran churches (80m) are large, but there are thousands of smaller groups too.



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Christianity - Diversity and Pluralism

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Infographic shared

from NATRE

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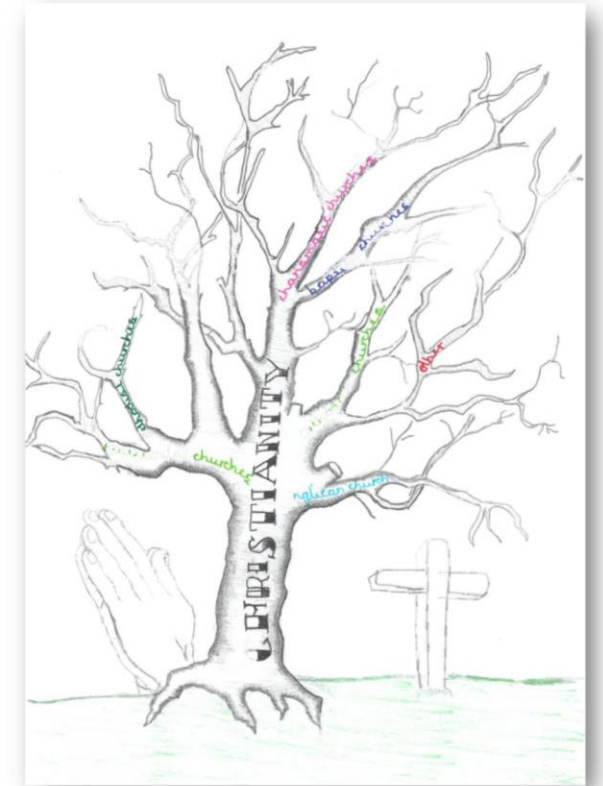


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Christianity - Diversity and Pluralism

Denominations-

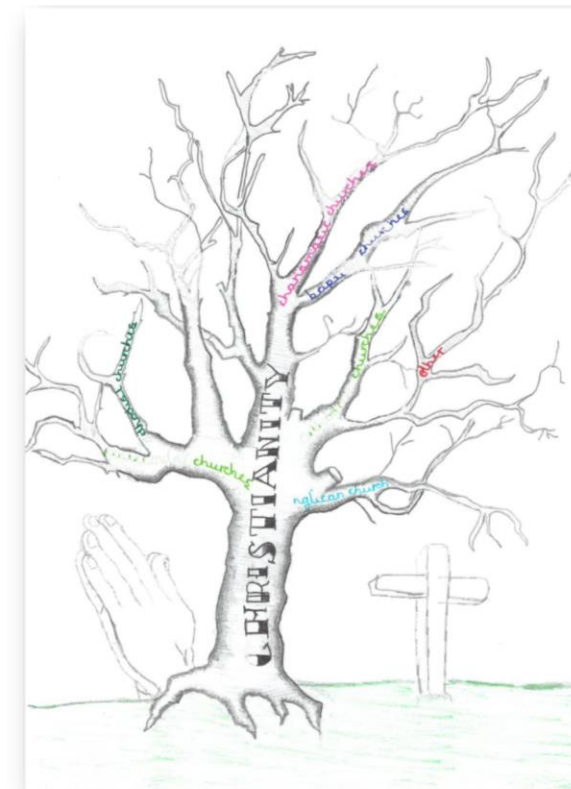
- This tree is like Christianity and its denominations because....
- It shows some things well, for example...
- It could show some things more accurately, for example...
- What I learned from this example is...
- How else could Christianity be represented, other than a tree? Why?



Cristnogaeth – Amrywiaeth a Phliwraliaeth

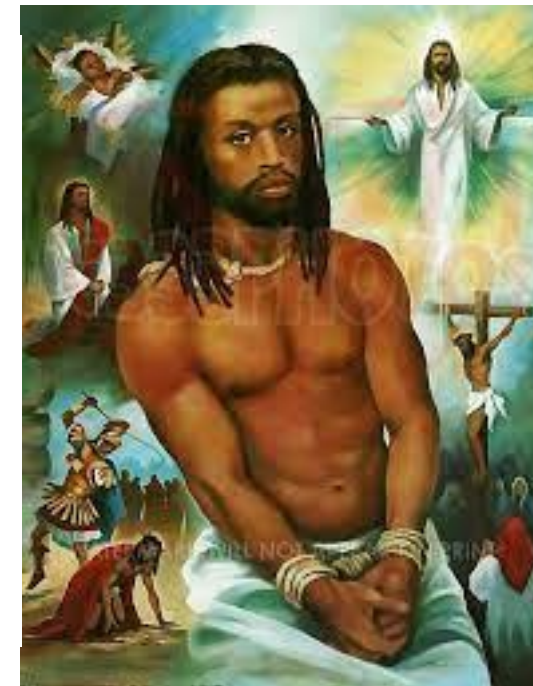
Enwadau-

- Mae'r goeden hon yn debyg i Gristnogaeth a'i henwadau oherwydd....
- Mae'n dangos rhai pethau'n dda, er enghraifft...
- Gallai ddangos rhai pethau'n fwy cywir, er enghraifft...
- Dyma beth wnes i ei ddysgu o'r enghraifft hon...
- Beth arall, ac eithrio coeden, y gellid ei ddefnyddio i gyfleu Cristnogaeth? Pam?



Cristnogaeth – Amrywiaeth a Phliwraliaeth yn yr Ystafell Ddosbarth

Christianity - Diversity and Pluralism in the Classroom



Christian Identity & Belonging

Relationships

Language(s)

Family Unit

'Christian' forename?

Christian School

- Ethos
- Values
- Collective Worship

Christian Beliefs/Values

- God
- Trinity
- Messiah
- Love/agape
- Stewardship

Denominations

- Catholic
- Church in Wales
- Baptist
- Salvation Army
- Methodist
- Wesleyan

Symbols

- Cross
- Crucifix
- Ichthus
- Font/Baptism pool
- Dove

Communities/Organisations/Charities

- CAFOD
- Tearfund
- Christian Aid etc...

Read and follow sacred text:

- Bible

Practices/Actions

Lifestyle

Clothing

- Symbols
- Vestments
- Habit
- Head covering

Festivals/Celebrations

- Harvest
- Advent
- Christmas
- Easter

Follow rules/Commandments/Authority:

- Ten Commandments
- Bible
- Ministry
- Pope
- Synods

Conflict? Peace?

Persecuted for Identity/beliefs?

Rites of Passages

- Christening/Dedication
- Confirmation/Believer's Baptism
- Marriage
- Funeral

Art

- Picturing Jesus
- Christian artists
- Art in places of worship

Music

- Hymns – modern/traditional
- Black Eyed Peas
- Stormzy

Food

Pilgrimage

- St. David's
- Walsingham
- Lourdes
- Jerusalem/Israel

Places of worship

- Church
- Chapel
- Cathedral
- Citadel
- Temple

Perthnasoedd

laith/leithoedd

Yr Uned Deuluol

Enw cyntaf 'Cristnogol'?

Ysgol Gristnogol

- Ethos
- Gwerthoedd
- Addoli Torfol

Credoau/Gwerthoedd Cristnogion

- Duw
- Drindod
- Meseia
- Cariad/agape
- Stiwardiaeth

Enwadau

- Eglwys Gatholig
- Yr Eglwys yng Nghymru
- Bedyddwyr
- Byddin yr Iachawdwriaeth
- Methodistiaid
- Wesleaid

Symbolau

- Croes
- Croeslun
- Ichthus
- Bedyddfaen/pwll Bedyddio
- Colomen

Cymunedau/ Sefydliadau / Elusennau

- CAFOD
- Tearfund
- Cymorth Cristnogol ac ati...

Darllen a chadw at ddysgeidiaeth testun cysegredig:

- Y Beibl

Hunaniaeth Gristnogol ac Ymberthyn

Arferion/Gweithredoedd

Ffyrdd o fyw

Gwyliau/Dathliadau

- Y Cynhaeaf
- Adfent
- Y Nadolig
- Y Oasg

Dillad

- Symbolau
- Urddwisgoedd
- Abid
- Gorchudd pen

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Gwrthdaro? Heddwch?

Defodau Newid Byd

- Bedydd Plentyn/ Ymgysgriad
- Bedydd Esgob/ Bedydd Crediniwr
- Priodas
- Angladd

Celf

- Cyfleu Iesu mewn darluniau
- Artistiaid Cristnogol
- Celf mewn addoldai

Cerddoriaeth

- Emynau – modern/ traddodiadol
- Black Eyed Peas
- Stormzy

Bwyd

Pererindota

- Tyddewi
- Walsingham
- Lourdes
- Jerwsalem/ Israel

Mynychu addolai

- Eglwys
- Capel
- Cadeirlan
- Neuadd Gwrdd
- Teml

Cadw at Reolau / Gorchmynion/ Awdurdod:

- Y Deg Gorchymyn
- Y Beibl
- Gweinidogaeth
- Y Pab
- Synodau



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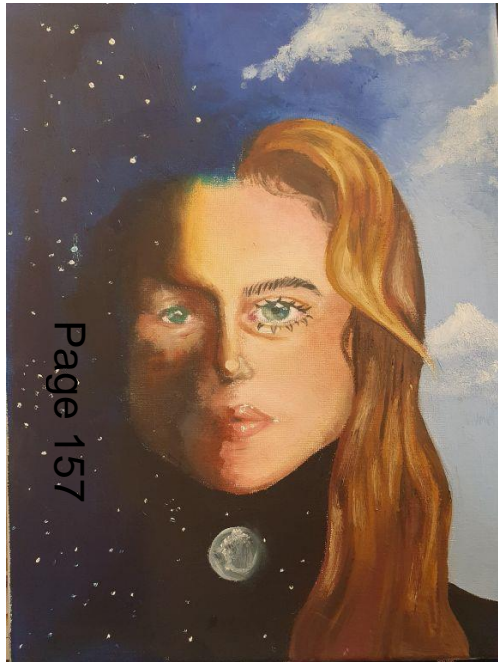
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Cristnogaeth – Ysbrydolrwydd a Chelf

Christianity – Spirituality and Art



Christianity – Spirituality and Expressive Arts in the Classroom/Outdoor Learning



SPIRITED ARTS COMPETITION 2024



Get creative through this cross-curricular competition!

Join hundreds of schools worldwide participating in this year's Spirited Arts competition! We welcome entries in (almost!) any art form your pupils can think of, including:

- Art (painting, drawing, sketching, etc)
- Poetry
- Photography
- Dance
- Music
- Drama
- Sculpture

The competition started in 2004 and has been held every year since. Spirited Arts has attracted over 450,000 entrants (averaging 25,000 annually!) since 2004, with 3,000 entries sent into NATRE each year for judging. Hundreds of UK schools get involved, and we get entries from as far afield as Hong Kong, Australia, Thailand and Bahrain.

- Art (painting, drawing, sketching, etc)
- Poetry
- Photography
- Dance
- Music
- Drama
- Sculpture
- Lyrics, rap
- Animation
- ETC!

[NATRE Spirited Arts Competition](#)

Cristnogaeth – Ysbrydolrwydd a'r Celfyddydau Mynegiannol yn yr Ystafell Ddosbarth/Dysgu yn yr Awyr Agored



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[Cystadleuaeth 'Spirited Arts' Natre](#)

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- Arlunio (paentio, tynnu lluniau, braslunio ac ati)
- Barddoniaeth
- Ffotograffiaeth
- Dawns
- Cerddoriaeth
- Drama
- Cerflunio
- Geiriau caneuon, rap
- Animeiddio
- A LLAWER IAWN RHAGOR!

Cristnogaeth – Rhai Geirfa Allweddol Christianity – Some Key Vocabulary



[Christian-Glossary.pdf](http://request.org.uk)
(request.org.uk)

Page 159

RE:QUEST Region: England, Wales and Northern Ireland

[Home](#) [Resources](#) [Boards](#) [Teachers](#) [Get in Touch](#) [Log In](#)

Christian Key Words and Definitions

This helpful guide will give you a quick overview of key Christian beliefs and what they mean.

Christian Glossary



Cristnogaeth – Rhai Geirfa Allweddol

Christianity – Some Key Vocabulary



- Writing Revolution – [link](#)
- Religious Literacy - [Teaching them how to write like a theologian](#) ; [Other link](#)
- Teaching key vocab in the classroom – recall and retrieval practice of key subject vocab, [Missy Cox](#) blogs

Page 160

Cristnogaeth – Canllawiau gan yr Enwadau ynghylch y Cwricwlwm i Gymru Christianity – Curriculum for Wales Denominational Guidance

Page 161

The screenshot shows the website for 'The Church in Wales'. The header includes the logo and navigation links: 'Life events', 'Faith', 'Evangelism', 'News', 'Publications', 'About us', 'For clergy and members', and 'Education'. A search bar is also present. The main content area features the title 'Religion, Values and Ethics Guidance' and a list of topics under 'In this section': 'SEARCH FOR MEANING AND PURPOSE', 'THE NATURAL WORLD AND LIVING THINGS', 'VALUES AND ETHICS', 'IDENTITY AND BELONGING', 'AUTHORITY AND INFLUENCE', 'RELATIONSHIP AND RESPONSIBILITY', 'THE JOURNEY OF LIFE', and 'DESIGNING YOUR CURRICULUM GUIDANCE'. There is also a 'Share' section with social media icons.

[Link](#)

The screenshot shows the website for 'Catholic Education Service'. The header includes the logo and the text 'Supporting Catholic Education Since 1847'. The navigation menu includes 'Home', 'About Us', 'Wales', 'Directory', 'Application Forms', 'Employment Documents', 'CES Census', and 'Lesson Resources'. The main content area features the title 'Catholic education in Wales' and a map of Wales divided into three dioceses: Wrexham, Menevia, and Cardiff. The text describes the Catholic Church in Wales, its dioceses, and Catholic schools in Wales.

[Link](#)

Cristnogaeth - Myfyrdod

- **Bylchau** o ran eich gwybodaeth a'ch dirnadaeth **bresennol**?
- A ydych chi'n cynllunio i gyflwyno Cristnogaeth **amrywiol** a **phliwralaidd** ac yn cyflawni hynny?
- Beth yw'r atebion **cyflym** a **rhwydd**'?

Christianity – Reflection

- What are the **gaps** in your **current** knowledge and understanding?
- Are you planning and delivering for **diverse** and **pluralistic** Christianity?
- What are the '**quick wins**'?

Cristnogaeth - Yn y TEAMS 'Sgwrs'

Christianity – In the TEAMS 'Chat'

- Roeddwn i'n hoffi...
- Byddwn i wedi newid...
- Fy tecawê yw...

- I liked...
- I'd have changed...
- My take-aways are...



Book for the next live webinars

- **Session 1 - Christianity; 21st February 2024 3:00pm-4:00pm**
- **Session 2 - Judaism; 28th February 2024 3:30pm-4:30pm**
- **Session 3 - Islam; 4th March 2024 3:00pm-4:00pm**
- **Session 4 - Humanism; 7th March 2024 4:00pm-5:30pm**
- **Session 5 - Hindu dharma; 10th April 2024 3:00pm-4:00pm**
- **Session 6 - Buddhism; 16th April 2024 3:00pm-4:00pm**
- **Session 7 - Sikhi; 1st May 2024 3:00pm-4:00pm**

Phase: All

Cost: FREE OF CHARGE

Language of Delivery: English

BOOK HERE: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Neilltuwch le yn y gweminarau byw nesaf

- Sesiwn 1 - Cristnogaeth; 21 Chwefror 2024 3:00pm-4:00pm
- Sesiwn 2 – Iddewiaeth; 28 Chwefror 2024 3:30pm-4:30pm
- Sesiwn 3 - Islam; 4 Mawrth 2024 3:00pm-4:00pm
- Sesiwn 4 - Dyneiddiaeth; 7 Mawrth 2024 4:00pm-5:30pm
- Sesiwn 5 – Dharma'r Hindwiaid; 10 Ebrill 2024 3:00pm-4:00pm
- Sesiwn 6 - Bwdhaeth; 16 Ebrill 2024 3:00pm-4:00pm
- Sesiwn 7 - Siciaeth; 1 Mai 2024 3:00pm-4:00pm

Cyfnod: Pob Un

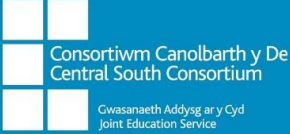
Cost: YN RHAD AC AM DDIM

Iaith Cyflwyno'r Sesiynau: Saesneg

NEILLTUWCH LE YMA: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sesiwns>

Evaluation

CSC (CODE: **E24102**)



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**Rhannwch eich barn am
y digwyddiad heddiw**

**Share your feedback on
today's event**

Sganiwch y cod QR isod
gyda'ch dyfais i gwblhau ein
ffurflen werthuso neu ewch i

bit.ly/CSC_evaluation

Scan the QR code below with
your device to complete our
evaluation form or go to

bit.ly/CSC_evaluation

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01443 281411



www.cscjes.org.uk



support@cscjes.org.uk



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Mailing list
bit.ly/CSCbulletin



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[/centralsouthconsortium](https://facebook.com/centralsouthconsortium)

Bridgend, Cardiff, Merthyr Tydfil, RCT and the Vale of Glamorgan

Scan this QR Code for **EAS** practitioners:

End of Programme Evaluation (Form E1)

How effective did you find this professional learning? Please complete this form to:

- Provide initial evaluative feedback
- Record your completion of the programme / activity
- We will email the future to request additional feedback

Course Code:	RVE PL
Course Title:	Christianity PL
Success Criteria:	Develop practitioner confidence and subject knowledge about Christianity
	Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Christianity
	Provide access to resources and materials to further develop practitioner knowledge of Christianity



<https://tinyurl.com/EASEvaluations>

Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen

Cysylltwch â ni/ Contact Us

**CSC/Canolbarth y De
Donna Graves**

Donna.Graves@CSCJES.org.uk

EAS/Y GCA

Hayley Jones

hayley.jones@sewaleseas.org.uk

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Gweminar Fyw Dharma Hindwaidd

Live Webinar Hindu Dharma

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Mewngofnodwch

Sign In

Language: Cymraeg (Y Deyrnas Unedig)

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Dyneiddiaeth a Bydolygon Dyneiddiol - DP
Gweminar Fyw CCD/ EAS

Manylion Cyswilt Mynychwyr rhanbarthau CCD/ EAS

1. Enw llawn

Enter your answer

2. E-bost Hwb/Gwaith *

Hindu Dharma and Hindu Dharmic Worldviews - Live Webinar PL CSC/ EAS



Hindu Dharma and Hindu Dharmic Worldviews - Live Webinar PL CSC/ EAS

Contact Details for CSC/EAS regions attendees

1. Full name

Enter your answer

2. Hwb/Work Email *

Amcanion:

- Ystyried beth sydd mewn 'enw'?
- Datblygu hyder a gwybodaeth pwnc ymarferwyr am Hindu Dharma
- Datblygu ymwybyddiaeth o'r amrywiaeth a'r plwraliaeth o fewn Hindu Dharma e.e. enghreifftiau o brofiadau bywyd
- Datblygu ymwybyddiaeth ymarferwyr o gyfleoedd posibl i ddatblygu profiadau dysgu dilys yn CGM sy'n ymwneud â Hindu Dharma
- Darparu mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Hindu Dharma ymhellach, fel ymarferydd CGM

Aims:

- To consider what is in a 'name'?
- Develop practitioner confidence and subject knowledge about Hindu Dharma
- Develop awareness of the diversity and pluralism within Hindu Dharma e.g. examples of lived experiences
- Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Hindu Dharma
- Provide access to resources and materials to further develop practitioner knowledge of Hindu Dharma, as a practitioner of RVE

Cwis



1. Pryd dechreuodd 'Hindwâeth' ddod yn 'grefydd' cydnabyddedig/difiniedig?
2. Pwy oedd sylfaenydd Hindu Dharma?
3. Allwch chi enwi unrhyw Ysgrythur Hindwâidd?

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Quiz

1. When did 'Hinduism' start to become a recognised/defined as a 'religion'?
2. Who was the 'founder' of Hindu Dharma?
3. Can you name any Hindu scriptures?



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'Hindŵaeth' neu 'Sanatan(a) Dharma' neu 'Hindu Dharma'? 'Hinduism' or 'Sanatan(a) Dharma' or 'Hindu Dharma'?

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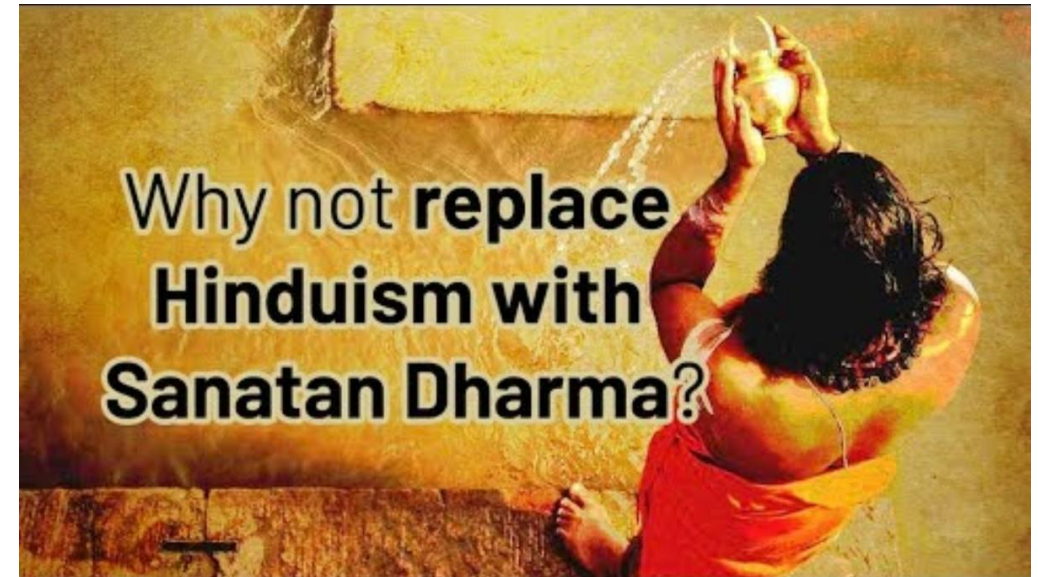


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'Hindw̄aeth' neu 'Sanatan(a) Dharma' neu 'Hindu Dharma'? 'Hinduism' or 'Sanatan(a) Dharma' or 'Hindu Dharma'?

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Cyflwyniad/Introduction

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Cyflwyniad/Introduction

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Elfennau o grefydd

Elfennau o Sanatan(a) Dharma/Hindwâeth

Testunau sanctaidd ysgrifenedig	Credoau	Arferion
Dathliadau – gwyliau a defodau newid byd	Cymuned	Ffydd/cred ar waith
Hanes	Naratifau – straeon	Diwylliant – bwyd, celf, drama, dawns, llenyddiaeth, cerddoriaeth...
Arweinwyr	Duw?	Deddfau/rheolau/moesau

Vedas, Puranas, Upanishads, Bhagavad Gita...	Dharma, karma, jnana...	Puja, havan, yoga...
Dathliadau – Diwali, Holi, Seremoni Upanayana...	Cymuned – amrywiol, plwraliaethol, lleol/cenedlaethol/byd-eang	Profiadau byw
Hanes – Gwareiddiad Dyffryn Indus...	Naratifau – straeon sanctaidd e.e. Ramayana, Bhagavad Gita	Diwylliant – bwyd, celf, drama, dawns, llenyddiaeth, cerddoriaeth...
Arweinwyr – gurus, pandits...	Duw/Brahman – monotheïstiaeth/amldduwiaeth?	Sanatan(a) Dharma – Gwirioneddau/Cyfraith dragwyddol

Elements of Religion

Elements of Sanatan(a) Dharma/Hinduism

Written sacred texts

Beliefs

Practices

Vedas, Puranas, Upanishads, Bhagavad Gita...

Dharma, karma, jnana...

Puja, havan, yoga...

Celebrations – festivals & rites of passages

Community

Faith/belief in action

Celebrations – Diwali, Holi, Upanayana Ceremony...

Community – diverse, pluralistic, local/national/global

Lived experiences

History

Narratives – stories

Culture – food, art, drama, dance, literature, music...

History – Indus Valley Civilisation...

Narratives – sacred stories e.g. Ramayana, Bhagavad Gita

Culture – food, art, drama, dance, literature, music...

Leaders

God?

Laws/rules/morals

Leaders – gurus, pandits...

God/Brahman – monotheism/polytheism?

Sanatan(a) Dharma – Eternal Truths/Law



Sanatan(a) Dharma – Rhai credoau

Dharma

Brahman

Trimurti

duwiau / duwiesau
(duwdodau)

Consoraus
ac Afatarau

Atman

Karma

Reincarnation

Moksha

Purusharthas

Varnashr-
amdharm

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Sanatan(a) Dharma – Some Beliefs

Dharma

Brahman

Trimurti

gods/goddesses
(deities)

Consorts
& Avatars

Atman

Karma

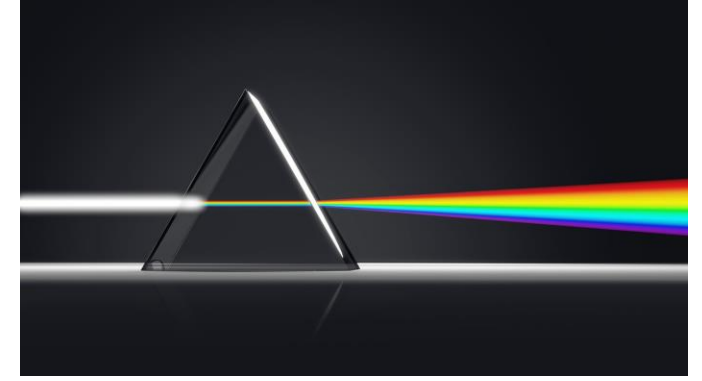
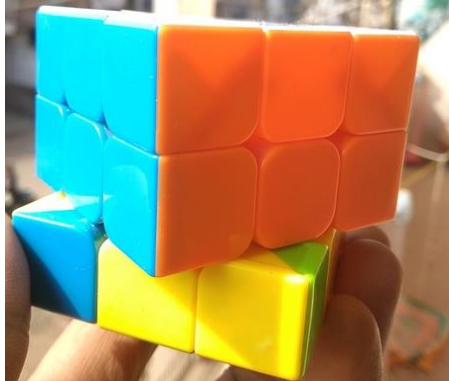
Reincarnation

Moksha

Purusharthas

Varnashr-
amdharm

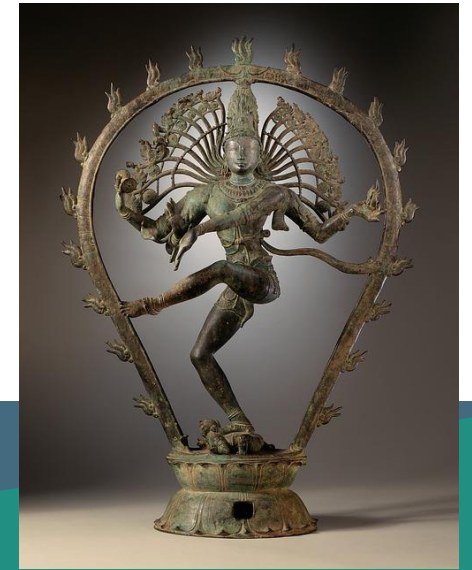
Credoau Hindu Dharma Beliefs – Yn yr ystafell ddosbarth/ In the Classroom



Credoau Hindu Dharma Beliefs – Yn yr ystafell ddosbarth/ In the Classroom



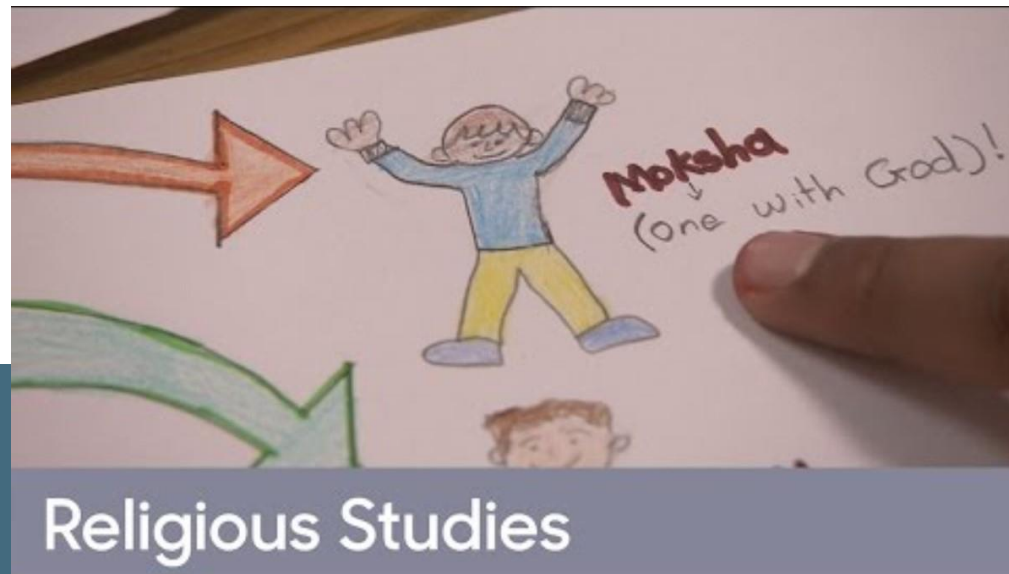
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Credoau Hindu Dharma Beliefs – Yn yr ystafell ddosbarth/ In the Classroom

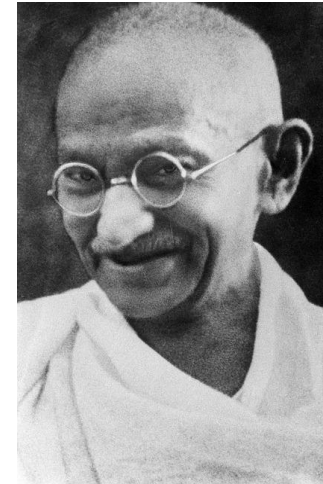
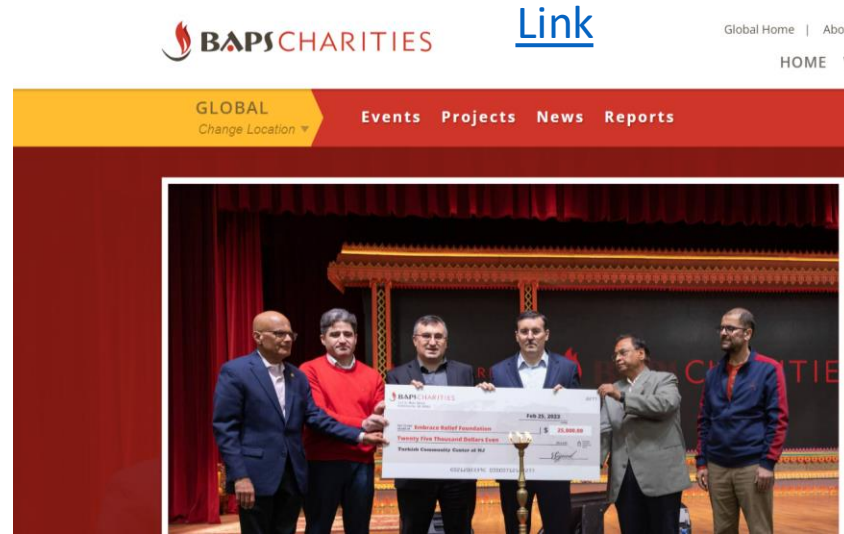


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Credoau Hindu Dharma Beliefs – Yn yr ystafell ddosbarth/ In the Classroom

[Link](#)



***An eye for an eye and the
world will soon be blind.***
— Mahatma Gandhi

Hindu Dharma – Rhai arferion

Addoli/p
uja

Gwyliau

Defodau Newid
Bywyd

Stori

Pererindod

Varnashrama
-dharma

Hindu Dharma – Some Practices

Worship/
puja

Festivals

Rites of
Passages

Story

Pilgrimage

Varnashrama
-dharma

Hindu Dharma – Rhai Arferion/Some Practices – Yn yr Ystafell Ddosbarth/In the Classroom

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Hindu Dharma – Rhai Arferion/Some Practices – Yn yr Ystafell Ddosbarth/In the Classroom

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Hindu Dharma – Rhai Arferion/Some Practices – Yn yr Ystafell Ddosbarth/In the Classroom

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Hindu Dharma – Rhai Arferion/Some Practices – Yn yr Ystafell Ddosbarth/In the Classroom

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Hindu Dharma – Rhai Arferion/Some Practices – Yn yr Ystafell Ddosbarth/In the Classroom

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Hindu Dharma – Caerdydd/Cardiff

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SHREE SWAMINARAYAN TEMPLE CARDIFF



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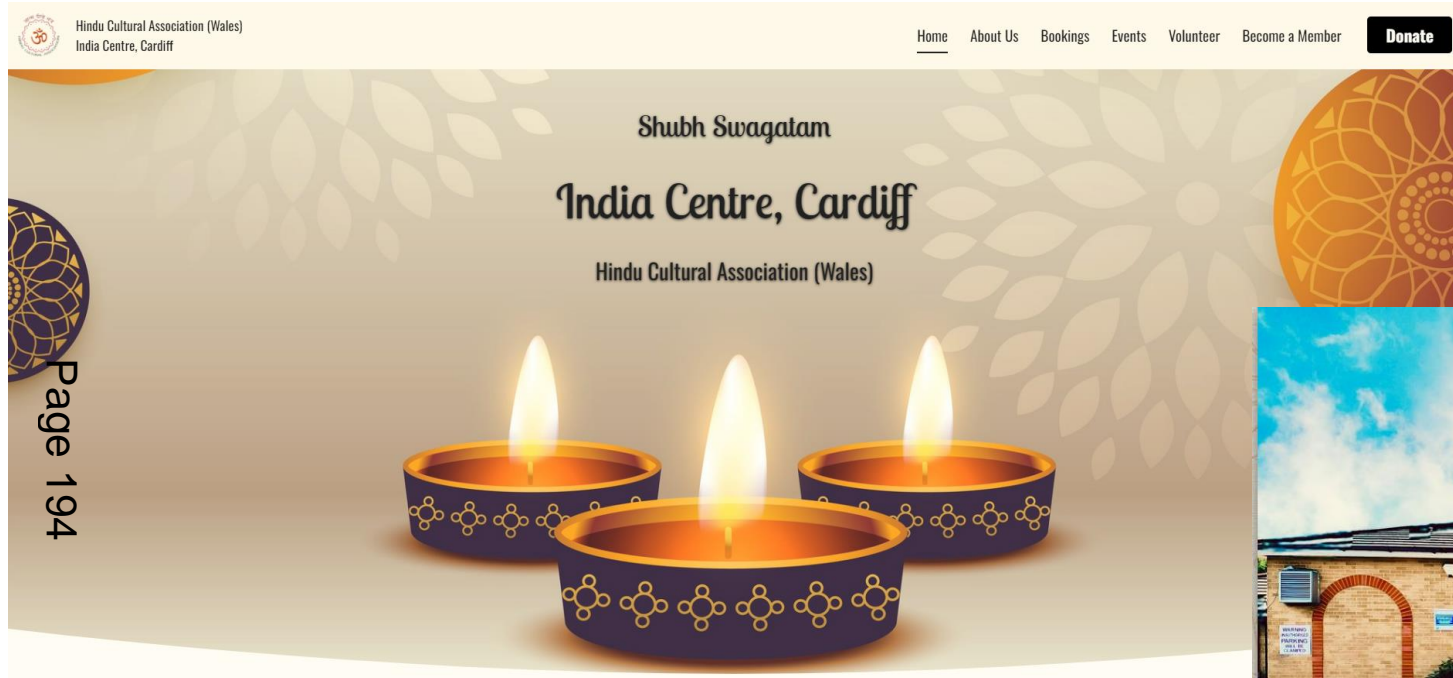
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Hindu Dharma – Caerdydd/Cardiff



Hindu Dharma – Caerdydd/Cardiff

Hindu Council of Wales celebrates Gandhi Jayanti in Cardiff

Shelbin 10 October, 2023



By: Kimberly Rodrigues

The Hindu Council of Wales (HCW) commemorated International Non-violence Day and Mahatma Gandhi's 154th birthday on October 2, at the Mahatma Gandhi statue in Cardiff Bay.

Since its unveiling in 2018, HCW has marked the day each year, with this year's event attended by dignitaries and the local community.

This year Jane Hutt, Minister of Social Justice and Chief Whip in Wales Senedd, was the Chief Guest accompanied by HM Lord Lieutenant Morfydd Meredith, Julie Morgan AM, Raj Aggarwal (Hon Council of India in Wales), and Lord Mayor of Cardiff Bablin Malik.

Guest speakers paid homage to Mahatma Gandhi and his non-violence ideology while Hutt emphasised the Welsh Government's recognition of the statue's significance, promoting non-violence through public awareness and education.

HCW Chair, Dr Sakti Guha Niyogi, expressed concern about street violence and youth loss in the country, urging political leaders to raise awareness of non-violence among the youth as a long-term solution.

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Mahatma Gandhi statue has been unveiled in Cardiff Bay

2 October 2017



BEN BIRCHALL/PA WIRE

A statue of Mahatma Gandhi has been unveiled in Cardiff to mark the 148th anniversary of his birth.

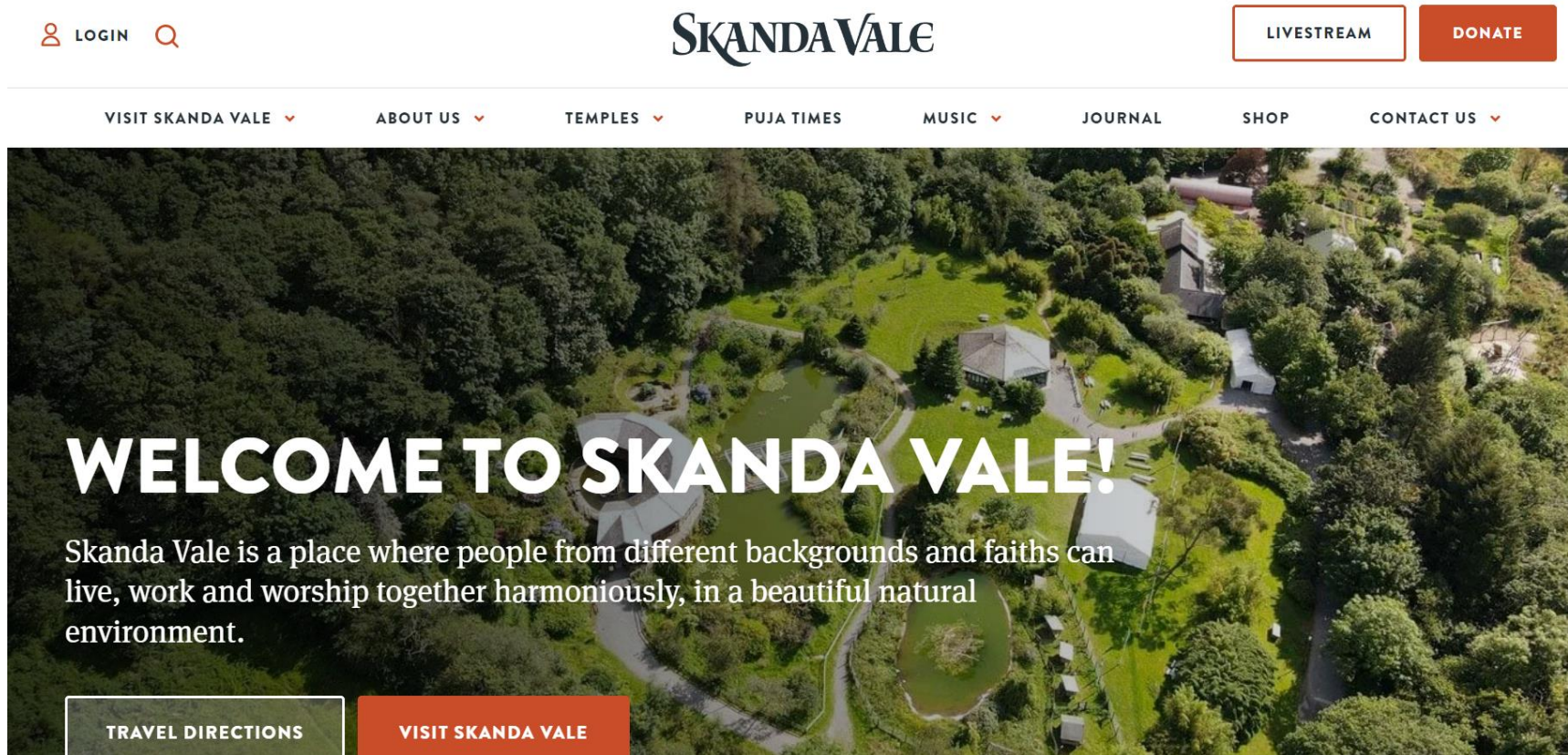
The 6ft (182cm) bronze effigy stands near the Millennium Centre at the end of Lloyd George Avenue in Cardiff Bay.

