

Title: The Impact of Covid-19 in Wales.


<p>Titles</p>	<p>The Impact of Covid-19 in Wales – Practical Work</p>	<p>Faith in action in a Pandemic?</p>	<p>The digital response of churches and chapels</p>
<p>Logic</p>	<p>DISCLAIMER: The Teachers' Notes have been updated so that the resource can be used through Curriculum for Wales. However, the content of the articles has been archived and the information has not been updated. The articles are kept on the website as the content is still relevant to Curriculum for Wales: Religion, Values and Ethics.</p> <p>The four purposes of 'Curriculum for Wales - A curriculum for life' By learning about The Impact of Covid-19 in Wales in their Religion, Values and Ethics education lessons, there will be opportunities for learners to develop [as/into]:</p> <ul style="list-style-type: none"> • Ambitious, capable learners who can explain the ideas and concepts they are learning about; • Healthy, confident individuals who have secure values and are establishing their spiritual and ethical beliefs; • Enterprising, creative contributors who give of their energy and skills so that other people will benefit; • Ethical, informed citizens who engage with contemporary issues based upon their knowledge and values. <p>RVE in The Curriculum for Wales By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to:</p> <ul style="list-style-type: none"> • Engage with and explore ultimate and philosophical questions • Undertake enquiries and engage with sources of wisdom and philosophies • Develop and express their own informed viewpoints • Use their knowledge and understanding of religious and non-religious worldviews to think critically about their own values • Explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history • Evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues • Explore the beliefs and practices of the people in their community, Wales and the wider world and respond sensitively to them • Develop secure values and establish their own ethical beliefs and spirituality • Discuss and reflect on their own perspectives and those of others 		

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	<p>The RVE lens</p> <p>By reading and using the articles in their Religion, Values and Ethics lessons, learners will have opportunities to explore a range of RVE concepts through the sub lenses below:</p> <ul style="list-style-type: none"> • <u>Search for meaning and purpose;</u> • <u>The natural world and living things;</u> • <u>Identity and belonging;</u> • <u>Authority and influence;</u> • <u>Relationships and responsibility;</u> • <u>Values and ethics;</u> • <u>The journey of life;</u> <p>*Please note that RVE is locally determined through an agreed syllabus. Each local authority has its own agreed syllabus for RVE that schools must have regard to. All agreed syllabi have had regard to the Curriculum for Wales framework and RVE guidance referenced above and below.</p> <p>Useful Links:</p> <p>The RVE Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</p> <p>Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities</p> <p>Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</p> <p>Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		

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Key Words		<p>Pandemic - an infection or disease that is spreading all over the world.</p> <p>Image - picture.</p> <p>Swarm- a collection of animals / insects.</p> <p>Animistic - The attribution of a living soul to plants, inanimate objects, and natural phenomena.</p> <p>Fate - future, what lies ahead.</p> <p>Reverend - this is the title given to ministers or priests.</p> <p>Missionary - going to an area (usually new) to share the message of a particular religion e.g. missionaries from the Presbyterian Church of Wales travelled to India to share the Christian message and faced great dangers.</p> <p>Missionary enabler - a person who goes to a church, a group of churches to help them reach people with the Christian message.</p> <p>Chaplain - a person who represents a particular religion and works in an organisation to give people help and support e.g. prison chaplain, hospital chaplain, factory chaplain.</p>	<p>Covid - 19 Pandemic - the disease that has spread worldwide.</p> <p>Reflections - short pieces on various topics that try to get people thinking.</p> <p>Archbishop of Wales - Leader of the Church in Wales.</p> <p>Minister - spiritual leader in a chapel.</p> <p>Mosque - Muslim place of worship.</p> <p>Gurdwara - the Sikh place of worship.</p>

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		<p>Bereaved - people who have lost a loved one through death</p> <p>BAME - people from a black, Asian or other ethnic minority background.</p> <p>Prevention - stopping something.</p> <p>Anxiety - worrying a lot about things.</p>	
<p>Search words</p>		<p>Pandemic</p> <p>Covid-19</p> <p>Coronavirus</p> <p>Bala College</p> <p>Sangkhuma</p> <p>Owain Edwards</p> <p>Chaplain</p> <p>GP</p> <p>Prayer</p>	<p>Pandemic</p> <p>Covid 19</p> <p>Welsh Government</p> <p>Technology</p> <p>Places of Worship</p> <p>Facebook</p> <p>Youtube</p> <p>Zoom</p> <p>Skype</p> <p>Sunday School</p> <p>Service</p> <p>Mosque</p>

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			Sikh Buddhism Radio Cymru S4C
Extended Tasks	<p>'It will be Science, not religion, that will solve the coronavirus crisis.'</p> <p>Organise a class discussion on the topic including speeches for and against the statement. Remember to refer to the evidence relating to science (<i>e.g. the characteristics of the virus, hygiene guidelines / wearing masks / keeping distance, lab efforts to vaccinate</i>) and the role of religion (<i>eg prayer, end of life comfort, family or community support</i>) religious, charitable work in society)</p>		
Classroom Tasks	<ol style="list-style-type: none"> Many areas of Wales and beyond organise charitable activity. Gather information on what is organised by religious and other groups in your area. Make a collection of excerpts from the holy books of different religions that highlight the need to help others. 'Are we going to stop the lunch provision scheme for an hour on a Sunday service?' The comments of Nia Wyn Morris of Newtown Church raise questions about the future role of the churches. Make a table with points for resuming worship and points for continuing the charity work. 	<ol style="list-style-type: none"> Design a poster offering a Chaplain service in a hospital, factory, school or prison. The poster should show the type of service the Chaplain offers. Many people have been praying during the lockdown and coronavirus phase - some who have not prayed for years. Why not write a short prayer asking for help for yourself or others to face the challenge of the virus or write a letter to cheer up a friend, neighbour or relative who has to self-isolate during the Lockdown. Churches / chapels / temples / mosques have been asked to close temporarily to prevent the spread of the coronavirus. Some churches in America refused to 	<ol style="list-style-type: none"> Draw up a questionnaire to ask members of a place of worship in your area about how effective the arrangements were during the lockdown period. Summarise the findings of the questionnaire to share with local religious leaders. Discuss whether technology can ever replace face-to-face relationships. Refer to your personal experiences during the remote learning period. Draw up a table outlining the pros and cons of social media as a way of hosting events. Plan a digital religious service in any religion of your choice or a service that will provide comfort to people of all

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	<p>5. Which side comes out strongest?</p>  <p>Here is a poster that has appeared outside many chapels. How do the events of the past months reflect these words from St.Paul?</p>	<p>do this, saying that they had to worship and that God would protect them from the virus. Draw a paragraph that argues with this, and another paragraph that argues against.</p> <p>4. Read the stories and verses below from the Christian Bible.</p> <p>In your opinion, what history of the Bible would help a person ill with coronavirus? Explain why.</p> <ul style="list-style-type: none"> - Matthew 8 verse 14-17 Healing Peter's mother-in-law - Luke 18 verse 35-43 A blind beggar sees - Luke 17 verse 11-19 Healing ten men suffering from leprosy <p>Then read the verses. Which verse do you think would help a person facing a problem or crisis? Explain why.</p> <ul style="list-style-type: none"> - Psalm 34 verses 17-20 - Mark 4 verses 35-41 - Hebrews 4 verse 16 	<p>faiths and non-faiths during the Lockdown.</p> <p>5. Which medium do you think is the most effective for a place of worship to use? What advice would you give to a religious community looking to make better use of technology over the winter months?</p>

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Further resources			