**Aberdeenshire**

**Progression Framework**

**Religious and Moral Education**

**INTERIM December 2015**

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**Aberdeenshire**

**Progression Framework**

Religious and Moral Education

**Section 1 Guidance**

INTERIM December 2015

**INTRODUCTION**

The ***Aberdeenshire Progression Framework for Religious and Moral Education*** sets out a clear progression for knowledge and understanding and related skills, from the Curriculum for Excellence and associated significant aspects of learning which are:

* **Learning about Religion and Morality**
* **Learning from Religion and Morality**

The progression framework sets out a continuum of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan the curriculum and assess evidence of learning.

It is necessary to have a coherent approach to planning the curriculum, learning, teaching and assessment in which teachers’ practice embraces the following:

**Seven design principles**

* Challenge and enjoyment
* Breadth
* Progression
* Depth
* Personalisation and choice
* Coherence
* Relevance

**Four capacities**

* Successful learners
* Confident individuals
* Effective contributors
* Responsible citizens

**Four contexts**

* Ethos and life of the school
* Curriculum areas and subjects
* IDL
* Opportunities for personal achievement

The aims of the framework are to:

* support and enhance planning and assessment, based on skills, knowledge and understanding;
* provide staff with a structured progression for learning and teaching;
* enable the sharing of standards within schools, clusters and across Aberdeenshire;
* enable the development of skills for learning, life and work;
* facilitate the process of monitoring learners’ progress and achievement.

**CONTEXT**

Religious and Moral Education is defined as:

a process where children and young people 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.

*Building the Curriculum 1*

In order to maximise learning in Religious and Moral Education, children and young people need support to develop their understanding of the diversity of beliefs, values, traditions and practices within both Christianity and World Religions.

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world’s other major religions and to beliefs which lie out with religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children and young people to develop their own beliefs and values.

Religious and Moral Education: Principles and Practice Paper

Religious and Moral Education is an essential part of every child or young person’s educational experience. They must become aware that beliefs and values are at the core of families, communities and local and global society. Learning about as well as from religion are equally important as children and young people begin to develop their understanding of diversity and the role they can play in this. To help this process, children and young people need to develop the skills of reflection and critical thinking along with an enhanced understanding of the beliefs and values of others.

Learning through Religious and Moral Education enables children and young people 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 their own;
* explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values;
* develop their 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 their beliefs and values into action;
* establish a firm foundation for lifelong learning, further learning and adult life.

**SKILLS FOR LEARNING, LIFE AND WORK**

All of our young people from the early stages onwards in schools are entitled to opportunities to develop their skills in learning, life and work. The development of these skills is essential to life-long learning. This will enable young people to become flexible and adaptable as they progress into adulthood. Furthermore, this will enhance the development of resilience, self-esteem and confidence that they will require to flourish in the future.

**EFFECTIVE LEARNING AND TEACHING**

Learning needs to be coherent, progressive and meaningful, planned for and taught in ways which encourage learners to recognise that the knowledge, skills and attitudes identified are all inextricably linked. Thus high quality learning and teaching is required within a supportive climate for learning. All teachers have an important role in modelling and promoting an ethos of inclusion and respect for individuals.

In planning learning and teaching, 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.

Teachers will ensure that children and young people 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 child or young person 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.

In Aberdeenshire, we endorse Co-operative Learning, Philosophy for Children and Mindfulness as research based approaches which have a positive impact on learning.

**Co-operative Learning**

Research has shown that co-operative learning provides a rich context for learners to develop personal and social interaction in reaching learning goals and in nurturing personal confidence. For co-operative learning to take place there requires to be:

* Positive Interdependence
* Individual Accountability
* Social Skills
* Face to Face Interactions
* Group Processing

The context of a co-operative learning task sets a core learning goal together with a social goal to allow young people not only to know when they are succeeding in their learning but also how their contribution has helped the group reach their goal. Co-operative learning has shown to be an effective tool in supporting the delivery of many aspects of Religious and Moral Education.

