

Title: Religion and Politics

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 However, the content of the articles has been archived and the information has not been updated.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

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	<p><b>The RVE lens</b>  <b>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:</b></p> <ul style="list-style-type: none"> <li>• Search for meaning and purpose;</li> <li>• The natural world and living things;</li> <li>• Identity and belonging;</li> <li>• Authority and influence;</li> <li>• Relationships and responsibility;</li> <li>• Values and ethics;</li> <li>• The journey of life;</li> </ul> <p><b>*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.</b></p> <p><b>Useful Links:</b></p> <p><b>The RVE Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance</a>  <b>Hwb Humanities Guidance</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities">https://hwb.gov.wales/curriculum-for-wales/humanities</a>  <b>Statements of What Matters</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/">https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/</a>  <b>Cross-cutting Themes</b> - <a href="https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes">https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</a></p>		
<p><b>Key Vocabulary</b></p>	<p>Atheist - a person who does not believe that God exists.</p> <p>Protestants - numerous Christian traditions that grew from the fifteenth century onwards.</p> <p>Catholics - Christians who belong to the Roman Catholic Church and follow the Pope's lead.</p>	<p>Cytûn - a group of diverse churches that work together nationally and locally.</p> <p>Decent - in an acceptable or respectful way.</p> <p>Calling - some people feel that God is 'calling' them to do a certain job e.g., some feel called to be a minister / doctor / teacher.</p>	<p>Albert Einstein - one of the greatest Physicists ever, who was responsible for the splitting of the atom.</p> <p>Parliament - the body responsible for making new laws.</p> <p>Archbishop - a bishop of the highest rank.</p> <p>Bishop - a senior member of the Christian clergy, usually in charge of a diocese and has</p>

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	<p>Evangelists - Christians who follow the Bible verbatim; a very numerous group in the United States of America and some other countries.</p> <p>Puritans - Christians who founded the USA to achieve religious freedom.</p> <p>'Bible Belt' - a collection of US states that are considered religious and conservative.</p>	<p>Chaplaincies - where a minister or lay person represents a faith or faith organisation working in a place of work e.g. school, prison, airport, college offering spiritual help.</p> <p>Lay preacher - a person (not ordained as a minister or priest) who goes around chapels / churches on Sundays to lead a service and give a message based on the Bible.</p> <p>Challenging – posing a challenge</p> <p>Cross-Party - something that involves different political parties, not just one.</p> <p>Abortion - disposing of a baby when in the womb.</p> <p>To espouse / to hold - support or hold a particular point of view.</p> <p>Humanists: people who believe that there is no need to follow God or religion in life.</p>	<p>the right to prescribe holy orders.</p> <p>House of Lords - The House of Lords is the second chamber of the British Parliament. It is independent, and supports the work of the House of Commons.</p> <p>Ayatollah - a high-status religious leader among Shia Muslims, especially in Iran.</p> <p>Theocracy - a system of governance in which believers rule in the name of God or a God.</p> <p>Vatican - a city-state surrounded by Rome, Italy, is the headquarters of the Roman Catholic Church.</p> <p>Dietrich Bonhoeffer - German Lutheran Minister who opposed Hitler.</p> <p>Flossenburg - a Nazi concentration camp built in May 1938.</p> <p>Nazis - the ideas and practices associated with Adolf Hitler and the Nazi Party.</p> <p>Muhammad Ali - American professional boxer.</p> <p>The Vietnam War - conflicts in Vietnam, Laos, and Cambodia between November 1, 1955 and the fall of Saigon on April 30, 1975.</p> <p>Martin Luther King - an African-American Baptist minister who became the most visible spokesman and leader of the civil rights movement from 1955 until his assassination in 1968.</p> <p>Mohandas Gandhi - An Indian lawyer and nationalist who used non-violent opposition to lead the successful campaign for India's independence from British rule and, in turn,</p>

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			<p>inspired civil rights and freedom movements around the world.</p> <p>Dalai Lama - The spiritual leader of the Tibetan people.</p> <p>Wang Yi - is the pastor of the Early Rain Covenant Church in Chengdu.</p>
<b>Search Words</b>	Atheist Evangelists Catholics Protestants Conservative Liberal	Senedd Cytûn Darren Millar Dai Lloyd Eluned Morgan Politics Prayer	Religion Politics Friends Enemies Einstein Britain Archbishop Bishop Iran Vatican Ayatollah Islam Muslim Boxing Vietnam Buddhism Tibet China North Korea Persecution
<b>Classroom tasks</b>	Extended tasks that require pupils to use the 3 articles, refer to religious beliefs / teachings and practices when responding to fundamental / religious questions.		