Gandhi's grandson Mr Satishkumar Dhupelia, Indian diplomats and First Minister Carwyn Jones all attended the unveiling.

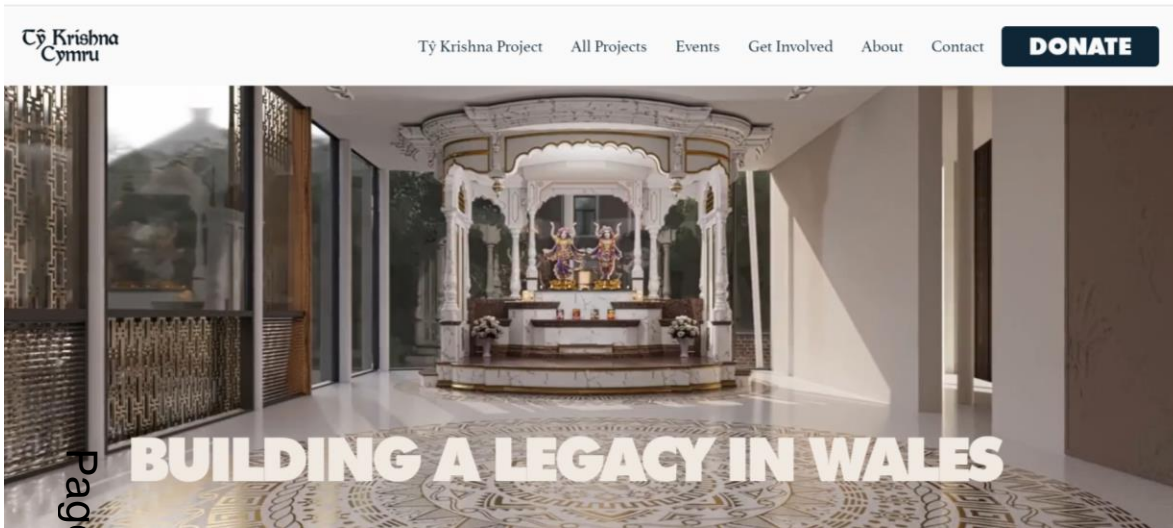
The statue cost £65,000 and was funded by three years of donations to the Hindu Council of Wales.

Hindu Dharma – Cymru Ehangach/Wider Wales

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Cymdeithas Ryngwladol ar gyfer Ymwybyddiaeth Krishna' - Caerdydd 'International Society for Krishna Consciousness' (ISKCON) – Cardiff



Dathlu Gwyliau – Caerdydd/Cymru

Festivals Celebrated - Cardiff/Wales



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Dathlu Gwyliau – Caerdydd/Cymru Festivals Celebrated - Cardiff/Wales

[Dolen](#) i Hindu Mandir
Caerdydd, tudalen ar wyliau

[Link](#) to Hindu Mandir Cardiff,
page on festivals


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Date: Sunday, 28th April 2024
Venue: Cardiff Castle

This year, Shree Swaminarayan Temple Cardiff in association with Honorary Consulate of India, Wales will be celebrating Holi at Cardiff Castle on Sunday 28th April 2024 from 11:00AM to 2:00PM. This event will be a fun filled event where it is the first time it's celebrated at this grand scale.

[BUY YOUR TICKETS](#)

Read more about Holi



The poster features a colorful, torn-paper style background. At the top, it says 'IN ASSOCIATION WITH' followed by the logos of the Honorary Consulate of India, Wales and the Shree Swaminarayan Temple Cardiff. The date '28TH APR 24' is prominently displayed above the word 'HOLI' in large, multi-colored letters. Below 'HOLI', the time '11AM - 2PM' is shown. To the right, the location 'CARDIFF CASTLE CF10 3RB' is listed. At the bottom, an invitation reads: 'JOIN US FOR A DAY OF FUN, MUSIC, AND LOTS OF COLOUR AS WE CELEBRATE HOLI, THE FESTIVAL OF LOVE AND HAPPINESS'. A small illustration of a temple and a pot of colors is also present.

INFORMATION

Telephone	+44 2920371128
Email	info@swaminarayanwales.org.uk
Website	swaminarayan.wales
Address	Castle St, Cardiff CF10 3RB

Dathlu Gwyliau - DU

Festivals Celebrated - UK



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Religious Studies



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Dathlu Gwyliau - DU

Festivals Celebrated - UK

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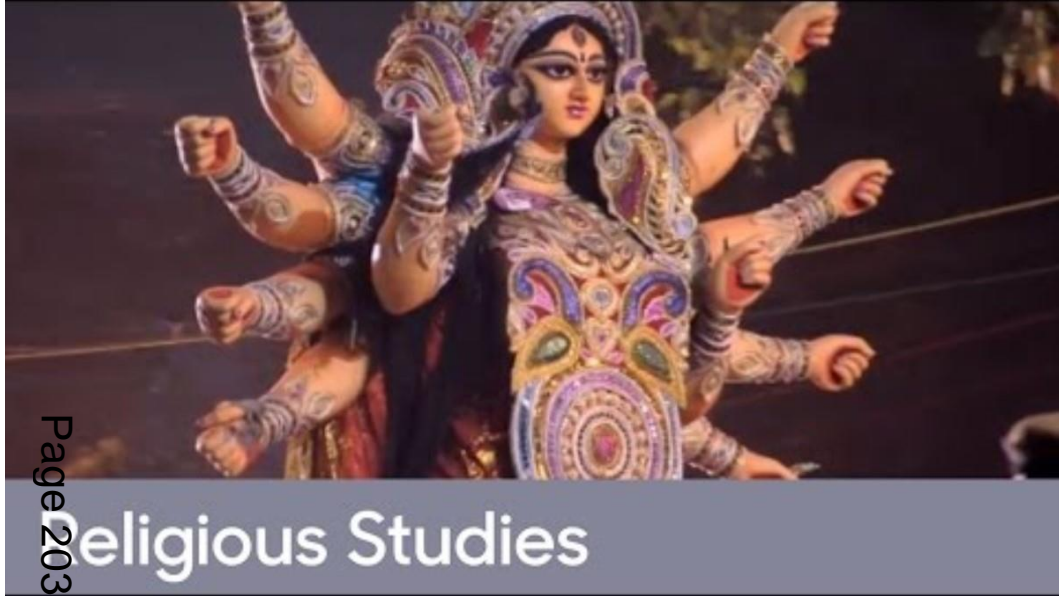
Dathlu gwyliau - Cerddoriaeth y DU

Festivals celebrated - UK Music

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Dathlu Gwyliau – Yr India Festivals Celebrated - India



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Dathlu Gwyliau/Festivals Celebrated -

[Dolen/
Link](#)



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***Y Ddaear yw ein mam, a
ni yw ei phlant hi i gyd.***

**— Dysgeidiaeth Hindwâidd
Hynafol**

***The Earth is our mother
and we are all her
children.***

— Ancient Hindu teaching

Ffordd o fyw – Bwyd/Anifeiliaid

*Mae amddiffyn
gwartheg yn cymryd y
bod dynol y tu hwnt i'w
rywogaeth... Rhodd
Hindwâeth i'r byd
ydyw; a bydd
Hindwâeth yn byw cyn
belled â bod Hindwâid i
amddiffyn y fuwch.
— Mahatma Gandhi*

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*Pe na bai neb yn bwyta
cig ni fyddai yna neb yn
lladd creaduriaid byw.
Mae'r sawl sy'n lladd
creaduriaid byw yn eu
lladd er mwyn y bobl
sy'n bwyta cig.
Mahabharata 13:115*

Lifestyle – Food/Animals

Cow Protection takes the human being beyond his species... (It) is the gift of Hinduism to the world; and Hinduism will live as long as there are Hindus to protect the cow.
— Mahatma Gandhi



If there were nobody who ate meat there would then be nobody who kills living creatures. The person who kills living creatures kills them for the sake of the people who eat meat.

Mahabharata 13:115

Hindu Dharma - America

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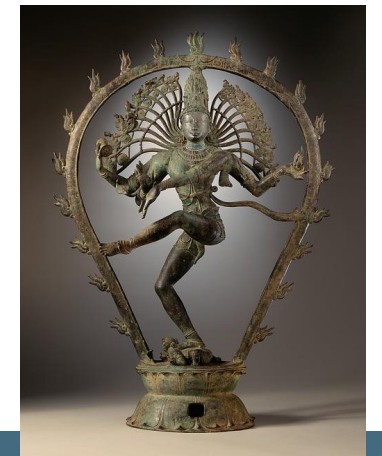


Hindu Dharma - Dawns

Addoli
Adrodd stori
Rhan o'r diwylliant
Symboliaeth
Masurol
Gwerin
Modern



Pam mae pobl yn dawnsio?
Rhesymau crefyddol? Eraill



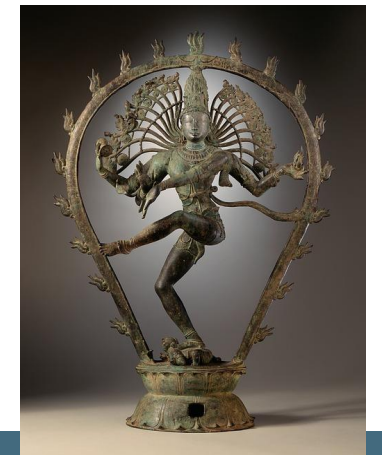
Hindu Dharma - Dance

Worship
Tell a story
Part of the culture
Symbolism

Page 20 of 20
Classical
Folk
Modern



Why do people dance?
Religious reasons? Others



Straeon – Mytholeg / Stories – Mythology



Hindu Dharma – Arteffactau/Artefacts



Hindu Dharma - Amrywiaeth a Phlwraliaeth



- Beth sy'n cael eu 'rhannu' o fewn Hindu Dharma? (tebygrwydd / cyffredinedd)
- Beth sy'n unigryw/gwahanol/amrywiol /plwraliaethol o fewn Hindu Dharma?
- Ystyriwch gredoau, arferion, gwerthoedd, moeseg, athroniaethau, ffynonellau awdurdod/doethineb/profiadau byw neu fywyd ac ati...

Hindu Dharma - Diversity and Pluralism



- What are 'shared' within Hindu Dharma? (similarities/commonalities)
- What are distinctive/different/diverse \pluralistic within Hindu Dharma?
- Consider beliefs, practices, values, ethics, philosophies, sources of authority/wisdom/living or lived experiences etc...

Profiadau Byw / Bywyd – Hindu Dharma Living/Lived Experiences – Hindu Dharma

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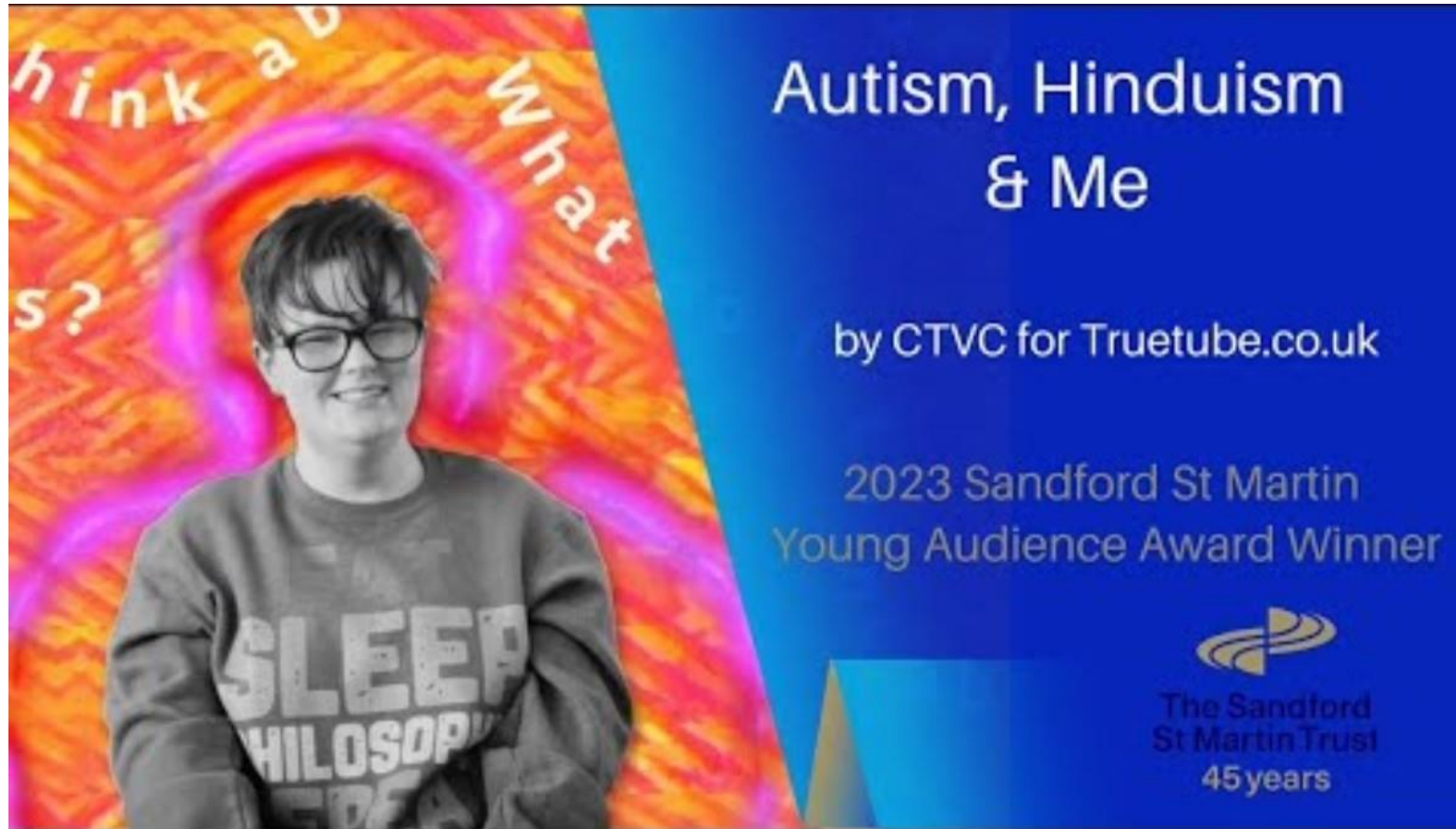


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Profiadau Byw / Bywyd – Hindu Dharma Living/Lived Experiences – Hindu Dharma

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Profiadau Byw / Bywyd – Hindu Dharma

Dyweddod Eshika (16) wrtha i: 'Mae pawb wastad eisiau cymharu Hindŵaeth i Gristnogaeth ond dwi'n meddwl bod hynny'n eithaf twp. Rwy'n gwybod eich bod chi'n cae gwahaniaethau mewn Cristnogaeth, ond mae beth mae rha Hindŵiaid yn ei gredu a'i wneud yn wahanol iawn i'r hyn mae fy nheulu i yn ei wneud! Fel, mae gen i'r ffrind hwn mewn ysgol arall, ffrind Hindŵaidd, ac nid wyf erioed wedi clywed am hanner y pethau y mae hi'n eu dweud wrthyf am ei chrefydd. Rydyn ni'n dau yn Hindŵiaid, ond mae'n wallgof pa mor wahanol ydyn ni!'

Dhriti (17): 'I mi, nid siarad am hyn yw'r pwynt. Hynny yw, mae fel biliwn o Hindŵiaid neu rywbeth ac mae'n debyg eu bod i gyd yn credu pethau gwahanol. Yr hyn sy'n bwysig yw beth maen nhw'n ei wneud mewn gwirionedd, chi'n gwybod? Fel, does dim ots os ydych chi'n gweddio ar Ganesh neu ryw Dduw rhyfedd nad oes neb erioed wedi clywed amdano. Yr hyn sy'n bwysig yw eich bod yn gweddio'.

Badal (15), 'Gyda Hindŵaeth, gallaf fod fel, "Iesu? Wrth gwrs, gallaf i weddio iddo ef! Buddha? Gallaf i weddio iddo yntau hefyd os ydw i eisiau!" Chi'n gwybod, pa grefydd arall sydd fel hyn?'

Bhavna (15): 'Wrth gwrs mae Hindŵaeth yn bwysig iawn i mi! Dim ond bod Hindŵaeth fel, [saib cymedrol hir] mae fel yn beth teuluol. Ie, dyna fy nghrefydd ond dyw e ddim fel mod i'n cerdded o gwmpas fel "Shw mae, dwi'n Hindŵ". Mae fel rywbeth pwysig iawn i mi ei wneud gyda fy nheulu.'

Living/Lived Experiences – Hindu Dharma

Eshika (16) told me:
'Everyone always wants to compare Hinduism to Christianity but I think that's pretty stupid. I know you get differences in Christianity, but that some Hindus believe and do is like *way* different to what my family does! Like, I have this friend at another school, a Hindu friend, and I have never heard of half of the things she tells me about her religion. We're both Hindus but it's crazy how different we are!'

Dhriti (17):
'To me, talking about it isn't really the point. I mean, there's like a billion Hindus or something and they probably all believe different things. What's important is what they actually *do*, you know? Like, it doesn't matter if you pray to Ganesh or some strange god nobody has ever heard of. What matters is that you pray.'

Badal (15), 'With Hinduism, I can be like, "Jesus? Sure I can pray to him! Buddha? Yeah I can pray to him too if I like!" I mean, what other religion is like that?

Bhavna (15):
'Of course Hinduism is very important to me! It's just that Hinduism is like, [modestly long pause] it's like a family thing. Yeah it's my religion but it's not like I walk around being like "Hi I'm a Hindu". It's just like something really important that I do with my family.'

Profiadau Byw / Bywyd – Hindu Dharma

Living/Lived Experiences – Hindu Dharma

<https://welshwomensaid.org.uk/news/hinduism-and-women-glimpses-from-a-feminist-perspective/>

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Hindu Dharma- Amrywiaeth a Phlwraliaeth

Hindu Dharma- Diversity and Pluralism

Canghennau... Sectau... Cefnogwyr dysgawdwyr/doethion... e.e....
Branches... Sects... Devotees of gurus/sages... e.g....

Vaishnavites/
Vaishnavism

Shaivites/
Shaivism

Shaktism

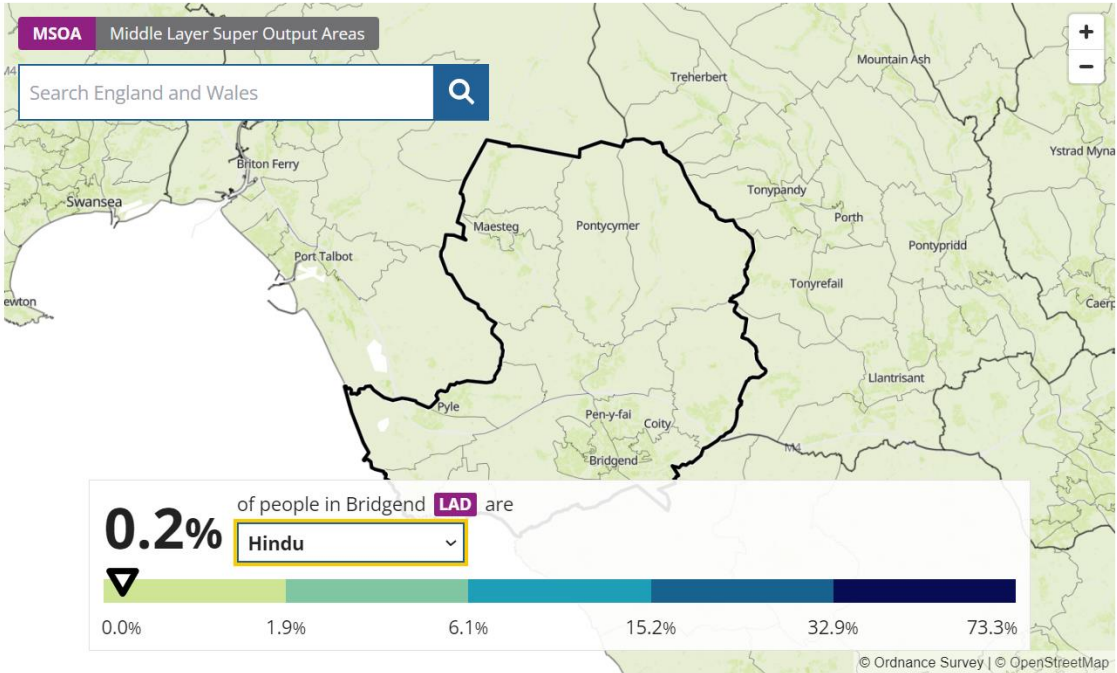
Swaminaryan

ISKCON
International Society
for Krishna
Consciousness

Smartism

Hindu Dharma- Amrywiaeth a phlwraliaeth yn yr ystafell ddosbarth

Figure 2: Religion, 2021, local authorities in England and Wales



O fewn rhanbarth CCD:

Pen-y-bont – 0.2%

Merdydd - 1.5%

Merthyr – 0.2%

RhCT – 0.2%

Bro Morgannwg – 0.3%

O fewn rhanbarth GCA:

Blaenau Gwent – 0.1%

Caerffili – 0.1%

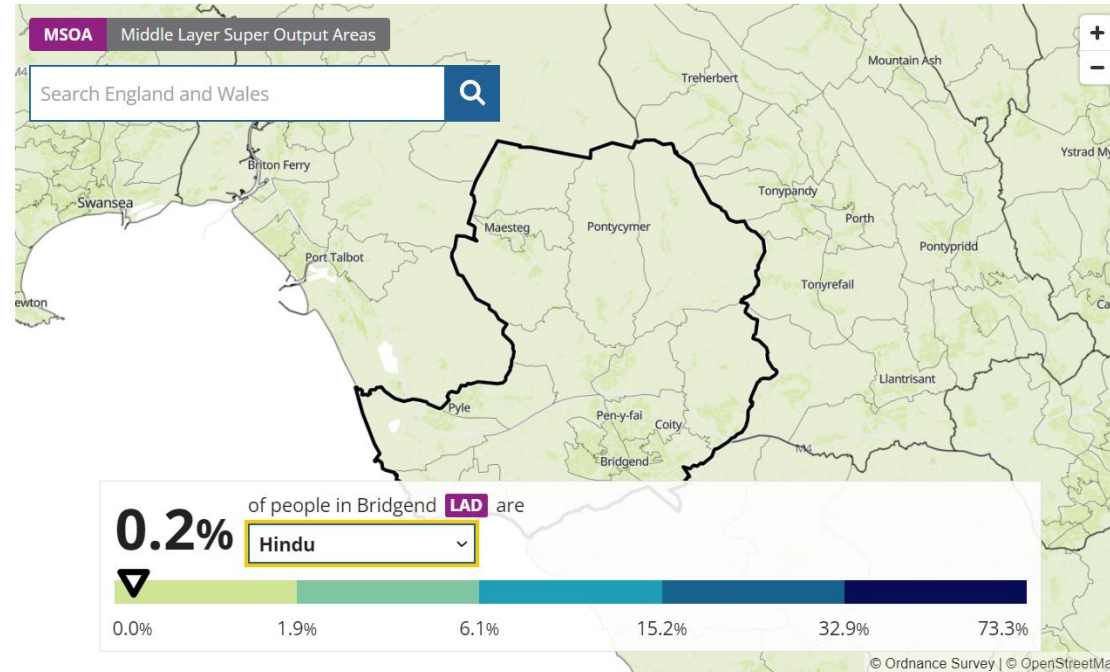
Mynwy – 0.2%

Casnewydd – 0.5%

Torfaen – 0.3%

Hindu Dharma- Diversity and Pluralism in the Classroom

Figure 2: Religion, 2021, local authorities in England and Wales



Within the CSC region:

Bridgend – 0.2%

Cardiff - 1.5%

Merthyr – 0.2%

RCT – 0.2%

Vale of Glamorgan – 0.3%

Within the EAS region:

Blaenau Gwent – 0.1%

Caerphilly – 0.1%

Monmouth – 0.2%

Newport – 0.5%

Torfaen – 0.3%

Hindu Dharma – Profiadau Byw / Bywyd

Hindu Dharma – Lived/Living Experiences

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Hindu Dharma – Geirfa Allweddol/Some Key Vocabulary



Dolen/Link –

Geirfa

Hindŵaeth

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CBAC/

WJEC Hinduism

Glossary

Hinduism Key Concepts and Useful Terms

wjec
cbac

Learners should be able to explain and apply these terms in relation to the themes:

1. **Ahimsa** – Non-injury to living things; the doctrine of non-violence.
2. **Ashramas** – The four stages of life.
3. **Caste (Varna)** – Refers to any of the social divisions of the Hindu class system.
4. **Dharma** – The religious and moral duty in relation to a person's status in Hindu society as determined by caste.
5. **Diwali** – Hindu festival of Lights (sometimes Diwali or Deepavali); this celebrates good conquering evil and invites the goddess Lakshmi into the home.
6. **Holi** – A spring festival celebrated by Hindus, known as the 'Festival of Colours' or a celebration of fertility and love.
7. **ISKCON** – The International Society for Krishna Consciousness; a religious sect based on Vedic scriptures.
8. **Karma** – The belief that actions, and the consequences of these actions, determine whether the atman will be released from the cycle of birth, death and rebirth. One could gain positive and/or negative karma.
9. **Moksha** – The release from the cycle of birth, death and rebirth; liberation; ultimate union with God.
10. **Ramayana** – One of the two great epics of India that tells the story of Rama, the seventh avatar of Vishnu.
11. **Reincarnation** – After death, the soul, which is seen as eternal, returns to be reborn into a new body.
12. **Samsara** – The constant change of the world through a process of birth, death and being reborn through reincarnation.

Other useful terms:

1. **Arti** – A form of Hindu worship/prayer in which burning lamps are waved before the statues of the gods to invoke their presence.
2. **Atman** – The individual self or soul that is believed to be non-physical and return to Brahman once moksha is achieved.
3. **Avatar** – The incarnations of a deity, sometimes in human form; most commonly used is Vishnu, the Preserver God, who was incarnated through Krishna.



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Ymgysylltiad beirniadol!

Critical engagement!



Hindu Dharma – Myfyrdodau/Reflections

- Bylchau yn eich gwybodaeth a'ch dealltwriaeth gyfredol?
- Ydych chi'n cynllunio ac yn cyflawni ar gyfer Hindu Dharma amrywiol a phluraliaethol?
- Beth yw'r 'enillion cyflym' i chi a'ch cynllunio/dysgwyr?
- Gaps in your current knowledge and understanding?
- Are you planning and delivering for diverse and pluralistic Hindu Dharma?
- What are the 'quick wins' for you and your planning/learners?

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Yn y 'Sgwrs' TEAMs

In the TEAMs 'Chat'

- Hoffais...
 - Byddwn i wedi newid...
 - Rwy'n cymryd hyn o'r sesiwn...
- I liked...
 - I'd have changed...
 - My take-aways are...

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Hindu Dharma – Camau Nesaf/Next Steps?

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Cofrestrwch ar gyfer y gweminarau byw nesaf

- Sesiwn 1 - Cristnogaeth; 21 Chwefror 2024 3:00pm-4:00pm
- Sesiwn 2 - Iddewiaeth; 28 Chwefror 2024 3:30pm-4:30pm
- Sesiwn 3 - Islam; 4 Mawrth 2024 3:00pm-4:00pm
- Sesiwn 4 - Dyneiddiaeth; 7 Mawrth 2024 4:00pm-5:30pm (Humanism UK)
- Sesiwn 5 - Hindu dharma; 10 Ebrill 2024 3:00pm-4:00pm
- Sesiwn 6 - Bwdhaeth; 16 Ebrill 2024 3:00pm-4:00pm
- Sesiwn 7 - Sikhiaeth; 1 Mai 2024 3:00pm-4:00pm

Page 2/28

Cyfnod: Pob un

Cost: YN RHAD AC AM DDIM

Cyfrwng y cyflwyno: Saesneg

ARCHEBWCH YMA: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Book for the next live webinars

- Session 1 - Christianity; 21st February 2024 3:00pm-4:00pm
- Session 2 - Judaism; 28th February 2024 3:30pm-4:30pm
- Session 3 - Islam; 4th March 2024 3:00pm-4:00pm
- Session 4 - Humanism; 7th March 2024 4:00pm-5:30pm (Humanism UK)
- Session 5 - Hindu dharma; 10th April 2024 3:00pm-4:00pm
- **Session 6 - Buddhism; 16th April 2024 3:00pm-4:00pm**
- **Session 7 - Sikhi; 1st May 2024 3:00pm-4:00pm**

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Phase: All

Cost: FREE OF CHARGE

Language of Delivery: English

BOOK HERE: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Gwerthusiad

Ymarferwyr **CCD** i Sganio'r Cod QR hwn:

COD: **E24102**

Rhannwch eich barn am y digwyddiad heddiw

Share your feedback on today's event

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Ymarferwyr **GCA** i Sganio'r Cod hwn:



Blaenau Gwent, Caerffili, Sir Fynwy, Casnewydd a Thorfaen

**Pen-y-bont, Caerdydd, Merthyr Tudful, Rhondda,
Cynon Taf a Bro Morgannwg**

Evaluation

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Cysylltwch â ni/Contact Us

CCD/CSC

Donna Graves

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GCA/EAS

Hayley Jones

Add email

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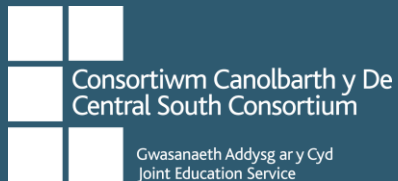
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Gweminar Fyw/ Live Webinar – Islam

Bydolygon Islamaidd Islamic Worldviews

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Cofrestrwch

Sign In

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Islam and Muslim Worldviews -
Live Webinar PL CSC/ EAS (2)



Islam and Muslim Worldviews -
Live Webinar PL CSC/ EAS (2)



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Amcanion:

- Datblygu hyder ymarferwyr a gwybodaeth pwnc am Islam a bydolygon Islamaidd
- Datblygu ymwybyddiaeth o'r amrywiaeth a'r plwraliaeth o fewn Islam e.e. enghreifftiau o brofiadau byw
- Datblygu ymwybyddiaeth ymarferwyr o dyfleoedd posibl i ddatblygu profiadau dysgu dilys mewn CGM sy'n ymwneud ag Islam
- Darparu mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Islam ymhellach.

Aims:

- Develop practitioner confidence and subject knowledge about Islam and Islamic worldviews
- Develop awareness of the diversity and pluralism within Islam e.g. examples of lived experiences
- Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Islam
- Provide access to resources and materials to further develop practitioner knowledge of Islam

Cwis...

Quiz...

1. Faint o fosciau sydd yn y Deyrnas Unedig?
2. Faint o fosciau sydd yna yng Nghymru?
3. Pa mor hen yw'r mosg hynaf yng Nghymru a lle oedd e?
4. Beth ydych chi'n meddwl yw'r gymhareb eglwysi i fosciau yn y Deyrnas Unedig?

1. How many mosques are there in the UK?
2. How many mosques are there in Wales?
3. How old is the oldest mosque in Wales and where was it?
4. What do you think is the ratio of churches to mosques in the UK?

Elfennau o grefydd

Rhai o elfennau allweddol Islam

Testunau sanctaidd ysgrifenedig	Credoau	Arferion
Dathliadau – gwyliau a defodau newid byd	Cymuned	Ffydd/cred ar waith
Hanes	Naratifau - straeon	Diwylliant – bwyd, celf, drama, dawns, llenyddiaeth, cerddoriaeth...
Arweinwyr	Duw?	Cyfreithiau, rheolau, moesau

Qur'an, Hadith	Allah, Tahwid, Angylion ac ati.	Addoli, gweddi, codau moesol ac ati.
Dathliadau – Eid-ul-fitr, Eid-ul-Adha, aqiqah, taklif (Shi'ites), bod yn 'baaligh (aeddffed), priodas, angladd	Cymuned - Ummah	Ffydd/cred ar waith e.e. Islamic Relief, amgylcheddwyr
Hanes – Ibrahim, proffwydi, Muhammad (Tangneffed Iddo) lleoedd e.e. Saudi Arabia	Naratifau – Straeon Qur'anic e.e.	Diwylliant – celf, ieithoedd, celf, ieithoedd, caligraffeg, llenyddiaeth, dyfeiswyr
Arweinwyr - clerigwyr, imams	Allah	Cyfraith Shariah

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Elements of Religion

Some Key Elements of Islam

Written sacred texts

Beliefs

Practices

Qur'an, Hadith

Allah, Tahwid, Angels etc.

Worship, prayer, moral codes etc.

Celebrations – festivals & rites of passages

Community

Faith/belief in action

Celebrations – Eid-ul-fitr, Eid-ul-Adha, aqiqah, taklif (Shi'ites), become 'baaligh (mature), marriage, funeral

Community - Ummah

Faith/belief in action e.g. Islamic Relief, environmentalists

History

Narratives – stories

Culture – food, art, drama, dance, literature, music...

History – Ibrahim, prophets, Muhammad (PBUH) places e.g. Saudi Arabia

Narratives – Qur'anic stories e.g.

Culture – art, languages, calligraphy, literature, inventors

Leaders

God?

Laws/rules/morals

Leaders – clerics, imams

Allah

Shariah law

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Islam – Cyflwyniad yn yr ystafell ddosbarth/ Islam - An Introduction In the Classroom

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Religious Studies



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Islam – Cyflwyniad yn yr ystafell ddosbarth/ Islam – An Introduction In the Classroom

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Islam – Cyflwyniad/An introduction

Islam is the name of the religion, and its followers are known as Muslims.

Muslims believe there is one true God, called **Allah** (the Arabic word for God). In Arabic the word **Islam** means 'submission to the will of God'. Muslims believe that Islam was revealed over 1,400 years ago, through a man called **Prophet Muhammad**.

Today there are around 1.9 billion Muslims around the world, with over 3 million Muslims living in the UK.

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Watch to find out how Haseeb lives his life according to Islamic teachings, including how he worships and what he eats.

[Dolen/Link](#)

Islam – Sut y dechreuodd Islam (Mewn 10 munud)/ Islam – How Islam Began (in Ten Minutes)

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Islam – Rhai Credoau Allweddol

Allah –
99 nodwedd

Tahwid

Trosgynnol a
Mewnfodol

Teg a chyfiawn

Hollalluog,
Hollgaredig

Trugarog

Adapt - Shi'a Islam

Page
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Creawdwr

Angylion – Malaikah

Angel Jibril

Akirah – Credu
mewn bywyd
tragwyddol ar ôl
marwolaeth

Dydd y farn

Atgyfodiad y meirw

Paradwys (Jannah)/
Uffern (Jahannam)

Pechodau e.e. Shirk
– Cabled

Al Qadar
(rhagarfaethiad) ac
ewyllys rhydd

Khalifah

Proffwydi



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Islam – Some Key Beliefs

Allah –
99
characteristics

Tahwid

Transcendent &
Immanent

Fair and just

Omnipotent,
Omnibenevolent

Merciful

Ahlat - Shi'a
Islam

Creator

Angels –
Malaikah

Angel Jibril

Akirah – belief in
everlasting life
after death

Day of
Judgement

Resurrection of
the Dead

Paradise
(Jannah)/ Hell
(Jahannam)

Sins e.g. Shirk –
Blasphemy

Al Qadar
(predestination)
and Free Will

Khalifah

Prophets



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Islam a Chelf

Rheolau Celf Islamaidd...

- Peidiwch byth â chynrychioli Muhammad Tangnefedd Iddo (TI), nid yw bodau dynol yn gwybod sut roedd yn edrych, peidiwch â 'dyfalu' sut roedd yn edrych.
- Peidiwch byth â chynrychioli Allah (Duw). Ni ellir cynnwys y crewr goruchaf mewn lluniad dynol
- I lawer o Fwslimiaid nid ydynt yn tynnu delweddau o fodau dynol oherwydd eu bod yn camarwain yn hytrach na'n goleuo ni. Yn lle hynny, defnyddir patrymau geometrig a naturiol i greu harddwch. (Gweler isod)
- Weithiau mae Mwslimiaid yn cuddio 'camgymeriad' yn y gwaith celf, fel nad ydyn nhw'n ceisio creu perffeithrwydd, dim ond Allah all greu perffeithrwydd.

Patrymau geometrig Islamaidd:

- Gall artistiaid Mwslimaidd ddangos eu edmygedd o greadigaeth Allah gyda phatrymau geometrig
- Mae ceinder a chymhlethdod y patrymau yn adlewyrchu ceinder a chymhlethdod y creu

Islam and Art

Rules of Islamic Art...

- Never represent Muhammad (PBUH), humans do not know what he looked like, do not 'guess' what he looked like
- Never represent Allah (God). The supreme creator cannot be contained in human drawing
- For many Muslims they do not draw images of humans because they mislead rather than enlighten us. Instead, geometric and natural pattern is used to create beauty. (See below)
- Sometimes Muslims hide a 'mistake' in the artwork, so that they are not trying to create perfection, only Allah can create perfection

Islamic geometric patterns:

- Muslim artists can show their admiration of Allah's creation with geometric patterns
- The intricacy and complexity of the patterns reflect the intricacy and complexity of creation

Prohibited Art: Music and Aniconism

However, within the Islamic world there has long been a debate about whether some art and performances should be **prohibited**. Different Islamic schools of thought take **varying views**, but individual Muslims also often use their own **judgement** (think of lesson 3!).

Music

Music has been a controversial subject since the critique of Islamic scholar, Ibn al-Dunya, in the 9th Century. Al-Dunya argued that music is fundamentally linked to the forbidden activities of drinking alcohol and gambling. Music could therefore have the effect of **distracting believers from religion**.

However, music has also been a celebrated part of many other Islamic traditions, including diverse Sufi traditions. Music has been popular within Sufi Muslim traditions, particularly in regions such as West Africa and South Asia. The 13th century writer al-Maqdisi wrote that musical sounds could bring someone closer to God.