**Philosophy for Children (P4C)**

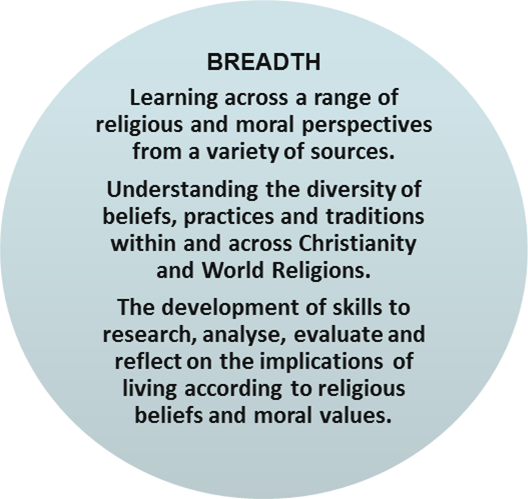
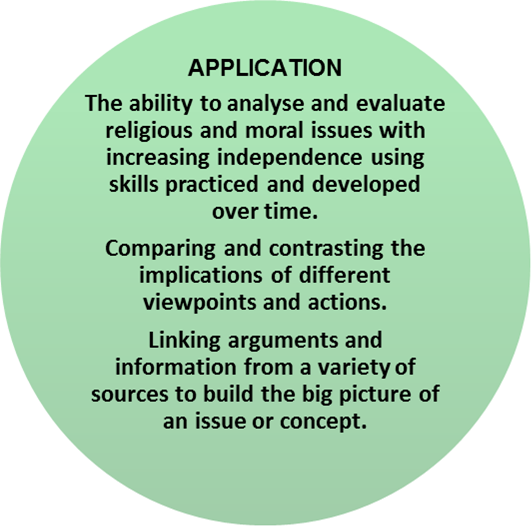
Philosophical enquiry is an approach where young people work together as a group to collectively articulate their thoughts and reasoning about a given topic. Though this may be a vehicle used for specific subjects e.g. Religious and Moral Education, this approach can be used in other areas of the curriculum. It aids young people in developing confidence and self-esteem as they articulate their thoughts and understanding about given subjects or the world around them. Often young people, who in other contexts find contributing to the class challenging, use this opportunity to express themselves and their thinking, building their confidence and wellbeing. This collective responsibility also builds opportunities for young people to complement and support each other’s thinking.

**Mindfulness**

Mindfulness is a means for children and young people to direct their conscious thinking in meditative practice around their experiences as they happen, with an attitude of kindness, acceptance and non-judgement. Rather than worrying about what has happened or might happen, it trains children to respond increasingly skilfully to whatever is happening right now whether it be positive or negative.

Mindfulness is learned in very practical ways through experience rather than directly through talk. In this way children can learn to gradually direct attention in a focused way, through meditation, to whatever is actually happening e.g. their breathing, thoughts, feelings, walking, eating and other everyday activities. Cultivating mindfulness results in greater self-awareness, and enables children to be more joyful, empathetic and resilient.

Mindfulness training has been proven to improve health and wellbeing for children and young people, enhancing their learning and mental wellbeing as children learn to respond with greater wisdom and flexibility to difficult emotions or experiences, to live with greater happiness and vitality.

Well planned learning, teaching and assessment provide opportunities for learners to experience breadth, challenge and application across the significant aspects of Religious and Moral Education.

When teaching for effective learning, reference should be made to Aberdeenshire’s***Learning Teaching and Assessment: Professional Curriculum Tool***which outlines guidance for teachers in supporting the principles of ‘Assessment is for Learning’ (Section 3)

**Success Criteria**

**Learning Intentions**

**The Learner**

***Clear, relevan*t and measurable definitions of *success criteria.* *Learners involved in creating them in pupil language.***

**Planning together for**

**learning, teaching and assessment**

***Standards and expectations for***

***planned learning***

**Key**

**Professional Practice**

*features of effective professional practice*

**Learning Experiences**

**Evidence**

***Rich experiences planned to take account of the Es and Os and the design principles***

***A range of appropriate evidence***

**The Learner**

**Professional Action**

*professional actions for improvement*

**Assessment Approaches**

**Feedback and Next Steps**

***Timely and effective feedback supports the planning of pupils’ next steps in learning***

***Assess: Progress***

***Assess: Breadth, challenge, application***

***Collaborative approaches to evaluate the evidence of learning***

**Evaluate Learning**

***Learning Teaching and Assessment: Professional Curriculum Tool***

**This tool can be used**

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks.
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

**Key references used in this resource**

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2000**)**

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in Religious and Moral Education will focus on judgements about the success of children and young people in:

* developing key skills in Religious and Moral Education;
* applying their skills in their learning, in their daily lives and in preparing for the world of work.

