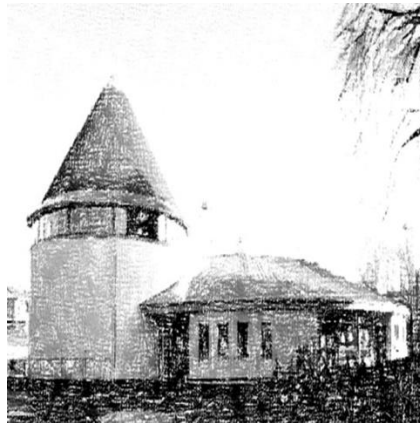




Priory Church In Wales (Aided) Primary School

*'Celebrating Creativity, Imagination and
Belief'*



Teaching and Learning Policy for Religion, Value and Ethics

(RVE)

Adopted by Headteacher and Governing Body on April 2022

Readopted on: 20th January 2025

(To be reviewed Spring Term 2025-2026)

Signed

Headteacher (Miss Claire Pugh)

Signed

Chair of Governors (Cllr Matthew Dorrance)

Humanities Link Governor: Rev Mark Clavier

AoLE Co-ordinators: Mrs Annie Thomas and Miss Claire Pugh

At Priory Church in Wales School, we are dedicated to developing a learning environment that enables children to realise their true potential.

'I have come that they may have life and have it to the full' John 10:10

With the care and support of our teachers and friends, we learn to become respectful, responsible, generous and resilient. Mantle of the Expert and our Christian beliefs enable us to work together imaginatively and value each others' strength and interests, which shows our children displaying a sense of Cynefin and having an awe and wonder of the places we are from and the world we live in.

RVE is seen in our school as part of our everyday learning through philosophy, MoE sessions and our enabling learning environments. In addition to this we know and celebrate that Wales has a rich and distinctive culture with its own language, customs, festivals, music and politics. It is a culture in which many diverse views co-exist within a society bound by the common values of democracy and the rule of law. This diversity creates the dynamic and vibrant society, which reflects modern Welsh life where all social, cultural, religious and spiritual beliefs are scrutinised, and those who hold them are respected and treated equally.

The celebration and underpinning of this diversity are fundamental to the ethos of Church in Wales schools and should be embedded in all aspects of the curriculum through rich learning experiences. Throughout its history Wales has welcomed people of different faiths and from different cultures, and via its teaching of the subject of religion, values and ethics, the Church in Wales supports an approach which promotes the understanding of and respect for all religions, beliefs and non-

religious world views, thus reflecting the diversity that exists in our forward-looking Welsh society.

Our approach celebrates a creative, compassionate education that embraces and empowers, ensuring that children and young people are supported to engage with matters of “purpose, faith and belief” and to fulfil their roles as valued members of society ready to play a full part in life and work as ethical, informed citizens of Wales and the world.

Our curriculum

The Church in Wales welcomes the fact that Religion, values and ethics is a statutory requirement of the Curriculum for Wales and is mandatory for all learners from ages 3 to 16.

RVE forms part of the Humanities Area. This Area encompasses geography; history; religion, values and ethics; business studies. These disciplines share many common themes, concepts and transferable skills, whilst having their own discrete body of knowledge and skills.

There is no parental right to request that a child is withdrawn from RVE in the Curriculum for Wales.

RVE within the Curriculum for Wales can offer a distinctive contribution to the realisation of the four purposes for all learners. As such, preparing learners in Wales for life and work in a fast-changing and diverse world, as responsible and informed citizens.

RVE guidance is situated within the Humanities Area and 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.

Concepts are important in RVE because they are central ideas that help learners to make sense of and interpret human experience, the natural world and their own place within it. Learners will have opportunities to explore RVE concepts through a variety of sub lenses which make up the RVE disciplinary lens.

Our curriculum is inclusive, objective, critical and pluralistic, both in content and pedagogy and that it is not about making learners ‘religious or ‘non-religious’. It advocates that the teaching of RVE must promote openness, impartiality and respect for others.

