

Title: The Welsh Multi-faith Society

Titles	The Orthodox Church in North Wales	Life as a Muslim in Wales	Hinduism in Wales
Logic	<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 However, the content of the articles has been archived and the information has not been updated.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 Welsh Multi-faith Society 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 <p>The RVE lens 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>		

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	<ul style="list-style-type: none"> • Search for meaning and purpose; • The natural world and living things; • Identity and belonging; • Authority and influence; • Relationships and responsibility; • Values and ethics; • The journey of life; <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 Hwb Humanities Guidance - https://hwb.gov.wales/curriculum-for-wales/humanities Statements of What Matters - https://hwb.gov.wales/curriculum-for-wales/humanities/statements-of-what-matters/ Cross-cutting Themes - https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#cross-cutting-themes</p>		
Key vocabulary	<p>LLAN - a piece of land, or church, associated with one of the early Christians of Wales. These 'saints' lived, worked, and worshiped on this land, and sometimes the land was surrounded by a wall.</p> <p>Saint - in the New Testament, saint means a person who has put his faith in Jesus Christ. It is also used today for a person who lives, or has lived, a very good life.</p> <p>Some Christian Churches canonise special</p>	<p>MOSQUE- a Muslim building for prayer and worship.</p> <p>COMMUNITY - any group of people who share things in common.</p> <p>IDENTITY - the way a person sees oneself in terms of background and belonging.</p> <p>EID - one of Islam's leading festivals to celebrate the completion of the fast of Ramadan.</p>	<p>PERSECUTION - People are treated unfairly and driven from their homes, jobs and country because they belong to a particular group of religion or race.</p> <p>CENSUS - A government survey of the population of the country. It is undertaken every ten years.</p> <p>REFUGEE - one who has to flee his country in search of safety.</p> <p>EXPEL - send someone from their country or</p>

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	<p>people after their death, and are formally known as a Saint eg. Saint David.</p> <p>ORTHODOX - a family of Christian Churches in a community with the Patriarch of Constantinople. Also involves following teachings that are correct and true.</p> <p>ROMAN CATHOLIC- Belonging to the Roman Catholic Church or to its teachings, its organisation, its practices, its rituals, and its traditions.</p> <p>NEW TESTAMENT - The Bible is divided into two - the Old Testament, which describes the story of God and his people before Jesus Christ came into the world, and the New Testament which tells the story of the birth, life, death and resurrection of Jesus, and the story of Jesus' followers sharing the message of Jesus with others.</p> <p>BOOK OF ACTS - the 5th book of the New Testament, that tells the story of the early followers of Jesus Christ, and what happened after Jesus left this world.</p> <p>THE EARLY CHURCH - The Christian Church in the early days of its history.</p>	<p>IMAM - leader of the Islam community.</p>	<p>jobs</p> <p>PREGNANT - expecting a child</p> <p>MANDIR - a Hindu temple</p> <p>CULTURE - a way of life</p> <p>BHAJAN - literally means 'sharing' and refers to any song with a religious or spiritual theme.</p> <p>KIRTAN - frequent story telling with music accompaniment.</p> <p>ARATI – to offer respect or welcome to someone special.</p>

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	<p>Apostle - The disciples who sent Jesus to preach the Gospel. A person who is sent as a messenger or a missionary.</p> <p>UNDERPRIVILEGED - not enjoying all the benefits that other people get.</p> <p>ESTABLISH - getting something started; set something up.</p> <p>PROTESTANT REFORMATION - A 16th century religious movement which was begun to reform (change) the doctrines, order and rites of the church of Rome, but which led to the establishment of a new Church. Protestants do not recognise the Pope.</p> <p>MONK- A male member of a religious society who retires and vows not to marry, to live in poverty and obey.</p> <p>ORDAIN – Appoint (priest, minister).</p> <p>PRIEST - a person who has been appointed and ordained to administer sacraments, lead public worship, preach.</p> <p>ADMINISTRATION - organise, do all the</p>		

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	<p>necessary paperwork.</p> <p>UGAIN - 20</p> <p>CONSTANTINOPLE - the old name for Istanbul, Turkey. After 1054, when the Christian Church split in two, Constantinople became the focus / centre of the Orthodox Church.</p> <p>EMPLOYMENT - paid work.</p> <p>ICON - A sacred image or picture of Jesus Christ, the mother of Jesus or one of the saints. The Orthodox Church uses icons as an aid to worship and prayer.</p> <p>ST JOHN CHRYSOTOM. 347 OC - 407 O.C. - Archbishop of Constantinople. He is known as one of the leaders (Fathers) of the Early Church.</p> <p>PROMOTE - Strengthen, heal, revitalise, boost.</p> <p>DIVINE LITURGY (EUCHARIST): Sacrament of the Lord's Supper, the Communion service. A service when Christians remember the sacrifice of Jesus Christ on the Cross and</p>		