Evidence of progress in Religious and Moral Education should be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete Religious and MoralEducation lessons. To achieve this, a shared understanding of expectations is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but *how well* they learn.

**BENCHMARKS**

The benchmarks which accompany this framework outline the standards and expectations which will enable schools to identify how their learners are performing at each year stage. In other words, the benchmarks for Religious and Moral Educationset out what can reasonably be expected of most pupils by the end of each year of schooling.

Effective benchmarking of standards and expectations for *Religious and Moral Education*  needs to be a systematic and rigorous process which:

* starts with the identification of benchmark measures that define the “good standard” against which comparison can be made;
* involves some investigation and/or analysis of the processes and practices that underlie that good performance;
* identifies and/or shares good or excellent practice that school(s) can learn from and use to drive improvement.

By specifying the essential indicators of “good” performance, the benchmarks which accompany this framework will enable schools to:

* indicate how their learners are performing;
* understand how they and their learners perform in comparison to other learners;
* compare performance across schools and year-on-year.

**Benchmarking for Improvement**

The purposes of the benchmarks for Religiousand Moral Education areto:

* promote quality teaching and learning in the classroom;
* nurture success for all students;
* assist teachers and schools in monitoring and tracking student progress;
* evaluate the success of teaching and learning programmes;
* inform next steps for learners and their learning;
* target/identify students who need additional support;
* report to pupils and families;
* identify appropriate professional development for staff

**Aberdeenshire**

**Progression Framework**

**Religious and Moral Education**

**Section 2**

INTERIM December 2015

Learning about religion and morality

Learning from religion and morality

**GUIDELINES FOR USING THE PROGRESSION FRAMEWORK**

This framework sets out a clear progression for skills, knowledge and understanding from the following Curriculum for Excellence Religious and Moral Education ***Significant Aspects of Learning:***

The purpose of this document is to offer a continuum of learning through to the end of the Broad General Education (CfE Early – Third/Fourth Levels). The progression is intended to assist teachers as they plan their Religious and Moral Education curriculum and assess evidence of learning.

|  |  |
| --- | --- |
| **Level** | **Stage** |
| **Early** | The pre-school years and P1, or later for some. |
| **First** | To the end of P4, but earlier or later for some. |
| **Second** | To the end of P7, but earlier or later for some. |
| **Third and Fourth** | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice. Young people's programmes will not include all of the fourth level outcomes. |

**The aims of the Progression are to:**

* ***enhance planning and assessment;***
* ***provide staff with a framework to promote progression in learning and teaching;***
* ***enable the sharing of standards within schools and across school clusters.***

The document is structured using the significant aspects of learning. These are then sub-divided further using Curriculum levels and the CfE Experiences and Outcomes. The document details the learner’s progression within and through each of the Levels.

**Learning about religion and morality**

* experiencing a sense of awe and wonder about what it means to be human, the nature of the world we live in, the interconnectedness of it all and developing a deepening sense of spiritual awareness
* appreciating the importance of respect for the beliefs, values and traditions of others and being able to demonstrate this
* developing skills and attributes to make well-judged moral and ethical decisions and to justify personal beliefs and values
* engaging in a process of personal reflection leading to a deeper understanding of personal beliefs and ideas about meaning, value and purpose in life.

**Significant Aspects of Learning**

**(SALs)**

**Learning from   
religion and morality**

**Successful learning in Religious and Moral Education encompasses skills, attitudes and knowledge and understanding relating to religion, beliefs and morality.**

* understanding the religious and cultural diversity of Scotland and across the world through learning about Christianity and World Religions and other stances for living
* recognising religion as a significant factor which has shaped our social, political and spiritual heritage
* investigating religious beliefs, values, issues, traditions and practices through a range of primary and secondary sources
* encountering religious diversity through contact with people of faith
* being able to describe and explain features of moral issues and moral decision making.