Aniconism

Aniconism the view that Islamic art **should avoid depicting images of sentient beings**. There are no direct references to this view in the Qur'an or Hadith.

These arguments were developed in the 9th century based on the sin of **idolatry**. People may 'idolise' the beings in the art and draw them away from God. It also ensures God is continually respected as the sole creator. These views have historically been important - it is for this reason that Islamic art uses calligraphy and geometric patterns as a way to create beauty without the representation of people.

Today, some include photography and television as being sinful, but this has remained a minority view.

Rhai credoau Islamaidd allweddol – Yr Ystafell Ddosbarth

Some Key Islamic Beliefs – The Classroom

99 enw Allah – 'Natur Duw'

A ellir ymchwilio i hyn trwy gelf
Mwslimaidd?

Pa wybodaeth, sgiliau a phrofiadau
eraill gellir eu hymchwilio yn y
modd hwn?

The 99 names of Allah – the
'Nature of God'

Could this be explored through
Muslim art?

What other knowledge, skills and
experiences would be possible to
explore in this way?

Rhai Credoau Islamaidd Allweddol – Yr Ystafell Ddosbarth

Some Key Islamic Beliefs – The Classroom

Beth mae
Mwslimiaid yn ei
gredu am
Allah / Duw?

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What do
Muslims
believe about
Allah/God?

59	الْمُعِيدُ	AL-MUEED	The Restorer, The Reinstater
60	الْمُحْيِي	AL-MUHYI	The Giver of Life
61	الْمُمِيتُ	AL-MUMEET	The Creator of Death
62	الْحَيُّ	AL-HAYY	The Ever-Living
63	الْقَيُّوْمُ	AL-QAYYOOM	The Sustainer, The Self-Subsisting
69	الْقَادِرُ	AL-QADEER	The Omnipotent One



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Rhai Credoau Islamaidd Allweddol – Yr Ystafell Ddosbarth

Some Key Islamic Beliefs – The Classroom

Ahmed Moustapha –
arlunydd ac ysgolhaig a
anwyd yn yr Aifft,
awdurdod blaenllaw ar gelf
a dylunio Arabeg.

Gwefan: <https://fenoona.com/ahmed-moustafa/>

Un darn o waith y gellir ei
archwilio yw:
'Priodoleddau
Perffeithrwydd Dwyfol'.



Naming Infinity - 100 minus One (triptych), 2013

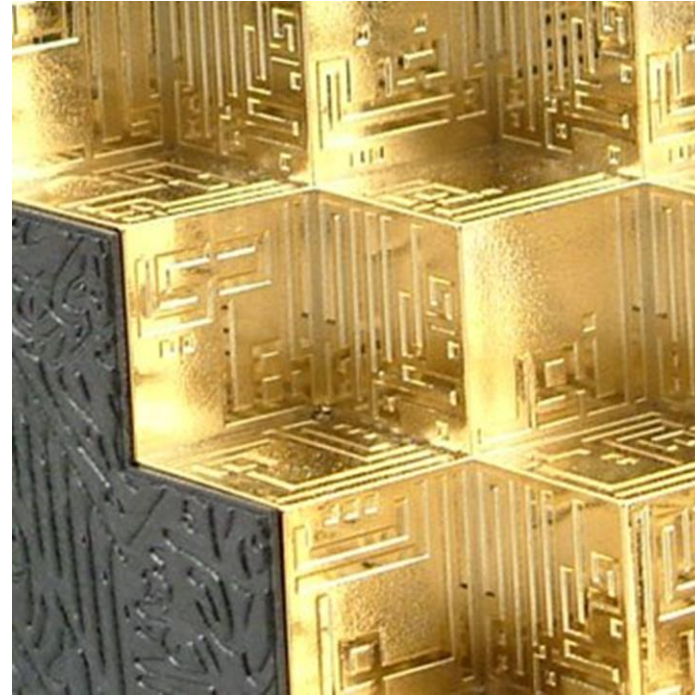
Ahmed Moustapha –
Egyptian born artist and
scholar, leading authority
on Arabic art and design.
Website: <https://fenoona.com/ahmed-moustafa/>

One piece of work that
could be explored is:
'The attributes of Divine
Perfection'.



Mae Ahmed Moustapha wedi creu fersiwn 3D o'i waith celf, sy'n edrych yn union fel y Kaaba.

Dychmygwch ei fod yn agor?



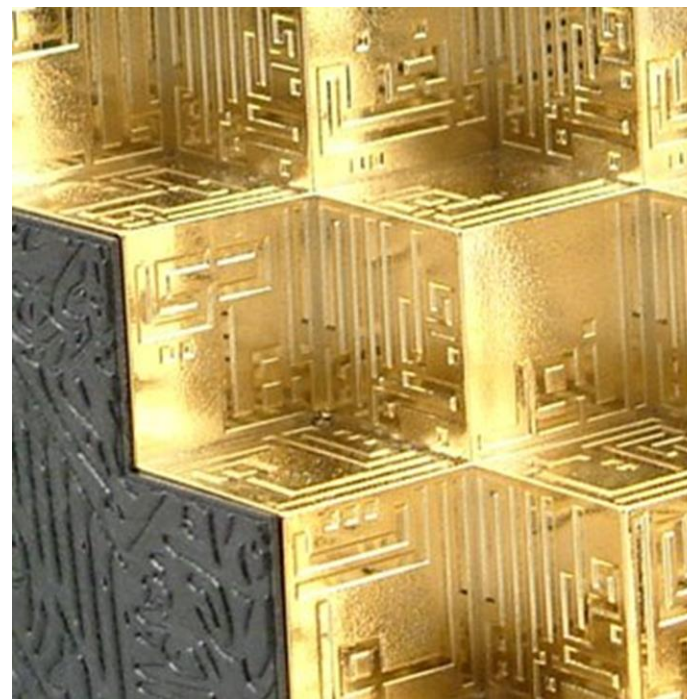
Y tu mewn i'r 'ciwb o giwbiau' mae pob un o'r 99 enw wedi'u rendro mewn aur.

Mae'r Kaaba yn wag, ond y tu mewn i'r model, mae'r ddealltwriaeth Fwslimaidd o Dduw i'w gweld.



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Ahmed Moustapha has created a 3-D version of his artwork, which looks just like the Kaaba. Imagine it opening?



Inside the 'cube of cubes' each of the 99 names are rendered in gold.

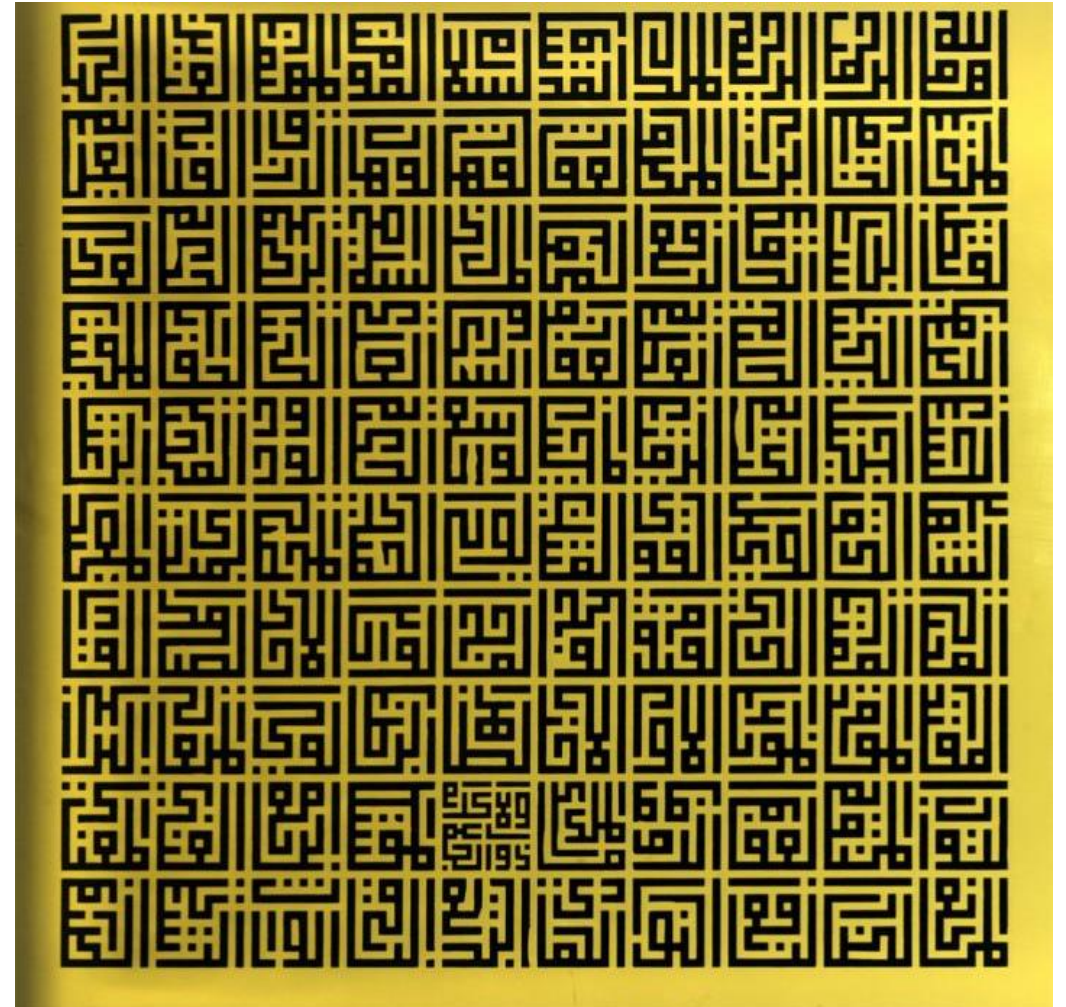
The Kaaba is empty, but inside the model, the Muslim understanding of God is to be found.

'Delwedd Duw' gan Yasmin Kathrada

Yn ei gwaith, a wnaed gyda sidan amrwd, deilen aur ac inc Indiaidd, mae Yasmin wedi mynegi'r 99 New Prydferth gyda harddwch ac eglurder mawr.

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"Rwyf wedi gweithio gyda'r cysyniad "ein bod yn cael ein creu ar ddelw Duw" a bod y 99 enw neu briodoleddau Duw yn cael eu hadlewyrchu ynom ni. Felly pan fydd y gwylwr yn edrych ar y "99 enw" mae e/hi'n gweld yr Hunan yn cael ei adlewyrchu yn y drych, ac yn cael eu hatgoffa o'r 99 o briodoleddau o fewn ei hun."

Mae'r defnydd o ddeilen aur yn gwneud y gwaith hwn yn adlewyrchol iawn.

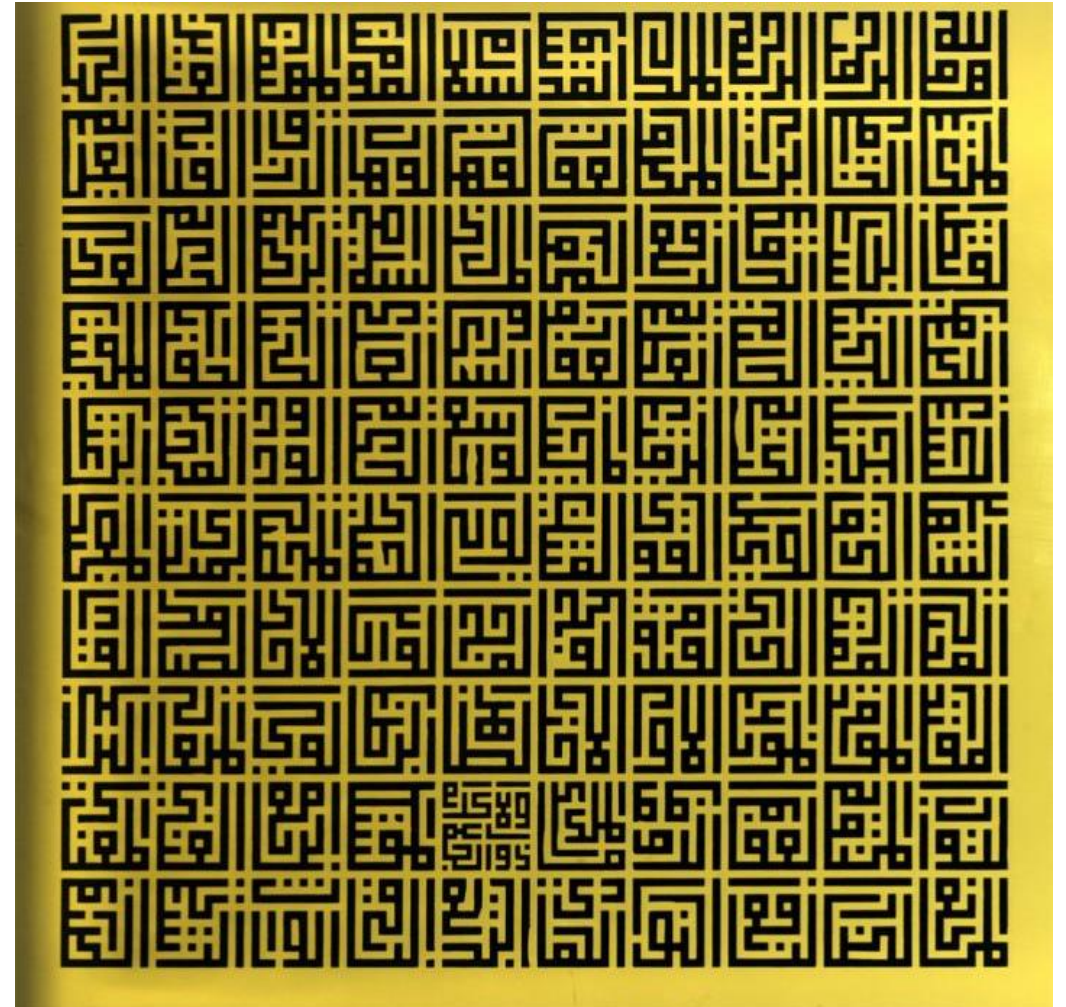


'Image of God' by Yasmin Kathrada

In her work, made with raw silk, gold leaf and Indian ink, Yasmin has expressed the 99 Beautiful Names with great clarity and beauty.

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"I have worked with the concept that "we are created in the Image of God" and that the 99 names or attributes of God are reflected within us. So when the viewer looks at the "99 names" s/he sees the Self reflected in the mirror, and is reminded of the 99 attributes within one's own self."

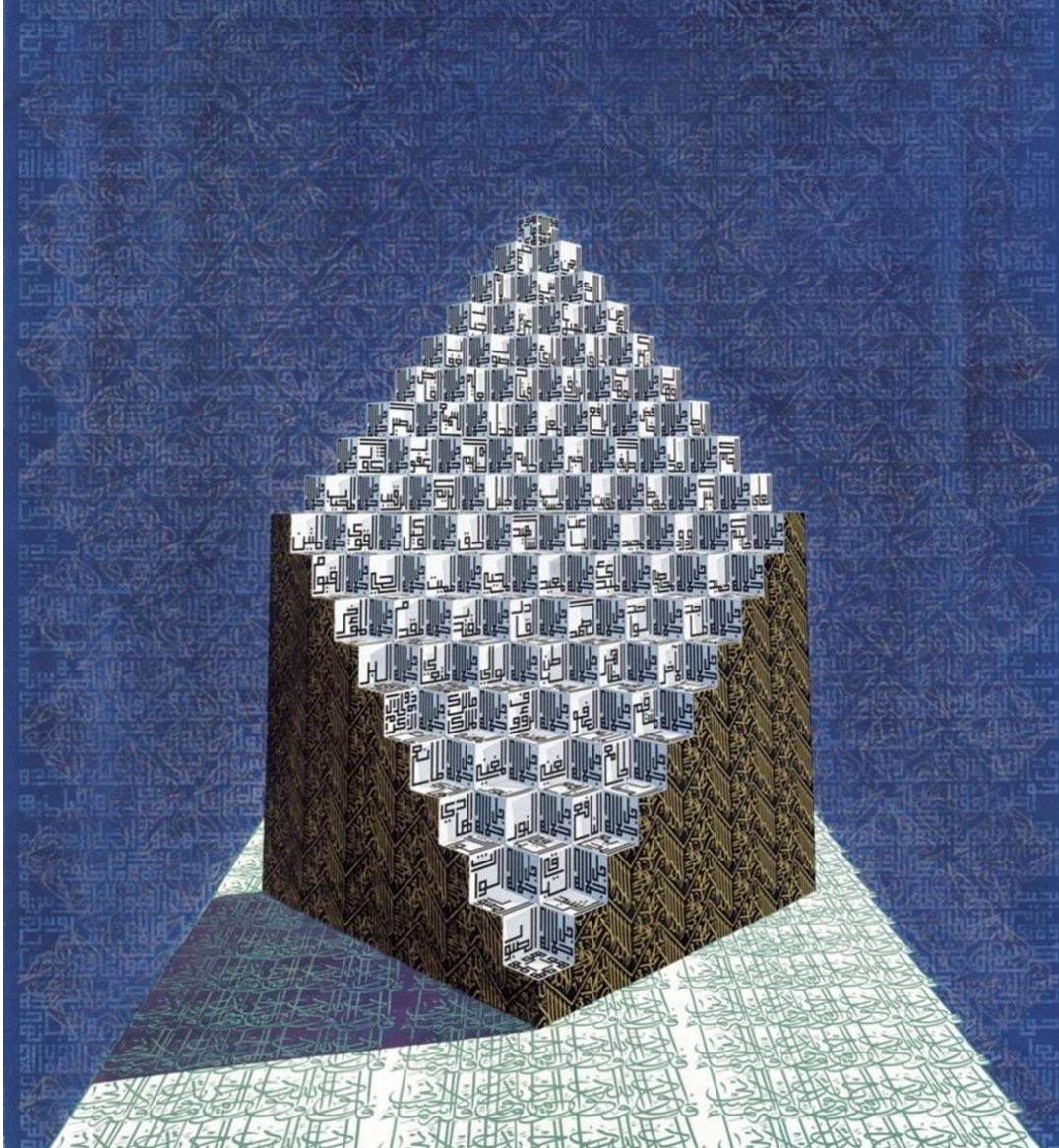
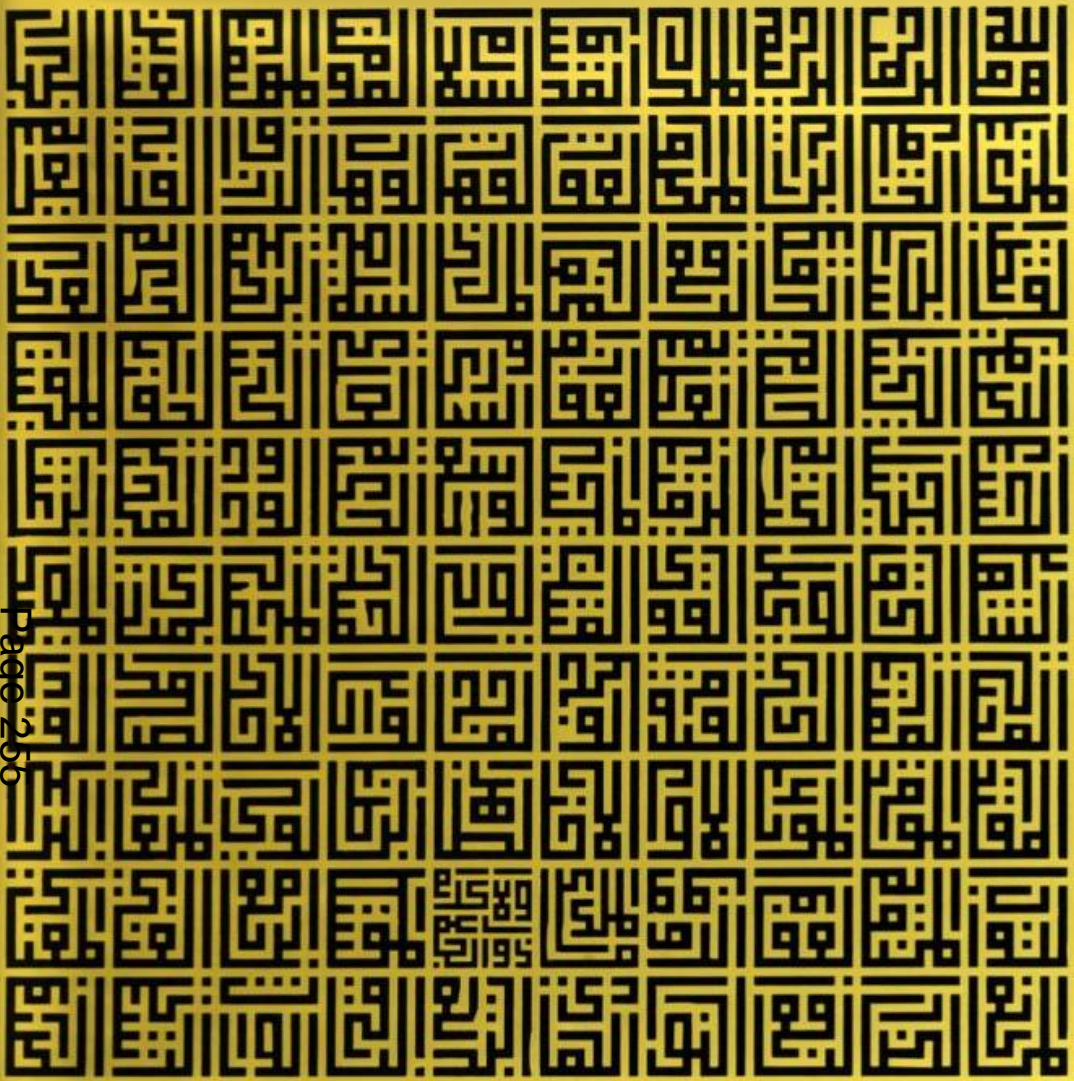
The use of gold leaf makes this work highly reflective.



Allewyrchiad Yasmin, yn ei gwaith ei hun. Allah yn drugarog, yr holl dda. A yw hyn yn cael ei adlewyrchu mewn dynoliaeth?

Yasmin's reflection in her own work. Allah is merciful, the all good. Is this reflected in humanity?





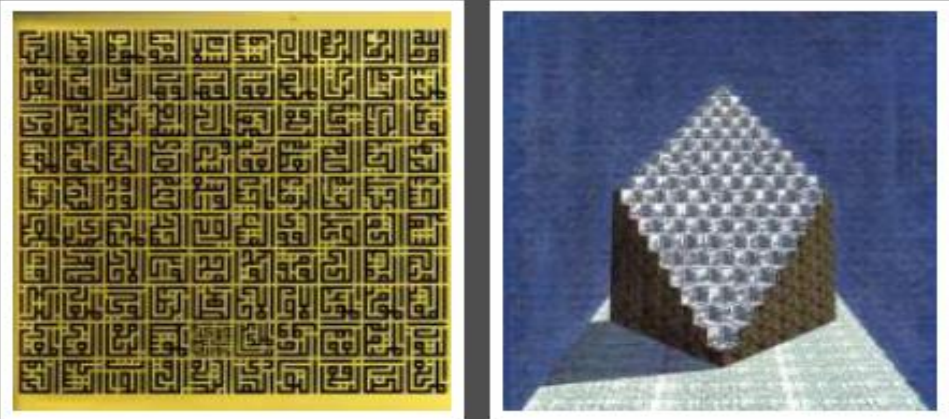
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<p>My explanation of Yasmin Kathrada's image:</p>	<p>These are the key similarities between these two images:</p>	<p>My explanation of Ahmed Moustapha's image:</p>
<p>I think the spiritual intentions of this image are:</p>		<p>I think the spiritual intentions of this image are:</p>
<p>How might people from other worldviews – Christian? Agnostic? SBNR? – respond to Yasmin's image?</p>	<p>The image which I think best expresses the Muslim concept of God is...</p> <p>Because....</p>	<p>How might people from other worldviews – Christian? Agnostic? SBNR? – respond to Ahmed's image?</p>

Gofynnodd NATRE i Fwslimiaid 16-18 oed o Gaerdydd ddewis crysau te sy'n mynegi eu iman (ffydd) a deen (ffordd o fyw)

NATRE asked Muslim 16-18s from Cardiff to choose t-shirts that express their iman (faith) and deen (way of life)





Bod yn Hajji - dim ond enw ar rywun sydd wedi bod ar bererindod i Mecca

- Mwslimiaid ifainc fel Alysha sy'n awgrymu y gallai bod yn Hajji fod yn ymlaciol – oherwydd, efallai, ar ôl dychwelyd o Mecca mae llawer yn dweud 'Fe ddes i yn ôl gyda chariad tuag at bawb. Rwy'n berson gwell oherwydd y daith i Mecca'
- Sut y gallai hynny weithio?
- Beth fydddech chi'n ei ofyn?
- Beth yw effaith ysbrydol yr Hajj?
- Sut mae pererindod yn gwneud gwahaniaeth moesol?



Being Hajji - it is just the name of someone who has been on the Pilgrimage to Makkah

- Young Muslims like Alysha who suggest that being Hajji might be relaxing – because, perhaps, on returning from Makkah many say ‘I came back with love for everyone. I’m a better person because of the trip to Makkah’
- How might that work?
- What would you ask?
- What is the spiritual impact of the Hajj?
- How does pilgrimage make an ethical difference?



Sylwadau Noor:

- “Yr hyn rwy'n ei hoffi am y crysau-t Mwslimaidd hyn yw bod yr ymadroddion yn feiddgar. Yr un porffor sy'n dweud 'Mae Mwslimiaid yn credu yn Iesu (Tangnefedd Iddo)' yw fy ffefryn.

Page 260
• Rwy'n cythruddo pan fydd y cyfryngau'n awgrymu bod Islam yn gormesu menywod, felly mae'r crysau hyn sy'n cynrychioli amrywiaeth o bobl yn y ffydd yn dda.

- Ac mae'n annifyr pan fydd pobl yn ein rhannu ni oddi wrth grefyddau eraill yn ddiangen. Gallwn fyw fel un.”



Noors' comments:

- “What I like about these Muslim tee shirts is that the phrases are bold. The purple one that says ‘Muslims believe in Jesus (peace be upon him)’ is my favourite.
- I am annoyed when the media suggest Islam oppresses women, so these shirts which represent a variety of people in the faith are good.
- And it is annoying when people divide us from other religions unnecessarily. We can live as one.”



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Sylwadau Zarra:

- “Mae angen gwella delwedd y cyfryngau o Islam Brydeinig. Mae'r cysau hyn yn dangos pa mor amrywiol yw Mwslimiaid Prydain ac mae ganddyn nhw wahanol ffyrdd o fyw a sut maen nhw'n edrych yn wahanol. Mae'n fy nghytruiddo pan welwch ddelweddau ystrydebol o fenywod yn Islam yn cael eu gormesu, felly rwy'n gwisgo'r crys sy'n dweud 'Roedd Muhammad yn ffeminist.' Mae'n ymadrodd beiddgar, ac mae'n clirio camdybiaeth.”
- A oedd Muhammad yn ffeminist? Yn sicr, cymerodd gamau i roi urddas, hawliau o fewn priodas a gallu economaidd i fenywod.. Charles Fourier, sosialydd iwtopaidd ac athronydd Ffrengig, sy'n cael ei gredu am fod wedi bathu'r gair "féminisme" yn 1837 CE, 1100 mlynedd ar ôl amser y Proffwyd.
- Awgrymwch fod dysgwyr yn dylunio eu cysau-t eu hunain i fynegi agweddau ar iman Islamaidd yn y gyfres hon, neu i fynegi eu credoau a'u gwerthoedd craidd eu hunain.



Zarra comments:

- “The media image of British Islam needs to be improved. These shirts show how diverse British Muslims are and have different lifestyles and how they look different. It annoys me when you see stereotypical images of women in Islam being oppressed, so I’m wearing the shirt that says ‘Muhammad was a feminist.’ It is a bold phrase, and it clears a misconception.”
- Was Muhammad a feminist? Certainly he took steps to give dignity, rights within marriage and economic capacity to women. Charles Fourier, a utopian socialist and French philosopher, is credited with having coined the word "féminisme" in 1837CE, 1100 years after the time of the Prophet.
- Suggest learners design their own t-shirts to express aspects of Islamic iman in this series, or to express their own core beliefs and values.



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Gwisgo crysau-t: ffordd i gyhoeddi eich syniadaeth?

Gellid datblygu'r gweithgaredd hwn i adlewyrchu credoau/gwerthoedd crefyddol eraill neu argyhoeddiadau athronyddol eraill.

Yn eich barn chi, pa ddyluniadau crys-t fyddai'n gwerthu fwyaf? Pam?

Cynlluniwch eich crys-t eich hun.



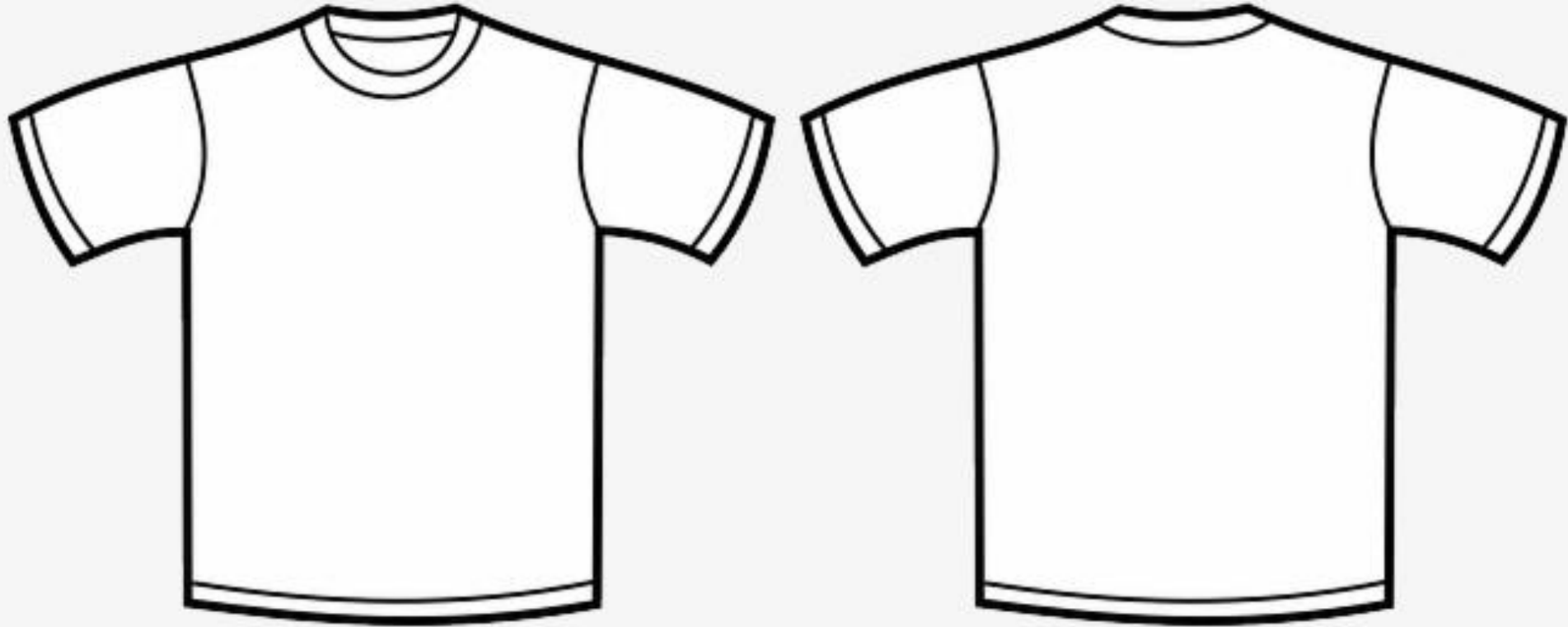


Wearing t-shirts: a way to proclaim your ideology?

This activity could be developed to reflect other religious beliefs/ values or philosophical convictions.

In your opinion, which t-shirt designs would sell the most? Why?

Design your own t-shirt.



Crëwch ddyluniadau ar gyfer crysau-t gan ddefnyddio sloganau, logos, symbolau, delweddau a syniadau a fydd yn gwneud eich crysau yn ddeniadol i bobl ifainc o Gymru sy'n anffyddwyr, Mwslemiaid, neu'n unrhywbeth arall...

Create designs for t-shirts using slogans, logos, symbols, images and ideas that will make your shirts attractive to young Welsh atheists, Muslims, other...



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Islam – Rhai Arferion Allweddol

Pum Piler Islam (Sunni a Shi'ia)

- Shahadah
- Salat/Salah - Sunni/Shi'ia gwahaniaethau?
- Zakat/Zakah
- Saum/Sawm
- Hajj

Gweddi

Jihad

Gwyliau

Defodau newid byd

Y Deg Deddf Gorfodol (Shi'a Islam)



Islam – Some Key Practices

The Five Pillars of Islam (Sunni and Shi'ia)

- Shahadah
- Salat/Salah - Sunni/Shi'ia differences?
- Zakat/Zakah
- Saum/Sawm
- Hajj

Prayer

Jihad

Festivals

Rites of Passage

The Ten Obligatory Acts (Shi'a Islam)

Islam – Rhai Arferion Allweddol – ‘Jihad’

Islam – Some Key Practices - 'Jihad'

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Arferion Mwslimaidd – Yn yr Ystafell Ddosbarth

Muslim Practices – In the Classroom



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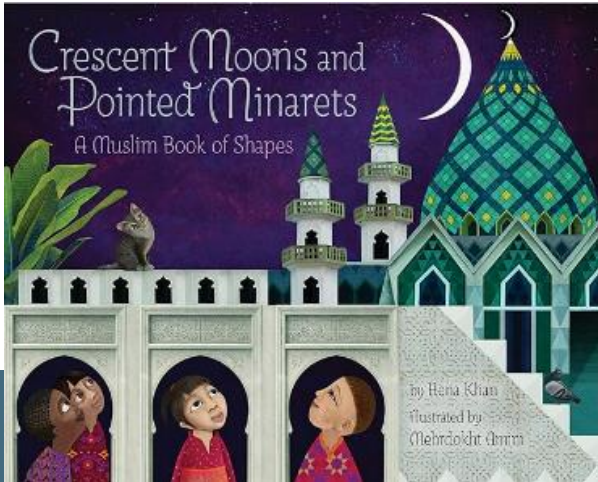
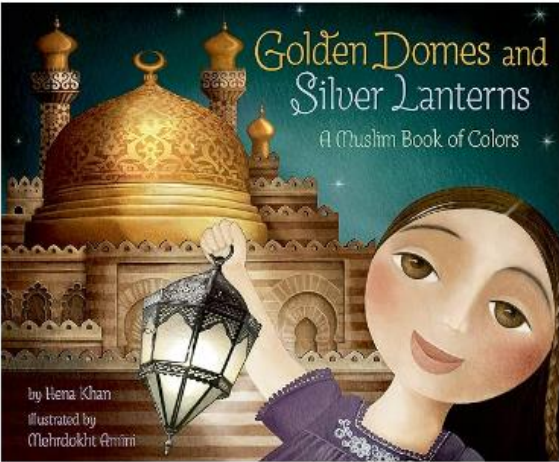
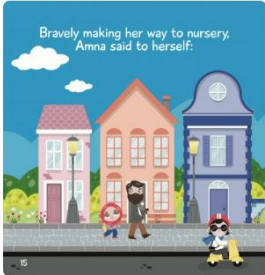
Islam – Llyfrau Stori i Annog chwilfrydedd a Gwybodaeth/Deall - Dysgu Cynnar

Islam – Story Books to Encourage Curiosity and Knowledge/Understanding - Early Learning

Amna & Amy Storybook

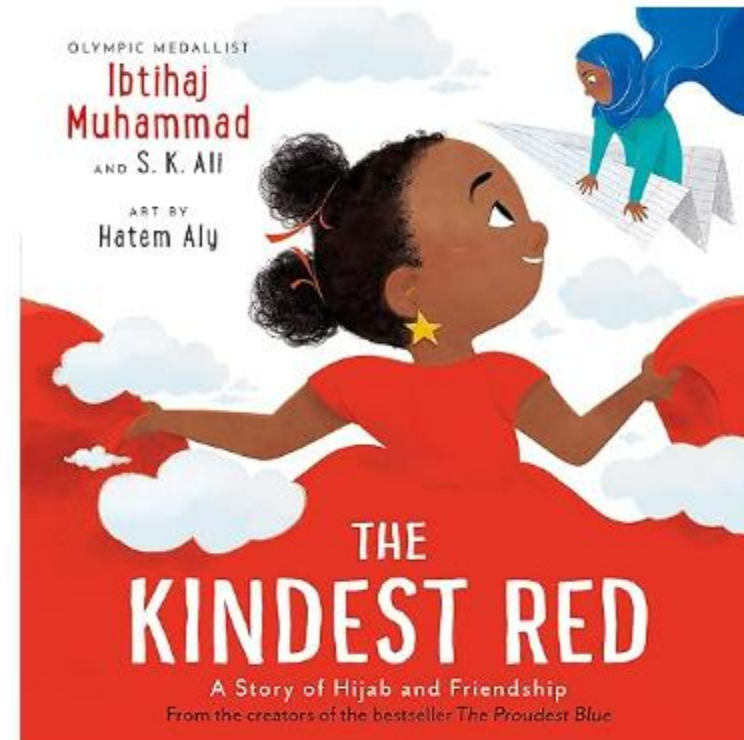
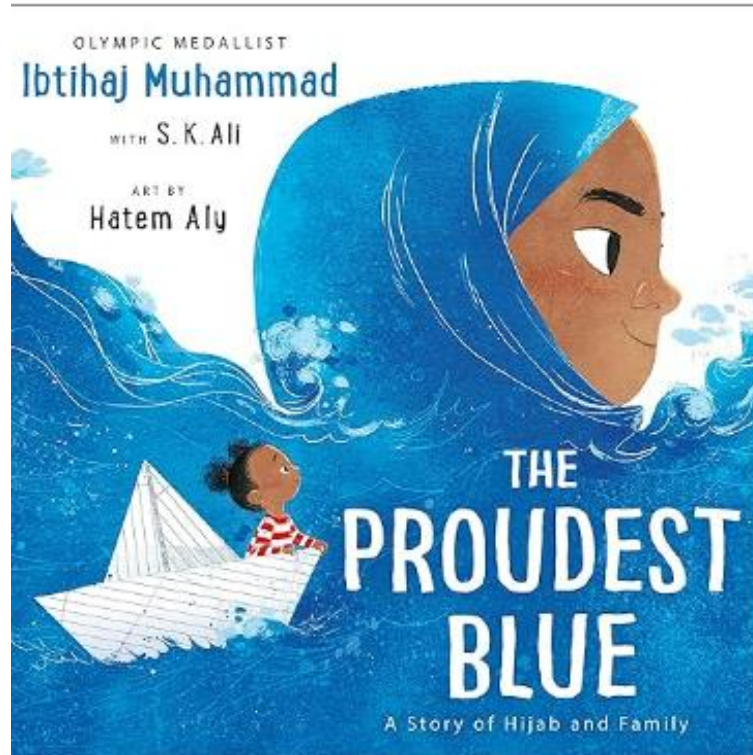
Download our exclusive **FREE** Early Years Story Book. Find out how Amna gets along at her first day at school.