Developing Spiritual development in Church in Wales Schools

Learners will develop how to be healthy, confident individuals. Spiritual development is concerned with our natural ability to look for, express and understand what is important in life, and to question who we are and why we are here. Spiritual development may or may not involve religion. However, it does focus on four aspects: self, others, beauty and questions about something beyond the ordinary. (See Appendix 1 for an approach to spirituality in a Church in Wales school focusing on the four aspects).

The connecting idea between these four aspects is “relationships” (See Appendix 1). These four aspects intertwine and overlap each other. Ultimately, spirituality is the act of being fully human by revealing ourselves, our relationships with others, with beauty and the beyond and doing so through love.

RVE and the Four Purposes

RVE makes an important and distinctive contribution to supporting the four purposes by giving learners opportunities to:

- engage with and explore ultimate and philosophical questions about the meaning, significance and purpose of life, and about the nature of human thought and of the universe, and the connections between them
- undertake enquiries and engage with sources of wisdom and philosophies that encourage them to explore the challenges, opportunities and responses of human beings in the context of their cynefin, locally, in Wales and the wider world, as well as support them in evaluating their own perspectives and those of others
- develop and express their own informed viewpoints, which prepares them for lifelong learning in a pluralistic and diverse world
- use their knowledge and understanding of both institutional and personal religious and non-religious beliefs and practices to think critically about their own values and about how they might make important social and personal decisions
- explore the ways in which religion and non-religious philosophical convictions have influenced human experience throughout history, so that they can make sense of their place in the world, imagine possible futures and create responsible solutions that take in to account the diverse needs and rights of all people
- evaluate and use evidence from a range of religious and non-religious sources to engage with ethical and moral issues, past and contemporary, that challenge their knowledge and values. This enables learners to develop an understanding of religion and belief, culture, community, their cynefin, Wales and the wider world now and in the past, which can help to nurture a sense of place and belonging
- respond sensitively to religion and non-religious philosophical convictions and explore the beliefs and practices of people in their community, Wales and the wider world, and how these might impact their actions and choices
- develop secure values and establish their ethical beliefs and spirituality through the exploration of religion and non-religious philosophical convictions

on a range of issues, which can in turn enable them to form positive relationships based upon trust and mutual respect

- discuss and reflect on their own perspectives and those of others on a range of issues, which help them to build their mental, emotional and spiritual well-being by developing confidence, resilience and empathy.

As a Church in Wales School our concepts develop an understanding of the discipline and its value, we:

- provide rich contexts for learners to be curious, to explore ultimate questions and to search for an understanding of the human condition, as well as providing opportunities for learners to reflect and to experience awe and wonder, in a range of meaningful real-world contexts
- develop rich contexts for enquiry into the concepts of religion, lived religion, worldviews, secularity, spirituality, life stance, identity and culture to develop learners' well-rounded understanding of religious and non-religious beliefs and practices
- provide rich contexts for engaging with concepts of belief, faith, truth, purpose, meaning, knowledge, sources of authority, self, origin, life, death and ultimate reality, which can enable learners to develop an understanding of personal and institutional beliefs about the nature of life and the world around them
- develop rich contexts for exploring the concepts of identity, belonging, relationships, community, cynefin, diversity, pluralism and interconnectedness, which can enable learners to gain a sense of self and develop spirituality
- explore the concepts of equality, sustainability, tolerance, freedom, prejudice, discrimination, extremism, good and evil, which can give learners an insight into the challenges and opportunities that face societies
- reflect the concepts and contexts of religiosity, practice, ritual, tradition, worship, sacredness, symbolism and celebration to develop learners' understanding of religion and belief
- provide rich contexts for exploring the concepts of ethics, morality, justice, responsibilities, authority, humanity, rights, values and social action.

The RVE lens

This enables our children to see the world through different eyes, sub lenses from a Christian perspective, while developing a learning experience that is objective, critical and pluralistic.

Sub lenses in RVE include:

- Search for meaning and purpose

How people respond to the deeper questions of life in order to understand the human condition.

- The natural world and living things

How and why people show concern and responsibility for the world and experience awe and wonder in nature.

- Identity and belonging

What makes us who we are as people, communities and citizens living in a diverse world.

- Authority and influence

How and why different types of authority influence people's lives.

- Relationships and responsibility

How people live together and why developing healthy relationships is important.

- Values and ethics

How and why people make moral choices and how this influences their actions.