Within the “***Professional learning paper: Assessing progress and achievement in learning in Religious and Moral Education”*** it states that to maximise learning in Religious and Moral Education, children and young people need support to develop their understanding of the diversity of beliefs, values, traditions and practices within:

**CHRISTIANITY and WORLD RELIGIONS**

Alongside this learning about religions and viewpoints independent of religious belief, children and young people engage in critical thinking and reflection which supports their progressive:

**DEVELOPMENT of BELIEFS and VALUES.**

To benefit learners, therefore, assessment in Religious and Moral Education needs to capture evidence of and provide feedback on:

* *the extent of children and young people’s knowledge and understanding of Christianity and World Religions*
* *the quality of children and young people’s personal reflections about the value of religious beliefs, values, traditions and practices for individuals, families and local and global communities*
* *the extent to which children and young people can express well their own developing beliefs, values and traditions regardless of whether these are based on religious belief or not.*

**Religious and Moral Education**

**Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Beliefs – Values and Issues– Practices and Traditions** | **Early Level** | | | |
| **BELIEFS**  As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus.  **RME 0-01a**  As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about.  **RME 0-04a** | * Through play, I can explore special places and special objects. * I can begin to understand that followers of Christianity and world religions have beliefs. * I experience contexts and activities where Christianity and world religions are explored. * I can identify important people in my life and talk about them. * I can use stories to think about my own feelings and experiences. | | * I can respond to stories, music and plays about the birth and life of Jesus and from world religions. * I can communicate my ideas about why Christians feel God and Jesus are special. * I can retell some simple stories from Christianity and world religions and ask relevant questions. * I can show respect for the beliefs and values of others through the choices I make and how I interact with others. * I can ask questions to help me understand the beliefs and values of others. | |
| **VALUES AND ISSUES**  As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.  **RME 0-02a / 0-5a** | * I am beginning to develop my respect for others through behaviours such as caring, sharing and co-operating. * Through a variety of learning experiences I am beginning to understand that other people have different views, ideas and opinions. * Through play and contexts for learning I can show care for myself and others. * I can follow simple routines and rules and know why they are important. * I can make positive interactions with others in the school community and beyond. | | * In response to stories and experiences, I can communicate my ideas about fairness. * I can communicate my own thoughts about fairness in a variety of situations. | |
| **PRACTICES AND TRADITIONS**  I am becoming aware of the importance of celebrations, festivals and customs in Christian people’s lives.  **RME 0-03a**  I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives.  **RME 0-06a** | * Through play and learning, I experience and explore aspects of Christianity and world religions. * I can participate in a variety of festivals and traditions. | | * I can recognise some special celebrations, places and artefacts from Christianity and world religions. * I can communicate my feelings about some religious practices and traditions. | |
| **Beliefs – Values and Issues– Practices and Traditions** | **First Level** | | | |
| **BELIEFS**  Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. **RME 1-01a**  Through exploring stories from world religions, I can describe some of their key beliefs.  **RME 1-04a**  By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world.  **RME 1-01b**  By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of world religions and my awareness of their role in Scottish society and the world.  **RME 1-04b**  I can talk about my own beliefs, or express them in other ways. **RME 1-01c / 1-04c** | * I can describe some key features of some Bible stories. * I can understand that Bible stories deliver key Christian messages about God and Jesus. * I can describe some stories from world religions and can make links with my own beliefs. * I can describe some places that are important to Christians in my local area. * I can identify some artefacts and know that they are important to Christians. * I can describe some places that are important to world religions. * I can identify artefacts from different religions and know that they are important. * I am beginning to talk about my own beliefs or express them in other ways. | * I can discuss the meaning of some Bible stories. * I can demonstrate how Bible stories link to Christian beliefs about God and Jesus. * I can discuss stories from world religions and see how they link to their key beliefs. * I can explain why certain places are important to Christians in Scotland. * I can describe some artefacts and know why they are important to Christians. * I can explain why some places are important to world religions. * I can describe artefacts from different religions and know why they are important. * I can talk about my own beliefs or express them in other ways. | | * I can reflect on a Bible story. * I can make links with my own beliefs about God and Jesus. * I can investigate stories from world religions and make links across religions. * I can explore and investigate some places of importance to Christians around the world. * I can explore and investigate some Christian artefacts from around the world. * I can explore and investigate some places that are important to world religions. * I can explore and investigate artefacts from different world religions and know why they are important. * I can talk confidently about my own beliefs or express them in other ways. |