FREE DOWNLOAD



Islam – Llyfrau Stori i Annog chwilfrydedd a Gwybodaeth/Deall Islam – Story Books to Encourage Curiosity and Knowledge/Understanding

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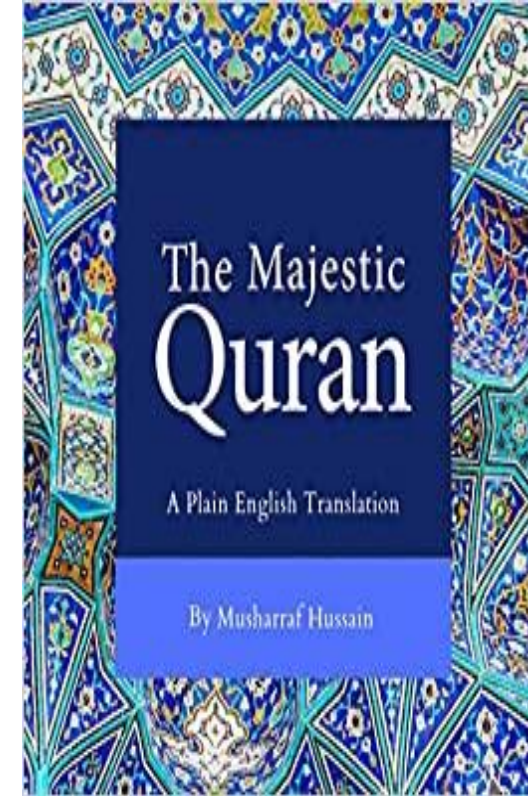
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Deg Gorchymyn o'r Qur'an Sanctaidd

Surah 6. Al-An-am: Ayat 151-153

- Ni ddylech sefydlu unrhyw beth fel Partner gyda Allah
- Dylech drin eich rhieni'n garedig
- Ni ddylech ladd eich plant rhag ofn tlodi: rydym yn darparu ar eich cyfer chi a nhw.
- Peidiwch â mynd yn agos at bethau anwedus, p'un a ydynt yn agored neu'n guddiedig.
- Peidiwch â chymryd bywyd sydd wedi ei wneud yn sanctaidd gan Allah, ac eithrio trwy gyfiawnder a chyfraith.
- Nddylech fynd yn agos at gartref plant amddifad, ac eithrio i'w wella, nes iddo / iddi gyrraedd a ddfedrwydd.
- Dylech ddefnyddio mesur llawn a chydbwysedd cyfiawn.
- Beth bynnag yr ydych yn ei ddweud, dylai fod yn gyfiawn, er ei fod yn ymwneud â'ch perthnasau eich hun.
- Rhaid i chi gyflawni eich cyfamod ag Allah.
- Mae Allah hefyd yn annog: 'Y ffordd hon yn unig yw fy ffordd iawn.' Felly dylech ddilyn y ffordd hon ac ni ddylech ddilyn ffyrdd eraill, rhag iddynt eich arwain ar gyfeiliorn o'i ffordd Ef.

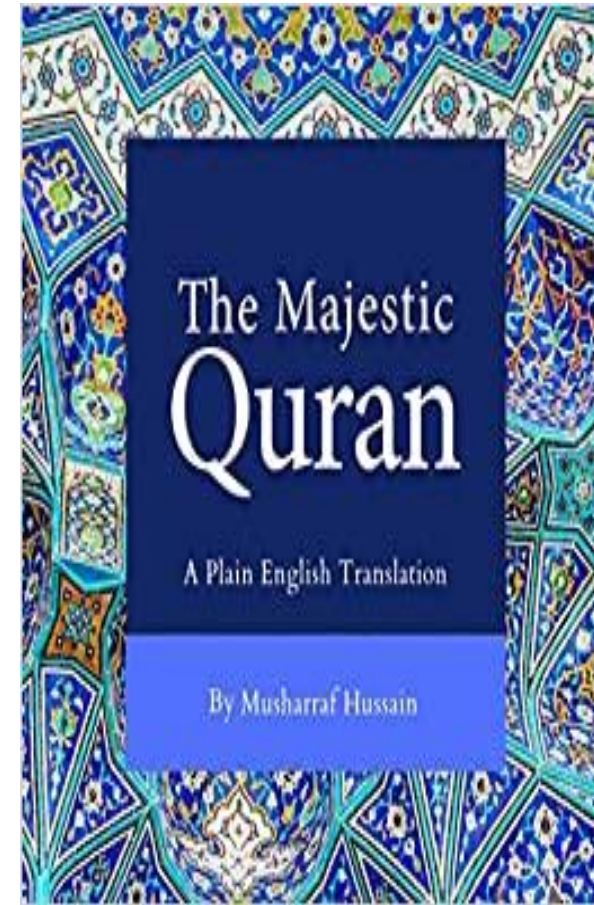
Nid yw'r gorchmynion hyn yn gyfochrog â'r Dangair Iddewig-Cristnogol. Maent yn dod o'r Qu-ran Sanctaidd – mae'r fersiwn Saesneg wedi'i symleiddio ychydig at ddefnydd yr ysgol. (NATRE)



Ten Commandments from The Holy Qur'an

Surah 6. Al-An-am: Ayat 151-153

- You should not set up anything as a Partner with Allah
- You should treat your parents kindly
- You should not kill your children for fear of poverty: we provide for you and them.
- You should not go near indecent things, whether they be open or hidden.
- Do not take life which Allah has made sacred, except by way of justice and law.
- You should not go near the property of an orphan, except to improve it, until s/he reaches maturity.
- You should use a full measure and a just balance.
- Whatever you say should be just, even though it is concerning your own relatives.
- You should fulfil your covenant with Allah.
- Allah also enjoins: 'this way alone is my right way.' Therefore you should follow this way and should not follow other ways lest they lead you astray from His way.



These commandments are not parallel to the Judaeo – Christian decalogue. They come from the Holy Qu'ran – the English version is simplified a little for school use. (NATRE)

Gwerthoedd Islamaidd/Islamic Values

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Gwerthoedd Islamaidd - Y Fenyw wrth Gatiau Mecca

Y fenyw wrth gatiau Mecca. Siaradwch am y stori y bydd rhai o'r plant yn ei ddeall ar unwaith. GOFYNNWCH gwestiynau "Tybed...". Efallai yr hoffech ddewis un neu ddau o'r rhestr hon.

- Tybed a ydych yn deall pam y newidiodd ei meddwl...
- Tybed gyda phwy yr hoffech gerdded yn eich stryd...
- Tybed pwy rydych chi'n ceisio gwrando arnynt...
- Tybed - a all garedigrwydd ennill dadl?
- Tybed: Sut allwn ni newid yr hyn mae pobl yn ei feddwl i gael gwell syniadau?



Tynnwch lun y fenyw (**NID y Proffwyd**) ar ddechrau ac ar ddiwedd y stori.
Dewiswch 4 gair i ddweud sut mae hi ar y dechrau, a sut mae hi ar ddiwedd y stori.

Islamic Values - The Woman at the Gates of Makkah

The woman at the gates of Makkah Talk about the story some of the children will 'get it' at once.

ASK "I wonder..." questions. You might want to choose one or two from this list.

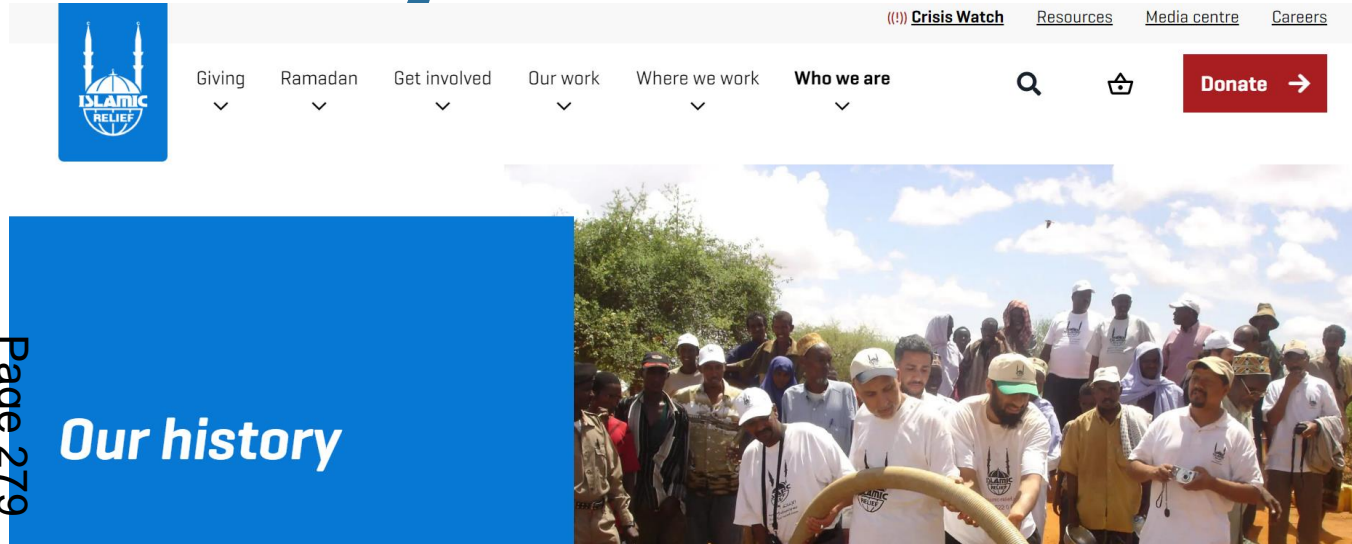
- I wonder if you have worked out why she changed her mind...
- I wonder who you would like to walk with in your street...
- I wonder who you try to listen to...
- I wonder: can kindness win an argument?
- I wonder: How can we change what people think to get better ideas?



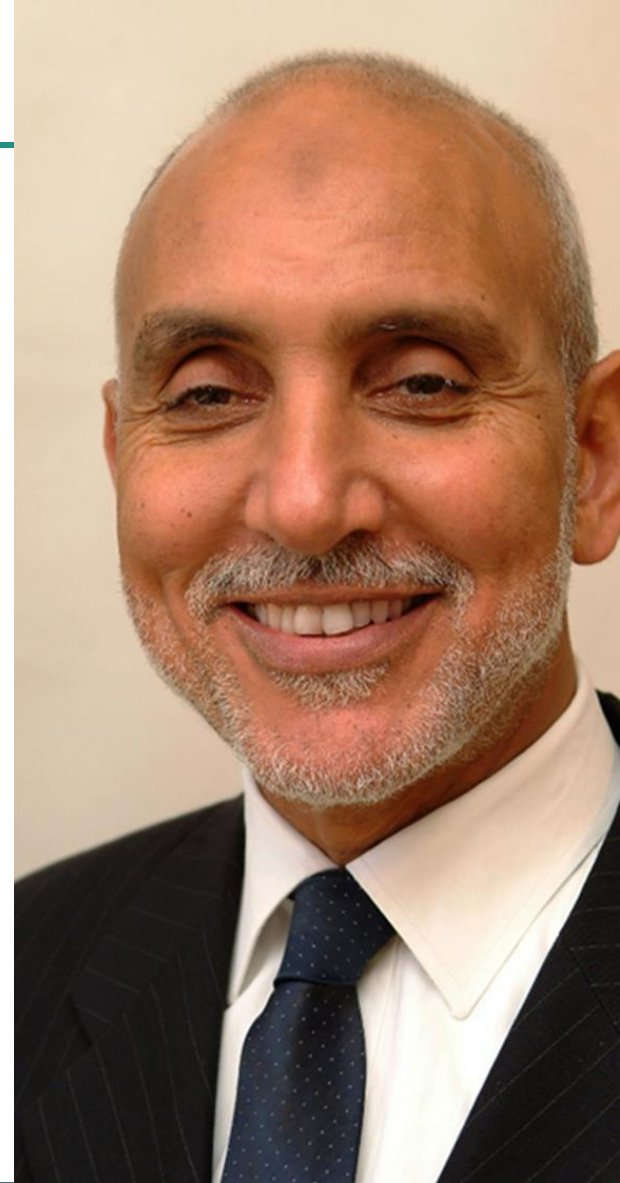
Draw the woman (**NOT the Prophet**) at the start, and at the end of the story.

Choose 4 words to say what she is like at the start, and what she is like at the end of the story.

Dr Hany El Banna



- Darganfyddwch fwy: <https://www.facebook.com/irwales/>
- <https://www.islamic-relief.org.uk/about-us/what-we-do/orphans-and-children/>



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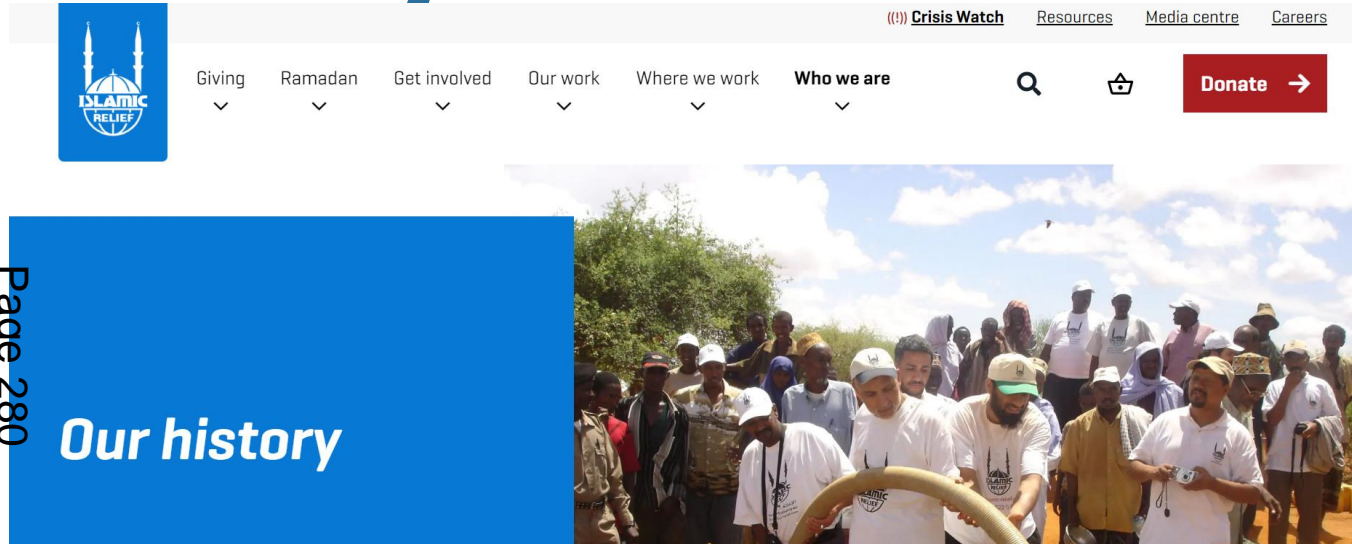


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Islamic Values – In the Classroom

Dr Hany El Banna



- Find out more: <https://www.facebook.com/irwales/>
- <https://www.islamic-relief.org.uk/about-us/what-we-do/orphans-and-children/>



Gwerthoedd Islamaidd – Yn yr Ystafell Ddosbarth

Gwylwch araith y Tywysog Charles am Dr Hany El Banna

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

Mae'r Qur'an (5:32) yn dysgu: 'Pwy bynnag sy'n achub bywyd, y mae fel pe bai wedi achub yr holl fydd'.

Defnyddiwch y crynodeb 30 brawddeg hwn o'i fywyd, i fynd i'r afael â thasgau a fydd yn eich helpu i archwilio'r Mwslim ysbrydoledig hwn a'i waith ar gyfer tegwch a chyfiawnder. (NATRE)

Part 3: Create a class book, or a gallery of works of art and text, to show the biography of Dr Hany

Thirty Sentences telling the life story of Dr Hany El Banna, A Muslim who changed the world, the founder of Islamic Relief		
1. Over 65 years ago, a little baby boy was born in Cairo, in Egypt. His parents called him Hany.	2. When he was a boy, Hany liked to watch films and play football. He was always a caring person.	3. Hany decided he wanted to become a doctor. He wanted to do a job that helped other people.
4. When Hany grew up he became a doctor at a hospital in Birmingham. He was brilliant at this!	5. Aged 33, Hany visited Sudan for a conference. He was shocked to see victims of famine himself.	6. An old man in the famine in Sudan said to Hany 'For God's sake do something! Help us.' He remembered.
7. Hany told people about the Sudan famine. His nephew gave him 20p. It was the first donation.	8. Dr Hany started collecting money to help famine victims outside mosques in Birmingham.	9. One night, Hany had a dream about the Kaaba at Makkah. He believed God was guiding his life.
10. The Muslim Qur'an says 'God commands justice, the doing of good, generosity.' (Surah 16:90)	11. Hany stood outside the mosque in Birmingham with a collection bucket to help famine victims	12. After a few months Hany and his friends had collected more than £5000 for food aid.
13. Islamic Relief was set up by Hany in 1985. It has grown. Today it spends £100million per year.	14. Muslims give to help the less fortunate, £1 out of £40. It's called Zakat, the 3 rd Pillar of Islam.	15. Dr Hany wanted the charity to help anyone in need, not just Muslims. He wanted fairness for all!
16. The Qur'an says that saving the life of one needy person is like saving the whole world.	17. Dr Hany says 'I don't own Islamic Relief. It belongs to all the poor people who need it.'	18. Dr Hany says 'it is important to hold hands with the people we serve, not just to send money.'
19. Islamic Relief's work in over 20 different countries is supported by the United Nations.	20. Islamic Relief gives food, healthcare, education – and love – to people who need it most.	21. In a year, Islamic Relief supports more than 27000 orphaned children. It's for all, not just for Muslims.
22. No one is a true believer until you love for your brothers and sisters what you love for yourself.	23. Islamic Relief works with partners from other religions in harmony to help the poor.	24. In 1993 Dr Hany visited 40 American cities in 20 days to raise funds for Islamic Relief.
25. Dr Hany is famous for not being proud or thinking anyone is too unimportant to talk to.	26. In 2004, the Queen gave Dr Hany the medal called the OBE to praise all he had achieved.	27. In 2008 Dr Hany retired from Islamic Relief, but he still leads the Humanitarian Forum.
28. Dr Hany wrote: 'Let the volcano bring ashes. We will bring the fire of unity.'	29. Dr Hany wrote: 'Let the sky be shadowed with dark clouds. We will bring the light of partnership.'	30. Here are comments from our class about what we learned from Dr Hany's inspiring life.



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Islamic Values – In the Classroom

Watch Prince Charles' speech about Dr Hany El Banna

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

The Qur'an (5:32) teaches: 'Whoever saves a life, it is as if he has saved the whole world.'

Use this 30-sentence summary of his life, to tackle tasks which will help you explore this inspirational Muslim and his work for fairness and justice. (NATRE)

Part 3: Create a class book, or a gallery of works of art and text, to show the biography of Dr Hany

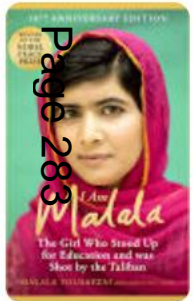
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Gwerthoedd Islamaidd – Yn yr Ystafell Ddosbarth

Islamic Values – In the Classroom

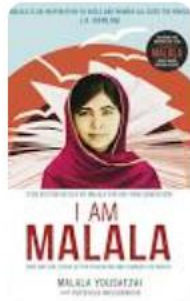
Malala Yousufzai



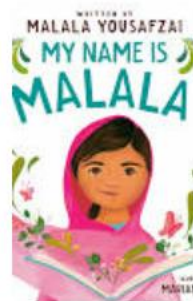
I Am Malala:
The Girl Wh...
2013



Malala's
Magic Pencil
2017



I Am Malala:
How One Gi...
2014



My Name Is
Malala
2022



We Are
Displaced
2019



Islam – Ffydd Fyw / Ffydd ar Waith yn yr Ystafell Ddosbarth

Islam – Living Faith/Faith in Action in the Classroom

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Islam - Amrywiaeth a Phlwraliaeth



- Beth sy'n cael ei 'rannu' o fewn Islam? (tebygrwydd / cyffredin)
- Beth sy'n unigryw/gwahanol/amrywiol /plwraliaethol o fewn Islam?
- Ystyriwch gredoau, arferion, gwerthoedd, moeseg, athroniaethau, diwinyddiaethau, ffynonellau awdurdod / doethineb/profiadau byw ac ati...

Islam - Diversity and Pluralism



- What are 'shared' within Islam? (similarities/commonalities)
- What are distinctive/different/diverse/pluralistic within Islam?
- Consider beliefs, practices, values, ethics, philosophies, theologies, sources of authority/wisdom/lived experiences etc...

Islam – Amrywiaeth a Phlwraliaeth

Islam – Diversity and Pluralism

Page 287



Shia // Sunni



TrueTube
161K subscribers

Subscribe

53K



Share



Consortium Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



EAS

Education Achievement Service
Gwasanaeth Cyflawni Addysg

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

Centre for the Study of Islam in the UK

Canolfan ar gyfer Astudio Islam yn y DG

ISLAM UK CENTRE

الإسلام في المملكة المتحدة
مركز الدراسات الإسلامية في المملكة المتحدة

CANOLFAN ISLAM DG



Ynglŷn â'r Ganolfan Islam-UK



“Bydd y Ganolfan Astudio Islam yn y DU yn hyrwyddo dealltwriaeth ysgolheigaid a chyhoeddus o Islam a bywyd cymunedau Mwslimaidd yn y DU, trwy fentrau addysgol o ansawdd uchel sy'n cael effaith leol, genedlaethol a rhyngwladol”.

Page 289



Daeth plant o Ysgol Gynradd Fwslimaidd Caerdydd i'r lansiad a chanu nasheeds yn y digwyddiad agoriadol



Yusuf Islam yn dadorchuddio'r plac yn agoriad y Ganolfan ym mis Medi 2005.

About the Islam-UK Centre



“The Centre for the Study of Islam in the UK will promote scholarly and public understanding of Islam and the life of Muslim communities in the UK, through high quality educational initiatives which have local, national, and international impact”.

Page 290



Children from Cardiff Muslim Primary School attended the launch and sang nasheeds at the opening event



Yusuf Islam unveils the plaque at the Centre opening in September 2005.



ISLAMIC
GARDENS



IN THE UK
dynamics of conservation
culture and communities



Centre for the
Study of Islam in the UK
Canolfan ar gyfer
Astudio Islam yn y DG



Mark Bryant

Swyddog Datblygu, Canolfan Islam UK Prifysgol Caerdydd

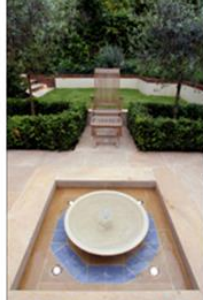
Page 29/31

- MA: Mwslimiaid ym Mhrydain Gyfoes
- Gweithiodd gyda'r Athro Gilliat-Ray ar: Gerddi Islamaidd yn y DU: dynameg diwylliant cadwraeth a chymunedau
- Ymwybyddiaeth ddiwylliannol ac integreiddio trwy werthoedd a rennir
- Materion amgylcheddol: Egwyddorion amgylcheddol Islamaidd
- Deialog rhyng-ffydd a rhyngddiwylliannol





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Study of Islam in the UK
Canolfan ar gyfer
Astudio Islam yn y DG



Mark Bryant

Development Officer, Islam UK Centre Cardiff University

- MA: Muslims in Contemporary Britain
- Worked with Prof. Gilliat-Ray on:
Islamic Gardens in the UK: dynamics of conservation culture and communities
- Cultural awareness and integration through shared values
- Environment issues: Islamic environmental principals
- Interfaith and inter cultural dialog



Darganfod Mwslimiaid ym Mhrydain – Dysgu Proffesiynol

Discovering Muslims in Britain – Professional Learning



Page 293

- Announcements
- Discussion Forum
- Welcome week
 - Welcome to Discovering Muslims in Britain
 - Learning Journey: What does it mean to be a Muslim in Britain today?
 - How the Course Works
 - Learner Expectations
 - Contributors
- Week 1: Sociology and Religion
 - Welcome to week 1!
 - Session 1 – How can we understand religion in society?
 - 1 - What is 'sociology'?
 - 1 - The sociology of religion
 - 1 - Data Analysis Task: What does it mean to be a Muslim?
 - 1 - In the RE classroom
 - 1 - Learning Check
 - 1 - Extra Resources
 - Session 2 – What does Islam mean to Muslims?
 - 2 - Core concepts of the Islamic tradition

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

What is a source of wisdom and authority? ▾ ↕



Enabled: Review, Statistics Tracking

A source of wisdom and authority is a resource that someone turns to, to guide them and help them make decisions about what is the right thing to do. There are many religious and non-religious sources of wisdom and authority that a person may turn to.

Sociologically, sources of wisdom and authority can be considered social structures. They are things that shape how people give meaning to certain actions and behaviours, and so affect how they act. Conversely, changes in society can also affect how sources of wisdom and authority are understood and used for guidance.

Additionally, it is important to remember that people still have agency over how they understand and act on sources of wisdom and authority, or which sources they turn to. This is especially relevant where multiple sources of wisdom and authority are available and provide different, sometimes conflicting, guidance.

For example, different Islamic legal scholars may offer different perspectives on a particular issue. A Muslim may listen to various Islamic legal scholars for different legal opinions (**fatwas**) on that issue, and choose one that makes the most sense to them. This is colloquially known as "fatwa shopping" (Skovgaard-Petersen 2015).



Darganfod Mwslimiaid ym Mhrydain Adnoddau Addysgu (Cynradd)



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Discovering Muslims in Britain: for primary school

How to use the resources

Following the success of producing Discovering Muslims in Britain: for secondary school (Key Stage 3 or an equivalent), Discovering Muslims in Britain: for primary school adapts these resources and materials to suit primary school curriculum and practitioners.

To address and align with the thematic approach to subject within Humanities in the primary school curriculum, the resources present four broad themes:

1. Religion and People.
2. Religion and Communities.
3. What is a mosque?
4. Religious celebrations.

Each theme covers a wealth of information and is not meant to be presented to pupils in one single lesson. As the materials are developed for primary school (Key Stage 1 and Key Stage 2 or equivalent), they could be adapted to suit the School Year and individual progression.

Each theme consists of:

Theme plan - solely for the use of the educators

PowerPoint presentation - to be used in class (can be adapted)

Worksheet - activities to use in class and/or a homework task (can be adapted)

The resources can be used separately or collectively.

Additionally, 'Ask a Muslim' interview carousel feature presents the perspective of Muslims in Britain using interactive short videos. Muslims share their views on the topics discussed in the themes through the interactive interviews. You can find direct links to the Interview carousels explored in each of the Themes in the power point presentations and worksheets. Transcripts of the videos are also provided.

The 'Ask a Muslim' presentation feature contains interactive content based on external media and all carousel interviews can be accessed following this link https://xerte.cardiff.ac.uk/play_18930.

Further resources are included in each theme that can be explored according to curriculum and progression. These include data packs exploring the Five Pillars of Islam and picture tour of a mosque in Cardiff.

Disclaimer: The PowerPoint presentations and worksheets feature extra resources and interactive content based on external media unaffiliated with Discovering Muslims in Britain or Cardiff University.

Pedair thema sy'n cyd-fynd â'r dull thematig o fewn y Dyniaethau yn y cwricwlwm cynradd.

1. Crefydd a Phobl
2. Crefydd a chymunedau
3. Beth yw Mosg
4. Dathliadau crefyddol

bit.ly/DMcynlluniau_gwersi

Discovering Muslims in Britain Teaching Resources (Primary)



Page 295



Discovering Muslims in Britain: for primary school

How to use the resources

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Four themes which align with the thematic approach within Humanities in the primary school curriculum.

1. Religion and People
2. Religion and communities
3. What is a Mosque
4. Religious celebrations

bit.ly/DMLessonplans

Adnodd "Gofyn i Fwslim" "Ask A Muslim" Resource



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DISCOVERING
MUSLIMS IN BRITAIN

Maryam

Samina

Sariya

Azim

Tanvier

Hamza

Laiqah & Seherish

Faraz

Sami

Hanan

Aisha

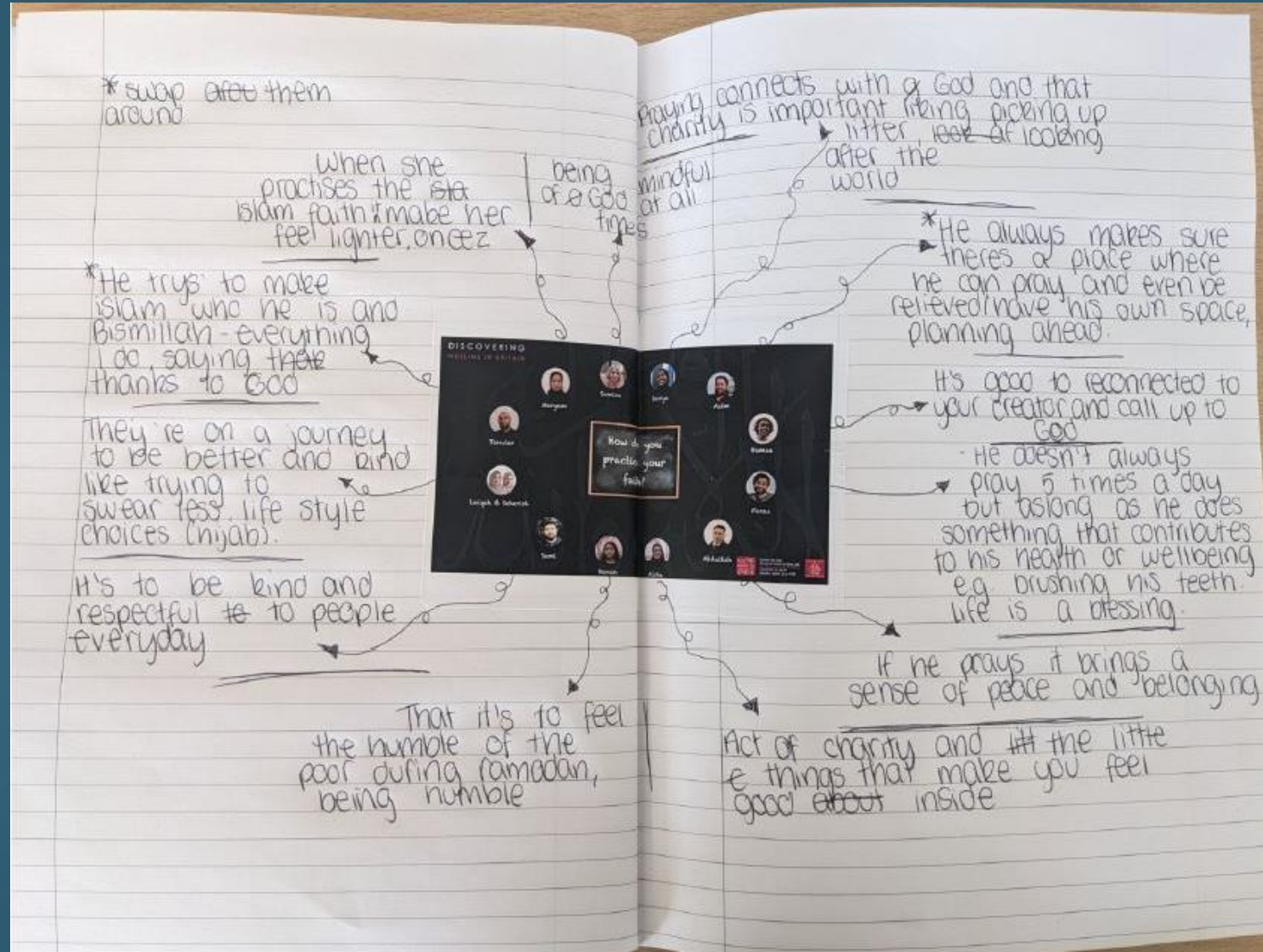
Abdullah

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https://xerte.cardiff.ac.uk/play_18930

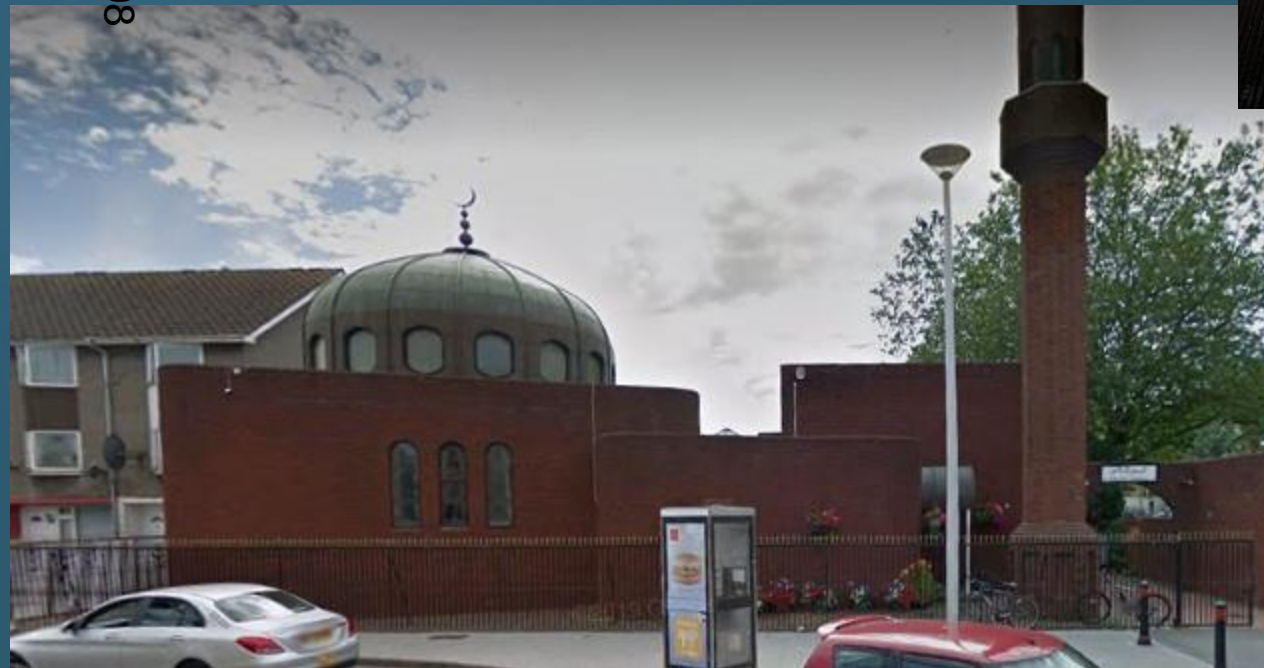
Adborth yw enaid y prosiectau hyn... Feedback is the lifeblood of these projects...



Teithiau Mosg Rhithwir (Caerdydd, Cymru a Byd-eang) – Ar gael yn fuan!

Virtual Mosque Tours (Cardiff, Wales and Global) – Available Soon!

Page 298



Perthnasoedd

Iaith (leithoedd)

Teulu

Cartref/
Mosg/arweinwyr /
cymuned

Rolau?

Ysgol Islamaidd

- Ethos
- Gwerthoedd
- Pynciau
- Crefyddol

Credoau/Gwerth
oedd Islamaidd

- Allah
- Proffwydiaeth
- Angylion

Canghennau/
Amrywiaeth

- Sunni
- Shi'ia
- Eraill?

Symbolau

- Lleuad
Cilgant a
seren 5
pwynt
- Eraill?

Dillad

- Hijab
- Purdah
- Burqah
- Hetiau gweddi
- Gwisg
ddiwylliannol
- [Dylunwyr
Mwslimaidd? Yng
Nghymru](#)

Cymunedau/
Sefydliadau/Elusennau

- Islamic Relief
- Cymorth Mwslimaidd
- Cyngor Mwslimaidd Cymru
- Cyngor Mwslimaidd
Prwydain

Darllen a dilyn
testunau sanctaidd:

- Qur'an
- Hadith

Hunaniaeth a Pherthyn Islam

Arferion/
Gweithredoedd

Ffordd o
fyw

Pererindod

- Hajj

Dilyn rheolau/
Gorchmynion/
Awdurdod:

- Shahadah
- 5 Colofn Islam
- Qur'an
- Hadith
- The Sunnah
- Proffwydiaeth
- Clerigwyr

Beddwch?

Wedi eu herlid
oherwydd
Hunaniaeth /
credoau?
Islamoffobia

Defodau newid
byd

- Brit Milah
- Bar/Bat
Mitzvah, Bat
Chayil
- Kiddushin
- Angladd

Ffydd

Celf

- Artistiaid
Mwslimaidd
- Celf
geometrig/celf
caligraffeg

Cerddoriaeth?

Bwyd

- Halal
- Porc X
- Diwylliannol

Gwyliau/Dathliadau

- Eid-ul-Fritr
- Eid-ul-Adha

Mynychu lleoedd
o addoliad

- Mosg/Masjid

Relationships

Language(s)

Islamic School

Islamic Beliefs/
Values

Branches/
diversity

Symbols

Clothing

Family

Home/
mosque/leaders/
community

- Ethos
- Values
- Subjects
- Religious

- Allah
- Prophethood
- Angels

- Sunni
- Shi'ia
- Others?

- Crescent moon and 5-pointed star
- Others?

- Hijab
- Purdah
- Burqah
- Prayer hats
- Cultural dress
- [Muslim designers? In Wales](#)

Roles?

Communities/
Organisations/Charities

- Islamic Relief
- Muslim Aid
- Muslim Council of Wales
- Muslim Council of Britain

Read and follow sacred texts:

- Qur'an
- Hadith

Islam Identity & Belonging

Practices/Actions

Lifestyle

Pilgrimage
• Hajj

Follow rules/
Commandments/
Authority:

- Shahadah
- 5 pillars of Islam
- Qur'an
- Hadith
- The Sunnah
- Prophethood
- Clerics

Faith

Music?

Festivals/Celebrations

- Eid-ul-Fitr
- Eid-ul-Adha

Attend places of worship
• Mosque/Masjid

Peace?

Rites of Passages

- Brit Milah
- Bar/Bat Mitzvah, Bat Chayil
- Kiddushin
- Funeral

Art

- Muslim artists
- Geometric art/calligraphy art

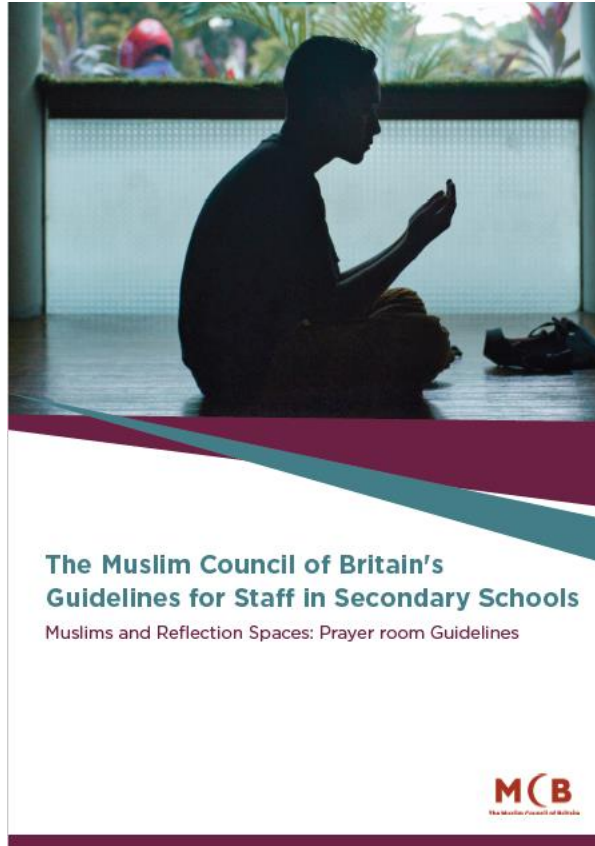
Food

- Halal
- Pork X
- Cultural

Persecuted for Identity/beliefs? Islamophobia

Ystafell Weddi/Myfyrdod yn eich Ysgol/Lleoliad? Prayer/Reflection Room in your School/Setting?

