



The Wrexham Agreed Syllabus for Religion, Values and Ethics (RVE) 2022



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Audience

SACRE members; teachers, headteachers and governing bodies of maintained schools in Wrexham; teacher unions and school representative bodies; church diocesan authorities; other religious and non-religious bodies; national bodies in Wrexham with an interest in Religion, Values and Ethics, and parents and carers.

Overview

This document sets out the details regarding teaching and learning in the mandatory element of Religion, Values and Ethics (RVE) in the Curriculum for Wales, for all Wrexham schools maintained by the local authority. This document has been adopted as the agreed syllabus for RVE in Wrexham, in accordance with the Curriculum and Assessment (Wales) Act 2021.

From September 2022, the Curriculum for Wales will be implemented by all primary schools and settings in respect of all learners up to and including Yr 6. In respect of Year 7 learners, schools will have flexibility on whether to 'opt in' to the Curriculum for Wales in September 2022, or to introduce the new curriculum for years 7 and 8 together in September 2023. Thereafter, the phased roll-out will continue as shown:

- Year 9 learners in September 2024
- Year 10 learners in September 2025
- Year 11 learners in September 2026

During the period of curriculum roll out, as a school or setting 'adopts' the Curriculum for Wales Framework, they will be required to have regard to this document for those learners. Until then, these year groups should continue to follow the previous agreed syllabus for RE, dated 14 February 2019 on the St Giles' Centre website.

Action

All maintained schools in Wrexham are legally required to 'have regard' to the Agreed Syllabus for RVE when designing their curriculum. The LA has a legal duty to review the agreed syllabus every five years.

Further Enquiries about this document should be directed to:

The Religion, Values and Ethics Adviser for Wrexham
Crown Buildings
Wrexham

E-mail: libbyjones@wrexham.gov.uk

Additional copies can be obtained from:

Wrexham Standing Advisory Council (SAC) on Religion, Values and Ethics
Crown Buildings
Wrexham
E-mail: clerktosac.rve@wrexham.gov.uk

Related documents

Curriculum and Assessment (Wales) Act 2021

The Additional Learning Needs and Education Tribunal (Wales) Act 2018

The Right Way: A Children's Human Rights Approach to Education in Wales

Introduction

Religion, Values and Ethics (RVE) is the name the Welsh Government has given to Religious Education in the Curriculum for Wales. **RVE is mandatory for all learners aged 3 to 16** and now sits within the curriculum, in the Humanities Area of Learning and Experience (Area), along with geography, history, business studies and social studies. RVE incorporates a range of disciplinary approaches that can be used by learners to engage critically with a broad range of religious and non-religious concepts. For example, disciplinary approaches relevant to RVE may include religious studies, philosophy, theology, sociology, psychology, and anthropology. There are also strong relationships between RVE and the other disciplines within Humanities as well as with other Areas.

RVE is still locally determined and therefore, as well as having regard to the Curriculum for Wales Framework Guidance on Hwb, which includes the Religion, Values and Ethics guidance, **all schools in Wrexham have to have regard to the Wrexham agreed syllabus for RVE when designing their school curriculum.** It is the local Authority's responsibility to monitor the statutory provision of RVE, and they are supported in doing this by the Wrexham Standing Advisory Council (SAC) on Religion, Values and Ethics.

This document was adopted as the Wrexham agreed syllabus for RVE in May 2022, following a formal recommendation to the LA by the Agreed Syllabus Conference on Thursday 28 April 2022. The Curriculum for Wales Religion, Values and Ethics statutory Guidance on Hwb forms the basis of the Wrexham agreed syllabus, and as such should be read in conjunction with this document.

This agreed syllabus is not intended to be a scheme of work. It provides a framework within which each school can best design its own local curriculum which includes RVE within the Humanities Area.

The RVE statutory guidance can be accessed via the Welsh Government's Hwb website:

<https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

Summary of legal changes

Schools should take note of the following points:

In accordance with the Curriculum and Assessment (Wales) Act 2021 the agreed syllabus reflects 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.
- the fact that a range of non-religious philosophical convictions are held in Wales.

