

**Aims:**

- To develop a knowledge and understanding of Christianity and other World Religions and to recognise religion as an important expression of human experience
- To appreciate moral values such as honesty, liberty, justice, fairness and concern for others
- To investigate and understand the questions and answers that religions can offer about the nature and meaning of life
- To develop their own beliefs, attitudes, values and practices through a process of personal search, discovery and critical evaluation

**Rationale:** R.M.E is a process where pupils engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

**Audience:**  
All Staff

**Quality Indicators:**  
2.1, 4.1, 4.2, 5.1, 5.2, 5.6, 5.8

**Principles for Curriculum Design**

**Challenge and enjoyment**

- Set learners challenging goals
- Make learners think hard about their learning
- Ensure that learning is active and engaging to motivate all learners

**Breadth**

- Use a variety of contexts through which to develop and demonstrate learning
- Give all pupils the opportunity to be involved in all aspects of school life

**Progression**

- Ensure that all learners have the opportunity to achieve appropriate success
- Ensure that all learners have the opportunity to share and celebrate their achievements
- Share expectations and standards with learners
- Review and evaluate learners' progress
- Provide timely, accurate verbal and written feedback on their learning

**Depth**

- Give learners the opportunity to develop and apply greater intellectual rigour
- Give pupils the opportunity to develop secure understanding

**Personalisation and choice**

- Take account of their prior learning
- Ensure that all learners have ownership of their learning
- Take account of different learning styles

**Coherence**

- Help learners see the link between different aspects of learning
- Provide opportunities for learners to transfer and apply learning in different contexts

**Relevance**

- Ensure learners understand the purpose of the activity
- Make links with learners experiences, learning and interests within and beyond the school

**Learning Experiences**

In planning learning and teaching in R.M.E teachers will be able to:

- sensitively take account of and value the religious and cultural diversity within their own local communities, using relevant contexts which are familiar to young people
- actively encourage children and young people to participate in service to others
- develop, through knowledge and understanding and discussion and active debate, an ability to understand other people's beliefs
- draw upon a variety of approaches including active learning and planned, purposeful play
- encourage the development of enquiry and critical thinking skills
- create opportunities for the development of problem -solving skills
- build in time for personal reflection and encourage discussion in depth and debate
- provide opportunities for collaborative and independent learning
- take account of the faith background, circumstances and developmental stage of the children and young people and their capacity to engage with complex ideas
- recognise and build on the considerable scope for connections between themes and learning in religious and moral education and other areas of the curriculum
- make appropriate and imaginative use of technology
- build on the principles of Assessment is for Learning.

Active learning approaches, including collaborative learning, will pupils to discuss and share ideas, experiences and moral challenges in a variety of ways, as well as develop skills for life and work such as communication, working with others and problem-solving.

Teachers will ensure that pupils from within any faith are treated with sensitivity. While some may wish to discuss their faith, others may not. Teachers should not assume that any pupil should be automatically drawn upon as a source of information.

Viewpoints independent of religious belief can be considered within the learning and teaching approaches adopted for Christianity and world religions selected for study. The experiences and outcomes in development of beliefs and values support the development of broader understanding and permeate learning and teaching.

Above all, it is the teacher who brings the inspiration and challenge critical to achieving our aspirations for all young people.

**Experiences and Outcomes Overview**

The experiences and outcomes are structured within three organisers:

- Christianity
- World Religions Selected for Study
- Development of Beliefs and Values

### Contexts for Learning

The following framework has been put in place to ensure that pupils have the opportunity to explore the world's major religions so that they can engage in a search for meaning, value and purpose in life. This awareness and appreciation of other cultures and beliefs will assist in counteracting prejudice and intolerance in our rich and diverse Scottish nation.

#### Early Level

P1 – Chinese New Year

#### First Level

P2 – Harvest

P3 – Hinduism

P4 – Buddhism

#### Second Level

P5 – Sikhism

P6 – Islam

P7 – Judaism

We take account of the communities and the context in which our pupils live and learn. Through their learning in R.M.E, all pupils will develop an understanding of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life. Therefore, all year groups will study Christianity every year in order to further develop their awareness and to be able to compare their faiths and views with other religions.

In order to make the studies meaningful and experiential, Term 1 and 2 should be allocated to the World Religion Study and finished with celebrating an actual festival that is relevant to that religion at that time. Term 3 allows for the natural focus on Christianity from Christmas to Easter. Term 4 allows for the flexibility to focus on the development of beliefs and values, using what they have learned so far that year to stimulate discussions and reflective thinking.

### Engaging with the Wider Community

There may be people listed in the school's Parental Skills Database to contact for support with planned activities. There are also a number of local organisations that can support with the delivery of specific religions.

- Christianity – Craigiebuckler Church
- Hinduism – [www.aberdeentemple.org.uk/home.html](http://www.aberdeentemple.org.uk/home.html)
- Buddhism – [aberdeenbuddhistgroup@yahoo.co.uk](mailto:aberdeenbuddhistgroup@yahoo.co.uk)
- Sikhism – <http://aberdeensikhsangat.com/HomePage.html>
- Islam – [www.aberdeenmosque.org/](http://www.aberdeenmosque.org/)
- Judaism – [www.aberdeenhebrew.org.uk/](http://www.aberdeenhebrew.org.uk/)
- China – Aberdeen Chinese School

### Assessment

Assessment in Religious and Moral Education will focus on pupils' knowledge and understanding of religious practices and traditions and on their skills in making informed, mature responses to issues of belief and morality.

Teachers will gather evidence of progress as part of pupils' day-to-day learning about, and their responses to, practices and traditions and beliefs and values. The use of specific assessment tasks will also be helpful in assessing progress in knowledge, understanding and skills. From the early years pupils will demonstrate their progress through increasingly reflective responses to the beliefs, values, practices and traditions of others, in their skills of discussion of moral issues and in their own personal response. For example, do pupils demonstrate that they are developing more informed viewpoints and wider perspectives in their reflections on moral and ethical issues?

Assessment should identify the extent to which pupils can reflect on the beliefs, values and traditions they have studied. Approaches to assessment will take account of the idea that there is not always a 'right answer' where issues of belief and morality are concerned. Pupils can demonstrate their progress through:

- how well they respond to questions and issues
- the depth to which they engage with issues of belief and morality
- their developing abilities to think critically
- their awareness of how they can put their own beliefs, values and attitudes into action and show respect for those who hold different beliefs.

Assessment should also link with other areas of the curriculum, within and outside the classroom, and offer pupils opportunities to investigate religious and cultural diversity and the impact of religion on lives and society within the local and global community.

For further examples of assessment, please refer to the national NAR website.

<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/supportmaterials/nar/index.asp>

### Resources

- The school has a range of resource kits for specific religions which include activities and artefacts.
- Internet resources include:
  - Woodlands School [www.woodlands-junior.kent.sch.uk/Homework/Religion.html](http://www.woodlands-junior.kent.sch.uk/Homework/Religion.html)
  - BBC Schools [www.bbc.co.uk/schools/religion/](http://www.bbc.co.uk/schools/religion/)
  - Chiddingstone Kent [www.chiddingstone.kent.sch.uk/homework/religion/buddhism.htm](http://www.chiddingstone.kent.sch.uk/homework/religion/buddhism.htm)
  - URI [www.uri.org/kids/world.htm](http://www.uri.org/kids/world.htm)
  - Local organisations (see above)