- Ydych chi wedi ystyried hyn ar gyfer eich ysgol? Eich dysgwyr, eich staff a'ch ymwelwyr?
- Amrywiaeth a Chynhwysedd?
- A allai fod yn ofod rhyngffydd/myfyrio?
- A allai hyn fod yn brosiect i ymchwilio a dylunio ardal?



- Have you considered this for your school? Your learners, staff and visitors?
- Diversity and Inclusivity?
- Could it be an inter-faith/reflection space?
- Could this become a project to research and design an area?

[Dolen i Adnoddau/Link to resource](#)

Creu gofod gweddi aml-ffydd i ddysgwyr yn Ysgol Uwchradd Pencoedtre



**'Prif nod fy mhrosiect yw dathlu amrywiaeth a
hyrwyddo cyfleoedd cyfartal o fewn yr ysgol.'**

Creating a multi-faith prayer space for learners in Pencoedtre High School



**'The main aim of my project is to celebrate diversity
and to promote equal opportunities within the
school.'**



Dechrau'r broses

- **Roedd y disgyblion a'r rhieni yn gofyn am ystafell weddi yn yr ysgol**
- **Defnyddiwyd yr ystafell wreiddiol a gynlluniwyd pan adeiladwyd yr adeilad fel canolfan Anhwylder yn y Sbectrwm Awtistig**
- **Gweithiais gyda'r UDA i wneud ystafell arall yn addas**



The beginning of the process

- **Learners and parents were asking for a prayer room in the school**
- **The original room planned when the building was built was used as an ASD base**
- **I worked with SLT to make another room suitable**

Lleoliad

- Rhoddodd yr ysgol ystafell i ni a arferai fod yn swyddfa.
- Page 306 Fe wnaethon ni archebu rhywfaint o ffilm breifatrwydd ar gyfer y ffenestr a gorchuddio'r ffenestri ar y drysau.



Location

- The school gave us a room which used to be an office.
- We ordered some privacy film for the window and covered the windows on the doors.



Llais y Dysgwr

- Siaradais â nifer o ddysgwyr o wahanol grefyddau o wahanol grwpiau blwyddyn. Fe wnes i hefyd ychydig o ymchwil ar-lein ynglŷn â beth i'w gynnwys.



Learner Voice

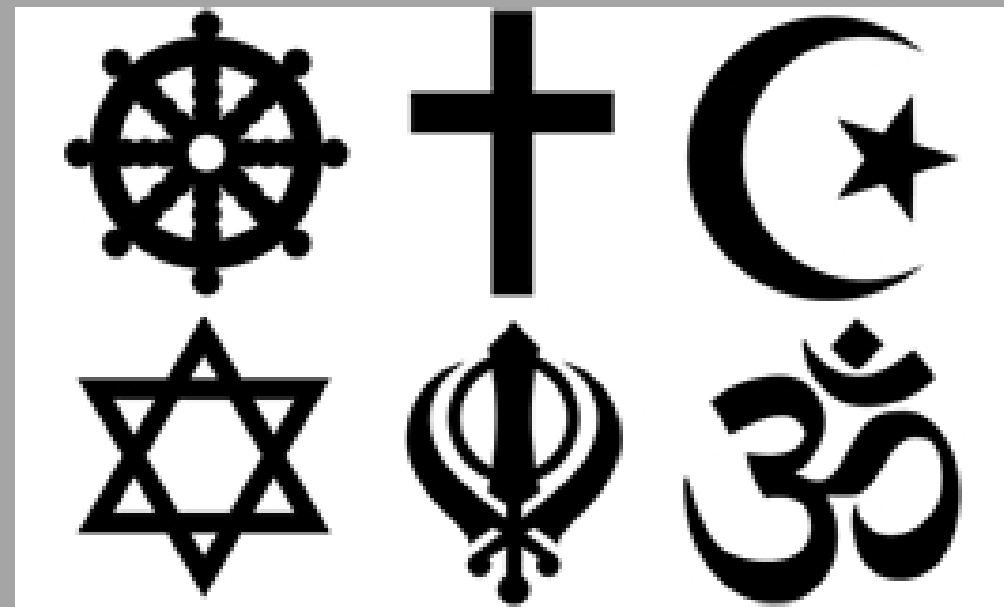
- I spoke to a number of learners of different faiths from different year groups. I also did some research online about what to include.



Pob crefydd

Er nad oes gennym
ddysgwyr o bob un o'r chwe
phrif grefydd fyd-eang yn
ein hysgol, roeddem o'r farn
ei bod yn bwysig i gynifer o
grefyddau â phosibl gael eu
cynrychioli.

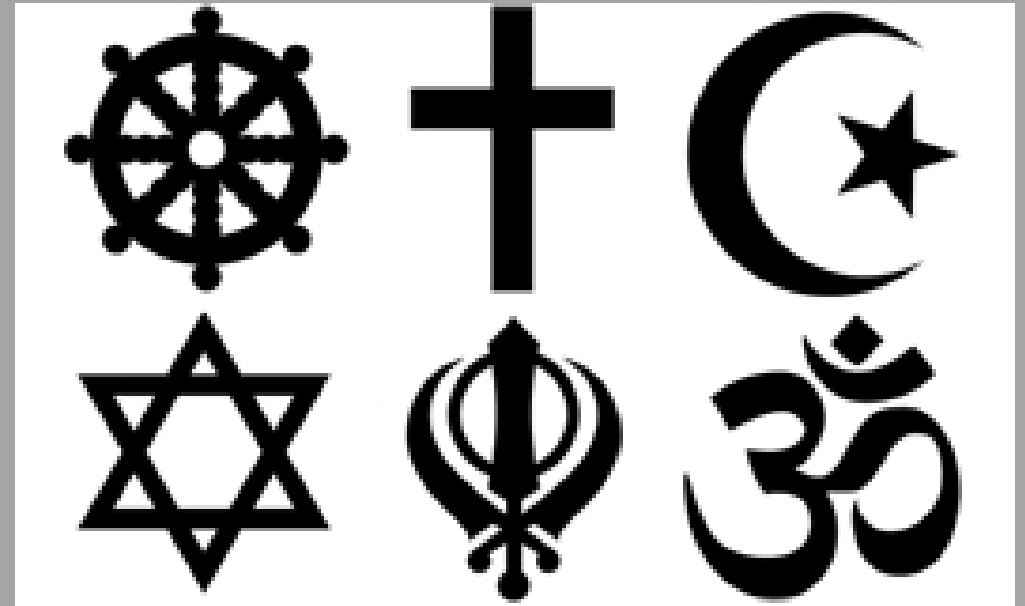
Page 310



Each religion

Although, we do not have learners of all six main world religions in our school we thought it was important to have as many religions represented as possible.

Page 311



Islam -

https://www.amazon.co.uk/Mihrab-Design-Velvet-Muslim-Prayer/dp/B09RCSJBJX/ref=sr_1_5?crid=2IN289CH0BH60&keywords=Muslim%2Bprayer%2Bmat&qid=1665658893&qu=evjxc2MiOIl2LiY3liwicXNhljoiNi4NslslnFzcCl6iJiUuMjIifQ%3D%3D&spreif=islam%2Bprayer%2Bmat%2Caps%2C145&sr=8-5&th=1-prayer+mat+x2-E11.95+each

[https://www.amazon.co.uk/Qibla-Direction-Arrow-Black-2pk/dp/B07KNH88MZ/ref=sr_1_6?crid=2IG75DSL805R&keywords=Qibla&qid=1665659483&qu=evjxc2MiOIlLj5liwicXNhljoiMS44OClsnFzcCl6iJiEuMjIifQ%3D%3D&spreif=qibla%2Caps%2C81&sr=8-6-Kibla+to+show+direction+of+prayer+for+Muslims+\(Makkah\)-E5.99](https://www.amazon.co.uk/Qibla-Direction-Arrow-Black-2pk/dp/B07KNH88MZ/ref=sr_1_6?crid=2IG75DSL805R&keywords=Qibla&qid=1665659483&qu=evjxc2MiOIlLj5liwicXNhljoiMS44OClsnFzcCl6iJiEuMjIifQ%3D%3D&spreif=qibla%2Caps%2C81&sr=8-6-Kibla+to+show+direction+of+prayer+for+Muslims+(Makkah)-E5.99)

https://www.amazon.co.uk/Muslim-Prayer-Turkish-Ramadan-Embroidery/dp/B093H2Q8Z5/ref=sr_1_6?crid=3NAFUZ1VMK0HN&keywords=islamic+prayer+hats&qid=1665666094&qu=evjxc2MiOIlLjizliwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=islamic+prayer+hats%2Caps%2C88&sr=8-6+Prayer+hats+x2-E8.40

General

https://www.amazon.co.uk/Home-Discount-Bookcase-Shelving-Furniture/dp/B079TS832H/ref=cs_sr_dp_2?crid=W5ERS79UXGJ&keywords=small+book+case&qid=1665665849&qu=evjxc2MiOIlLj5liwicXNhljoiMS4zMySlslnFzcCl6iJiQuMjIifQ%3D%3D&spreif=small+book+case%2Caps%2C69&sr=8-7+Small+book+case+for+Holy+Books+Qur+ans-E23.39

https://www.amazon.co.uk/Viro-Vacant-Sliding-Door-Green/dp/B075LJYH8X/ref=sr_1_12?crid=28AAUMXGJLRRS&keywords=in+use+sign+for+door+slide&qid=1665659192&qu=evjxc2MiOIlLj5liwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=in+use+sign+for+door+slide%2Caps%2C66&sr=8-12-sign+for+the+door--in+use/vacant-E11.99

[https://www.amazon.co.uk/Fabric-Storage-Wardrobe-Clothes-Foldab/dp/B094HWJGXQ/ref=sr_1_22?crid=3R8TTAPE7PR41&keywords=box%2Bwith%2Bliid&qid=166566395&qu=evjxc2MiOIlLj5liwicXNhljoiNi44OSlsnFzcCl6iJiYuMTkifQ%3D%3D&spreif=box%2Bwith%2Bliid%2B%2Caps%2C85&sr=8-22&th=1+Boxes+for+artefacts+as+they+cannot+be+left+in+the+room+whilst+Muslims+pray+\(no+faces/eyes\)-E21.99](https://www.amazon.co.uk/Fabric-Storage-Wardrobe-Clothes-Foldab/dp/B094HWJGXQ/ref=sr_1_22?crid=3R8TTAPE7PR41&keywords=box%2Bwith%2Bliid&qid=166566395&qu=evjxc2MiOIlLj5liwicXNhljoiNi44OSlsnFzcCl6iJiYuMTkifQ%3D%3D&spreif=box%2Bwith%2Bliid%2B%2Caps%2C85&sr=8-22&th=1+Boxes+for+artefacts+as+they+cannot+be+left+in+the+room+whilst+Muslims+pray+(no+faces/eyes)-E21.99)

Judaism

https://www.amazon.co.uk/dp/B076Z7Y4GN/ref=sspa_dk_detail_1?psc=1&pd_rd_i=B076Z7Y4GN&pd_rd_w=Z596&content-id=amzn1.sym.8d91a06c-52c8-441e-afa4-963e53268566&pf_rd_p=8d91a06c-52c8-441e-afa4-963e53268566&pf_rd_r=3G66VNSR47EH6VPJCF6R&pd_rd_wg=GuOXR&pd_rd_r=cf0443e9-1e9f-4a61-a483-4e43073918d0&s=kitchen&sp_csd=d2lk2V0TmPtZ1zcF9kZXRhaWw%3D&customerReviews-Hannukah+set-E20.99

https://www.amazon.co.uk/Tribes-Symbol-Candle-Judaica-Menorah/dp/B08NPZRYWP/ref=sr_1_6?crid=3Q4GE21TZFRJL&keywords=menorah+7+branch&qid=1665996936&qu=evjxc2MiOIlLj5liwicXNhljoiNC44OClsnFzcCl6iJiMuOTcifQ%3D%3D&s=kitchen&spreif=Menorah+%2Ckitchen%2C65&sr=1-6+Menorah-E16.95

https://www.amazon.co.uk/Knitted-Cotton-Kippah-Yarmulke-Synagogue/dp/B08R6FT18M/ref=sr_1_3?crid=Y007MNN9I0LS8&keywords=Yarmulkes&qid=1665671506&qu=evjxc2MiOIlLj5liwicXNhljoiM40NylslnFzcCl6iJiEuNzUifQ%3D%3D&spreif=yarmulkes%2Caps%2C57&sr=8-3+Yarmulke/Kippah-E7.49

https://www.amazon.co.uk/Tallit-Prayer-Shawl-Polyester-Inches/dp/B09CKRMPKL/ref=sr_1_2?crid=2WKKFHBX7ZVA&keywords=tallit%2Band%2Btefillin%2Badult&qid=1665998641&qu=evjxc2MiOIlLj5liwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=tallit%2Band%2Btefillin%2Badult%2Caps%2C1&sr=8-2&th=1+Tallit-E16.89

Christian

https://www.amazon.co.uk/Catholic-Necklace-Christians-Religious-Communion/dp/B09QKTBVNG/ref=sr_1_7?crid=2GYM27I02BT7D&keywords=Prayer+beads+Christian&qid=1665671267&qu=evjxc2MiOIlLj5liwicXNhljoiNS4xOClsnFzcCl6iJiMuOTAifQ%3D%3D&spreif=prayer+beads+christian%2Caps%2C64&sr=8-7+Prayer+beads-Catholic-E7.99

[https://www.amazon.co.uk/standing-rectangular-Christian-desktop-crucifix/dp/B00A6QR20Y/ref=sxin_15_pa_sp_search_thematic_ssapa?content-id=amzn1.sym.4126c873-2fc2-4af4-a461-](https://www.amazon.co.uk/standing-rectangular-Christian-desktop-crucifix/dp/B00A6QR20Y/ref=sxin_15_pa_sp_search_thematic_ssapa?content-id=amzn1.sym.4126c873-2fc2-4af4-a461-de9124226761&rd_r=f0b2e2f5-573f-4e4b-ab51-86a8824ddf53&pd_rd_w=C4Pm8&pd_rd_wg=ePIQp&pf_rd_p=4126c873-2fc2-4af4-a461-de9124226761&pf_rd_r=6HEW196GSPH3EB0Z1TNT&qid=1665671391&qu=evjxc2MiOIlLj5liwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=christian+cross+with+stand&keywords=Christian+Cross+with+stand&pd_rd_i=B00A6QR20Y&pd_rd_r=f0b2e2f5-573f-4e4b-ab51-86a8824ddf53&pd_rd_w=C4Pm8&pd_rd_wg=ePIQp&pf_rd_p=4126c873-2fc2-4af4-a461-de9124226761)

https://www.amazon.co.uk/Crucifix-Tabletop-personal-corporate-Worship/dp/B09J2YRWJ5/ref=sr_1_19?crid=4NA6UYMYYARA&keywords=christian+worship+artefacts&qid=1665999198&qu=evjxc2MiOIlLj5liwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=christian+worship+artefacts%2Caps%2C73&sr=8-19+Catholic+cross-E5.79

Hinduism

https://www.amazon.co.uk/Thali-Temple-Rituals-Indian-Decorative/dp/B00I6GPW9Y/ref=sr_1_1?crid=3CBAEA4WG6BQG&keywords=Hindu+worship+set&qid=1665997882&qu=evjxc2MiOIlLj5liwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=hindu+worship+set%2Caps%2C68&sr=8-1+Puja+set-E35.96

Sikhism

https://www.amazon.co.uk/OMG-Deal-Religious-Symbol-Khanda-Showpiece/dp/B07LFCGF47/ref=sr_1_3?crid=1GXOXXLA7CIN&keywords=sikh+artefacts&qid=1665998764&qu=evjxc2MiOIlLj5liwicXNhljoiMS41MlslnFzcCl6iJiEuMDAifQ%3D%3D&spreif=sikh+artefacts%2Caps%2C62&sr=8-3+Khanda-Sikh+symbol-E21

Holy books -

[https://www.amazon.co.uk/Quran-Oxford-Worlds-Classics/dp/0199535957/ref=sr_1_8?keywords=qur+an+english+translation&qid=1665997174&qu=evjxc2MiOIlLj5liwicXNhljoiMi4yMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=Qur%27an+English+%2Caps%2C79&sr=8-8+Qur'an+\(English+translation\)-E6.99+\(paperback\)](https://www.amazon.co.uk/Quran-Oxford-Worlds-Classics/dp/0199535957/ref=sr_1_8?keywords=qur+an+english+translation&qid=1665997174&qu=evjxc2MiOIlLj5liwicXNhljoiMi4yMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=Qur%27an+English+%2Caps%2C79&sr=8-8+Qur'an+(English+translation)-E6.99+(paperback))

[https://www.amazon.co.uk/Bible-Authorized-Version-Oxford-Classics/dp/0199535949/ref=sr_1_1?crid=UG9LH3RGY8NL&keywords=Bible+oxford&qid=1665997372&qu=evjxc2MiOIlLj5liwicXNhljoiMC44MlslnFzcCl6iJiAuOTUifQ%3D%3D&spreif=bible+oxford%2Caps%2C72&sr=8-1+Bible-E10.72+\(paperback\)](https://www.amazon.co.uk/Bible-Authorized-Version-Oxford-Classics/dp/0199535949/ref=sr_1_1?crid=UG9LH3RGY8NL&keywords=Bible+oxford&qid=1665997372&qu=evjxc2MiOIlLj5liwicXNhljoiMC44MlslnFzcCl6iJiAuOTUifQ%3D%3D&spreif=bible+oxford%2Caps%2C72&sr=8-1+Bible-E10.72+(paperback))

https://www.amazon.co.uk/Torah/dp/1857333802/ref=sr_1_1_ssapa?crid=3MTK1NKXAMZO&keywords=torah+in+English&qid=1665997679&qu=evjxc2MiOIlLj5liwicXNhljoiM4yMClslnFzcCl6iJiMuMzkifQ%3D%3D&spreif=torah+in+english%2Caps%2C58&sr=8-1+spoons&psc=1+Torah-E25.49

https://www.amazon.co.uk/Bhagavad-Gita-Oxford-Worlds-Classics/dp/0199538123/ref=sr_1_1?crid=1NMZFA1VDJRP&keywords=bhagavad+gita+english+translation+oxford&qid=1665998318&qu=evjxc2MiOIlLj5liwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=bhagavad+gita+english+translation+oxford%2Caps%2C58&sr=8-1+Bhagavad+Gita-E4.99

https://www.amazon.co.uk/Dhammapada-Path-Perfection-Classics/dp/0140442847/ref=sr_1_5?crid=80232IU2TPFU&keywords=buddhist+holy+book&qid=1665998984&qu=evjxc2MiOIlLj5liwicXNhljoiMC4wMClslnFzcCl6iJiAuMDAifQ%3D%3D&spreif=buddhist+holy+book%2Caps%2C60&sr=8-5+Buddhist+Dhammapada-E8.65

£292.96

Y rhestr siopa/The shopping list

Creais restr o bethau i'w prynu gan ddefnyddio Amazon Y cyfanswm a wariwyd gennym oedd £292.62

I created a list of things to buy using Amazon The total we spent was £292.62

Defnyddio'r ystafell weddi

Argraffais rai printiau dwyochrog ar gyfer y ffenestri ar y drws.

Gadawsom fwlch ar y brig fel y gall staff weld a monitro'r ystafell am resymau diogelu. Rhoddais arwydd ar y drws hefyd y gall dysgwyr ei newid i ddangos bod yr ystafell yn cael ei defnyddio.

Page 313



Use of the prayer room

I printed out some prints for the windows on the door which were double sided. We left a gap at the top so that staff can see in and monitor the room for safeguarding reasons. I also put a sign on the door which learners can switch to show that the room is in use.



Yr allwedd

Mae'r ystafell weddi yn cael ei chadw dan glo ac mae'n rhaid i'r dysgwyr lofnodi yn yr adran les i dderbyn yr allwedd.

Fe wnaethon ni greu taflen ar gyfer hyn gyda rhai rheolau i ddisgyblion eu dilyn.



Page 31 of 41

Multi-faith Prayer Room Key Sign Out Sheet

By signing out this key you agree to ensure that you look after the key and do not lose it whilst you are using the prayer room. You must also agree to leave the prayer room as you found it. Put all prayer mats and artefacts you have used back where they belong. Do not pass the key to anyone else – return it to wellbeing when you are done. Please report any damage to Mrs T Saunders. |



Name	Date	Time Signed out	Time signed back in	Signature

The key

The prayer room is kept locked and the learners have to sign the key out from wellbeing.

We created a sign out and sign in sheet with some rules for pupils to follow.

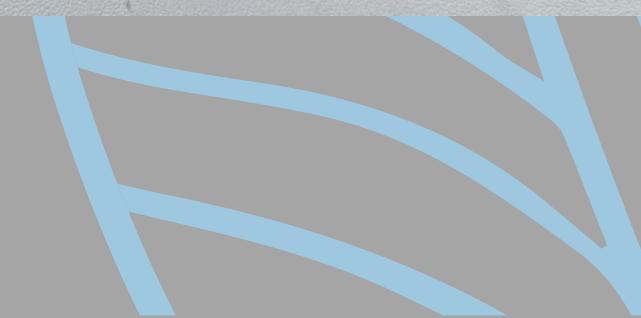
Page 316

Multi-faith Prayer Room Key Sign Out Sheet

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Name	Date	Time Signed out	Time signed back in	Signature



Arwyddion ar gyfer yr hysbysfwrdd/Signs for the notice board

People of all faiths and none are allowed to use the prayer room. If you would like to use it please speak to Mrs Allen in Wellbeing and you can sign out the key.

Please lock the door after use and return the key to wellbeing.

If you wish for privacy whilst you pray change the sign on the door. Due to the size of the prayer room there should only be 1 or 2 people in here at one time.

There are artefacts of the six main world religions provided in the multi-faith prayer room. Please return the artefacts to the correct box or shelf when you are finished using them. Please show respect to the artefacts.

You should use the break, lunch and after school times to use the prayer room to avoid missing out on learning time.

- Rydym hefyd yn argraffu'r amseroedd gweddi o'r mosg lleol yn fisol.
- We also print out the prayer times from the local mosque monthly.

Arteffactau/Artefacts

- Fe wnes i archebu rhai blychau ar gyfer yr arteffactau a chreu arwyddion ar gyfer pob un
- I ordered some boxes for the artefacts and created signs for each



Qibla

Defnyddiais ap i ddod o hyd i gyfeiriad Mecca a rhoi sticeri ar y wal a'r nenfwd

Page 319

I used an app to find the direction of Mecca and put stickers on the wall and the ceiling







Dywedodd KA – BI 11
'Mae cael ystafell
weddi yn yr ysgol hon
wedi bod yn hynod
fuddiol gan ein bod yn
gallu gweddio'n
rheolaidd ac mae
hefyd yn gweithredu
fel lle diogel i ni ei
ddefnyddio.'

KA – Year 11 said
'Having a prayer room
in this school has been
super beneficial since
we can keep up with
our prayers and also
acts as a safe space
for us to use.'

Islamaffobia/Islamophobia

Cyngor Mwslemaidd Prydain - The Muslim Council of Britain

‘Mae ‘Islamoffobia’ wedi’i wreiddio mewn hiliaeth ac mae’n fath o hiliaeth sy’n targedu mynegiant o Fwslemiaeth neu Fwslemiaeth canfyddedig.’

Datblygwyd y diffiniad hwn o Islamoffobia gan y Grŵp Seneddol Hollbleidiol ar Fwslimiaid Prydeinig, ac fe’i cymeradwyir yn eang ar draws cymunedau Mwslemaidd, pleidiau gwleidyddol a chymdeithas sifil.

‘Islamophobia’ is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.’

- This definition of Islamophobia was developed by the All-Party Parliamentary Group on British Muslims, and is widely endorsed across Muslim communities, political parties and civil society.

Pam fod 'Islamoffobia' yn rhywbeth y dylen ni ei ystyried? Why is 'Islamophobia' something we should consider?

**'Dwi'n gwybod nad ydw i'n
Gymro mewn gwirionedd':
Byw gydag Islamoffobia yng
Nghymru**

Dydd Gwener 19 Tachwedd 2021

**"Muslims in Wales
are getting so
accustomed to anti-
Muslim behaviour
they're practically
becoming immune to
it."**

-ITV Wales in response to the work by Race Equality First

**'I know I'm not really
Welsh': Living
with Islamophobia in
Wales**

Friday 19 November 2021



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Islam yng Nghymru

- Islam yw un o'r 'prif grefyddau' yng Nghymru.
- Yng nghyfrifiad 2021, Islam oedd yr ail ymlyniad crefyddol mwyaf yng Nghymru.
- 2.2% o'r boblogaeth (67,000 o drigolion arferol) yn nodi eu bod yn "Fwslimaidd" yn 2021. Mae hyn yn gynnydd o 1.5% yn 2011.

Page 324

Ceisiwch osgoi unrhyw 'osgoi' cynllunio ar gyfer Islam a'i chyflwyno fel rhan o'ch cwricwlwm RVE/Dyniaethau yn eich ysgol.

Islam in Wales

- Islam is one of the main 'principal religions' in Wales.
- In the 2021 census, Islam was the second largest religious affiliation in Wales.
- 2.2% of the population (67,000 usual residents) identifying as “Muslim” in 2021. This is an increase from 1.5% in 2011.
- **Avoid any 'avoidance' of planning for and delivering Islam as part of your RVE/Humanities curriculum in your school.**

Islamoffobaidd

Safbwyntiau Islamoffobaidd mewn Cymdeithas

Troseddau Casineb Islamoffobaidd

Islamoffobia yn y Cyfryngau

Islamoffobia mewn Pleidiau Gwleidyddol

Islamoffobia yn y Gweithle

<https://mcb.org.uk/resources/islamophobia/>

Islamophobic

Islamophobic Views in Society

Islamophobic Hate Crime

Islamophobia in the Media

Islamophobia in Political Parties

Islamophobia in the Workplace

<https://mcb.org.uk/resources/islamophobia/>





Mae'r gweithgareddau yn yr adnodd hwn yn rhoi cyfleoedd i bobl ifanc gymryd rhan fel dinasyddion egwyddorol, gwybodus yn eu hysgol a'r gymuned ehangach.

Mae gweithgareddau hefyd yn datblygu canlyniadau sy'n ymwneud ag lechyd a Lles a'r Dyniaethau, yn enwedig o ran dealltwriaeth o grefyddau.

[Dolen i'r adnodd](#)

TACLO ISLAMOFOBIA: ADNODD HAWLIAU PLANT AR GYFER YSGOLION UWCHRADD YNG NGHYMRU

COMISIYNYDD PLANT CYMRU





TACKLING ISLAMOPHOBIA: A CHILDREN'S RIGHTS RESOURCE FOR SECONDARY SCHOOLS IN WALES

CHILDREN'S COMMISSIONER FOR WALES



Activities in this resource provide opportunities for young people to participate as ethical, informed citizens in their school and wider community.

Activities also develop outcomes relating to Health and Wellbeing and Humanities, particularly around the understanding of religions.

[Link to resource](#)



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Mae fersiynau Cymraeg o'r clipiau fideo ar gael yma:
Welsh versions of the video clips are available here:

<https://www.complantcymru.org.uk/cyhoeddiadau/adnodd-taclo-islamoffobia/>









normal human being



Islam – rhywfaint o eirfa allweddol

Islam – Some Key Vocabulary



🏠 / Subject specific vocabulary: Islam

Specifications that use this resource:

- [A-level Religious Studies 7062](#)

Print

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Subject specific vocabulary: Islam

This subject specific vocabulary defines the key terms in our A-level Religious Studies (7062) specification. Your students should be familiar with all these terms.

Abrahamic faiths

Usually refers to Islam, Judaism and Christianity as these three faiths all believe in the revelation of God to the prophet Abraham, and see him as a forefather. 'Non-Abrahamic faiths' are other religions and traditions who do not share this belief, e.g. Hinduism.

Akhirah (afterlife)

Belief in a new stage of life after death.

Al-Qadr

Literally 'divine power;' refers to the belief in divine destiny/control, predestination.



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Islam – Rhai Sefydliadau Allweddol

Islam – Some Key Organisations



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Muslim Council of Wales

Home About Ramadan Eid Cymru News Contact Us

Welcome to Muslim Council of Wales

Muslim Council Wales is an affiliate of Muslim Council Britain and a broad based umbrella organisation that was set up in early 2000 to serve the needs of the Muslim community across Wales.

[Read More](#)

vision mission & values

Muslim Council of Britain

AFFILIATES GET INVOLVED DONATE

IMPACT PURPOSE LEADERSHIP MEDIA EXPLORE

Watch video on MCB's valuable work

Muslim Council of Britain:

CARDIFF UNIVERSITY PRIFYSGOL GWYBODAETH

Study Research Work with us Community Global About

Cymraeg

Home > Centre for the Study of Islam in the UK

Centre for the Study of Islam in the UK

Exploring the lives of Muslim communities in Britain.

About Study Research People Events Blog

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[About](#)

Launched in 2005, our Centre has grown to become the leading academic

[Study](#)

The Centre offers a range of postgraduate-level research and taught

Islam – Rhai Adnoddau i’w Hystyried... Islam – Some Resources to Consider...

KS1

Islam

Part of [Religious Education](#)

Islam

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How do Muslims show care?

Learn how Muslims show care in this guide from BBC Bitesize for students aged 5 to 6.



A visit to a mosque

Learn about a Muslim place of worship in this guide from BBC Bitesize for students aged 5 to 7.



Advanced: How do Muslims show care?

Learn how Muslims show care in this guide from BBC Bitesize for students aged 6 to 7.

Links

KS2

Islam

Part of [Religious Education](#)

Islam



What is Islam?

Learn all about the religion of Islam.



What is Ramadan?

Discover how Muslims observe the month of Ramadan.



What is Eid ul-Adha?

Find out about Eid ul-Adha, one of the most important festivals in the Muslim calendar.



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Islam – Myfyrdod

- Bylchau yn eich gwybodaeth a'ch dealltwriaeth bresennol? Lle gallwch chi ddod o hyd i'r wybodaeth hon?
- Ydych chi'n cynllunio ac yn cyflawni ar gyfer Islam amrywiol a phlwraliaethol?
- Beth yw eich 'enillion cyflym'?

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Islam – Reflection

- Gaps in your current knowledge and understanding? Where can you find this information?
- Are you planning and delivering for diverse and pluralistic Islam?
- What are your own 'quick wins'?



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Islam – Y Camau Nesaf?

Islam – Next Steps?



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Islam – Yn y ‘sgwrs’ TEAMs

Islam – In the TEAMs 'Chat'

- Hoffais...
- Byddwn i wedi newid...
- Rwy'n cymryd hyn o'r sesiwn...

- I liked...
- I'd have changed...
- My take-aways are...

Cofrestrwch ar gyfer y gweminarau byw nesaf

- Sesiwn 1 - Cristnogaeth; 21 Chwefror 2024 3:00pm-4:00pm
- Sesiwn 2 - Iddewiaeth; 28 Chwefror 2024 3:30pm-4:30pm
- **Sesiwn 3 - Islam; 4 Mawrth 2024 3:00pm-4:00pm**

- **Sesiwn 4 - Dyneiddiaeth; 7 Mawrth 2024 4:00pm-5:30pm (Humanism UK)**
- **Sesiwn 5 – Dharma Hindŵaidd; 10 Ebrill 2024 3:00pm-4:00pm**
- **Sesiwn 6 - Bwdhaeth; 16 Ebrill 2024 3:00pm-4:00pm**
- **Sesiwn 7 - Sikhi; 1 Mai 2024 3:00pm-4:00pm**

Cam: Pob un

Cost: YN RHAD AC AM DDIM

Cyfrwng y cyflwyno: Saesneg

ARCHEBWCH YMA: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Book for the next live webinars

- Session 1 - Christianity; 21st February 2024 3:00pm-4:00pm
- Session 2 - Judaism; 28th February 2024 3:30pm-4:30pm
- **Session 3 - Islam; 4th March 2024 3:00pm-4:00pm**

- **Session 4 - Humanism; 7th March 2024 4:00pm-5:30pm (Humanism UK)**
- **Session 5 - Hindu Dharma; 10th April 2024 3:00pm-4:00pm**
- **Session 6 - Buddhism; 16th April 2024 3:00pm-4:00pm**
- **Session 7 - Sikhi; 1st May 2024 3:00pm-4:00pm**

Phase: All

Cost: FREE OF CHARGE

Language of Delivery: English

BOOK HERE: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>

Gwerthusiad

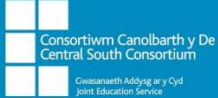
Ymarferwyr **CCD** i sganio'r Cod QR hwn:

COD: **E24102**

Ymarferwyr **GCA** i Sganio'r Cod hwn:

COD: Islam

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**Rhannwch eich barn am
y digwyddiad heddiw**

**Share your feedback on
today's event**

Sganiwch y cod QR isod
gyda'ch dyfais i gwblhau ein
ffurflen werthuso neu ewch i
bit.ly/CSC_evaluation

Scan the QR code below with
your device to complete our
evaluation form or go to
bit.ly/CSC_evaluation



01443 281411 www.cscjes.org.uk support@cscjes.org.uk

Rhestr bostio
Mailing list
bit.ly/CSCbulletin [@CSCJES](https://twitter.com/CSCJES) [/centralsouthconsortium](https://facebook.com/centralsouthconsortium)



**Pen-y-bont, Caerdydd, Merthyr Tudful, Rhondda Cynon Taf
a Bro Morgannwg**

**Blaenau Gwent, Caerffili, Sir Fynwy, Casnewydd a
Thorfaen**

Evaluation

Scan this QR Code for **CSC** practitioners:

CODE: **E24102**

Scan this QR Code for **EAS** practitioners:

CODE: **Islam**


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**Rhannwch eich barn am
y digwyddiad heddiw**

**Share your feedback on
today's event**

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Sganiwch y cod QR isod
gyda'ch dyfais i gwblhau ein
ffurflen werthuso neu ewch i

bit.ly/CSC_evaluation

Scan the QR code below with
your device to complete our
evaluation form or go to

bit.ly/CSC_evaluation



01443 281411



www.cscjes.org.uk



support@cscjes.org.uk



Rhestr bostio
Mailing list
bit.ly/CSCbulletin



@CSCJES



/centralsouthconsortium

**Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and
the Vale of Glamorgan**



**Blaenau Gwent, Caerphilly, Monmouthshire,
Newport and Torfaen**

Cysylltwch â ni/Contact Us

CSC

Donna Graves

Donna.Graves@CSCJES.org.uk

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EAS

Hayley Jones

Hayley.Jones@sewaleseas.org.uk



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Gweminar Byw – Addewiaeth

Live Webinar – Deuddaism

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Mewngofnodwch

Sign In

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Judaism and Jewish Worldviews -
Live Webinar PL CSC/ EAS



Judaism and Jewish Worldviews -
Live Webinar PL CSC/ EAS



Amcanion:

- Datblygu hyder ymarferwyr a gwybodaeth pwnc am Iddewiaeth
- Datblygu ymwybyddiaeth o'r amrywiaeth a'r plwraliaeth o fewn Iddewiaeth e.e. enghreifftiau o brofiadau byw
- Datblygu ymwybyddiaeth ymarferwyr o gyfleoedd posibl i ddatblygu profiadau dysgu amllys yn CGM sy'n ymwneud ag Iddewiaeth
- Darparu mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Iddewiaeth ymhellach.

Aims:

- Develop practitioner confidence and subject knowledge about Judaism
- Develop awareness of the diversity and pluralism within Judaism e.g. examples of lived experiences
- Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Judaism
- Provide access to resources and materials to further develop practitioner knowledge of Judaism

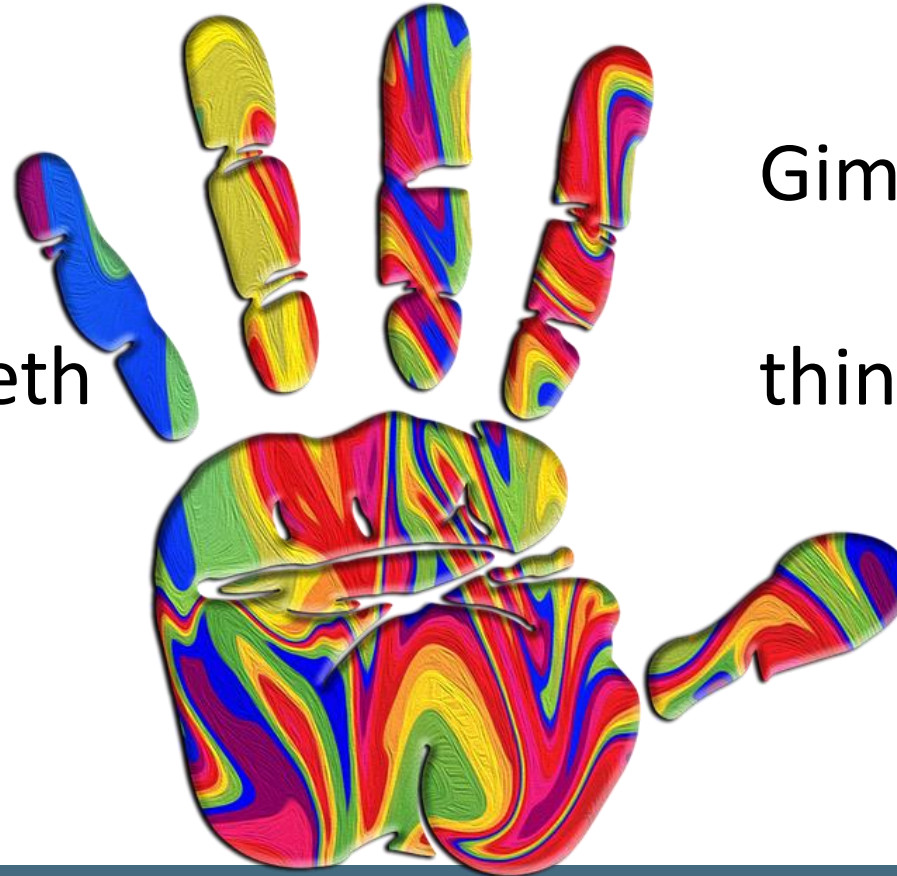
Rhowch 5...

Gimme 5...

Rhowch 5...

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5 peth i mi am Iddewiaeth



Gimme 5...

5 things about Judaism



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Iddewiaeth – Beth?

- A yw Iddewiaeth yn 'ddiwylliant', yn 'grefydd' neu'n 'ethnigrwydd'?
- Y tri!

Judaism – What?

- Is Judaism a 'culture', a 'religion' or 'ethnicity'?
- It is all three!