Schools should also take note of the following legislative changes which will have a significant impact on schools:

- There is no parental right to withdraw their children from RVE in the Curriculum for Wales.
- Maintained schools with nursery age children and funded non-maintained nursery settings must provide RVE for all their learners from age 3 from September 2022 (See appendix 2).
- Post 16 RVE in maintained schools is optional for 6th formers.

Summary of the RVE guidance

The statutory RVE guidance which forms the basis of the Wrexham agreed syllabus for RVE, includes vital information for schools when designing their curriculum at a local level, such as:

- RVE within the Curriculum for Wales
- Spiritual development
- Designing your curriculum for RVE
 - RVE and the four purposes
 - RVE and the statements of what matters
 - RVE concepts
 - The RVE lens (sub lenses in RVE)
 - Learner progression and learning journeys in RVE
 - Enriching learner experience in RVE
 - Key links with other Areas
 - Points to consider for schools and settings
- Ensuring inclusivity in RVE
- Education in funded non-maintained nursery settings
- Education other than at school

Responsibilities

It is the responsibility of the LA, school governors and headteachers of community schools, foundation, and voluntary schools without a religious character in Wrexham to ensure that the provision in the curriculum for teaching and learning encompassing RVE has been designed having regard to the agreed syllabus. The Act requires this RVE provision to be implemented for all learners from age 3 to 16 years of age.

For Foundation and Voluntary Controlled schools with a religious character in Wrexham, it is the responsibility of the LA, school governors and headteachers to ensure that the provision in the curriculum for teaching and learning encompassing RVE has been designed having regard to the agreed syllabus. However, for these schools there is an additional requirement which applies **only if the RVE provision does not also accord** with the school's trust deed, or the tenets of the school's religion or religious denomination. In this case the school must provide additional RVE provision that does accord with the school's trust deed, or the tenets of its religion or religious denomination. This is because, a learner's parents can request that their child be provided, instead, with this additional provision and if a request of this type is made, it must be complied with.

For Voluntary Aided schools in Wrexham it is the responsibility of the school governors and headteachers to ensure that the provision in the curriculum for teaching and learning encompassing RVE has been designed to accord with the school's trust deed or the tenets of its religion or denomination. However, there is an additional requirement which applies **only if the RVE provision does not also have regard to the agreed syllabus**. In this case, the school must also include provision for RVE that has been designed having regard to the agreed syllabus. This is because a learner's parents can request that their child be provided, instead, with this additional provision and if a request of this type is made, it must be complied with.

More details on the provision of RVE in the curriculum for all types of schools can be found in the [Summary of legislation on Hwb](#).

Enquiries regarding additional provision in specific schools in Wrexham would need to be addressed to the Headteacher of the relevant school. See Appendix 3 for more information. More general information on [Church in Wales schools can be found on the Church in Wales website](#). More general information on [Catholic Schools can be found on the Catholic Education Service website](#).

The Standing Advisory Council (SAC) on Religion Values and Ethics

The function of the Standing Advisory Council on RVE is to advise the local authority on such matters connected with the provision of teaching and learning, under the Curriculum and Assessment (Wales) Act 2021, either in respect of the mandatory element of RVE, or the post-compulsory education in maintained schools of optional RVE which includes:

- methods of teaching;
- the choice of teaching materials;
- the provision of teacher training.

In addition, the SAC may advise on collective worship in County schools and any other matter the local authority may refer to the council or as the council may see fit. In addition the SAC shall in each year publish a report as to the exercise of its functions and actions.

Under the Education Acts, the LA must provide local arrangements for dealing with Complaints. The SAC on RVE may therefore consider unresolved complaints about the provision of or lack of provision of RVE. This arrangement will give parents and others the opportunity to ensure the proper provision of RVE across all schools in Wrexham.

The right to withdraw in the Curriculum for Wales

From September 2022, there will be no parental right to withdraw from RVE in respect of all learners up to and including year 6, as the Curriculum for Wales will be implemented by all primary schools and settings from this date.

Secondary schools will have had flexibility on whether to 'opt in' to the Curriculum for Wales in September 2022, or to introduce the new curriculum for years 7 and 8 together in September 2023.

For those secondary schools and settings that have not opted in to the Curriculum for Wales in respect of year 7 in September 2022, the right to withdraw will remain for year 7 learners in the 2022 to 2023 academic year, but will cease to exist for their year 7 and 8 learners in the 2023 to 2024 academic year.