- The journey of life

What people experience as part of the journey of life and how these experiences are acknowledged.

Our learning journey

Our learning journey will reflect the sub lenses alongside the description of learning in the Humanities AoLE. The journey our children will take will be creative and the progression seen throughout a series of sessions will be taken at the learners pace. (See examples of learning journey's in Appendix 2)

As a Church in Wales school we will ensure all our learning journey's will ensure our children have a board range of experiences through a creative manner ensuring we cover a range of experiences including:

- engage with religious and non-religious local communities in ways that learners will find meaningful and valuable
- engage in role play and participate in, or observe, activities such as celebrations or re-enactments
- consider what influences people, including Christians, in their response to ethical dilemmas, solve real and present problems, and explore past events
- experience and reflect on the mystery, awe and wonder of the natural world, historical locations and religious and cultural sites
- observe and participate in cultural activities that help learners to understand human experiences
- handle and explore religious artefacts and objects, including sacred and other texts
- visit local places of worship and other special places, landscapes and environments, including those with a significant religious and spiritual dimension

- meet people for whom faith and belief is important to help learners explore lived experiences
- ask big questions relating to higher powers or ultimate reality, the world, the meaning and purpose of life and of their own experiences
- engage with religious and non-religious sources, for example religious leaders, people of faith and belief, philosophers, places of worship, artefacts, sacred texts and philosophical writings
- learn to respond to the beliefs and convictions of others whilst exploring and analysing their own views and values

Enriching our learners experience is a vital part in making sure we are demonstrating RVE, as a school we explore our local and wider community. We have strong links with Church in Diocese and local Cathedral. In addition to this, it is important in Church in Wales school that experiences are made richer by affording learners opportunities to research other faith and belief groups including those who hold non-religious philosophical convictions, that are represented locally and across Wales, as well as sacred places and spaces, past and present.

Appendix 1

The approach to spirituality in Church in Wales schools should focus on four aspects: self, others, beauty and questions about something beyond the ordinary.

Self: Spiritual learners become increasingly aware of the concept of self, being aware of the inner person and the way that this shapes an individual's perception of themselves as a unique human being.

Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Others: Spiritual learners become increasingly aware of the concept of others, showing a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Beauty: Spiritual learners become increasingly aware of the concept of a physical and creative world, developing a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.

Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

Beyond: Spiritual learners become increasingly aware of the concept of the beyond, developing a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Spiritual learners search for meaning in their very existence and for their place in the greater scheme of things.

The **concept of a relationship** implies that an emotional response is involved and at the heart of this is love. As they explore their spirituality, learners may or not mention God but for Christians, God should be apparent in each aspect.

Appendix 2 – Examples of a learning journey

- Example learning journey 1: search for meaning and purpose

This learning journey draws mainly from two statements of what matters: 'Events and human experiences are complex, and are perceived, interpreted and represented in different ways' and 'Human societies are complex and diverse, and shaped by human actions and beliefs'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about the 'deeper questions of life'. At the early stages of learning, learners begin to ask deeper questions about themselves and others, and about the natural world and living things around them (for example, 'Who am I?' and 'Why do things die?'), as well as listening to the opinions of others. Further along their journey, they gather and discuss religious and non-religious insights and consider their own and others' opinions, viewpoints and interpretations with increasing sophistication. Later, issues of truth, meaning, purpose and value can be shared, debated and evaluated as learners engage more deeply with a range of challenging questions on these issues (for example the existence of good and evil, the nature of suffering, the use of wealth). They can recognise that responses to such questions are complex, as well as often partial and inconclusive.

This journey is also about 'influence, continuity and change'. At the early stages of their learning journey, learners begin to know and express what they like and dislike, what makes them happy and sad, and what their hopes and dreams are for the future, as well as responding to the ideas of others. Further along their journey, they can identify and discuss religious and non-religious insights concerning human feelings and needs, including what influences these and how they are expressed in their own and other people's lives. Later, learners can come to recognise both continuity and change in responses to questions about meaning and purpose in life, both in their own lives and in society and culture, across time and place. They evaluate relevant contemporary values and ideas of self-worth from religious and non-religious perspectives.

