

Religious and Moral Education



Parents' Information Primary 3

"Principles and practice

Scotland is a diverse nation whose people hold a wide range of beliefs. Religious and moral education enables children and young people to explore the world's major religions and to develop their own beliefs and values."

Education Scotland, 2015

Religious and Moral Education

Religious Education has a statutory position in Scottish education. At Ratho Primary School we teach Religious and Moral Education (RME) as one of eight curriculum areas taught within the Curriculum for Excellence framework. We reviewed our delivery of the RME programme during 2013 and have a programme of study in place for each class. The three broad subject areas covered are **Christianity, Other World Religions and Beliefs & Values**. We are keen to develop a shared understanding of this programme between home and school.

The Curriculum for Excellence includes the following Experiences and Outcomes for RME:

Learning through Religious and Moral Education enables pupils to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from my own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values
- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting my beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Curriculum for Excellence Key Themes:

Early Level (Nursery to Primary 1)		
Christianity	Other World Religions	Beliefs and Values
Stories Celebration and festivals Caring and sharing	Stories Sharing and caring Celebrations	Caring and sharing Respect
First Level (Primary 2 to Primary 4)		
Christianity	Other World Religions	Beliefs and Values
Bible Stories Key features Annual celebrations Places and artefacts Key values Types of Christianity Personal beliefs	Key beliefs Key features Places and artefacts Personal beliefs Key values Annual celebrations Ritual	Caring and sharing Values Personal beliefs Respect
Second Level (Primary 5 to Primary 7)		
Christianity	Other World Religions	Beliefs and Values
Beliefs Bible stories Celebrations and festivals Key values Key figures and beliefs Worship and artefacts Morality Scottish Traditions	Beliefs Stories Annual celebrations Key figures Worship and artefacts Sharing and caring Morality Traditions	Values Diversity Personal beliefs Respect

Working in Partnership with local Religious Representatives

In order to compliment the planned Religious and Moral Education teaching programme we look towards engaging with local representatives of all world religions and cultures where possible and relevant.

Any representative that is invited to visit the school liaises closely with the class teacher in preparation for working with the classes and the intended learning is shared.

As a representative of the Christian Religion, Mr Wells (Church of Scotland) visits each class once a term in liaison with the class teachers. Additional representatives are contacted where relevant such as Rabbi Pinny Weinmann (Judaism) and Ms Mansur (Islam).

Religious Observation

In accordance with the Education (Scotland) Act 1980 and the advice contained in the Scottish Government's letter of February 2011 it is the policy of the authority and the school to hold acts of religious observance. The school will follow the City of Edinburgh Council policy of a minimum of six religious observance opportunities per year for each pupil.

The aims of religious observance are defined as:

"To promote the spiritual development of all members of the school community;
To express and celebrate the shared values of the school community"

Religious Observance Review Group Report

Religious Observance occasions are based on awareness, spirituality and time for reflection.

Primary 3 Key Learning:

- I can understand that the Church in Scotland supports local communities e.g. as a source of help/guidance; education; marriage and how its role has changed over time
- I can be aware of the impact that Christian beliefs and practices has had throughout the world for example through charity work undertaken by Christian organisations
- I can understand the significance of religious artefacts and their meanings for Christians
- I can be aware of the significant celebrations which are in the Christian calendar
- I can understand how Christians mark significant celebrations and their impact upon local communities
- I can understand the different features of major festivals in the Christian calendar
- I can talk about how I celebrate special times significant to myself and my family
- I know the different ways people within my local community celebrate special times and contrast this to my own experiences
- I can realise the important role that artefacts and religious objects play in religious communities
- I can understand that artefacts are used to express religious meaning and beliefs
- I can be aware of the names and explain the purposes of some religious objects
- I can recognise places of Non-Christian worship
- I know that religious places have expectations about how people act, dress and behave in their place of worship, and that these expectations are linked to their beliefs
- I can be aware of some of the ways world religions have influenced Scottish society e.g. culture, relationships with other non-Christian countries
- I can recognise aspects of my own experiences and feelings in religious stories and celebrations and share my thoughts with others
- I understand that personal celebrations are demonstrations of love and care
- I know how to express my beliefs, views and feelings for example through discussion, dialogue or role play
- I can communicate my ideas to my peers/adults and be sensitive to the beliefs and feelings of others
- I can understand the importance of respecting the culture and beliefs of other people

P3 Topics

Christianity	Other World Religions	Beliefs and Values
Christmas Easter Special Buildings Stories from the Bible- caring and sharing	Buddhism Birth of the Buddha	Belonging/Communities Relationships Caring & Sharing