From September 2023, there will be no right to withdraw in respect of years 7 and 8 as all schools and settings will have implemented the Curriculum for Wales for those learners. Thereafter, the phased roll-out of the Curriculum for Wales will continue, and the right to withdraw will be removed for:

- Year 9 learners in September 2024
- Year 10 learners in September 2025
- Year 11 learners in September 2026

More information on the right to withdraw can be found in the [Summary of legislation on Hwb](#).

Curriculum time

There is no legal requirement for a school's curriculum to provide a specific number of hours or lessons for any subject or discipline. However, as one of the mandatory elements of the Curriculum for Wales RVE should have equity with other disciplines within the Humanities Area. The Curriculum for Wales requires all schools to offer a broad and balanced education, which enables learners to make links between the different disciplines and areas of learning and experience (Areas). Therefore, curriculum design should draw together different disciplines, including RVE to provide learners with a coherent and holistic learning experience, which incorporates the following:

- the cross-curricular skills of literacy, numeracy and digital competence
- the skills integral to the four purposes
- consideration of the cross-cutting themes

More information about the role of disciplines in learning is available in the [Principles for designing your curriculum section on Hwb](#).

As learners progress, they should have greater opportunities to engage with different disciplines and to specialise within them, particularly when they reach the later progression steps. The Curriculum for Wales guidance tells us that this process should be supported by discipline-specialist teaching, which, along with the multi-disciplinary approach to curriculum design, should prepare learners who seek to specialise further during learning post-16. **This will require specialists to teach RVE and specialists to have input in designing RVE within the humanities.**

While learners should have opportunities to specialise, the curriculum must remain broad and balanced and each learner should continue to draw on learning from each Area throughout their time in compulsory education, which includes the mandatory element of RVE. Schools will be expected to enable all learners to access a range of courses of study and to take suitable qualifications at the end of compulsory education. More information on suitable qualifications, including Religious Studies GCSE will be available from Qualifications Wales in due course.

Collective Worship

Schools should take note that curriculum time for RVE must not include time given to daily acts of collective worship. Collective worship sits outside the curriculum and has its own legal standing and requirements. Parents may still request that their children are withdrawn from collective worship from September 2022, if they wish.

Post 16 RVE

In the Curriculum for Wales the mandatory status of RVE has been removed for Sixth Forms in maintained schools in Wales and therefore RVE is optional for these learners from September 2027. However, this does not prevent individual schools with Sixth Forms from timetabling RVE for all students if they wish to. If schools choose not to timetable RVE for their Sixth Formers then individual learners have the right to 'opt in' to RVE and the school would legally have to provide RVE for that or those learners. More information on Post 16 RVE can be found in the [Summary of legislation on Hwb](#).

Where a Post 16 learner requests RVE pursuant to section 61 of the Act the RVE must be designed so that it:

- reflects 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
- also reflects the fact that a range of non-religious philosophical convictions are held in Wales

There are a variety of ways that a school can provide RVE for Sixth Formers who request it. For advice on this type of provision schools can contact the RVE Advisor or Wrexham SAC on RVE for support. Contact details are available on page 2 of this document.

Resources

A wide range of resources should be available including religious and non-religious artefacts and objects, sacred and philosophical writings, other texts and reference books, adequate library provision and access to ICT, visits to local places of worship and other special places, landscapes and environments, including those with significant religious and spiritual dimensions, and appropriate visitors from the local community, including those from faith and belief groups that are represented locally and across Wales. Schools should also make use of the [RVE Resources Room based at the St Giles' Centre for RE in Wrexham](#).

Staffing and In-Service Training

A co-ordinator for RVE should be designated in all schools and settings. This can be the person who already has responsibility for Humanities or any another appropriate person. Fully accessible resources and regular programmes of professional learning should be provided.

The St Giles' Centre for RVE

Professional learning can take place in different contexts, using various media. The St Giles' Centre is able to offer a range of FREE professional learning opportunities and resources relevant to RVE-related areas for Wrexham teachers, schools and settings. You can access more information about professional learning from the St Giles' Centre Wrexham on the [St Giles' Centre website](#).