This journey is also about 'human quests and contributions'. At the early stages of their learning journey, learners begin to show an awareness of the people and the 'big ideas' that have shaped their local places and everyday lives. Further along their journey, they imagine and discuss what they may contribute both now and in the future, and increasingly engage with the relationship between aspiration and practice, while considering a variety of contributions from religious and non-religious sources. Later, as learners' understanding develops, they can make increasingly complex connections between aspects of health and well-being, the needs and demands of the world today and their own search for meaning and purpose.

- Example learning journey 2: the natural world and living things

This learning journey draws mainly from two statements of what matters: 'Our natural world is diverse and dynamic, influenced by processes and human actions' and 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'care, concern and respect'. At the early stages of their learning journey, learners begin to show care and respect for the natural world and living things around them. Further along their journey, they can identify how and why they and others show care, concern and respect, as well as considering religious and non-religious perspectives. Later, with increasing sophistication, learners can come to raise, and consider critically, ethical questions related to human activity, nature and place; engaging with religious, non-religious responses and their own responses.

This journey is also about 'awe and wonder'. At the early stages of their learning journey, learners begin to experience awe and wonder in nature, which develops as they explore the world around them, observing and asking questions. Further along their journey, a sense of the complexity of life and its interconnectedness grows, as well as a sense of active responsibility. Later, experiences of awe and wonder are nuanced by deeper and more wide-ranging engagement with others and with place, as well as with the natural world and living things.

This journey is also about 'responsibility and action'. At the early stages of their learning journey, learners begin to show an awareness of the variety of living things beyond themselves, and that their actions can impact these. Further along their journey, they can come to know religious and non-religious 'stories' about local places, the natural world and living things, and how these relate to themselves and others. Through religious and non-religious narratives (for example, about the origins of the world), learners can learn about different philosophies important to our understanding of the world and the place of humans within it. Later, with increasing sophistication, they become able to recognise how values and beliefs are reflected in action, from religious and non-religious perspectives, and how these relate to their own experiences.

This journey is also about 'place and space'. At the early stages of their learning journey, learners begin to recognise that they are located in place and space, and this has meaning for them. Further along their journey, they recognise that places and spaces around them mean different things to different people, as well as considering places of special significance for religious and non-religious reasons. Later, learners can come to identify and explain various contested places (religious and non-religious), appreciating sensitivities surrounding place. They can understand the complexity of debates and of influences such as identity, authority, values, ethics and considerations of meaning and purpose in life.

- Example learning journey 3: values and ethics

This learning journey draws mainly from two statements of what matters: 'Events and human experiences are complex, and are perceived, interpreted and represented in different ways' and 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'what people value'. At the early stages of their learning journey, learners begin to identify what is of value to them (for example, fairness, trust, love, life and kindness) and they listen to the opinions of others. They can recognise the need to respect others and can show what this looks like in their everyday lives. Further along their journey, learners become aware of different interpretations and expressions of common values, appreciating a variety of religious and non-religious influences. They learn how some values and rights have changed over time. As their knowledge and experience grows, learners can come to discuss a variety of religious and non-religious perspectives on instances of inequality and injustice, as well as the challenges of identifying and protecting human rights. Later they are increasingly able to form, defend and review their ethical positions on matters of religious and non-religious significance (for example, the sanctity of life, freedom of speech, animal welfare and war).

This journey is also about 'beliefs, actions and consequences'. At the early stages of their learning journey, learners begin to show an understanding of 'right' and 'wrong' and how their actions and feelings relate to this. Further along their journey, with increasing breadth and sophistication they can explain how their actions may have consequences for themselves and others, and for the world and living things, drawing on insights from a variety of religions and non-religious philosophical convictions. Later, they can come to postulate and evaluate the factors that influence their attitudes, behaviours and actions, and those of others, including factors relating to religious and non-religious belief and practice.

This journey is also about 'decision-making'. At the early stages of their learning journey, learners begin to recognise basic moral dilemmas and offer solutions. Further along their journey, they can learn rules and codes of behaviour (both religious and non-religious) relevant to them and to others around them, and they can explain their impact on people's lives. Later, with increasing sophistication, learners can come to identify and critically discuss the responsibilities and challenges of decision-making, showing understanding of relevant figures, processes and institutions that form part of decision-making, in both religious and non-religious contexts. Learners identify opportunities where appropriate moral action is needed in their communities, Wales and the wider world.