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	<ol style="list-style-type: none"> <li>1. Gather information about the different religious groups in America today. You could mention Protestants, Evangelists, Catholics, Mormons, Jews, Muslims and others. Why not present information paragraphs, statistics, charts, graphs etc?</li> <li>2. How strong is the political influence of different religious groups in America today? How did this influence the outcome of the 2020 election?</li> <li>3. To some extent Donald Trump saw himself as 'chosen' to lead the United States of America. Was this a good or bad thing in the long run?</li> <li>4. Some believers see America as a God-chosen country. Remember the words 'Make America Great Again' and 'Make America Godly Again'. To what extent is that good or bad? Try to make bullet points on both sides.</li> <li>5. What are some of the main ideas of the Christian right-wing in the USA? Reference can be made to their</li> </ol>	<ol style="list-style-type: none"> <li>1. The Senedd has ventured into new ground in allowing 16-year-olds to vote in the May 2022 Parliamentary elections. How much do you know about the Senedd and the work done by Members of the Senedd? Why not test your knowledge while visiting a website and watch the information videos <a href="https://senedd.cymru/pleidlais16">https://senedd.cymru/pleidlais16</a> and take part in the quizzes by clicking on Kahoot?<a href="https://create.kahoot.it/share/cwis-ein-senedd-ni/3ebd0798-317e-4d80-af17-4db1e2312e30">https://create.kahoot.it/share/cwis-ein-senedd-ni/3ebd0798-317e-4d80-af17-4db1e2312e30</a></li> <li>2. The Senedd has been discussing a new Curriculum for Welsh schools, and the place of Religious Education in schools has received much attention. What do you think are the benefits to school pupils of introducing faith and different religions or beliefs such as humanism? Make a list of the benefits and discuss your points with another pupil.</li> <li>3. Many petitions are presented to the Senedd as people seek to improve the country and the situation of people in Wales. If you had the opportunity to present a petition, what would the petition ask for? Do what different religions teach make you think about one subject in</li> </ol>	<ol style="list-style-type: none"> <li>1. Further research the history of people in any country that challenges the politics of the government of that country on the basis of their religious beliefs. Make a presentation for the rest of the class.</li> <li>2. Have a class discussion on the topic - 'A religious believer should put his religious conscience above all else</li> <li>3. Write an article giving your views on whether society creates people or people create society.</li> <li>4. Create a blog from the perspective of someone who has challenged government on the basis of religious beliefs and try to explain the reasons for doing so and the personal / family / social cost. Also try to think of the questions that the individuals would have asked themselves.</li> <li>5. Does religion have a place in politics or politics in religion? Discuss.</li> </ol>

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	<p>views on:</p> <ul style="list-style-type: none"> <li>• Abortion;</li> <li>• Marriage;</li> <li>• Family life</li> <li>• Israel;</li> <li>• The future of America.</li> </ul>	<p>particular? Give an example and explain what teachings have led you to decide the subject of the petition. Draw up the wording of the petition.</p> <p>4. Do you think there should be a period of prayer / meditation at the start of the Senedd business sessions? Discuss this in class.</p> <p>5. Dai Lloyd, Darren Millar and Eluned Morgan are open about their faith. If a politician holds a particular faith, or holds the views of humanism for example, do you think it should be necessary to state that publicly? Should this be mandatory? Discuss this in class</p> <p>6. Try to believe a verbal picture of a person / politician you would be willing to vote for. Please indicate what would attract you to cast your vote for him / her e.g.,</p> <p>Experience of working in the community</p> <p>Ability to listen and give people time</p> <p>Smile .....</p> <p>Would faith appear on your list? (Irrespective of which religion).</p>	
<b>Further</b>			

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<b>Resources</b>			