The role of the practitioner

In RVE, the practitioner will support learners in developing an understanding of religion and non-religious philosophical convictions through the exploration of different beliefs and practices and the values and ethics of people in their local, national and global communities so that they can recognise and appreciate the part that faith and belief play in life.

In the Curriculum for Wales, RVE is **objective, critical and pluralistic**, both in content and pedagogy; it is not about making learners 'religious' or 'non-religious.' Therefore the teacher **must take a non-confessional approach** to the exploration of any faith, belief or denomination. The expression 'objective, critical and pluralistic' comes from European Convention on Human Rights case law. The Curriculum and Assessment (Wales) Act 2021 ensures that all learners must be offered opportunities through RVE to engage with different religions and non-religious philosophical convictions in their own locality and in Wales, as well as in the wider world.

RVE **must be pluralistic** in nature and seek, amongst other things, to impart knowledge, develop skills and offer experiences that will deepen understanding, encourage informed judgements and develop positive attitudes and values. There is no place in RVE for the coercion of a child into any particular faith, belief or denomination, or conversely into none at all. However, this does not prohibit providing learning opportunities in which learners can experience meeting people to whom faith and belief is important. Handled sensitively with professional integrity, this is a vital part of RVE and can positively enhance learning. Therefore, visitors from faith and belief groups in the local and wider community should be encouraged and developed in order to help support a shared sense of cynefin. Sensitivity to the beliefs, values and practices of others should always be a consideration.

Local and national Faith and Belief groups

There are a number of different faith and belief groups represented in Wales that schools can engage with to enhance teaching and learning in RVE. More information about faith and belief groups represented locally, including useful information about these groups and how to contact them can be found in Appendix 4 and also on the [Wrexham County Borough Council website](#).

APPENDIX 1: Glossary of terms

Agreed Syllabus

An Agreed Syllabus is a statutory document which outlines what should be taught in Religion, Values and Ethics (formally Religious Education) in all maintained schools across Wales. Each local authority has its own locally agreed syllabus.

Agreed Syllabus Conference

A statutory body brought together by the local authority in order to produce an agreed syllabus for Religion, Values and Ethics for its maintained schools to have regard to. It is a separate legal body from a SAC.

Areas of learning and experience

The Curriculum for Wales' organising structure will comprise six AoLE, which are designed to encourage strong and meaningful links across different disciplines. The AoLE listed in the Act are:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Community school

A school that is funded and run by the local authority, which owns the land and buildings, and determines the admission arrangements.

Cynefin

The place where we feel we belong, where the people and the landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

Curriculum

Establishes all the teaching and learning experiences planned in pursuit of agreed purposes of education.

Foundation school

A school that is funded by the local authority, but is run by the school governing body. The governing body employs the school staff and has primary responsibility for admissions. The school land and buildings may be owned by the governing body or a charitable foundation.

Funded non-maintained nursery setting

Private provision, including playgroups and childminding, for children under the age of 5.

Have regard

To 'have regard to' requires that a person take into account the guidance, engage with it and carefully consider it before making a decision. Having done so, there would need to be a good reason for any departure from it and for not complying with it.

Hwb

Hwb is the digital platform for learning and teaching in Wales. Hwb provides its users with access to a range of centrally-funded, bilingual, digital tools and resources. It is the Welsh Government's strategic digital channel to support the delivery of the curriculum in Wales.

Maintained schools

Schools that a local authority has a duty to maintain. They include:

- Voluntary schools
- Community schools and community special schools
- Foundation schools and foundation special schools
- Any maintained special school not set up in a hospital

Maintained special schools

Schools providing special education needs funded by a local authority.

Mandatory

Something that is mandatory is demanded by law and must be done.

Non-confessional

An impartial approach to teaching Religion, Values and Ethics that does not require or encourage the learner to be religious or to accept a prescribed religious teaching.

Pluralistic/pluralism

A system in which two or more religions or non-religious philosophical convictions, groups, principles, sources of authority, etc., coexist.

Standing Advisory Councils on Religion, Values and Ethics (SACs)

Formerly called a Standing Advisory Council on Religious Education (SACRE) these are re-named Standing Advisory Councils on Religion, Values and Ethics and their constitution amended. All local authorities are required to constitute a SAC within their local area. SACs are an independent body which consider provisions for Religion, Values and Ethics within their local authority.