- Example learning journey 4: identity and belonging

This learning journey draws mainly from two statements of what matters: 'Events and human experiences are complex, and are perceived, interpreted and represented in different ways' and 'Human societies are complex and diverse, and shaped by

human actions and beliefs'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'what makes people who they are'. At the early stages of their learning journey, learners begin to show an awareness of who they are and that they are similar to and different from others. Further along their learning journey, they discuss what can form identity (for example, relationships, lifestyles, beliefs and place) and how these influence people and their communities. Later, learners can review and evaluate a range of religious and non-religious philosophies, life stances and practices concerned with what it means to be human, and they can form and critically consider their own perspectives.

This journey is also about 'communities, contributions and diversity'. At the early stages of their learning journey, learners begin to understand that they are part of various groups and communities and what belonging looks like. They are aware of diversity within relevant communities and that their experiences of belonging are similar to and different from others. Further along their learning journey, they can explore expressions of belonging in a range of religious and non-religious contexts. They can discuss the significance of belonging in people's lives, including their own. Later, with increasing sophistication, learners can come to identify and evaluate relationships between belonging, commitment and contributions to society, culture and well-being.

This journey is also about 'place, time and relationships'. At the early stages of their learning journey, learners begin to be aware that they exist in place and time, and that this shapes them and the communities around them. Further along their learning journey, they can explore interactions between a range of communities and societies, locally and more widely, and they can discuss the contributions of identity and belonging from religious and non-religious perspectives. They can come to recognise continuity and change in identity and belonging, and how these are experienced personally and collectively. Later, learners can investigate and evaluate relationships and interdependencies between a range of groups, communities and societies (locally, nationally and globally) and how these impact on human life and the natural world. They can critically consider the roles of identity and belonging in understanding and responding to shared contemporary issues, from religious and non-religious perspectives.

- Example learning journey 5: authority and influence

This learning journey draws mainly from three statements of what matters: 'Events and human experiences are complex, and are perceived, interpreted and represented in different way', 'Human societies are complex and diverse, and shaped by human actions and beliefs', and 'Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'authorities and influences'. At the early stages of their learning journey, learners begin to recognise that they are influenced by some important people and that this affects how they feel, think and behave. Further along their learning journey, they can identify and explore different sources of authority within religious and non-religious contexts (for example, leaders, relationships, texts, codes of behaviour and traditions). They can come to understand that sources of authority influence people's lives in a variety of ways. Later, as learners' understanding develops, they can analyse and evaluate complex relationships (including their own) that exist between and across sources of authority. They can come to critically consider the authority of religious and spiritual experience and conscience, in the past and present, and their impact on people, society and culture.

This journey is also about 'experiences and interpretations'. At the early stages of their learning journey, learners begin to be aware of important influences in the lives of others, and that their experiences are similar to and different from their own. Further along their learning journey, they can explore how sources of authority are interpreted in different ways by various people and groups, within religious and non-religious contexts. They can come to recognise influences on interpretations and that some sources of authority carry more weight than others for different people, groups and societies. Later, learners can draw on multiple sources of authority to evaluate religious and non-religious interpretations of issues relevant to the human condition, and they can present their own informed positions. They can critically consider how and why experiences and concepts of authority may change over time.

This journey is also about 'choices and actions'. At the early stages of their learning journey, learners begin to understand that their actions can be affected by choices. They can show awareness of influences on their choices. Further along their learning journey, they can come to recognise how people and communities draw on religious and non-religious sources of authority to guide them in their lives and to inform important decisions. Later, as learners' understanding develops, they are able to use their knowledge and understanding of a range of sources of authority to engage critically in contemporary ethical issues or debates, and to influence possible actions and outcomes (for example, challenge, consensus and reconciliation).

- Example learning journey 6: relationships and responsibility

This learning journey draws mainly from two statements of what matters: 'Our natural world is diverse and dynamic, influenced by processes and human actions' and 'Human societies are complex and diverse, and shaped by human actions and beliefs'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'how people live together'. At the early stages of their learning journey, learners begin to understand that they live in a number of relationships.