Iddewiaeth Rhagarweiniol/Introductory Judaism

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Iddewiaeth Rhagarweiniol/Introductory Judaism

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Elfennau o grefydd

Elfennau o Iddewiaeth

Testunau sanctaidd ysgrifenedig	Credoau	Arferion
Dathliadau – gwyliau a defodau newid byd	Cymuned	Ffydd/cred ar waith
Hanes	Naratifau – straeon	Diwylliant – bwyd, celf, drama, dawns, llenyddiaeth, cerddoriaeth...
Arweinwyr	Duw?	Deddfau/rheolau/moesau

Torah, Tenakh, Talmud(x2)	D-w	Addoli, gweddi, codau moesol
Dathliadau – Shabbat, Pesach, Sukkot, Chanukah, Rosh Hashanah, Yom Kippur, Brit Milah, Bar/Bat Mitzvah/Bat Chayil, Kiddushin, funeral	Cymuned	Ffydd/cred ar waith
Hanes – Israel, Tmlau, alltudion, Iddewiaeth fodern	Naratifau –Straeon Torah	Diwylliant – bwyd, celf, drama, dawns, llenyddiaeth, cerddoriaeth...
Arweinwyr – chazzan’s/cantors y rabbi	Duw - monotheïstiaeth	Deg gorchymyn, 613 mitzvots

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Elements of Religion

Elements of Judaism

Written sacred texts	Beliefs	Practices
Celebrations – festivals & rites of passages	Community	Faith/belief in action
History	Narratives – stories	Culture – food, art, drama, dance, literature, music...
Leaders	God?	Laws/rules/morals

Torah, Tenakh, Talmud (x2)	G-d	Worship, prayer, moral codes
Celebrations – Shabbat, Pesach, Sukkot, Chanukah, Rosh Hashanah, Yom Kippur, Brit Milah, Bar/Bat Mitzvah/Bat Chayil, Kiddushin, funeral	Community	Faith/belief in action
History – Israel, Temples, exiles, modern Judaism	Narratives –Torah stories	Culture – food, art, drama, dance, literature, music...
Leaders – rabbi's, chazzan's/cantors	God - monotheism	Ten commandments, 613 mitzvots

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Rhai Cysyniadau/Credoau Iddewig Allweddol

D-w – monotheïstiaeth
(hollbresennol,
hollwybodus,
hollalluog, hollgaredig),
Crëwr

D-w fel deddfwr a barnwr

Shekinah

Mashiach - 'yr un a
eneiniwyd'

Cyfamod – Cytundeb,
bargen, contract

Gwlad yr Addewid

Pobl a ddewiswyd

Bywyd ar ôl marwolaeth
– Sheol, Gan Eden,
Gehenna, Olam
Ha'a, Atgyfodiad y
meirw?

Y bobl Iddewig– hil,
crefydd, hunaniaeth,
perthyn

Tikkun Olam

Torah/Tenakh

Mitzvot

Ewyllys rhydd

Pikuach nefesh

Y Deg Gorchymyn

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Some Key Jewish Concepts/Beliefs

G-d – monotheism
(omnipresent, omniscient,
omnipotent, omnibenevolent),
Creator

G-d as lawgiver and judge

Shekinah

Mashiach - 'anointed one'

Covenant – Agreement, bargain,
contract

The Promised Land

Chosen People

The Afterlife – **Sheol, Gan Eden,**
Gehenna, Olam
Ha'a, Resurrection of the dead?

The Jewish people – race,
religion, identity, belonging

Tikkun Olam

Torah/Tenakh

Mitzvot

Free will

Pikuach nefesh

The Ten Commandments

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Rhai cysyniadau/credoau Iddewig allweddol yn yr ystafell ddosbarth

Some Key Jewish Concepts/Beliefs In the Classroom

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Iddewiaeth – Y Torah Torah/Tenakh/Sefer Judaism – The Torah/Tenakh/Sefer Torah

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Rhai arferion Iddewig allweddol

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Addoli

- Preifat/cymunedol
- Synagog
- Cartref
- Eitemau a ddefnyddir mewn addoliad – tallith, yamulka / kippah, tefillin
- Mezuzah

Gweddi– Shema - *Gwranda Israel! Yr ARGLWYDD ein Duw ydy'r unig ARGLWYDD.* (Deuteronomy 6:4)

Cyfreithiau bwyd– Kashrut, kosher, treifah, parve/parve

Tzedakah

Defodau newid byd– Brit milah, Bar/Bat Mitzvah/Bat Chayil, Kiddushin, Angladd – Shiva a galaru

Dathliadau Gŵyl

Shabbat
Pesach
Sukkot
Chanukah

Defodau newid byd

Brit Milah
Bar/Bat Mitzvah, Bat Chayil
Kiddushin
Angladdau

Ymweld â lleoedd arbennig

- Addoldy lleol- synagogau
- Israel

Dyddiau Sanctaidd Mawr– Rosh Hashanah, Yom Kippur

Ffurfiâu o fynegiant Iddewig

- Symbolau
- Celf
- Cerddoriaeth
- Drama
- Ffordd o fyw
- Ymroddiad/galwedigaeth

Gweithredoedd elusenol– Tzedakah, Pushkes

O linach y fam/tad



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Some Key Jewish Practices

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Worship

- Private/communal
- Synagogue
- Home
- Items used in worship – tallith, yamulka/kippah, tefillin
- Mezuzah

Prayer – Shema - *Hear O Israel: the Lord our God, the Lord is one.* (Deuteronomy 6:4)

Food laws – Kashrut, kosher, treifah, parve/parve

Tzedakah

Rites of Passages – Brit milah, Bar/Bat Mitzvah/Bat Chayil, Kiddushin, Funeral – Shiva and mourning

Festival celebrations

Shabbat
Pesach
Sukkot
Chanukah

Rites of passages

Brit Milah
Bar/Bat Mitzvah, Bat Chayil
Kiddushin
Funerals

Visiting special places

- Local place of worship - synagogues
- Israel

High Holy Days – Rosh Hashanah, Yom Kippur

Forms of Jewish expression

- Symbols
- Art
- Music
- Drama
- Lifestyle
- Dedication/vocation

Charitable actions – Tzedakah, Pushkes

Matrilineal/patrilineal descent



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Rhai arferion Iddewig allweddol yn yr ystafell ddosbarth

Some Key Jewish Practices In the Classroom

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Rhai arferion Iddewig allweddol yn yr ystafell ddosbarth

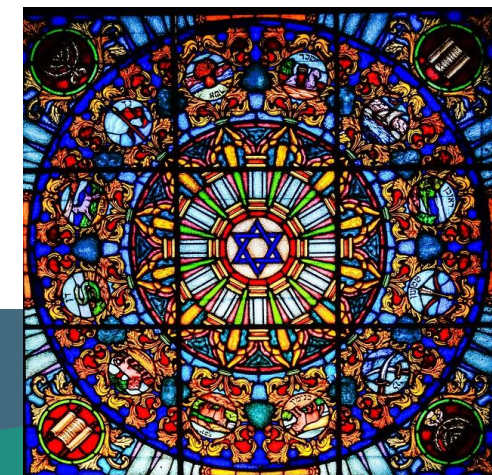
Some Key Jewish Practices In the Classroom



Calendar of Jewish festivals and holy days

		2019	2020	2021	2022	2023	2024	
Fast of 10 Tivet			Tues 7 Jan			Tues 3 Jan		
Tu B'Shvat (New Year for Trees)		Mon 21 Jan	Mon 10 Feb	Thu 28 Jan	Mon 17 Jan	Mon 6 Feb	Thu 25 Jan	
Fast of Esther		Wed 20 Mar	Mon 9 Mar	Thu 25 Feb	Wed 16 Mar	Mon 6 Mar	Thu 21 Mar	
Purim	Eve	Wed 20 Mar	Mon 9 Mar	Thu 25 Feb	Wed 16 Mar	Mon 6 Mar	Sat 23 Mar	
	Day	Thu 21 Mar	Tue 10 Mar	Fri 26 Feb	Thu 17 Mar	Tue 7 Mar	Sun 24 Mar	
Fast of Firstborn		Fri 19 Apr	Wed 8 Apr	Thu 25 Mar	Fri 15 Apr	Wed 5 Apr	Mon 22 Apr	
Pesach (Passover)	Eve		Fri 19 Apr	Wed 8 Apr	Sat 27 Mar	Fri 15 Apr	Wed 5 Apr	Mon 22 Apr
	1st Day		Sat 20 Apr	Thu 9 Apr	Sun 28 Mar	Sat 16 Apr	Thu 6 Apr	Tues 23 Apr
	2nd Day		Sun 21 Apr	Fri 10 Apr	Mon 29 Mar	Sun 17 Apr	Fri 7 Apr	Wed 24 Apr
	Intermediate days		Mon 22 Apr – Thu 25 Apr	Sat 11 Apr – Tues 14 Apr	Tue 30 Mar – Fri 2 Apr	Mon 18 Apr – Thu 21 Apr	Sat 8 Apr – Tues 11	Thu 25 Apr – Sun 28 Apr
	Eve		Thu 25 Apr	Tues 14 Apr	Fri 2 Apr	Thu 21 Apr	Tues 11 Apr	Sun 28 Apr
	7th Day		Fri 26 Apr	Wed 15 Apr	Sat 3 Apr	Fri 22 Apr	Wed 12 Apr	Mon 29 Apr
	8th Day		Sat 27 Apr	Thu 16 Apr	Sun 4 Apr	Sat 23 Apr	Thu 13 Apr	Tues 30 Apr
Shavuot (Pentecost)	Eve		Sat 8 Jun	Thu 28 May	Sun 16 May	Sat 4 Jun	Thu 25 May	Tues 11 Jun
	1st Day		Sun 9 Jun	Fri 29 May	Mon 17 May	Sun 5 Jun	Fri 26 May	Wed 12 Jun
	2nd Day		Mon 10 Jun	Sat 30 May	Tues 18 May	Sun 6 Jun	Sat 27 May	Thu 13 Jun

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Iddewiaeth - Lleol, Cenedlaethol, Byd-eang

Lleol

[Synagog Uniongred-
Caerdydd](#)

[Synagog Ddiwygio –
Caerdydd](#)

[Canolfan Treftadaeth
Iddewig Cymru -
Merthyr](#)

Cenedlaethol/ D.U.

[Yr Amgueddfa
Iddewig - Llundain](#)

Iddewiaeth yng
Nghymru –
[Holocost Iddewig a
Chymru](#)

Byd-eang

Ystyried amrywiaeth
Iddewiaeth ledled y
byd

Ystyried y cysyniad o
alltudiaeth Iddewig

Archwilio Israel, Wal
y Gorllewin a mwy...

Judaism - Local, National, Global

Local

[Orthodox Synagogue - Cardiff](#)

[Reform Synagogue – Cardiff](#)

[Welsh Jewish Heritage Centre - Merthyr](#)

National/U.K.

[The Jewish Museum - London](#)

[Judaism in Wales – Jewish Holocaust and Wales](#)

Global

Consider the diversity of Judaism around the world

Consider the concept of Jewish diaspora

Explore Israel, the Western Wall and more...

Iddewiaeth - Amrywiaeth a Plwraliaeth



- Beth sy'n cael ei 'rannu' o fewn Iddewiaeth?(tebygrwydd / pethau cyffredin)
- Beth sy'n unigryw/gwahanol/amrywiol/plwraliaethol o fewn Iddewiaeth?
- Ystyried credoau, arferion, gwerthoedd, moeseg, athroniaethau, diwinyddiaethau, ffynonellau awdurdod / doethineb/profiadau byw ac ati...

Judaism - Diversity and Pluralism



- What are 'shared' within Judaism? (similarities/commonalities)
- What are distinctive/different/diverse\ pluralistic within Judaism?
- Consider beliefs, practices, values, ethics, philosophies, theologies, sources of authority/wisdom/lived experiences etc...

Iddewiaeth - Amrywiaeth a Phlwraliaeth

Ffrydiau - canghennau/enwadau o fewn Iddewiaeth (Cyd-destun Ewropeaidd)

Iddewiaeth
Ddwylliannol /
Iddewiaeth
Seciwlar

Rhyddfrydig

Diwygio

Masorti

Uniongred

- Uniongred Modern
- Cheredi
- Chassidic

Judaism - Diversity and Pluralism

Streams - branches/denominations within Judaism (European Context)



**Cultural
Judaism/
Secular
Judaism**

Liberal

Reform

Masorti

- Orthodox**
- **Modern Orthodox**
 - **Cheredi**
 - **Chassidic**

Iddewiaeth - Amrywiaeth a Phlwraliaeth

Judaism - Diversity and Pluralism

Sephardic

Ashkenazi

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Iddewiaeth - Amrywiaeth a Phlwraliaeth

Judaism - Diversity and Pluralism



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Iddewiaeth - Amrywiaeth a Phlwraliaeth

Judaism - Diversity and Pluralism

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NETFLIX UNLIMITED TV PROGRAMMES & FILMS [JOIN NOW](#) [SIGN IN](#)

N SERIES
JEWISH MATCHMAKING

Jewish Matchmaking

2023 | 12 | 1 Season | Reality TV

When Jewish singles are ready to get serious, they call on Aleeza Ben Shalom to find their perfect romantic match from across the US and Israel.

Starring: Aleeza Ben Shalom

Iddewon - 'Beth sydd ganddyn nhw yn gyffredin'

Jews - 'What do they have in Common'



Page 371

Perthnasoedd

Iaith(leithoedd)

Ysgol Iddewig

- Ethos
- Gwerthoedd
- Dosbarthiadau

Chader

Creddoau/Gwert
hoedd Iddewig

- Duw
- Messiah
- Tikkun Olam

Canghennau

- Uniongred
- Uniongred eithafol
- Hasidiaeth
- Diwygio
- Rhyddfrydig
- Ayyb...

Symbolau

- Seren
- Dafydd
- Menorah

Dillad

- Symbolau
- Gorchudd pen
- Menywod
- Hasidic/Uniongred a gwyleidd-dra
- Tallit, tefillin, yarmulka/ kippah

Uned Teuluol

O linach y fam

Enw Iddewig?

Hil Iddewig

Cymunedau/
Sefydliadau/Elusennau

- Cymorth i Ferched Iddewig
- Ffederasiwn Cymorth Iddewig
- Gofnfa Ieuenctid Iddewig
- Ag ati...

Darllen a dilyn
testun sanctaidd:

- Torah/Tenakh
- Talmud

**Hunaniaeth
a Pherthyn
Iddewiaeth**

Arferion/Gweithredoedd

Gwyliau/Dathliadau

- Shabbat
- Pesach
- Sukkot
- Shavout
- Rosh Hashanah
- Yom Kippur
- Chanukah

Dilyn rheolau/
Gorchmynion /
Awdurdod:

- Deg Gorchymyn
- 613 mitzvots
- Torah
- Tenakh
- Talmud

Rhyfela?
Heddwch?

Defodau newid
byd

- Brit Milah
- Bar/Bat Mitzvah, Bat Chayil
- Kiddushin
- Angladd

Eu herlid
oherwydd
hunaniaeth/hil/
credoau?

Celf

- Artistiaid Iddewig
- Celf mewn mannau addoli (dim bodau dynol)

Cerddoriaeth?

Bwyd

- Kashrut
- Parve/parev
- Kosher
- Treifah

Mynychu lleoedd
o addoliad

- Synagogau

Pererindod

- Jerwsalem/ Israel

Relationships

Language(s)

Jewish School

Jewish Beliefs/ Values

Branches

Symbols

Clothing

Family Unit

Matrilineal Descent

- Ethos
- Values
- Chader classes

- God
- Messiah
- Tikkun Olam

- Orthodox
- Ultra-Orthodox
- Hasidism
- Reform
- Liberal
- Etc...

- Star of David
- Menorah

- Symbols
- Head covering
- Hasidic/ Orthodox women and modesty
- Tallit, tefillin, yarmulka/ kippah

Jewish name?

Jewish Race

Communities/ Organisations/Charities

- Jewish Women's Aid
- The Federation of Jewish Relief
- Jewish Youth Fund
- Pac...

Read and follow sacred text:

- Torah/Tenakh
- Talmud

Judaism Identity & Belonging

Practices/Actions

Lifestyle

- Festivals/Celebrations
- Shabbat
 - Pesach
 - Sukkot
 - Shavout
 - Rosh Hashanah
 - Yom Kippur
 - Chanukah

- Follow rules/ Commandments/ Authority:
- Ten Commandments
 - 613 mitzvots
 - Torah
 - Tenakh
 - Talmud

Conflict? Peace?

- Rites of Passages
- Brit Milah
 - Bar/Bat Mitzvah, Bat Chayil
 - Kiddushin
 - Funeral

Music?

- Food
- Kashrut
 - Parve/parev
 - Kosher
 - Treifah

Persecuted for identity/race/ beliefs?

- Art
- Jewish artists
 - Art in places of worship (no humans)

- Attend places of worship
- Synagogues

- Pilgrimage
- Jerusalem/ Israel

Iddewiaeth – Hunaniaeth – Beth mae'r Ymchwil yn ei ddweud... Judaism – Identity – What the Research Says...

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jpr / Institute for Jewish Policy Research
two minute report on
the Jewish identities of European J



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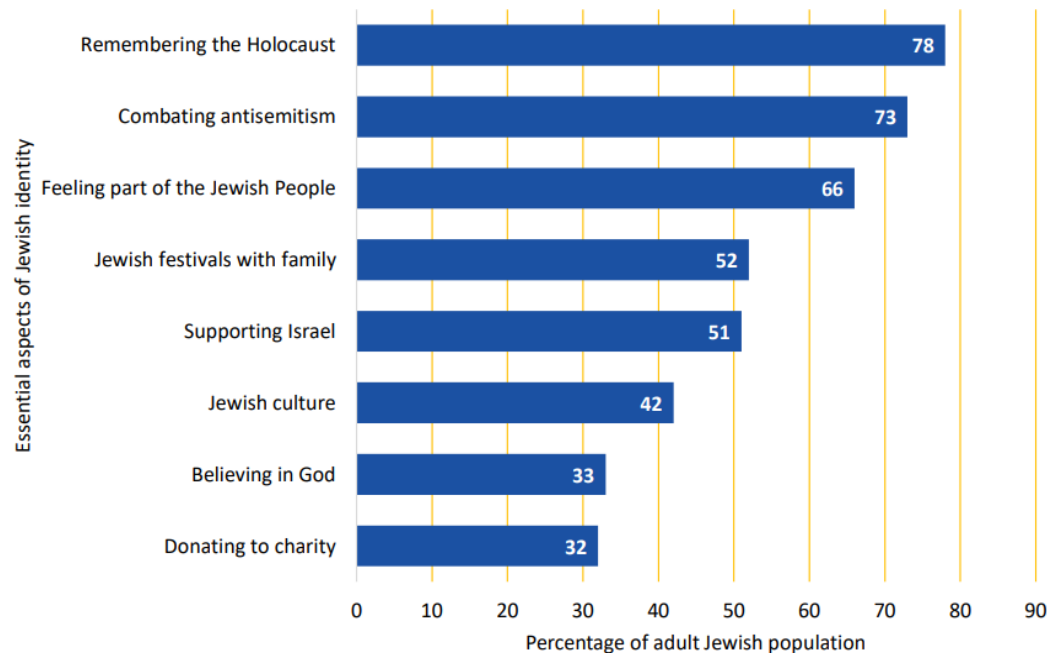


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Iddewiaeth – Hunaniaeth – Beth mae'r Ymchwil yn ei ddweud... Judaism – Identity – What the Research Says...

Essential aspects of Jewish identity attract different levels of attention among European Jews



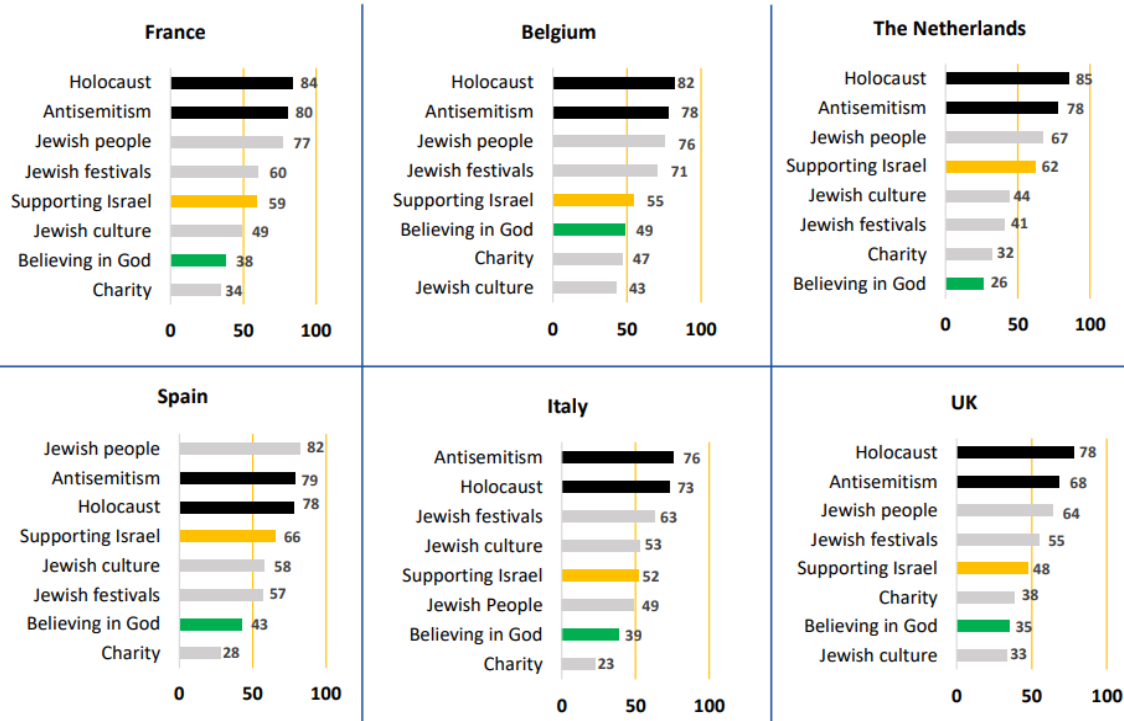
Note: Proportions shown represent those who said each item was 'very important' to their Jewish identity.

[Dolen/Link](#)

Iddewiaeth – Hunaniaeth – Beth mae'r Ymchwil yn ei ddweud... Judaism – Identity – What the Research Says...

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How do Jews in different European countries prioritise the essential aspects of Jewish identity?



Proportions shown represent the percentage of the adult Jewish population who said each item was 'very important' to their Jewish identity.

Key insights

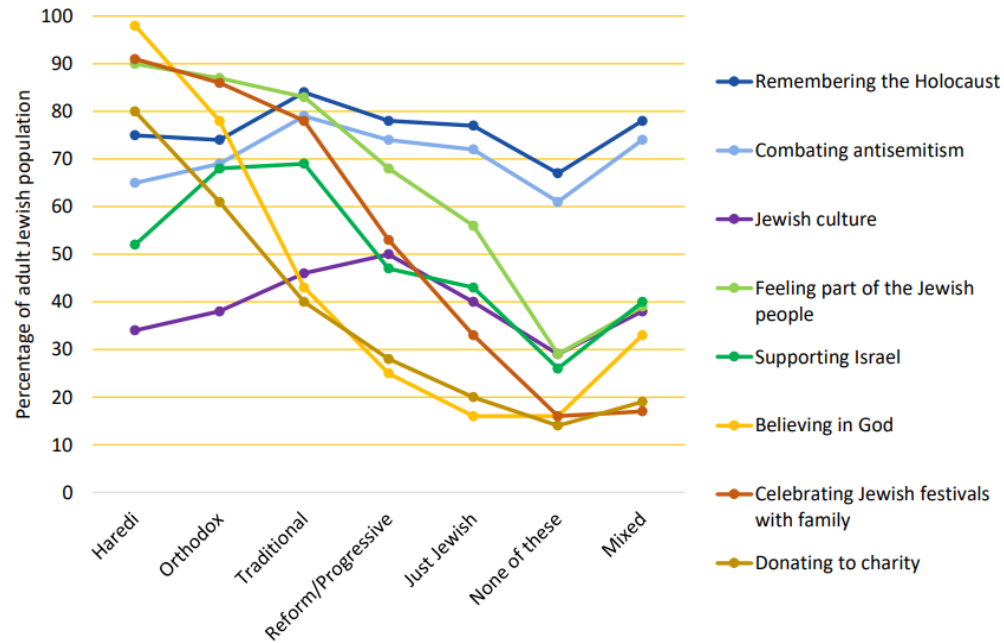
Remembering the Holocaust and combating antisemitism are the two aspects of Jewishness that resonate most strongly among Jews right across Europe. Feeling part of the Jewish People – a sense of solidarity with Jews worldwide – also features highly in most places, whereas believing in God commonly appears much lower down. Supporting Israel is always in the middle. Thus, the same basic hierarchy of Holocaust/antisemitism, then Israel, then religion, is found everywhere.



[Dolen/Link](#)

Iddewiaeth – Hunaniaeth – Beth mae'r Ymchwil yn ei ddweud... Judaism – Identity – What the Research Says...

Remembering the Holocaust and combating antisemitism are high across all denominations, unlike religious belief



Note: Proportions shown represent the percentage of the adult Jewish population who said each item was 'very important' to their Jewish identity.

Key insights

Religious belief, Jewish peoplehood, support for Israel, and charity are all more important to more religiously observant Jews than less religiously observant ones. By contrast, importance levels are rather stable across the denominational spectrum concerning Holocaust remembrance, combating antisemitism and, at a lower level, Jewish culture. One may expect more intra-Jewish disagreement in relation to the first set of issues than the second one.

jpr /

[Dolen/Link](#)

Iddewiaeth – Yr Holocaust

Judaism – The Holocaust

[Dolen](#)

[Link](#)

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Curriculum for Wales

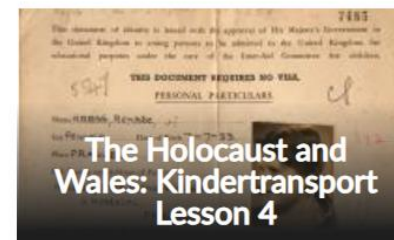
AGE: 5-8 /
PROGRESSION STEP 2



AGE: 8-11 /
PROGRESSION STEP 3



AGE: 11-14 /
PROGRESSION STEP 4



AGE: 14-16 /
PROGRESSION STEP 5

AGE: 16+ /
PROGRESSION STEP 5+

LIFELONG LEARNING

Iddewiaeth – Profiadau Byw

Judaism – Lived Experiences

JHASW CHIDC

Home Stories Heritage Trails Oral Histories Talks and Exhibitions Educational Resources

Search...

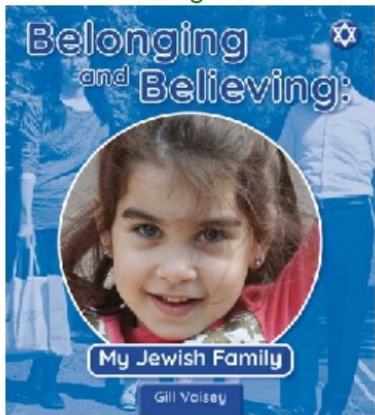
1,295 items found

Jewish History Association of South Wales / Cymdeithas Hanes Iddewig De Cymru

Search user's items



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Records of Cardiff United Synagogue

Collection [19 items] 190



The constitution and rules of the Cardiff...

144 login to save



Cardiff Jewish Board of Guardians annual...

147 login to save



Cardiff United Synagogue documents relating to...

153 login to save

Iddewiaeth – Arteffactau

Judaism – Artefacts

Inference Square

What questions can I ask to further my knowledge and understanding about this picture?

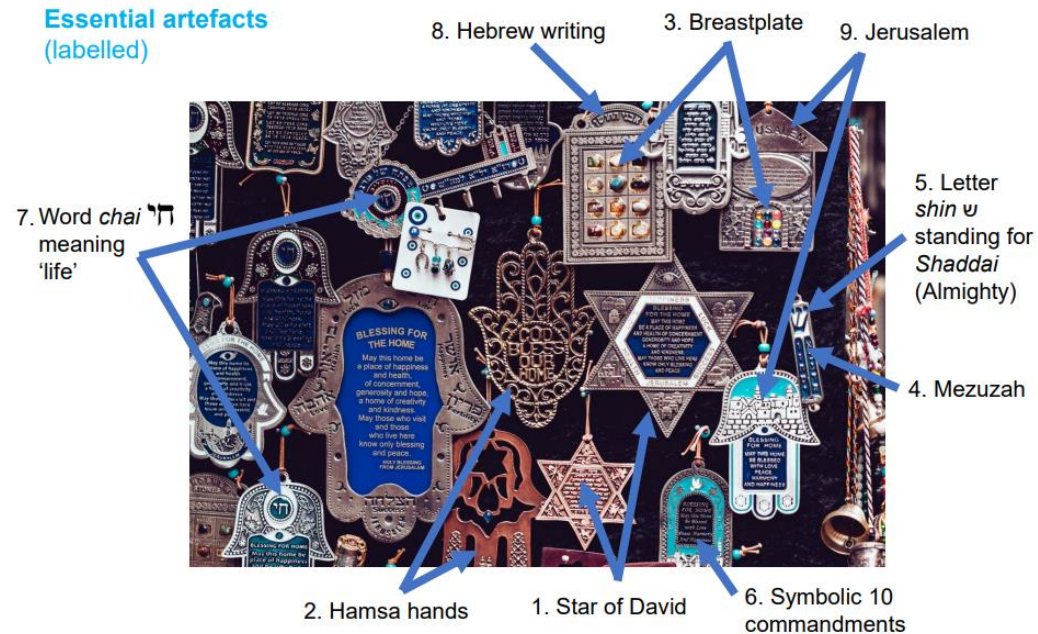
What can I infer from this picture?
What does this picture definitely tell us?

What can we see?
What does this picture definitely tell us?



Examining religion and belief: Jews © RE Today 2019

Essential artefacts (labelled)



Examining religion and belief: Jews © RE Today 2019

Iddewiaeth – Gwyddoniaeth a Chrefydd

Judaism – Science and Religion

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Gwrth-Semitiaeth Semitism

Anti-



Diffiniad Gwrth-Semitiaeth

Mae Prydain Fawr ymhlith y gwledydd cyntaf i groesawu esboniad Cynghair Rhyngwladol Cofio'r Holocaust (IHRA) o'r term. Ei nod yw ei gwneud yn anoddach i droseddwr ddianc rhag aflonyddu a cham-drin Iddewon, gan gynnwys condemnio Israel yn ormodol.

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"Mae gwrth-Semitiaeth yn ganfyddiad penodol o Iddewon, y gellir ei fynegi fel casineb tuag at Iddewon. Mae amlygiadau rhethregol a chorfforol o wrth-Semitiaeth wedi'u cyfeirio at unigolion Iddewig neu an-Iddewig a/neu eu heiddo, tuag at sefydliadau cymunedol Iddewig a chyfleusterau crefyddol."

- Diffiniad IHRA 12 Rhagfyr 2016



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Anti-Semitism Definition

Great Britain is amongst the first countries to embrace the International Holocaust Remembrance Alliance's (IHRA) explanation of the term. It aims to make it harder for culprits to get away with harassing and abusing Jews, including over-sweeping condemnation of Israel.

Page 384

"Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."

- IHRA definition 12 Dec 2016

Sut olwg sydd ar wrth-Semitiaeth?

Galw am, cynorthwyo neu gyfiawnhau lladd neu niweidio Iddewon (crefyddol/seciwlar/hil).

Cyhuddo Iddewon, fel pobl, o fod yn gyfrifol am ddrwgweithredu dychmygol.

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Lluniau/symbolau/delweddau e.e. Swastika Natsiaidd, delweddau negyddol ystrydebol o 'nodweddion' Iddewig.

Stereoteipio, dad-ddyneiddio a pardduo Iddewon, y ffydd/crefydd Iddewig.

Gwadwyr yr Holocost. Cyhuddo Iddewon fel pobl o ddyfeisio neu orliwio'r Holocost.

Dal Iddewon yn gyfrifol ar y cyd am weithredoedd gwladwriaeth Israel.

Credu a lledaenu myth am gynllwyn Iddewig y byd e.e. 'Protocolau Henuriaid Seion'.

Cyhuddo dinasyddion Iddewig o fod yn fwy teyrngarol i Israel neu flaenoriaethau honedig Iddewon ledled y byd, nag i fuddiannau eu cenedl eu hunain.

Lleferydd, ysgrifennu, lluniadau, symbolau, delweddau, bai, ymosodiadau corfforol, stereoteip, rhagfarn, gwahaniaethu...



What does anti-Semitism look like?

Calling for, aiding or justifying killing or harming of Jews (religious/secular/race).

Stereotyping, dehumanising and demonising Jews, the Jewish faith/religion.

Believing and spreading a myth about world Jewish conspiracy e.g. the 'Protocols of the Elders of Zion'.

Accusing Jews, as a people, of being responsible for imagined wrongdoing.

Holocaust deniers.
Accusing Jews as a people of inventing or exaggerating the Holocaust.

Accusing Jewish citizens of being more loyal to Israel or the alleged priorities of Jews worldwide, than to interests of their own nation.

Drawings/symbols/images e.g. Nazi swastika, negative stereotypical images of Jewish 'characteristics'.

Holding Jews collectively responsible for actions of the state of Israel.

Speech, writing, drawings, symbols, images, blame, physical attacks, stereotype, prejudice, discrimination...

Iaith gwrth-Semitiaeth

'Iddew, Yid, Yiddo, Kike' - gellir defnyddio cyd-destun geiriau, hyd yn oed 'Iddew' yn negyddol.

'Holohoax'
Defnyddir gan wadwyr yr Holocaust.

'Damcaniaethau Cynllwyn'
Erledigaeth a ategir gan y syniad Mae Iddewon yn cymryd rhan mewn cynllwynion sinistr/cyfrinachol i roi rheolaeth eang ar draws y byd.

Soros a'r 'Amnewidiad Mawr' Damcaniaeth wrth-Semitaidd sy'n honni bod person busnes Iddewig ac actifydd gwleidyddol yn trefnu cynllwyn 'byd-eang' i rannu a dinistrio 'diwylliant gorllewinol'.

'Rothschilds'
Teulu Iddewig llwyddiannus (bancwyr/dyngarwyr) yn y 19eg ganrif. Maent yn ymddangos mewn llawer o ddamcaniaethau cynllwyn gwrth-Iddewig.

'Enllib gwaed'
Dyddiadau o'r Oesoedd Canol. Dychmygol bod Iddewon wedi llofruddio plant Cristnogol ac yn siwio eu gwaed yn defodau Pasg (Pesch).

'Brad Iddewig'
Slur bod Iddewon yn fwy teyrngarol i dalaith Israel ac Iddewon eraill yn fyd-eang nag i'r gwledydd lle maent yn ddinasyddion. O ganlyniad ni ellir ymddiried ynddynt.

'Anfoesoldeb Iddewig'
Yn honni bod Iddewon yn farus ac yn anfoesol, hyd yn oed yn naturiol dueddol i bedoffilia. Yn ganolog i bropaganda'r Natsiaid.

'Seionydd'
Cysyniad anodd, gellir ei gymhwyso'n gyfreithlon mewn trafodaeth wleidyddol. 'Seioniaeth = cred rhai Iddewon yn eu hawl i fodoli, yn rhydd rhag erledigaeth, yn eu gwlad eu hunain.'

'Sio/Seionydd/Ziotroll/ZioNatsiaid'
Defnyddir yn gynyddol negyddol ac i osgoi dweud 'Iddew'. NID yw beirniadu polisïau penodol llywodraeth Israel yn agored yn wrth-Semitaidd.

'Zog' (Llywodraeth Seionyddol Feddiannu)
Syniad mai pyped yw llywodraeth swyddogol gwlad, y pypedwr a'r rheolaeth go iawn y tu ôl i'r llenni.

The language of anti-Semitism

'Jew, Yid, Yiddo, Kike' - the context of words, even 'Jew' can be used negatively.

'Holohoax'
Used by Holocaust-deniers.

'Conspiracy Theories'
Persecution underpinned by idea Jews participate in sinister/secret plots to exert wide-ranging control throughout the world.

Page 388
Soros and the 'Great Replacement'
Anti-Semitic theory claiming Jewish business person and political activist is orchestrating a 'globalist' plot to divide and destroy 'western culture'.

'Rothschilds'
A successful Jewish family (bankers/philanthropists) in 19th century. They appear in many anti-Jewish conspiracy theories.

'Blood Libel'
Dates from the Middle Ages. Fictitious that Jews murdered Christian children and sued their blood in Passover(Pesch) rituals.

'Jewish Treachery'
A slur that Jews are more loyal to the state of Israel and other Jews globally than to the countries where they are citizens. As a consequence they cannot be 'trusted'.

'Jewish Immorality'
Asserts that Jews are greedy and immoral, even naturally inclined to paedophilia. Central to Nazi propaganda.

'Zionist'
Difficult concept, can be applied legitimately in political discussion. 'Zionism = belief of some Jewish people in their right to exist, free from persecution, in their own country.'

'Zio/Zionist/Ziotroll/ZioNazi'
Used increasingly negatively and in avoidance of saying 'Jew'. Openly criticising specific policies of Israeli government is NOT anti-Semitic.

'Zog' (Zionist Occupied Government)
Idea that the official government of a country is a puppet, the puppeteer and the real control behind the scenes.

Yn ôl yr adroddiad 2022 hwn ar ysgolion yn Lloegr:

Mae digwyddiadau gwrth-semitaidd mewn ysgolion uwchradd wedi dyblu mewn 5 mlynedd Mae gan lai nag 1 o bob 20 ysgol bolisiau ar waith i ymdrin â gwrth-semitiaeth Mae mwy na 1,000 o ddigwyddiadau wedi cael eu datgelu mewn ysgolion gan yr ymchwilwyr, gan gynnwys 76 o ddigwyddiadau a adroddwyd i'r heddlu ac 13 o ymosodiadau corfforol



Centre on Social and Political Risk

Antisemitism in Schools

By Charlotte Littlewood

Key Finding

There has been a 173.3 per cent rise in antisemitic incidents of pupil misconduct, bullying, or harassment reported in schools over the last five years, with a 29.13 per cent rise in recorded antisemitic incidents in schools between 2021 and 2022.

Context and Need

Antisemitism is on the rise around the globe. Last year, the UK was identified as particularly at risk, with a 78 per cent rise in recorded physical assaults against members of the Jewish community since 2020.¹ A February 2022, Community Security Trust (CST) report showed that anti-Jewish hate crime rose by 34 per cent to 2,255 in 2021, the highest ever recorded in a single calendar year.²

The CST revealed that antisemitic incidents were reported to every single police region bar four.³ Despite this, very few reports of incidents emanating from schools have reached either the CST or the police. In 2014, the Department for Communities and Local Government's (DCLG) report on government action on antisemitism was released. It stated that concerns were raised about

¹ The Centre for the Study of Contemporary European Jewry, Antisemitism Worldwide Report 2021, available at: <https://cst.tau.ac.il/wp-content/uploads/2022/04/Antisemitism-Worldwide-2021.pdf>.

² CST, Antisemitic Incidents Report, 2021, available at: <https://cst.org.uk/data/file/ff/ff/incidents%20Report%202021.1644318940.pdf>.

³ CST, Antisemitic Incidents Report, January-June 2021, available at: <https://cst.org.uk/data/file/ff/c/incidents%20Report%20Jan-Jun%202021.1627901074.pdf>.