Voluntary controlled school

A school that is funded by the local authority, but the school land and buildings are usually owned by a charitable foundation (e.g. the Roman Catholic church or Church in Wales). The local authority employs the school staff and has responsibility for admissions, but will consult with the charitable foundation in drawing up the admission policy.

Voluntary aided school

A school that is part funded by the local authority and partly by a charitable foundation (e.g. the Roman Catholic church or Church in Wales) which owns the school land and buildings. The governing body employs staff and decides admission arrangements and contributes to building and maintenance costs.

APPENDIX 2: Education in funded non-maintained nursery settings

RVE provision in a funded non-maintained nursery setting should be considered as part of an overarching holistic approach to learning and development. The '[Designing your curriculum for RVE](#)' section of the [Religion, Values and Ethics guidance on Hwb](#) provides further information on RVE for ages 3 to 16, including the example learning journeys from age 3 to support practitioners in these settings with this holistic approach.

Young learners are endlessly curious; they enjoy exploring and investigating by themselves and with others, and naturally ask questions about life and the world around them. Through engaging, practical, integrated activities in this period of learning, they can begin to learn more about themselves, other people and the wider world.

Effective, learner-centred pedagogy, which is responsive, dynamic and embedded in strong relationships, should be central to the development of RVE provision in a setting. Through play, learners are able to develop their ideas, opinions and feelings with imagination, creativity and sensitivity, which can help inform their view of the world. Spending time outdoors supports learners' social, emotional, spiritual and physical development, as well as their well-being. Being outdoors also helps them to develop an awareness of the need to show care and respect for living things.

Learners in this period of learning are beginning to understand the concept of 'difference.' Practitioners should encourage them to share their knowledge and experiences of their own beliefs, heritage and traditions, as well as those of others (for example, through songs, stories and role play). This can help young learners understand more about themselves, as well as about experiences and viewpoints which may differ from their own.

A supportive, nurturing environment, where learners can learn about each other's differences and similarities, can help them to begin to develop respectful relationships and a sense of responsibility. They can begin to explore the language of rights and start to understand their right to believe different things and follow different beliefs. Through this, learners from an early age can begin to identify and understand how their actions may affect others, and learn to reflect on and revise their own perspectives, as appropriate.

APPENDIX 3: List of schools in Wrexham according to type e.g. Community, Foundation, VC, VA

Community and foundation schools WITHOUT a religious character

Acton Park Primary	Ysgol Bodhyfryd (Welsh Medium)
Alexandra School	Ysgol Bro Alun (Welsh Medium)
Barker's Lane School	Ysgol Bryn Tabor (Welsh Medium)
Black Lane CP School	Ysgol Cae'r Gwenyn
Borras Park CP School	Ysgol Cefn Mawr
Brynteg CP	Ysgol Cynndelw (Dual stream)
Bwlchgwyn CP	Ysgol Deiniol, Marchwiell
Froncysyllte CP (Dee Valley Fed)	Ysgol Heulfan
Garth CP (Dee Valley Fed)	Ysgol I D Hooson (Welsh Medium)
Gwenfro Primary School	Ysgol Lan y Pwll (Welsh Medium)
Gwersyllt CP	Ysgol Llanarmon Dyffryn Ceiriog
Hafod Y Wern Primary School	Ysgol Maes y Llan
Holt CP	Ysgol Maes Y Mynydd
Park Primary School	Ysgol Min Y Ddol (Welsh Medium)
Pen-y-cae CP	Ysgol Penrhyn New Broughton
Penygelli School	Ysgol Plas Coch (Welsh Medium)
Rhosddu School	Ysgol Rhostyllen
Rhosymedre Primary School	Ysgol Sant Dunawd, Bangor on Dee
The Rofft School, Marford	Ysgol Tanyfron
Victoria CP School	Ysgol Y Waun
Wats Dyke CP School	Ysgol Yr Hafod, Johnstown
Ysgol Acrefair	

Secondary schools:

Darland High School
New Horizons - Heulfan (PRU)
New Horizons - Stiwdio Pen-y-Cae (PRU)
Rhosnesni High School
St Christopher's School
The Maelor School (Foundation)
Ysgol Bryn Alyn
Ysgol Clywedog
Ysgol y Grango
Ysgol Morgan Llwyd (Welsh Medium)
Ysgol Rhiwabon