They are aware of what helps them to live with others. They can offer opinions about how disagreements can be resolved. Further along their learning journey, they can identify and discuss how the importance of relationships (personal, social, environmental and transcendental) is expressed in people's lives, drawing on religious and non-religious contexts. Later, learners can come to recognise that relationships are dynamic and complex. They can critically consider influences that can contribute to harmony and discord globally, locally and personally (including religious and non-religious influences). They can review and evaluate challenges presented by relationships, drawing on a range of religious and non-religious insights and experiences.

This journey is also about 'responsibilities and interconnectedness'. At the early stages of their learning journey, learners begin to be aware of connections between their own lives and the lives of other people, the natural world and living things. They can show responsibility for others through simple actions. Further along their learning journey, they can identify how and why people show responsibility for people and places outside their personal relationships. They can discuss important material and non-material dimensions of relationships (including spiritual, religious and moral dimensions), and they can come to recognise connections with human growth and how people can live together responsibly in the world. Later, learners can come to develop critical appreciation of significant issues affecting relationships at a global level and they can imagine possible futures. They can critically engage with a range of religious and non-religious philosophies exploring interconnectedness in life, as well as the nature and understanding of human beings within it.

This journey is also about 'well-being, identity and inclusion'. At the early stages of their learning journey, learners begin to be aware of their own experiences and feelings when they engage in activities with others. They can recognise that other people have experiences and feelings, too, which are similar to and different from their own. They show curiosity about other people's lives. Further along their learning journey, they can explore how action can involve significant commitment and sacrifice (past and present) and have major effects on the lives and well-being of others and on the wider world. They can come to recognise connections between actions and identity, including religious and non-religious influences. They can identify unfairness and inequality in their own personal lives and in wider society and suggest appropriate challenges. Later, learners can critically consider what healthy relationships look like and their contributions to well-being, drawing on a range of religious and non-religious perspectives. They can come to understand and evaluate relationships between personal identity and relevant group identity.

- Example learning journey 7: the journey of life

This learning journey draws mainly from two statements of what matters: 'Events and human experiences are complex, and are perceived, interpreted and represented in different ways' and 'Human societies are complex and diverse, and shaped by human actions and beliefs'. There are connections with other statements of what matters and with other Areas that can also be explored through this sub lens.

The descriptions of learning will help to provide more detailed guidance on progression.

This journey is about 'meaning, purpose and influence'. At the early stages of their learning journey, learners begin to recognise that people have personal life stories. Learners start to tell their own life story. Further along their learning journey, they can explore a variety of paths through life that people have experienced, drawing on religious and non-religious contexts and influences. They can come to identify connections with meaning-making and purpose. Later, learners can analyse and critically consider the concept of vocation, in the past and present, from religious and non-religious perspectives. They can examine challenges encountered in people's life trajectories and evaluate religious and non-religious responses.

This journey is also about 'life stages and events'. At the early stages of their learning journey, learners begin to be aware that they grow and change over time. They experience and compare how their own and other people's growth is acknowledged and celebrated. They can show how their lives are connected to special times and seasons. Further along their learning journey, they can explore significant life events and rites of passage, and they can discuss the roles that these play in people's lives by drawing on religious and non-religious insights. Later, learners can analyse and critically discuss human ritual action in the marking of significant events and time. They can come to evaluate relevant philosophies of time from religious and non-religious perspectives and demonstrate how these may impact beliefs, practices and actions.

This journey is also about 'physical and spiritual journeying'. At the early stages of their learning journey, learners begin to recognise that they go on many different journeys for various reasons. They show interest in the journeys of other people and can see how their journeys are similar to and different from their own experiences. They are aware that journeys have physical features as well as non-material features. Further along their learning journey, they can explore people's experiences of important journeys from religious and non-religious perspectives, and they can identify reasons for these journeys. They can come to understand that journeys are connected to place and time. They can imagine what an important journey might look like in their own lives. Later, learners can identify and evaluate relationships between physical and spiritual journeys and their effects on the lives of individuals, communities and wider society (for example, in relation to identity, human formation, diversity, culture). They can critically consider the interconnectedness of journeys, landscapes and people across place and time, drawing on religious and non-religious contexts.