According to this 2022 report on schools in England:

- Antisemitic incidents in secondary schools have doubled in 5 years
- Fewer than 1 in 20 schools have policies in place to deal with antisemitism
- More than 1,000 incidents have been uncovered in schools by the researchers, including 76 incidents that were reported to the police and 13 physical assaults



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Gwrth-Semitiaeth yng Nghymru

- Yng Nghymru, mae adroddiadau am wrthsemitiaeth bron wedi dyblu yn ystod y flwyddyn ddiwethaf, yn ôl elusen er diogelwch Iddewon.
- Yn 2017, roedd chwe adroddiad o ymddygiad camdriniol tuag at Iddewon yng Nghymru i'r Ymddiriedolaeth Diogelwch Cymunedol (CST). Y llynedd, cododd hyn i 10 adroddiad. Yn y DU, cyrhaeddodd digwyddiadau casineb antisemitig y lefel uchaf erioed.
- Gall ymddygiad camdriniol gynnwys cam-drin llafar neu ysgrifenedig, llythyrau antisemitig, e-byst neu negeseuon testun, negeseuon trydar neu sylwadau cyfryngau cymdeithasol a graffiti.
- Dywedodd CST eu bod ond yn cadw cofnod o ddigwyddiadau antisemitig y mae dioddefwyr neu dystion yn adrodd iddynt, felly nid yw'r ffigurau yng Nghymru yn cynnwys sylwadau Jenny Rathbone AC a wnaed y llynedd.
- Mae diogelwch wedi cynyddu mewn synagogau a mynwentydd Iddewig yn dilyn ymosodiad ar fynwent yng Nghaerdydd.
- Ffynhonnell: ITV Cymru, a gyhoeddwyd yn 2019

Anti-Semitism in Wales

- In Wales, reports of antisemitism have nearly doubled in the past year, according to a charity for the safety of Jews.
- In 2017, there were six reports of abusive behaviour towards Jews in Wales to Community Security Trust (CST). Last year, this rose to 10 reports. In the UK, antisemitic hate incidents reached a record high.
- Abusive behaviour can include verbal or written abuse, antisemitic letters, emails or text messages, tweets or social media comments and graffiti.
- CST said they only keep a record of antisemitic incidents that victims or witnesses report to them, so the figures in Wales do not include Jenny Rathbone AM's comments made last year.
- Security has been increased at synagogues and Jewish cemeteries following an attack on a cemetery in Cardiff.

Source: ITV Cymru, published in 2019

What is life like for Jewish people in Wales today?

We spoke to leading members of the Jewish community in Cardiff

NEWS By [Huw Silk](#)

06:00, 18 FEB 2017

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(Image: Amanjeev/Flickr)

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Graffiti was left on a fence in the grounds of the University of South Wales

Image from BBC News



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Antisemitism in Wales: Jewish leaders call for change after rise in abusive behaviour

WALES | POLITICS | RELIGION | CARDIFF | Monday 11 March 2019 at 11:35am



Ciara Cohen-Ennis
Reporter, ITV Wales



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Swansea humanitarian calls for unity against hate after National Action verdict

WALES | NATIONAL ACTION | SWANSEA | Tuesday 17 May 2022 at 6:30pm



[Video – Anti-Semitism - Swansea](#)

“Mae’r byd yn lle peryglus i fyw; nid oherwydd y bobl ddrwg, ond oherwydd y bobl nad ydynt yn gwneud dim yn ei gylch.”

Albert Einstein

"The world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it."





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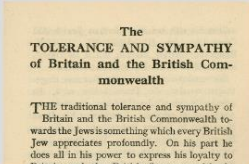
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Topic	Key Questions	History	RE/Philosophy	Citizenship/PSHE
The context of the Holocaust	What was the Holocaust and who were its victims?	 Defining the Holocaust Download	 Pre-war Jewish Life Download	
	How and why were the Jews of Germany persecuted before 1939? How did Britain respond?	 Nazi Persecution of Jews in Germany Download	 Antisemitism Download	<p>The TOLERANCE AND SYMPATHY of Britain and the British Commonwealth</p> <p>THE traditional tolerance and sympathy of Britain and the British Commonwealth towards the Jews is something which every British Jew appreciates profoundly. On his part he does all in his power to express his loyalty to Britain and the British Commonwealth. in</p>  Britain, Refugees and the Kindertransport Download

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A scheme of work for primary schools



A Guide for Primary School Teachers

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Vera's Journey

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What Makes a Hero?

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Iddewiaeth a D-w

Mae enw D-w

- Dylid trin enw Duw â pharch
- Mae gan Dd-w lawer o enwau yn y Beibl
- Ni ddylid ysgrifennu Enw, felly ni fydd yn cael ei daflu'n amharchus

Pam mae rhai Iddewon yn ysgrifennu "D-w"?

"Nid yw Iddewon yn ysgrifennu unrhyw Enw Duw yn achlysurol. ...Nid yw Iddewiaeth yn gwahardd ysgrifennu Enw Duw fel y cyfryw; mae'n gwahardd dileu neu ddifwyno Enw Duw yn unig. Fodd bynnag, mae Iddewon sylwgar yn osgoi ysgrifennu unrhyw Enw Duw yn achlysurol oherwydd y risg y gallai'r Enw ysgrifenedig yn ddiweddarach gael ei ddifwyno, ei ddileu neu ei ddinistrio'n ddamweiniol neu gan rywun nad yw'n gwybod yn well. Fel arfer, rydym yn osgoi ysgrifennu'r Enw trwy roi llythrennau neu sillafau yn lle, er enghraifft, ysgrifennu "D-w" yn lle "Duw."
www.jewfaq.com

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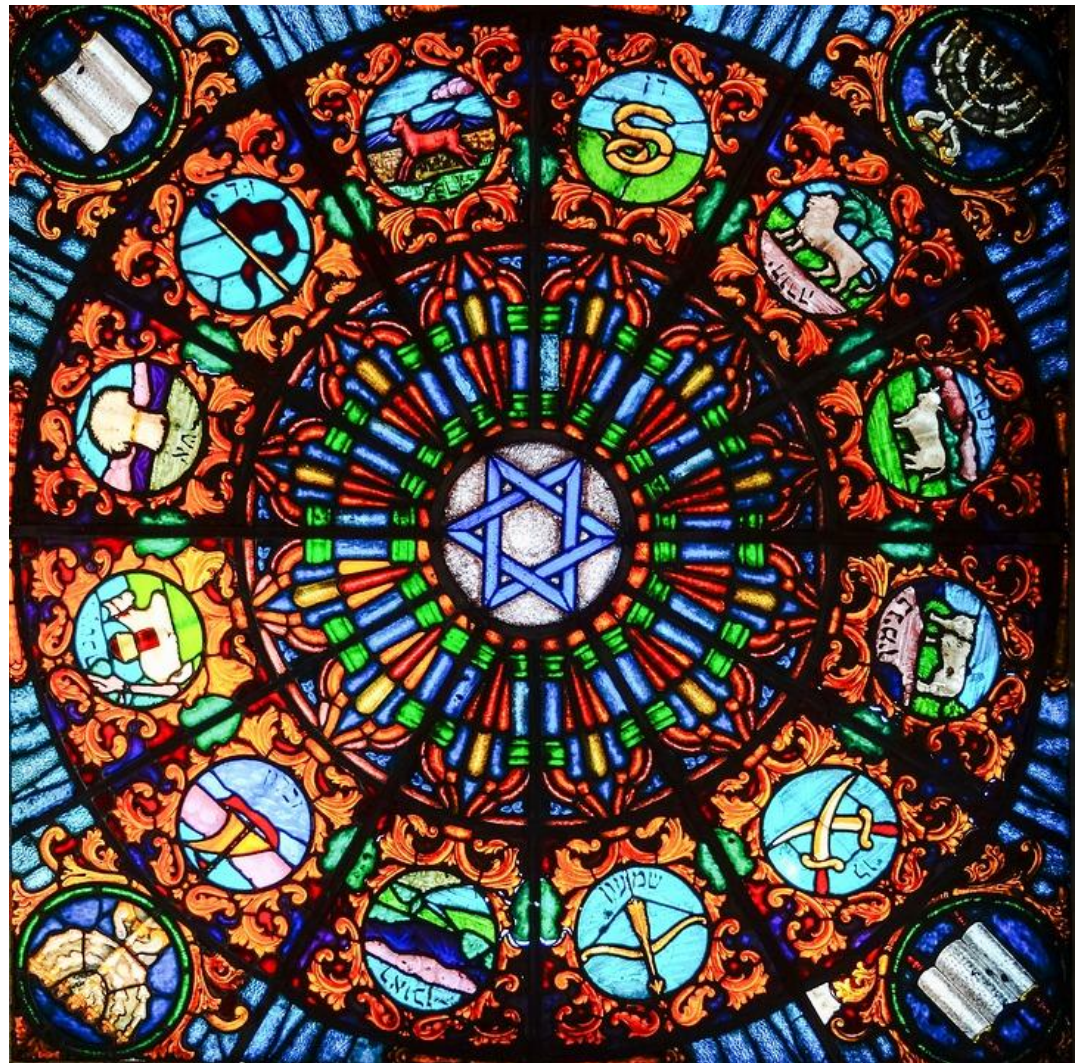
Judaism and G-D

The Name of G-d

- The name of God should be treated with respect
- God has many names in the Bible
- A Name should not be written, so it will not be discarded disrespectfully

Why do some Jews write "G-d"?

"Jews do not casually write any Name of God. ...Judaism does not prohibit writing the Name of God per se; it prohibits only erasing or defacing a Name of God. However, observant Jews avoid writing any Name of God casually because of the risk that the written Name might later be defaced, obliterated or destroyed accidentally or by one who does not know better. Normally, we avoid writing the Name by substituting letters or syllables, for example, writing "G-d" instead of "God." www.jewfaq.com



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EAS

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Gwasanaeth Cyflawni Addysg

Rhesymau pam NA ddylai D-w gael ei ddarlunio mewn celf - Iddewiaeth

- Mae'r ail o'r Deg Gorchymyn yn ymwneud â chreu gwaith celf, eilunod, neu eiconau sy'n cynrychioli bodau byw. Mae'r testun yn dweud, “***Ni fydd gennych dduwiau eraill yn fy ymyl. Na wna i ti ddelw gerfiedig, nac unrhyw ddelw o'r hyn sydd yn y nefoedd uchod, neu ar y ddaear isod, nac yn y dyfroedd o dan y ddaear.***” (Exodus 20:3-4)
- Dros amser, mae'r gorchymyn hwn wedi'i ddehongli mewn amrywiaeth o ffyrdd. Y gwaharddiad mwyaf cyffredin, a'r un sy'n fwyaf amlwg o'r testun, yw yn erbyn creu cerfluniau o bobl, anifeiliaid, neu blanedau i'w haddoli. Un o brif negeseuon y Torah yw na chaniateir addoli eilunod, felly nid yw'n syndod bod creu darnau o gelf y gellid eu defnyddio fel eilunod wedi'i wahardd.

Reasons why G-d must NOT be depicted in art - Judaism

- The second of the [Ten Commandments](#) has to do with creating artwork, idols, or icons that represent living beings. The text says, ***“You shall have no other gods beside Me. You shall not make for yourself a sculptured image, or any likeness of what is in the heavens above or on the earth below, or in the waters under the earth.”*** ([Exodus 20:3-4](#))
- Over time, this commandment has been interpreted in a variety of ways. The most common prohibition, and the one that’s most obvious from the text, is against creating sculptures of people, animals, or planets for the purpose of worshipping them. One of the primary messages of the Torah is that worshipping idols is not allowed, so it’s not surprising that creating pieces of art that could be used as idols was prohibited.

Visits to Jewish Places of Worship/Museums etc.



<https://cardiffshul.org/>



<https://cardiffreformsynagogue.uk/>

The Jewish Museum will be closed for the following bank holidays: 1st & 8th May.

We will be open for the May 29th Bank Holiday



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Schools

Welcome from the Learning Team!

Our learning pages are here to help you explore the diversity of Judaism and the cultural heritage of Jewish people in Britain.

Book with Confidence with the Jewish Museum London. Our four strand offer for schools enables you to book the programme that works best for you and your students.

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Outreach Workshops

Bring the Jewish Museum into your classroom to enable your students to participate in authentic and immersive experiences with our expert staff.

[Outreach Workshops >](#)



Object Loan Boxes

Bring contemporary Jewish objects to your classroom with our Object Loan Boxes!

[Object Loan Boxes >](#)



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The Board of Deputies plays a central role in ensuring religious education for Jewish and non-Jewish children is of a high standard and works to increase knowledge of Jewish traditions and culture...

[More →](#)

Iddewiaeth – rhywfaint o eirfa allweddol



D-w
Monotheïstiaeth
Hollwybodus
Hollalluog
Hollgaredig
Hollbresennol
Tad
Mesiah
Cŵwr
Cynhaliwr

Torah
Tenakh
Talmud

Canghennau/
ffrydiau
Uniongred
Charedi
Chasidism
Masorti
Diwygio
Rhyddfrydig
Diwylliannol/seciw
lar
Synagog
Teml
Addoli
Cyfiawnder
Heddwch
Ffydd ar waith

Gwyliau
Shabbat/Shabbos
Pesach
Shavout
Sukkot
Chanukah
Rosh Hashanah
Yom Kippur
Dyddiau Sanctaidd
Mawr
Defodau newid byd
Brit Milah
Bar/Bat Mitzvah
Bat Chayil
Kiddushin
Angladd

Bywyd ar ôl
marwolaeth
Nefoedd
Uffern
Enaid
Cydwylbod
Sancteiddrwydd
Da / drwg
Dioddefaint
Maddeuant
Ewyllys rhydd
Moesoldeb

Perthnasoedd
Cydraddoldeb
Rhagfarn
Gwahaniaethu
Godineb
Rolau
Traddodiadol
Argyhoeddiad
personol
Tlodi
Cyfiawnder

Judaism – Some Key Vocabulary



G-d
Monotheism
Omniscient
Omnipotent
Omnibenevolent
Omnipresent
Father
Messiah
Creator
Sustainer

Torah
Tenakh
Talmud

Branches/streams
Orthodox
Charedi
Chasidism
Masorti
Reform
Liberal
Cultural/secular
Synagogue
Temple
Worship

Justice
Peace
Faith in action

Festivals
Shabbat/Shabbos
Pesach
Shavout
Sukkot
Chanukah
Rosh Hashanah
Yom Kippur
High Holy Days
Rites of Passage
Brit Milah
Bar/Bat Mitzvah
Bat Chayil
Kiddushin
Funeral

Afterlife
Heaven
Hell
Soul
Conscience
Sacred/sanctity
Good/evil
Suffering
Forgiveness
Free will
Morality

Relationships
Equality
Prejudice
Discrimination
Adultery
Roles
Traditional
Personal conviction
Poverty
Justice

Iddewiaeth - Geiriau defnyddiol

Ashkenazi - Pobl Iddewig sydd â'u gwreiddiau / llinach yn yr Almaen ac yna, yn ddiweddarach Dwyrain Ewrop.

Bene Israel - Un o nifer o gymunedau Iddewig Indiaidd.

Beta Israel - Cyfieithir fel 'Tî Israel' ac mae'n cyfeirio at Iddewon sydd â gwreiddiau yng Ngogledd a Gogledd-orllewin Ethiopia. Yn hanesyddol, roedd cymuned Beta Israel wedi bodoli ar wahân i gymunedau Iddewig eraill ledled y byd, ac felly fe wnaethant ddatblygu set unigryw o arferion crefyddol.

Cheredi - Mae Cheredi/Charedi yn derm a ffefrir ar gyfer y 'Cymuned Uniongred Eithafol'.

Diaspora – Y tu allan i Israel, Iddewon alltud 'ar wasgar' ledled y byd.

Ladino - Iaith a siaredir yn hanesyddol gan gymunedau Sephardi. Daeth yn gyfuniad o Hebraeg, Sbaeneg, Portiwgaleg, Twrceg. Arabeg, Ffrangeg, Eidaleg.

Masorti – Adnabyddir yng Ngogledd America fel y gymuned Geidwadol, yn llinyn o Iddewiaeth sy'n cyfuno Iddewiaeth draddodiadol ag ymgywedd egalitaraidd..

Mizrachi/Jews of Arab Lands - Pobl Iddewig sydd â'u gwreiddiau/achau yn y Dwyrain Canol, Gogledd Affrica a Chanolbarth Asia.

Roedd y term 'Mizrachi', sy'n golygu 'Dwyrain', yn gysylltiedig gyntaf â'r syniad hanesyddol o'r Dwyrain neu Ddwyreiniol fel 'am yn ôl', ac felly gallai gael ei ystyried yn ddifriol/negyddol gan rai pobl. Efallai y byddai'n well ganddyn nhw'r term 'Iddewon Tiroedd Arabaidd'.

Sephardi - Pobl Iddewig sydd â'u gwreiddiau/achau ym Mhenrhyn Iberia; Sbaen, Portiwgal neu'n ddiweddarach, Gwlad Groeg, Twrci a Gogledd Affrica.

Ffrydiau - Sbectwm o ganghennau/enwadau o fewn Iddewiaeth, yn amrywio o'r Uniongred i gymunedau Diwylliannol. Mae'r ffrydiau hyn yn dylanwadu ar ddehongliad Halacha (Cyfraith Iddewig). Mae'r ffrydiau yn seiliedig i raddau helaeth ar draddodiadau Ashkenazi.

Iddew-Almaenig ('Yiddish') - Iaith a siaredir gan gymuned Iddewig Ashkenazi sy'n cyfuno Hebraeg a iaith frodorol Germanaidd. Yn cael ei siarad yn eang mewn llawer o gymunedau cheredi hyd heddiw.

Judaism - Useful Words

Ashkenazi - Jewish people who have their roots/ancestry in Germany and then, later Eastern Europe.

Bene Israel - One of many Indian Jewish communities.

Beta Israel - Translates as 'House of Israel' and refers to Jews who have roots in Northern and Northwestern Ethiopia. The Beta Israel community historically had existed in isolation from other Jewish communities around the world, and so they developed a unique set of religious practices.

Cheredi - Cheredi/charedi is a preferred term for the 'Ultra Orthodox Community.'

Diaspora – Outside Israel, Jews in exile 'scattered' around the world.

Ladino - A language spoken historically by Sephardi communities. It became a blend of Hebrew, Spanish, Portuguese, Turkish, Arabic, French, Italian.

Masorti - Known in North America as the Conservative community, is a strand of Judaism which blends traditional Judaism with an egalitarian approach.

Mizrachi/Jews of Arab Lands - Jewish people who have their roots/ancestry in the Middle East, North Africa and Central Asia.

term 'Mizrachi', meaning 'Eastern', was first associated with the historical idea of the East or 'Orient' as 'backward', and therefore might be considered derogatory/negative by some people. They may prefer the term 'Jews of Arab Lands'.

Sephardi - Jewish people who have their roots/ancestry in the Iberian Peninsula; Spain, Portugal or later, Greece, Turkey and North Africa.

Streams - A spectrum of branches/denominations within Judaism, ranging from the Orthodox to Cultural communities. These streams influence the interpretation of Halacha (Jewish Law). Streams are largely based on Ashkenazi traditions.

Yiddish - A language spoken by the Ashkenazi Jewish community that blends Germanic vernacular and Hebrew. Widely spoken in many cheredi communities to this day.

Geirfa Allweddol Cyffredinol

Croestoriadedd -Cydgysylltiad categorïau cymdeithasol (hil, rhyw, rhywioldeb, crefydd ac ati) o fewn hunaniaethau.

Bydolygon - Cyfieithiad o'r gair Almaeneg weltanschauung, sy'n llythrennol yn golygu golygfa o'r byd. Ffordd ddynol o ddeall, profi ac ymateb i'r byd yw byd-olwg.

Ethnigrwydd - Yn cyfeirio at grŵp o bobl a allai rannu diwylliant, iaith, llinach, crefydd neu arferion.

Diwylliant - Yn aml yn cael ei ddisgrifio fel ffordd o fyw i grŵp o bobl e.e. ymddygiadau, credoau a gwerthoedd ac yn cael eu trosglwyddo o genhedlaeth i genhedlaeth.

General Key Vocab

Intersectionality -The interconnectivity of social categories (race, gender, sexuality, religion etc.) within identities.

Worldviews - A translation of the German weltanschauung, which literally means a view of the world. A worldview is a person's way of understanding, experiencing and responding to the world.

Ethnicity - Refers to a group of people that may share a culture, language, ancestry, religion or customs.

Culture - Often described as a way of life for a group of people e.g. behaviours, beliefs and values and are passed on from generation to generation.



Iddewiaeth – Rhai Adnoddau i'w hystyried...

Judaism – Some Resources to Consider...



Iddewiaeth

Gwybodaeth gefndir allweddol

- Page 413
- Amcangyfrifir bod tua 14 miliwn o ddilynwyr Iddewiaeth yn y byd heddiw, ac mae Israel a'r Unol Daleithiau yn cynnwys poblogaethau mawr o Iddewon.
 - Gelwir dilynwyr Iddewiaeth yn Iddewon. Dyma'r grefydd hynaf o blith pedair crefydd fwyaf y byd sy'n addoli un Duw, a dechreuodd tua 4000 o flynyddoedd yn ôl yn Israel.
 - Sylfaenwyd Iddewiaeth gan y Proffwyd Abraham a gafodd weledigaeth gan Dduw. Mae'n cael ei ystyried yn 'Dad' y teulu o Iddewon.
 - Ceir tri phrif fath o Iddewon: Uniongred (Iddewon traddodiadol sy'n cadw'n fwyaf caeth at reolau'r grefydd), Diwygiedig a Rhyddfrydol.



Judaism

Key background information

- There are estimated to be around 14 million followers of Judaism in the world today with large Jewish populations found in Israel and the US.
- Followers of Judaism are called Jews and it is the oldest of the world's four biggest monotheistic religions, having started around 4000 years ago in Israel.
- Judaism was founded by Prophet Abraham who received a vision from God. He is considered to be the 'Father' of the family of Jews.



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Iddewiaeth – Myfyrdod

Judaism – Reflection

- Bylchau yn eich gwybodaeth a'ch dealltwriaeth gyfredol?
- Ydych chi'n cynllunio ac yn cyflawni ar gyfer Iddewiaeth amrywiol a phlwraliaethol?
- Beth yw'r 'enillion cyflym'?
- Gaps in your current knowledge and understanding?
- Are you planning and delivering for diverse and pluralistic Judaism?
- What are the 'quick wins'?

Page 414

- Hoffais...
 - Byddwn i wedi newid...
 - Rwy'n cymryd hyn o'r sesiwn...
- I liked...
 - I'd have changed...
 - My take-aways are...

Iddewiaeth – Y Camau Nesaf?

Judaism – Next Steps?



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Cofrestrwch ar gyfer y gweminarau byw nesaf

- Sesiwn 1 - Cristnogaeth; 21 Chwefror 2024 3:00pm-4:00pm
- Sesiwn 2 - Iddewiaeth; 28 Chwefror 2024 3:30pm-4:30pm
- **Sesiwn 3 - Islam; 4 Mawrth 2024 3:00pm-4:00pm**
- **Sesiwn 4 - Dyneiddiaeth; 7 Mawrth 2024 4:00pm-5:30pm (Humanism UK)**
- **Sesiwn 5 - Hindwâidd dharma; 10 Ebrill 2024 3:00pm-4:00pm**
- **Sesiwn 6 - Bwdhaeth; 16 Ebrill 2024 3:00pm-4:00pm**
- **Sesiwn 7 - Sikhiaeth; 1 Mai 2024 3:00pm-4:00pm**

Cyfnod: Pob un

Cost: YN RHAD AC AM DDIM

Cyfrwng y cyflwyno: Saesneg

ARCHEBWCH YMA: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>



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Book for the next live webinars

- Session 1 - Christianity; 21st February 2024 3:00pm-4:00pm
- Session 2 - Judaism; 28th February 2024 3:30pm-4:30pm
- **Session 3 - Islam; 4th March 2024 3:00pm-4:00pm**
- **Session 4 - Humanism; 7th March 2024 4:00pm-5:30pm (Humanism UK)**
- **Session 5 - Hindu dharma; 10th April 2024 3:00pm-4:00pm**
- **Session 6 - Buddhism; 16th April 2024 3:00pm-4:00pm**
- **Session 7 - Sikhi; 1st May 2024 3:00pm-4:00pm**

Phase: All

Cost: FREE OF CHARGE

Language of Delivery: English

BOOK HERE: <https://www.cscjes-cronfa.co.uk/events/9da83aad-d5f0-43e4-b548-e33cba14e65b/sessions>



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Gwerthusiad

Ymarferwyr **CCD** i Sganio'r Cod QR hwn:

COD: **E24102**

Ymarferwyr **GCA** i Sganio'r Cod hwn:



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**Rhannwch eich barn am
y digwyddiad heddiw**

**Share your feedback on
today's event**

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Cynon Taf a Bro Morgannwg**

Blaenau Gwent, Caerffili, Sir Fynwy, Casnewydd a
Thorfaen

Evaluation

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and the Vale of Glamorgan**

**Blaenau Gwent, Caerphilly, Monmouthshire, Newport
and Torfaen**



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Cysylltwch â ni

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EAS

Hayley Jones

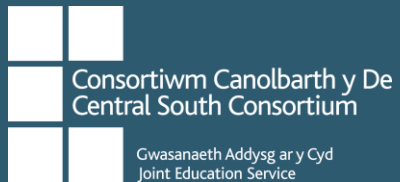
Hayley.Jones@sewaleseas.org.uk



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Gweminar Fyw – Sikhiaeth a Sikhi Live Webinar Sikhism and Sikhi

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Mewngofnodwch

Sign In

Language: Cymraeg (Y Deyrnas Unedig)

Ddneiddiaeth a Bydolygon Dyneiddiol - DP Seminar Fyw CCD/ EAS

Manylion Cyswllt Mynychwyr rhanbarthau CCD/ EAS

1. Enw llawn

Enter your answer



Sikhism and Sikhi Worldviews - Live Webinar PL CSC/ EAS

Contact Details for CSC/EAS regions attendees

1. Full name

Enter your answer

Amcanion:

- Datblygu hyder a gwybodaeth pwnc ymarferwyr am fyddolion Sikhiaeth a Sikhi
- Datblygu ymwybyddiaeth o'r amrywiaeth a'r plwraliaeth o fewn Sikhiaeth e.e. enghreifftiau o brofiadau bywyd
- Datblygu ymwybyddiaeth ymarferwyr o gyfleoedd posibl i ddatblygu profiadau dysgu a dys yn CGM sy'n ymwneud â Sikhiaeth a Sikhi
- Darparu mynediad at adnoddau a deunyddiau i ddatblygu gwybodaeth ymarferwyr am Sikhiaeth a Sikhi ymhellach, fel ymarferydd CGM

Aims:

- Develop practitioner confidence and subject knowledge about Sikhism and Sikhi worldviews
- Develop awareness of the diversity and pluralism within Sikhism e.g. examples of lived experiences
- Develop practitioner awareness of possible opportunities to develop authentic learning experiences in RVE relating to Sikhism and Sikhi worldviews
- Provide access to resources and materials to further develop practitioner knowledge of Sikhism and Sikhi worldviews, as a practitioner of RVE



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Terminoleg

- ‘Sikhaeth’ - ‘enw’. Mae'r term hwn yn amlinellu rhestr o gredoau a ddilynir gan Sikhiaid.
- ‘Sikhi’ – ‘berf’. Mae'r term hwn yn golygu ‘i ddysgu’. Dysgu a datblygu trwy brofiadau.



Terminology

- ‘Sikhism’ - a ‘noun’. This term outlines a list of beliefs followed by Sikhs.
- ‘Sikhi’ – a ‘verb’. This term means ‘to learn’. To learn and develop through experiences.



Data Sikhi ar gyfer y DU a Chymru

- Cyfrifiad 2021 – roedd 524,000 o Sikhiaid yn byw yng Nghymru a Lloegr. 0.9% o'r boblogaeth.
- I fyny 24% ers 2011
- 4048 Sikhiaid yng Nghymru 0.1% o'r boblogaeth
- Cynnydd o 36.7% ers 2011
- Punjab (talaith gogledd India) sydd â'r boblogaeth uchaf o Sikhiaid
- Yna Canada a'r DU

Sikhi Data for the UK and Wales

- Census 2021 – 524,000 Sikhs lived in England and Wales. 0.9% of the population.
- Up 24% since 2011
- 4048 Sikhs in Wales 0.1% of the population
- Up 36.7% since 2011
- Punjab (the northern India state) has the highest population of Sikhs
- Then it's Canada and the UK



Cyflwyniad/Introduction

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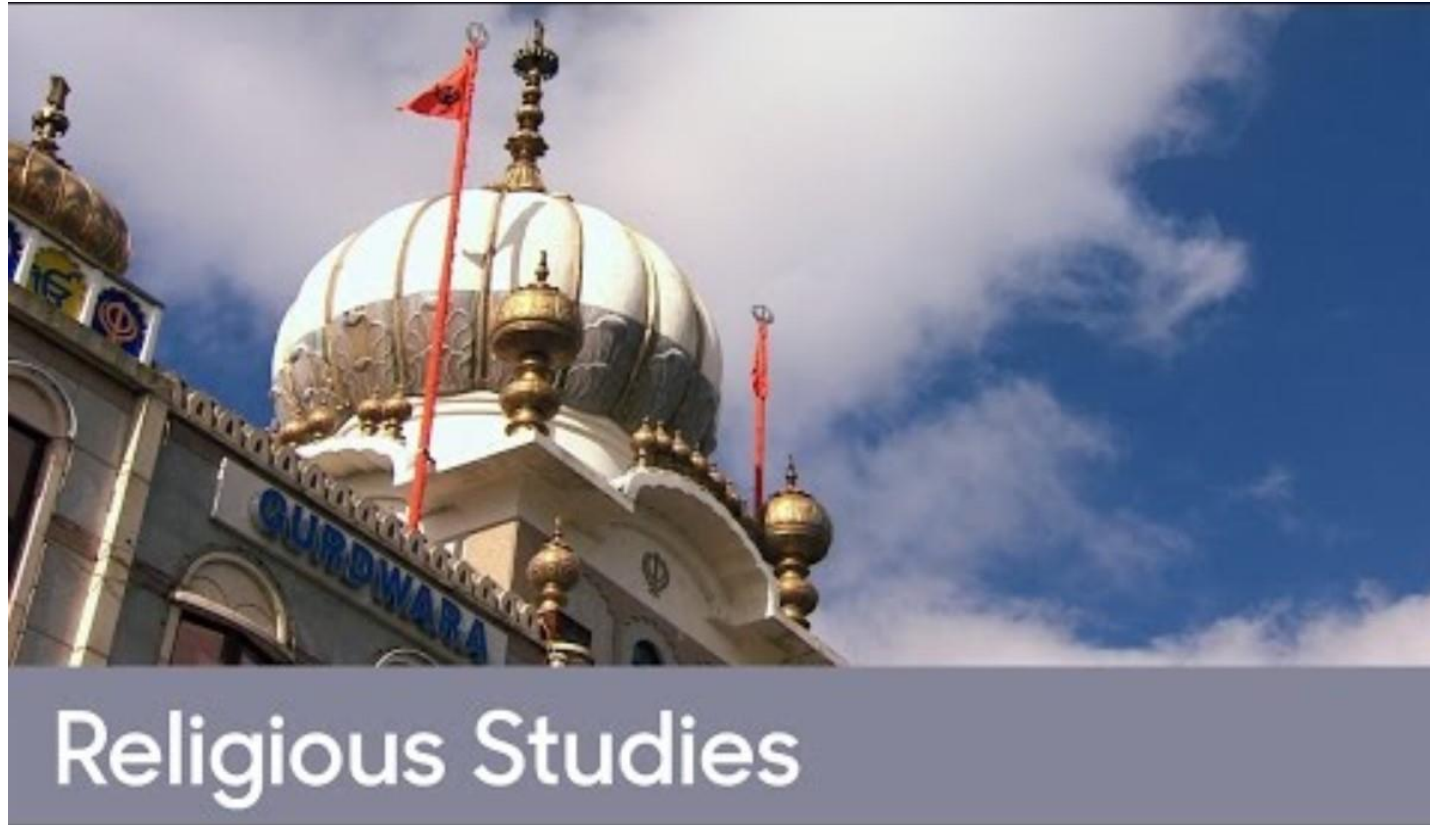


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Cyflwyniad/Introduction

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Cyflwyniad/Introduction

Sikhism is the name of the religion, and its followers are known as Sikhs.

Sikhs believe in one God called **Waheguru** which means 'Wonderful Lord' or 'Wonderful Teacher'. Sikhism has approximately 27 million followers worldwide, with about 83% of Sikhs living in India. Over 430,000 Sikhs live in the UK.



Cyflwyniad/Introduction



Waheguru
(Duw neu Arglwydd
rhyfeddol). **Waheguru**
(Wonderful God or Lord).

**Mool/Mul
Mantra**

**Undduwiaeth
Monotheism**

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Gurhmuk

**Creawdwr
Creator**

**Yr Ochr Draw
The Afterlife**

The lines of the Mool Mantra are as follows:

Punjabi	English	Meaning
Ik Onkar	There is only one God	God is One, though there are different paths to experiencing the one God.
Sat Naam	Truth is his name	God's name is Truth. God is True. Naam can be compared to a jewel or treasure.
Karta Purkh	He is the Creator	God caused the universe and everything in it to exist. God keeps the universe going, sustaining it.
Nir Bhau	He is without fear	God has no rivals. God is sovereign. Nothing can harm or threaten God.
Nir Vair	He is without hate	God loves creation and judges fairly.
Akaal Moorat	He is immortal, without form	God is not tied down by time. God is beyond time. Time is God's servant, not God's master. God is neither male nor female.
Ajooi	He is beyond birth and death	God was not born (unborn) and will not die.
Saibhang	He is self-illuminated (self-existent)	God is not dependent upon anything. God just is.
Gur Parsaad	He is realised (made known) by the kindness of the true Guru	A person cannot get to God by their own efforts. God has to open their eyes first. God offers this knowledge freely, by grace, so that someone who dedicates their life to learning and understanding God through the teachings of the Gurus can come to know God.

Some Sikhs believe Mool Mantra does not end at Gur Parsaad and instead



Rhai Credoau Allweddol

Some Key Beliefs - Il Onkar



[Link](#)

Rhai Credoau Allweddol - Duw fel Creawdwr

“Yn y coedwigoedd, y meysydd a'r mynyddoedd, Ef yw'r Arglwydd Dduw Goruchaf. Fel y mae Efe yn gorchymyn, felly y gweithreda Ei greaduriaid. Mae'n treiddio trwy'r gwyntoedd a'r dyfroedd. Mae'n treiddio i'r pedwar cornel ac yn y deg cyfeiriad. Hebdo Ef, nid oes lle o gwbl ... Daeth y greadigaeth gyfan oddi wrth Dduw ... Mae Ef Ei Hun yn treiddio i bob man.”

— Guru Granth Sahib 294



Some Key Beliefs - God as Creator

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“In the forests, fields and mountains, He is the Supreme Lord God. As He orders, so do His creatures act. He permeates the winds and the waters. He is pervading in the four corners and in the ten directions. Without Him, there is no place at all... The entire creation came from God... He Himself is Himself pervading everywhere.”

— Guru Granth Sahib 294



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Rhai Credoau Allweddol - Gurmukh

“Bydd un sy'n cyflawni gwasanaeth anhunanol, heb feddwl am wobwr, yn cyrraedd ei Arglwydd a'i Feistr.”

— Guru Granth Sahib 286



Some Key Beliefs - Gurmukh

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***“One who performs selfless service,
without thought of reward, shall attain
his Lord and Master.”***

— Guru Granth Sahib 286



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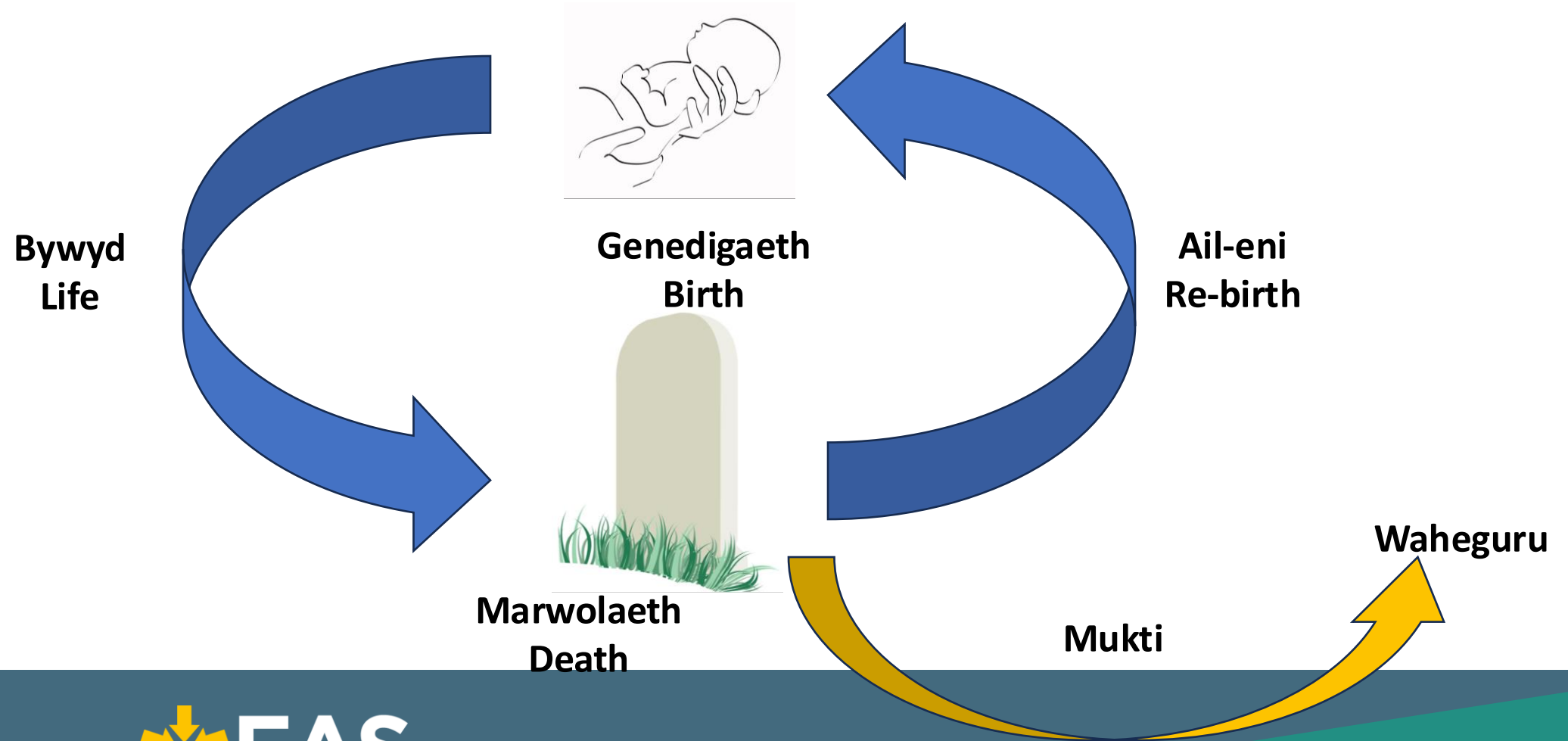
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Rhai Credoau Allweddol – Yr Ochr Draw

Some Key Beliefs – The Afterlife

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Rhai Gwerthoedd Allweddol – Undod y Ddynoliaeth

Some Key Values – Oneness of Humanity

Page 442

***“Os bydd cardotyn yn gweiddi wrth y drws,
mae'r Meistr yn ei glywed yn ei blasty. Pa un a
yw Efe yn ei dderbyn ai yn ei wthio ymaith,
Rhodd Mawredd yr Arglwydd ydyw.
Adnabyddwch Oleuni'r Arglwydd o fewn pawb,
ac nac ystyriwch ddosbarth na statws
cymdeithasol; nid oes unrhyw ddosbarthiadau
na chastau yn y byd o hyn ymlaen”***

— Guru Granth Sahib 349



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Some Key Values – Oneness of Humanity

“If a beggar cries out at the door, the Master hears it in his mansion. Whether He receives him or pushes him away, it is the Gift of the Lord’s Greatness. Recognise the Lord’s Light within all, and do not consider social class or status; there are no classes or castes in the world hereafter”

— Guru Granth Sahib 349



Sikhi - Rhai Gwerthoedd Allweddol – Gwrws a Chydraddoldeb

Sikhi - Some Key Values – Gurus and Equality



Page 444

Rhai Gwerthoedd Allweddol – Y Sangar a’r Sewa

Some Key Values – The Sangat and Sewa

**“Dangoswch i mi y Llwybr, O Saint. Sut alla i gwrdd â Duw?
Rwy'n cysegru fy meddwl iddo ac yn ymwrthod â'm ego.
Dyma'r Llwybr a gymeraf. Gan ymuno â'r Sat Sangat, y Gwir
gynulleidfa, yr wyf yn gwasanaethu fy Arglwydd a Meistr yn
barhaus. Cyflawnir fy holl obeithion; mae'r Guru wedi fy
arwain i Blasty Presenoldeb yr Arglwydd. Ni allaf feddwl am
neb mor fawr â Thi, fy Nghyfaill, Arglwydd y Byd.”
— Guru Granth Sahib 1098**

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Some Key Values – The Sangat and Sewa

“Show me the Path, O Saints. How can I meet God? I dedicate my mind to him and renounce my ego. This is the Path which I shall take. Joining the Sat Sangat, the True Congregation, I serve my Lord and Master continually. All my hopes are fulfilled; the Guru has ushered me into the Mansion of the Lord’s Presence. I cannot conceive of any other as great as You, O my Friend, O Lord of the World.”
— Guru Granth Sahib 1098

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Rhai Gwerthoedd Allweddol – Sewa – ‘Gwasanaeth Anhunanol’

Some Key Values – Sewa – ‘Selfless Service’



Tan	Physical aspect of sewa	This involves physical work and tasks to show selfless service. For example, these could be cooking or serving in the langar or cleaning the gurdwara.
Man	Mental aspect of sewa	This involves Sikhs using their mental skills and talents. For example, they could teach people how to read or understand the Guru Granth Sahib, teach people how to play the musical instruments used during worship or teach people about the history of Sikhism.
Dan (sometimes also spelled ‘dhan’)	Material aspect of sewa	This involves Sikhs selflessly helping others by sharing their material wealth. This could be donating one tenth of their income to the sangat, which is known as daswandh. It could also involve helping others in times of financial difficulty, giving to charity or giving money to the poor.

