

Meadowburn Primary School/ Bun Sgoil Innis an Uillt



RELIGIOUS AND MORAL EDUCATION POLICY

November 2015

Rationale

Throughout the school there are opportunities for pupils to learn about aspects of Christianity, other world religions and to develop their beliefs and values. Festivals and celebrations are learned about during the relevant time of year through child led, whole school assemblies. This learning is then consolidated by participation in class or stage activities which are then shared with the rest of the school. In line with the Principles and Practice document, relevant aspects of RME may be covered as part of our interdisciplinary 'world' topics where appropriate. In addition, our three yearly 'Multicultural World' provides learners with opportunities to extend their knowledge and understanding of selected aspects of religious and moral education; thus ensuring both personalisation and choice and breadth and depth in this curricular area.

Aims

We aim that learning through religious and moral education enables learners 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 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 school and community by putting their beliefs and values into action.**

During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature. We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. Many of the social and moral aspects laid out in the RME experiences and outcomes are also covered through Bounceback, our whole school health and wellbeing initiative which is delivered as part of a progressive programme. Our participation in the Rights Respecting School award extends knowledge and understanding of life in other countries and the adversity which can be faced by children in different parts of the world.

In addition to study of Christianity, decisions have to be made about which world religions will be selected for study to develop depth of understanding. It is important to acknowledge local circumstances and community expectations and to involve parents in decision making. It is also important to avoid superficial coverage of too many religions and too many aspects which is potentially confusing. With this in mind it may be appropriate in many primary schools to focus on a maximum of two world religions in addition to Christianity. However, while one or more religions will be studied in depth, teachers may also want to draw upon carefully selected aspects of other religions, possibly in the context of interdisciplinary learning.

RME Principles and Practice

As well as Christianity, our RME programme focuses on the study of Islam and Sikhism in order to celebrate and ensure representation of the diversity of culture within Meadowburn Primary. Focussing on these two other world religions also enables us to build strong links with parents and the wider community by encouraging school visits and participation in celebrations.

How do we show clear progression?

Following the progression framework, each stage of the planner is aimed at developing skills in reflection, analysis and evaluation through depth, challenge and application. Children are encouraged to increasingly bring aspects of their personal self into their learning to deepen their reflections on big questions of meaning, value and purpose in life. In line with the principle of personalisation and choice, children will also be

supported to plan aspects of their own learning in RME. As they progress from Early to Second Level, children will increasingly be asked to reflect on issues such as wealth and poverty, medical ethics, human rights and globalisation by studying the views of a number of different religions and also viewpoints independent of religious belief. Children will be encouraged to weigh up evidence, arguments and viewpoints from different sources to support a conclusion. Progression will also be evidenced in the children's growing ability to articulate their personal responses to the existential questions which religion encourages us to consider.

Assessment

Assessment should identify the extent to which children and young people 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. Children and young people 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.*

RME Principles and Practice