Foundation and voluntary controlled schools WITH a religious character

Eyton Church in Wales Voluntary Controlled Primary School

Pentre Church in Wales Voluntary Controlled Primary School (Dee Valley Fed)

St Giles' Church in Wales Voluntary Controlled Primary School

St Peter's Church in Wales Primary School

Borderbrook Anglican Voluntary Controlled School

Voluntary aided schools WITH a religious character

All Saints' Church in Wales Voluntary Aided School, Gresford

Bronington Church in Wales Voluntary Aided School

Madras Church in Wales Voluntary Aided Primary School

Minera Church in Wales Voluntary Aided School

St Anne's Catholic Primary School

St Chad's Church in Wales Voluntary Aided School, Hanmer

St Mary's Catholic Primary School, Wrexham

St Mary's Church in Wales Voluntary Aided School Brymbo

St Mary's Church in Wales Voluntary Aided School, Overton

St Mary's Church in Wales Voluntary Aided School, Ruabon

St Paul's Church in Wales Voluntary Aided School, Isycoed

Secondary schools:

St Joseph's Catholic and Anglican High School

Each year the school admissions team updates the 'Parents Guide to Education Services' which includes a full contact list and the legal name of each school. [This guide is available on the Wrexham County Borough website.](#)

APPENDIX 4: Local Faith and Belief groups

For details about local faith and belief groups in and near Wrexham, contact Wrexham Standing Advisory Council (on Religion Values and Ethics).

Email: clerkτοςac.rve@wrexham.gov.uk

There is also some useful information about local places of worship on the [Wrexham County Council website](#).

Some national faith and belief websites are included below:

UK Bahá'í Community	https://www.bahai.org.uk
Cytûn - Churches together in Wales	https://www.cytun.co.uk/hafan/en/home
Hindu Council UK	https://hinducounciluk.org.uk/
Humanists Wales	https://humanists.uk/wales
The Board of Deputies of British Jews	https://bod.org.uk
The Buddhist Council Wales	http://buddhistcouncilwales.blogspot.com/p/organisations.html
The Catholic Church in England and Wales	https://www.cbcew.org.uk
The Church in Wales	https://www.churchinwales.org.uk
The Muslim Council of Wales	https://muslimcouncil.wales
The Pagan Federation	https://www.paganfed.org
The Sikh Council of Wales	http://sikhcouncilofwales.com

APPENDIX 5: Learner Voice

In line with the United Nations Convention on the Rights of the Child (UNCRC), Wrexham local authority has engaged with young people aged 11 - 25 through Senedd yr Ifanc Wrecsam (Wrexham's Youth Parliament) to find out their views and opinions on the changes affecting religious education in Wales and the transition to Religion, Values and Ethics. The outcomes of the discussion are outlined here.

On the whole, Senedd yr Ifanc was very positive about RVE. Some of the things the young people talked positively about were:

- The name change – more relevant;
- The importance of exploring different religions and non-religious beliefs for a cohesive society;
- The importance of feeling included within these lessons;
- Learning about people's values and ethics as well as their religions will be more interesting and appealing to learners of all ages and backgrounds;
- The importance of RVE being for everyone and the right to withdraw being removed;
- The need to ensure that teaching and learning is based on authentic and accurate information, especially with regard to perhaps less familiar religions or denominations and non-religious beliefs that are represented locally and nationally.

Some of the questions the young people raised were:

- Will all teachers fully engage with an objective, critical and pluralistic approach to RVE?
- Will the changes have a negative impact on how much we learn about Christianity?
- Will teachers' subject knowledge be broad enough to accommodate the addition of non-religious beliefs?
- Is there a danger that lesser known beliefs like paganism will be explored through cultural appropriation?
- Will Christian teachers and learners feel like they are losing out because they are not able to concentrate on their own religion as much?
- Will the inclusion of non-religious beliefs in to an already full curriculum, overload the subject?
- What will the exams include and will there be one RVE exam for everyone or a separate one for schools of a religious character?

The local authority will consider these questions with the support of its SAC, in order to ensure that these issues are addressed in the journey to curriculum roll out.