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	<p>eat bread and drink wine.</p> <p>ALTAR - a special place / table where the bread and wine for the Eucharist is laid, Communion table.</p> <p>SANCTUARY - a special place in the church, dedicated to the prayer and worship of God.</p> <p>NATIONS - people from different countries.</p> <p>MARGINAL - on the edge of life, not important.</p> <p>IDENTITY - what makes us different as a nation to other nations.</p> <p>COMMUNITY - A society, close and friendly relationship between two or more persons.</p> <p>TO BAPTISE - a sacrament in the Christian Church when a person presents himself (or when a child is delivered) to Jesus Christ and vows to follow him and serve him. People are baptised with water - either a little water on their forehead, or they are immersed in a pool of water.</p>		

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Search words	Father Deiniol Orthodox Church Protestant Reformation Constantinople Divine Liturgy Saint/Saints Eucharist Screen Icon Blaenau Ffestiniog All Saints Church of Wales	Allah Muhammad Mosque Imam Quran Community Ramadan Eid	Wales Census Temple Refugee Uganda President Cardiff Culture Volunteers
Classroom tasks	Extended tasks that require pupils to use the 3 articles, refer to religious beliefs / teachings and practices when responding to fundamental / religious questions.		
Extended tasks	<ul style="list-style-type: none"> Look at a map and find anywhere within a ten mile radius of the school that starts with the word Llan. Make a list of the names. Choose one and research the life of the saint named in the name. Only men may serve as priests in 	<ul style="list-style-type: none"> 'For those of you who were at the National Eisteddfod in Cardiff Bay, it is interesting to note that there has been a community of Muslims from Somalia and Yemen in the dockland area of Cardiff for two hundred years.' Research the history of these people and how their community formed, 	<ul style="list-style-type: none"> Further investigate the history of the Asians' expulsion from Uganda. Imagine the same thing happening to you and create a blog summarising your feelings. If you had to leave your home urgently to go to another country what 10 things would you take with you and why?

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	<p>the Orthodox Church, and in some other Churches as well.</p> <p>Or</p> <ul style="list-style-type: none"> • Priests in the Orthodox Church, and in other churches, wear special robes (round collar, long robes etc.) • Do you think this is a help or a hindrance to the work of the Church today? • Try to find out about Constantinople, and write a paragraph about its history and importance for the Christian faith. • Try to design an icon that would help you think of God or pray. 	<p>developed and changed over the years.</p> <ul style="list-style-type: none"> • Which mosque is closest to your home? Why not get in touch and ask about the history of the Muslim community associated with the location? • 'It must be ensured that the idea of multiculturalism works in Wales and the rest of the UK' <p>This has been a comment made by many politicians and others over the years - but what does that mean? With a partner or in a group, draw up a debate</p> <p>a) for assimilation (i.e. accepting the culture and way of life of the people around you);</p> <p>b) preserving identity (a very different way of life and culture). There can be a middle way of course!</p> <ul style="list-style-type: none"> • Study one particular mosque. This can be a building in Wales or beyond. It can be drawn up and labelled, the main features explained, present information 	<ul style="list-style-type: none"> • Discuss the problems that a minority group may face when trying to set up in another country with a completely different culture and religion. • What can be done to reduce prejudice and hatred on the grounds of race or religion? Write an article presenting your ideas. • Invite a member of a minority community to the school to discuss their hopes for the future and some of the difficulties they face.

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		<p>on the background of the place and the use made of it today.</p> <ul style="list-style-type: none"> • 'I love this place. If you are looking for a place to pray, here it is. It's a good place to relax and I would recommend it to anyone'. This is one person's comment about the mosque in Bangor. Ask people around you, including family members, to gather their views on their place of worship. • Create a Facebook page for a place of worship. It must be made attractive and interesting in order to attract the people of the community there. • Check out this short piece on Youtube. It mentions Bangor Muslims helping the poor and homeless. Look for further examples of charity work undertaken by Muslims; e.g. through Islamic Relief <p>https://www.youtube.com/watch?v=wm5R4rZWSw4</p>	
Further resources			