Creadigaeth y Khalsa

The Formation of the Khalsa

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Sikhi – Ymarferion – Y 5 K

Sikhi - Practices – The 5 Ks



Religious Studies



Sikhi – Ymarferion – Y 5 K

Sikhi – Practices – The 5 Ks

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Sikhi – Ymarferion – Y Gurdwara

Sikhi – Practices – The Gurdwara



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Sikhi – Ymarferion – Y Gurdwara

Sikhi – Practices – The Gurdwara

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Charlie and Blue Go to a Gurdwara – Zippity-zip, let's go on a trip! Charlie and her favourite soft toy (and best friend) Blue go to a Gurdwara where they meet Pawandeep to find out how Sikhs show that everyone



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Sikhi – Ymarferion – Y Gurdwara

Sikhi – Practices – The Gurdwara

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Sikhi – Ymarferion – Y Gurdwara

Sikhi – Practices – The Gurdwara

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Sikhi – Ymarferion – Y Guru Granth Sahib Ji– Practices – The Guru Granth Sahib Ji

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Sikhi – Ymarferion – Y Langar

Sikhi – Practices – The Langar

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Sikhi – Ymarferion – Addoli

Sikhi – Practices – Worship

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Sikhi – Ymarferion – Defodau Newid Byd

Sikhi – Practices – Rites of Passage

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Sikhi – Ymarferion – Defodau Newid Byd

Sikhi – Practices – Rites of Passage

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Sikhi – Ymarferion - Gwyliau Sikhi yn y DU

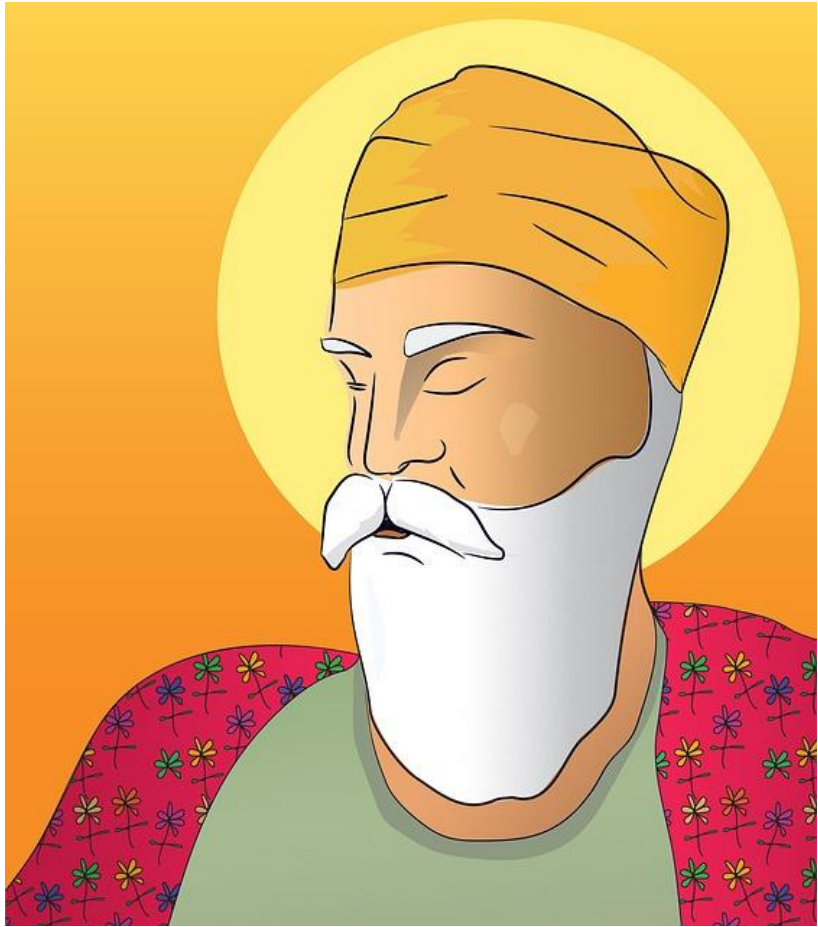
Sikhi – Practices – Festivals in Sikhi the UK

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Sikhi – Arferion – Gwyliau - Gurpurbs

Sikhi – Practices – Festivals - Gurpurbs



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Sikhi – Arferion – Gwyliau Diwali/Divali

Sikhi – Practices – Diwali/Divali Festivals

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Sikhi – Arferion, Gwyliau yn y DU - Vaisakhi

Sikhi - Practices – Festivals in the UK - Vaisakhi



Ymarferion Sikhi - Pererindod

Sikhi Practices – Pilgrimage

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Ymarferion Sikhi - Vand Ke Shakna

Sikhi Practices – Vand Ke Shakna

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Sikhi – Byw/ Profiadau Bywyd

Sikhi – Living/Lived Experiences

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Sikhi – Byw/ Profiadau Bywyd

Sikhi – Living/Lived Experiences

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Sikhi – Ymarferion - Straeon

Sikhi – Practices – Stories

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Sikhi – Ymarferion - Straeon

Sikhi – Practices – Stories

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Sikhi – Practices - Research

Page 470
'On practising Sikh spirituality in reciting the Japji Sahib (morning prayers) or other Bani (scripture), the majority of Sikhs in this survey practised it. Nearly 84 per cent of respondents said that they recited those prayers or scripture with frequency ranging from everyday to when they needed to. Only 16 per cent never practised this part of Sikh spirituality.'

(British Sikh Report 2020, page 17)

Sikhi – Practices - Research

'On practising Sikh spirituality in reciting the Japji Sahib (morning prayers) or other Bani (scripture), the majority of Sikhs in this survey practised it. Nearly 84 per cent of respondents said that they recited those prayers or scripture with frequency ranging from everyday to when they needed to. Only 16 per cent never practised this part of Sikh spirituality.'

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(British Sikh Report 2020, page 17)



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Sikhi - Diversity and Pluralism



- What are 'shared' with Sikhs? (similarities/commonalities)
- What are distinctive/different/diverse/pluralistic?
- Consider beliefs, practices, values, ethics, philosophies, theologies, sources of authority/wisdom/lived experiences etc...

Sikhi - Diversity and Pluralism

Bhatra Sikhs

Ramgarhia Sikhs

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Amritdhari Sikhs

Sahajdhari Sikhs



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Sikhi – Some Key Vocabulary



Adi Granth - The first collection of Sikh scripture.

Amrit - Sanctified liquid made of sugar and water.

Baba Budha - A close friend of Guru Nanak who anointed the next five Gurus.

Baoli - Wells where the water can be reached by going down steps.

Dharam yudh War fought in defence of righteousness.

Five Ks (panjkakke) The symbols of belonging to the khalsa

(kesh – uncut hair; kangha – special comb; kara – steel bangle; kirpan – sword; kachera – under-shorts).

Gurdwara - Sikh place of worship.

Gurmukh - God-centred, one who lives by the Guru's teaching.

Guru Amar Das - The third Sikh Guru.

Guru Gobind Singh - The tenth Sikh Guru and founder of the khalsa.

Guru Granth Sahib - The Sikh holy book, regarded as the living Guru.

Guru Har Gobind - The sixth Sikh guru.

Guru Har Rai - The seventh Sikh Guru.

Guru Nanak - The first Guru and founder of Sikhism.

Karma - Actions or deeds, often called the law of cause and effect.

Khalsa - The community of initiated Sikhs.

Khudai Khidmatger - Sikh pacifist organisation.

Langar - The gurdwara dining hall and the food served in it.

Manmukh - Self-centred, human centred (the opposite of gurmukh).

Mati Sahib Kaur - The wife of Guru Gobind Singh who mixed the amrit for the first initiation ceremony.

Mukti - Liberation from the cycle of birth, life, death and rebirth.

Paryushana Parva - Sikh festival of fasting, friendship and forgiveness.

Punjab - The area of India in which Sikhism originated.

Rahit Maryada - The Sikh code of discipline (regulations on how to live as a Sikh).

Samsara - The eternal cycle of birth, life, death and rebirth.

Ten Gurus - The ten human Gurus beginning with Guru Nanak and ending with Guru Gobind Singh.

Ymgysylltiad beirniadol!

Critical engagement!



Hindu Dharma – Myfyrdodau/Reflections

- Bylchau yn eich gwybodaeth a'ch dealltwriaeth gyfredol?

Page 476
Ydych chi'n cynllunio ac yn cyflawni ar gyfer Sikhiaeth amrywiol a phluraliaethol?

- Beth yw'r 'enillion cyflym' i chi a'ch cynllunio/dysgwyr?

- Gaps in your current knowledge and understanding?
- Are you planning and delivering for diverse and pluralistic Sikhism?
- What are the 'quick wins' for you and your planning/learners?

Yn y 'Sgwrs' TEAMs

In the TEAMs 'Chat'

- Hoffais...
 - Byddwn i wedi newid...
 - Rwy'n cymryd hyn o'r sesiwn...
- I liked...
 - I'd have changed...
 - My take-aways are...



Sikhi - Y Camau Nesaf?

Sikhi – Next Steps?



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Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



EAS

Education Achievement Service
Gwasanaeth Cyflawni Addysg

Gwerthusiad

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Consortiwm Canolbarth y De
Central South Consortium
Gwasanaeth Addysg ar y Cyd
Joint Education Service

**Rhannwch eich barn am
y digwyddiad heddiw**

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monmouthshire
sir fynwy

MONMOUTHSHIRE

**STANDING ADVISORY COUNCIL
FOR RELIGION, VALUES AND
ETHICS**

ANNUAL REPORT

2023-2024

A MESSAGE FROM MONMOUTHSHIRE SAC MEMBERS

Members of the Monmouthshire Standing Advisory Council for Religion, Values and Ethics (SAC) would like to express gratitude to everyone in the education sector for the sterling work you are doing to provide children and young people in Wales with care, support, and education despite the many challenges and uncertainties faced as we have emerged from the wake of the pandemic. It has also been a time for great change and growth as schools move into the new Curriculum for Wales 2022.

Members would like to remind practitioners engaged with Religious Education (RE) and Religion Values and Ethics (RVE) that SAC is here to support you with advice on teaching, learning and resources, as well as advice on RVE in the new Curriculum for Wales.

Additionally, support from SAC is also available for the Daily Act of Collective Worship.

Monmouthshire SAC welcomes correspondence via the contacts below:

Wendy Barnard, Clerk to Monmouthshire SAC

wendybarnard3@monmouthshire.gov.uk

Hayley Jones, Curriculum Partner (SACs and RVE) - Southeast Wales EAS

hayley.jones@sewaleseas.org.uk

**THE ANNUAL REPORT OF THE MONMOUTHSHIRE STANDING ADVISORY
COUNCIL FOR RELIGION, VALUES AND ETHICS**

2022-2023

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**THE ANNUAL REPORT OF MONMOUTHSHIRE
STANDING ADVISORY COUNCIL FOR RELIGION, VALUES AND ETHICS**

2022-2023

SECTION 1: INFORMATION ABOUT SAC

1.1 Duty to Establish SAC

All Local Authorities are required to constitute a Standing Advisory Council for Religion, Values and Ethics (SAC) within their local area under s 390 of the Education Act 1996, as amended by the Curriculum and Assessment (Wales) Act 2021.

At a meeting of its Full Council on 18 May 2023, Monmouthshire County Council formally constituted its SAC, replacing the predecessor body Standing Advisory Council for Religious Education (SACRE). Legacy functions of SACRE will be exercised by SAC pending the phase out of the pre-Curriculum for Wales 2022 syllabus.

1.2 Composition of SAC

Representation on SAC is required as follows: -

- i. Christian denominations and other religions and religious denominations, and non-religious philosophical convictions, the number of members appointed to the group to represent a religion, denomination or non-religious philosophical conviction being broadly reflective, so far as is consistent with the efficient discharge of the group's functions, of the proportionate strength of the religion, denomination or non-religious philosophical conviction in the area ("faith and belief group");
- ii. Representatives of teachers' associations;
- iii. Representatives of the local authority.

The Local Authority determined that the SAC representation be allocated as follows: 13 representatives for the faith and belief group, 7 representatives for teachers' associations, and 6 Local Authority representatives. In addition, SAC can co-opt up to 2 individuals as non-voting members. Both co-opted places are currently vacant.

1.3 Membership of SAC

The membership list showing the position for 2022 – 2023 is attached at Appendix 1.

In line with the new legislative requirements introduced by the Curriculum and Assessment (Wales) Act 2021, the membership of SAC is wider than the old SACRE in that the faith and belief group now include representation of those with non-religious philosophical convictions as well as Christian denominations and other religions and religious denominations. The LA is currently seeking expressions of interest with respect to vacancies within this group.

With respect to vacancies generally, the LA is currently reviewing its arrangements for appointment of new members to SAC and is proposing to formalise the appointments process.

2 co-opted places are also vacant, and work is ongoing to fill these places. There has been discussion of co-opting youth representation via this avenue.

1.4 Functions of SAC

- To advise the Local Authority on worship, religious education and Religion, Values and Ethics to be given in accordance with the agreed syllabus including methods of teaching, advice on materials and the provision of training for teachers
- To consider whether to recommend to the local authority that its current agreed syllabus should be reviewed by convening an Agreed Syllabus Conference.
- To consider whether the requirement that religious worship in a county school should be 'broadly Christian in nature' should be varied (determinations)
- To report to the Local Authority to Welsh Government on its activities on an annual basis.

1.5 Meetings

SACRE met on three occasions during the academic year 2023-2024:

4th October 2023
12th December 2023
13th March 2024
12th June 2024

In addition, SAC met on the following occasion in the same academic year:

7th February 2024 (Special- SAC Appointment Panel Proposal)
4th June 2024 Consideration of applications for Membership of SAC

All meetings have been hybrid during 2023-2024. However, it has been resolved that, where possible, meetings will be held at alternative venues such as schools or places of worship.

1.6 Circulation of Report

Copies of this report are circulated electronically to those organisations and establishments listed in Appendix 3. It is also available on the Local Authority and the WASACRE website.

EXECUTIVE SUMMARY OF ADVICE GIVEN BY SAC (SACRE PRE 18-MAY 2023)

Summary of the advice given to the local authority by SAC

RELIGIOUS EDUCATION

Issue

To monitor provision and standards in RE

Action

1. SAC considers and analyses school inspection reports and gleans what information it can in relation to religious education, Religion Values and Ethics and collective worship. If there are any issues regarding RE, such as non-fulfilment of statutory requirements, then the LA follows this up.
2. SAC usually visits schools on an annual basis to receive a presentation on RE/ RVE at the school. However, SAC did not visit any schools during 2023-2024.

Issue

To fulfil the legal requirement to review the agreed syllabus for RE on a five yearly basis and ensure the agreed syllabus is being implemented in schools

Action

1. In 2008 the Agreed Syllabus Conference endorsed and adopted a new agreed syllabus for the Authority's schools, which was implemented from September 2008. In June 2013 the Agreed Syllabus Conference end, endorsed the re-adoption of the Monmouthshire Agreed Syllabus for Religious Education with an understanding that the syllabus would be reviewed once further information is received in relation to the assessment and national curriculum review.
2. SACRE (as it then was) subsequently received updates via email of developments with the Curriculum and the Humanities Area of Learning and Experience.
3. During 2020-2021 SACRE responded to the Welsh Government consultation on the Guidance for Religion Values and Ethics in the Curriculum for Wales 2022.
4. Following the publication of the RVE guidance SACRE advised the local authority to convene an Agreed Syllabus conference where the adoption or adaption of the framework as the Monmouthshire Agreed Syllabus was discussed.

TEACHING MATERIALS

Issue

To ensure that schools are informed of suitable resources for RE/ RVE.

Action

Schools were sent the following information and resources, with SACRE Members also sent a copy of the information:

1. Schools were informed of the 2023 Interfaith Week, Saturday, 12th to the 19th of November. Resources can be found on their website <https://www.interfaithweek.org> – these include lesson plans, case studies, collective worship material suitable for primary to post-16.
2. Schools were informed of the 2024 Holocaust Memorial Day theme ‘the Fragility of Freedom’. Holocaust resources can be found on their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.
3. WASACRE continued to provide resources and advice for RE, RVE and collective worship which was distributed to schools via SACRE.
4. Schools were informed about Welsh Government consultations and publications for Humanities and RVE.
5. Primary and Secondary Network Meetings for curriculum leads and offers of support were sent to all primary and secondary schools through the EAS Humanities Network.
6. Farmington Scholarships 2023-2024 information was sent to all schools and shared via SACRE meetings.

PROFESSIONAL LEARNING FOR TEACHERS

Issue

To ensure that teachers can access appropriate professional learning (PL).

Action

The principle of subsidiarity in Curriculum for Wales, and EAS has offered a range of professional learning opportunities, for all practitioners within the region, focusing on sharing practice and empowering teachers.

The EAS has provided RE specific training to secondary school practitioners via the Curriculum Partner for RVE and SACREs. During 2023-2024 the EAS provided RVE specific PL to both primary and secondary school practitioners via Learning Network Schools, Humanities meetings, and the Curriculum Partner for RVE and SACREs. The focus of the training included the continued implementation of the Curriculum for Wales 2022, approaches to curriculum design and pedagogy and changes to legislation around RVE.

Schools in the region were also provided with ongoing RVE Headteacher briefings, to understand the mandatory requirements of RVE, develop an understanding of RVE and how it has evolved in the context of the Curriculum for Wales, and consider some of the planning or implementation issues that have arisen because of the new RVE framework in schools.

Schools were informed of the 2023 Interfaith Week and resources shared on their website <https://www.interfaithweek.org> – these include lesson plans, case studies, and collective worship material suitable for primary to post-16. It is hoped that schools will find the materials useful, and they have been asked to let SAC know of the involvement of pupils, their experiences, and learning outcomes.

Schools were informed of the 2024 Holocaust Memorial Day theme ‘the Fragility of Freedom’ and any resource shared via their website www.hmd.org.uk – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students. It is hoped that schools will find the materials useful, and they have been asked to let SAC know of their involvement in order to hear about pupil experiences and learning outcomes.

WASACRE continued to provide resources and advice for RE, RVE, and collective worship which was distributed to schools via SAC.

Schools were informed of any further Welsh Government consultations and publications for Humanities and RVE.

Teachers were invited to share good practice with SAC.

WASACRE commissioned specific professional learning relating to RVE, with Welsh Government funding. The first in a suite of modules was published in March 2023. These resources are intended to support practitioners with the changes to RVE (formerly Religious Education), within the Curriculum for Wales. The modules are specifically tailored and aim to support practitioners. They help transition to a new way of thinking, planning, and delivering a purposeful RVE curriculum for learners in Wales.

COLLECTIVE WORSHIP

Issue

To ensure that schools fulfil statutory requirements for collective worship and provide a worthwhile experience for pupils.

Action

1. SAC monitors the sections of inspection reports concerned with collective worship and SMSC and the LA follows up on any non-fulfilment of statutory requirements by requesting their action plan. During 2023-2024. Estyn did not identify any instances of non-compliance. In nearly all schools, it is reported that spiritual, moral, and social skills are developing well and pupils have beneficial

opportunities to develop a good understanding of spiritual and ethical beliefs through assemblies, reflection time, and comparing different faiths and beliefs.

2. Schools have been informed by SAC of appropriate resources and websites that support collective worship in schools e.g., HMD 2023-2024.
3. SAC resolved to hold meetings at schools in the County and observe an act of collective worship, where possible, to monitor the fulfilment of statutory requirements, provisions, and quality of collective worship. This will be planned for in 2023-2024.

OTHER ISSUES:

Aim: To ensure a more informed SAC through providing regular updates on local and national issues.

1. SAC has maintained its membership of WASACRE and receives termly feedback from the meetings of the Association.
2. The RVE Partner is a member of NAPfRE and regularly attends meetings on SAC's behalf.
3. SAC members receive regular training to keep up to date with legislative and educational changes and to understand the role and function of SACs.
4. SAC takes seriously Holocaust Education and advises the LA and its schools on this.
5. SAC has received updates on the development and implementation of the Curriculum for Wales 2022 and the implications for religious education. It has responded to Welsh Government consultations on Curriculum for Wales.
6. SAC has received updates on the development of the Qualifications Wales Full 14-16 qualifications offer consultation and the implications for religious education. It has responded to this.
7. SAC, where possible, would hold meetings at schools in Monmouthshire for members to familiarise themselves with RE, RVE and collective worship in schools. This year it was not possible to hold a meeting within a school however, it is something that will be planned for in 2023-2024 where possible.

SECTION 2: ADVICE ON RELIGIOUS EDUCATION

2.1 The Locally Agreed Syllabus

Agreed Syllabus for Religion, Values and Ethics (Curriculum for Wales 2022)
Monmouthshire Local Authority convened an Agreed Syllabus Conference (ASC). The ASC advised the LA to adopt the Religion, Values and Ethics Guidance as the basis of the Local Agreed Syllabus for RVE. Changes have been made to ensure that the document can be read as a Monmouthshire Agreed Syllabus for RVE. Following the changes to the Curriculum for Wales 2022, Religion, Values and Ethics has been taught to all primary school children and possibly year 7 learners from Sept 2022. Secondary schools were able to defer the teaching of the new curriculum until September 2023. If a secondary school choose to do this, they will teach the new curriculum, including RVE, to both year 7 and 8 in Sept 2023. Secondary schools will continue to teach the pre 2022 curriculum (called Curriculum for Wales 2008), including the Agreed Syllabus for Religious Education, to pupils in year 8 in Sept 2022 and the 2008 curriculum will follow them during their time in compulsory secondary education.

The new Agreed Syllabus, conforming to the requirements of the new Curriculum for Wales 2022, relates the subject titled 'Religion, Values and Ethics'. The previous Agreed Syllabus, still applicable for secondary schools for the reasons described above, relates to the subject titled 'Religious Education'. This is an important distinction. Monmouthshire adopted the 'National Exemplar Framework for Religious Education for 3 -19 year-olds' as the Locally Agreed Syllabus for 'Religious Education' in 2008.

2.2 Standards In RE

SAC has adopted several strategies for monitoring standards being achieved in religious education and Religion Values and Ethics in the Authority's schools that include the following:

School Inspection Reports

It has been the practice of SAC to scrutinise relevant sections of Estyn school inspection reports for schools across the Monmouthshire County and if any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then the LA follows this up requesting their action plan. There are no subject specific judgments in the current Estyn inspection framework. Instead, members receive information from the reports relating to Estyn's comments of a schools' provision of SMSC.

Examination Reports

Due to continued guidance from Welsh Government on the way data is presented and to avoid arbitrary comparison of schools, The LAE, EAS Partner, and schools now form closer relationship to identify areas of support.

Through the EAS Humanities and RVE practitioner meetings, schools were updated on the changes to the GCSE and GCE examinations for Religious Studies. The

practitioners and all issues concerning the examinations for Religious Studies and views were shared with SAC, WASACRE, NAPfRE and the WJEC.

During 2023-2024 SAC will discuss ways in which the Local Authority will be able to provide meaningful information to SAC about the quality of Religious Education and Religious Studies (RS) at KS4 within its schools.

SAC was informed and discussed the national challenges facing RE/RS and the decline in GCSE and A Level entry. The RE Council of England and Wales published a report. SAC was provided with a national update and discussed concerns. Concerns shared with WASACRE and NAPfRE.

2.3 Methods of Teaching, Teaching Materials and Teacher Training

Professional Learning

SAC has continued to provide advice and guidance to schools on pedagogy and resources. The EAS, as a regional provider of school improvement services and professional learning support to schools and practitioners has provided a wide range of professional learning programs, materials, and approaches to schools in the region.

EAS advertises its courses through [CPD online](#). Mrs Hayley Jones has also offered bespoke support for Religious Education and Religion, Values, and Ethics within the region during 2023-2024.

SAC was advised that the EAS has invested in delivering bespoke support for RE/RS and RVE. This enables schools to receive direct support from the Curriculum Partner for RE/RVE and SACRE/SAC, for example in developing their understanding of the Curriculum for Wales, planning, and designing their RVE and Humanities curriculum.

Cluster schools have also begun to work together, with the support of the adviser, to co-construct and collaborate their RVE and Humanities curriculum design along the learning continuum, from 3 to 16 years. This offer is open to all schools and has allowed schools to build and increase the collective ownership for the development of curriculum, pedagogy, and leadership. This model is becoming the main driver to ensure the realisation of the new curriculum, and the delivery of professional learning and will support the national changes in accountability and self-evaluation. RVE practitioners can access EAS professional learning and resources on pedagogy.

Learning Network Schools for Religious Education

The work of the Partner Schools has continued through 2023-2024 and the guidance and support arising from the Partner Schools, together with the work undertaken between colleagues across SACs and NAPfRE, has been cascaded to teachers of RE/RVE.

Teaching Materials

A wide range of teaching materials have been made known to schools by SAC as follows:

Farmington Scholarships

SAC provided Monmouthshire schools with information about Farmington Scholarships 2023 - 2024 which are free to Teachers of religious education in the UK. Practitioners can study any aspect of religious education they wish but preference will be given to applicants whose work can be seen to be of direct value to the teaching of RE in schools. The Scholarship will cover the cost of tuition, board and lodging where appropriate, essential local travel and, by negotiation with the school, the salary of a replacement teacher up to point 6 of the main pay scale. School/home-based Scholarships may be taken in the form of day release, for instance for one day a week over a term or over the year or for continuous periods up to a maximum of 30 days. University-based Scholarships may be taken as a block of up to eight weeks or in the form of day release up to 30 days. More information for schools can be found at www.farmington.ac.uk or E-mail: farmington@hmc.ox.ac.uk

Holocaust Memorial Day 2024 Resources

For Holocaust Memorial Day 2024, SAC wrote to all schools to encourage them to commemorate the day in some way. They were advised of the theme, and free educational Holocaust resources that can be found on [the Holocaust Memorial Day website](#) – these included lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

The cross regional Curriculum Design Project with Lucy Crehan resources published on Hwb

The Jewish History Association of South Wales resources and website link to support RVE <https://www.jhasw.com/>

JHASW/CHIDC aims to uncover, document, preserve, and share the heritage of the Jewish communities of south Wales. The charity has produced new Holocaust Resources for teachers and students in Wales. The new classroom activities, educational resources and teacher guidance notes on the history of the Holocaust are bilingual (English and Welsh) and completely free to download.

The resources incorporate video testimonies from child refugees who came to Wales during the 1930s to escape Nazi persecution. They tell local stories and show Jews as part of a collective, shared Welsh history. They also give voice to the individuality and common humanity of Jewish lives affected by or lost in the Holocaust.

The training introduced teachers to the charity's Holocaust education resources and explain the rationale, research and pedagogical principles underpinning these new materials.

EAS Humanities Newsletter

An EAS Humanities Newsletter is emailed to all school on a termly basis. The newsletter contains useful information around the teaching and delivery of RVE together with updates relating to the work and function of SACRE.

SECTION 3: ADVICE ON COLLECTIVE WORSHIP

3.1 School Inspection Reports

It has been the practice of SAC to scrutinise relevant sections of Estyn school inspection reports for schools across the Monmouthshire County Borough and if any issues emerge regarding collective worship, such as non-fulfilment of statutory requirements, then the LA follows this up by requesting their action plan.

SAC has resolved to continue to use inspection reports to monitor that statutory requirements are being met and to use whatever comments are applicable.

3.2 Applications for Determinations

No applications were received from schools for determinations to be made on the lifting of the requirements for collective worship to be wholly or mainly of a broadly Christian character.

3.3 School Visits

SAC appreciates the opportunities accorded to members to observe acts of collective worship in schools. Members did not have the opportunity to host a SAC meeting at a school or observe an act of collective worship during 2023-2024.

SECTION 4: OTHER ISSUES

4.1 WASACRE

SAC has continued to affiliate with WASACRE and representatives have attended its meetings. During the 2022-23 academic year issues considered at WASACRE meetings have been fully reported back to SACRE and full discussions have taken place. SAC welcomes the pro-active work of WASACRE in taking up issues that have implications for RE and keeping member SACRE's fully informed. Monmouthshire SAC has received regular feedback from Mrs Jones and those representing SAC at WASACRE meetings.

4.2 HOLOCAUST EDUCATION

Holocaust Memorial Day 2023/24 Resources – ‘the Fragility of Freedom’

Holocaust Memorial Day, 27th January 2024, theme ‘the Fragility of Freedom’ – is a time put aside to come together to remember, reflect and to learn about the Holocaust, Nazi Persecution and the genocides that followed in Cambodia, Rwanda, Bosnia and Darfur, in the hope that there may be one day in the future with no genocide. We learn more about the past, we empathise with others today, and we take action for a better future.

Commemoration of the event Millions of people who lost their lives in the Holocaust during the Second World War and in genocides around the world was remembered with a special memorial event at Caldicot Hub. The event hosted by Friends of Caldicot Library was held on Thursday 26th of January, ahead of the annual commemoration of Holocaust Memorial Day on Friday 27th of January. Members of the public, Monmouthshire County Council cabinet members and colleagues were all in attendance to hear the stories of survivors, listen to readings and to light candles in the victims’ memory.

Wales also hosted its second digital Holocaust Memorial Day ceremony.

For Holocaust Memorial Day 2025, SAC will write to all schools to encourage them to commemorate the day in some way and will advise them of theme and free educational Holocaust resources that can be found on [the Holocaust Memorial Day website](#) – these include lesson plans, film clips, case studies, collective worship/assembly material and worksheets suitable for primary to post 16 students.

4.3 CURRICULUM FOR WALES 2022

SAC has received termly updates on the developments being made with regards to Religious Education and the new Curriculum for Wales. SACRE (as it then was) received for information the embargoed copy of the CfW RVE guidance in December 2021 and was able to commence preparations on the new Agreed Syllabus (as an Agreed syllabus Conference) in early 2022 following the publication of the guidance by Welsh Government.

4.4 TRAINING OF SACRE MEMBERS

SAC members receive training on the Roles and Responsibilities of SAC at the beginning of each academic year. Members had the opportunity to attend a hybrid training session during 2023-2024, which focused on the roles and responsibilities of SACRE / SAC and explored the impact the Curriculum for Wales 2022 had on SACRE/ SAC and the changes that have been implemented following this.

4.5 MEMBERSHIP OF SAC

The current membership list showing the position as of August 2025, is attached at Appendix 1.

The following positions are currently vacant:

Co-opted places – SAC have discussed co-opting two youth representatives onto the Committee. Work and discussions around membership in this area are ongoing.

Committee A – Work is ongoing to fill the vacancies for the four non-Christian faith representatives.

Committee B – Four positions remain vacant for Trade Union Representatives. SACRE have written to schools and are in the process of writing again to seek further expressions of interest to fill these places.

SAC Officers

Sharon Randall-Smith provides support to SAC in her role as Head of Achievement and Attainment and Mrs Hayley Jones the EAS Curriculum Partner (SACs and RVE) to provide professional support to Monmouthshire SAC within the EAS region. Geraint Edwards is Legal Advisor to SAC. Mrs Wendy Barnard continues to act as Clerk to SAC and Members are very grateful to Mrs Barnard for all her work which is vital to the effective and efficient functioning of Monmouthshire SAC.

Appendix 1: MONMOUTHSHIRE SAC MEMBERSHIP AUTUMN 2022-SUMMER 2023

CHRISTIAN AND OTHER RELIGIOUS DENOMINATIONS, AND NON-RELIGIOUS PHILOSOPHICAL CONVICTIONS - COMMITTEE A

Mr. A. Szwagrzak (Roman Catholic Archdiocese)

Mrs. S. Gooding (Presbyterian Church)

Ms. R. Morteo (Church in Wales) from February 2022

Revd. J. Greaves (Baptist)

Mrs S. Cave (Bahá'í Faith)

Ms. Maddie Saraireh (Muslim Faith)

Chris Francis (Humanism)

Vacancies:

The Methodist Church (1)

The Salvation Army (1)

Hindu Faith (1)

Jewish Faith (1)

Sikh Faith (1)

TEACHERS ASSOCIATIONS - COMMITTEE B

Mr. N. Jenkins

Mrs S. Hamer

Ms. Charlotte Rhodes

Four vacancies

THE LOCAL AUTHORITY - COMMITTEE C

Cllr. Martyn Groucutt (Chair) from June 2022

Cllr. Angela Sandles from June 2022

Cllr. Louise Brown

Cllr. Paul Pavia

Two vacancies

CO OPTED MEMBERS

Two vacancies

OFFICERS

Sharon Randal Smith (Head of Achievement and Attainment)

Mrs Hayley Jones (EAS Partner for RVE and SAC)

Geraint Edwards (Solicitor, Legal Advisor)

CLERK TO SACRE

Wendy Barnard (Democratic Services Officer)

Email: wendybarnard3@monmouthshire.gov.uk

APPENDIX 2: SCHEDULE AND AGENDA OF MEETINGS

Monmouthshire SACRE Meeting 1

Wednesday, 26th October 2022 at 10.00 am, Hybrid.

AGENDA

Welcome and Apologies for absence;

Minutes of the previous meeting held on, Wednesday 15th June 2022 and matters arising;

To confirm the Annual Report 2021/22;

Constitution Update;

Membership Update and members training;

EAS RVE Partner update:

- WG RVE resources
- Estyn Update
- Monitoring provision and way forward
- HMD 2023 -Ideas to commemorate;

WASACRE business

- i. To receive and note draft minutes from WASACRE meetings
- ii. To note dates of future WASACRE meeting and confirm representation:
- iii. Autumn – Blaenau Gwent (Wednesday, 16th at 1.00 p.m, Microsoft

Any Other Business

To note the date of the next meeting as 8th March 2023

Monmouthshire SACRE Meeting 2

Tuesday, 8th March 2023 at 10.00 am, Hybrid

Welcome and Apologies

To confirm the minutes of the previous meeting held on 26th October 2022 and matters arising

SAC Constitution and Terms of Reference

Membership Report

EAS RVE Partner Update

WASACRE Business:

- i. Minutes of Autumn meeting held on 16th November 2022
- ii. WASACRE Executive Committee Nominations
- iii. WASACRE Letter: Welsh Government to undertake a short desk-based exercise, which involves looking at the text of the agreed syllabi for each local authority to get a sense of how faithful these are to the vision and ethos of RVE in the Curriculum for Wales.
- iv. WASACRE Spring Meeting: the meeting will be hosted virtually by Pembrokeshire SACRE and will take place on Tuesday 21st March.

Any Other Business

Date of next and future meetings:

- 14th June 2023 at 3pm (Please note new time)
- 13th September 2023, 3pm
- 6th December 2023, 3pm
- 13th March 2024, 3pm

Monmouthshire SAC Meeting 3

Wednesday, 14th June, 2023 at 3pm, Hybrid

Confirmation of the appointment by Council of the Cabinet Member for Education as Chair of SAC

Appointment of Vice Chair

Welcome and Apologies

To note the record of the last meeting held on 8th March 2023 (not quorate)

SAC New legal status: Geraint Edwards, Solicitor

Membership and Future Recruitment Arrangements

Qualifications Wales Full 14-16 qualifications offer consultation

- Consultation links:
- Video link: <https://wasacre.org.uk/news/>
- English: <https://haveyoursay.qualifications.wales/hub-page/the-full-14-16-offer>
- Welsh: <https://dweudeichdweud.cymwysterau.cymru/hub-page/cefndir-ycynnig-llawn14-16>

Monmouthshire Inspection Reports (Summary)

EAS RVE Partner Update

Planning for the Annual Report

Arrangements to review the progress schools are making towards delivering RVE

WASACRE Business

- i. Minutes of Spring WASACRE meeting (21st March 2023)
- ii. WASACRE Summer Meeting - Monday 19th June 2023

Any Other Business:

Dates of Next and Future meetings:

- 13th September 2023 at 3.00pm
- 6th December 2023 at 3.00pm
- 13th March 2023 at 3.00pm

APPENDIX 3: CIRCULATION OF REPORT

Copies will be sent electronically to the relevant bodies. This report will be available on the Local Authority website and the WASACRE website for interested parties to download.

Members of Monmouthshire County Council

Chair of Education Scrutiny

Regional Director of South East Wales Education Advisory Service (EAS)

Welsh Government Education Officer responsible for Religious Education

Headteachers and Governing Bodies of all County Borough Schools

All members of SACRE

Principals and Governing Bodies of all Colleges within the County Borough

Wales Association of SACRE's (WASACRE)

Minister for Education, Welsh Assembly Government

The National Library of Wales

ESTYN

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