| **VALUES AND ISSUES**  Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people’s lives and communities. **RME 1-02a**  I can describe the key features of the values of Christianity which are expressed in stories.  **RME 1-02b**  Having explored stories from world religions, I can show my developing understanding of key values of those faiths and how they might be put into action in people’s lives and communities.  **RME 1-05a**  I can describe the key features of the values of world religions which are expressed in stories.  **RME** **1-05** | * I have engaged with some biblical and other Christian stories. * I can discuss possible meanings of some biblical and other Christian stories. * I have engaged with some stories from world religions. * I can discuss possible meanings of these stories. | * I have engaged with and reflected upon a range of biblical and other Christian stories. * I can communicate my developing understanding of some key Christian values. * I have engaged with and reflected upon a range of stories from world religions. * I can communicate my developing understanding of some key values from world religions. | | * I am beginning to analyse a range of biblical and other Christian stories. * Having reflected upon key Christian values I can consider how they might be put into action in peoples’ lives and communities. * I am beginning to analyse a range of stories from world religions. * Having reflected upon key values of those faiths I can consider how they might be put into action in peoples’ lives and communities. |
| **PRACTICES AND TRADITIONS**  Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. **RME 1-03a**  I am discovering how followers of world religions demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others.  **RME 1-06a**  I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community.  **RME 1-03b / RME1-06b** | * I am aware that Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. * I am beginning to understand that it is important to respect the practices and traditions of others. * I am aware that followers of world religions express their beliefs through prayer, meditation, worship and special ceremonies. * I am beginning to understand that it is important to respect the practices and traditions of others. * I can identify some seasonal celebrations and know that they are important to Christians. * I can share my experiences of seasonal celebrations. | * I understand how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. * I am beginning to demonstrate respect for the practices and traditions of others. * I understand how followers of world religions express their beliefs through prayer, meditation, worship and special ceremonies. * I am beginning to demonstrate respect for the practices and traditions of others. * I am aware of ways in which Christians celebrate at different times of the year. * I can make connections between Christian seasonal practices and my own experiences. | | * I can compare and contrast how different Christian communities demonstrate their beliefs through prayer, worship and special ceremonies, in their local area. * I can demonstrate respect for the practices and traditions of others. * I can identify similarities between how followers of world religions express their beliefs through prayer, meditation, worship and special ceremonies. * I can demonstrate respect for the practices and traditions of others. * I can explore why Christians celebrate different times of year in the way they do. * I can explore some differences within Christian seasonal practices. |
| **Beliefs – Values and Issues– Practices and Traditions** | **Second Level** | | | |
| **BELIEFS**  Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.  **RME 2-01a**  Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories.  **RME 2-04a**  Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. **RME 2-01b**  Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. **RME 2-04b**  I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs.  **RME 2-01c**  I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs.  **RME 2-04c** | * I can explain the key features of the Bible. * I can explain in which parts of the Bible specific stories can be found. * I can begin to explore the meaning behind some stories from world religions. * I know some of the key events in the life of Jesus and why he is a key figure in Christianity. * I understand that there are different key figures in world religions. * I can name key figures of some world religions. * I can demonstrate my understanding of their significance. * I can explain some of the key beliefs and religious practices of Christians. * I can ask questions and begin to form my own ideas. * I can discuss my own beliefs and values and am beginning to reflect on where these have come from. * I can understand that other people have different beliefs and can show respect towards them. | * I can explore the possible meaning and symbolism within Bible stories by asking questions and contributing to discussions. * I can retell stories from the Bible in creative ways. * I understand the meaning behind some stories from world religions. * I can retell some of the parables/ miracles to explain how Jesus lived and what this has taught Christians. * I can explain the key beliefs of some significant figures in a number of world religions. * I can explain, in more depth some of the key beliefs and religious practices of Christians. * I can listen respectfully to others views and feelings and reflect upon them. * I can explain in more depth some of the key beliefs and religious practices of world religions. * I can give an opinion and express my beliefs whilst being respectful of the beliefs and opinions of others. | | * I can research stories of modern day Christians and link their actions to Christian beliefs. * I can analyse the meaning behind some stories from world religions and identify recurring/common themes. * I can reflect upon some of the parables/miracles and make links to my own experiences. * I can research key figures in various religions and their key beliefs, giving reasons why they are important to their followers. * I can compare some of the key beliefs and religious practices of Christians to my own practices and developing beliefs. * I can justify my own ideas about moral questions and making choices and compare them to those of others. * I can compare some of the key beliefs and religious practices of world religions to my own practices and developing beliefs. * I can discuss my opinions and explain my beliefs to others who hold different views in a respectful way. |
| **VALUES AND ISSUES**  Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.  **RME 2-02a**  Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions.  **RME 2-05a**  I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.  **RME 2-02b / 2-05b** | * I can understand that the teachings and values of Jesus are contained within the New Testament. * I can name some saints / key Christian figures and can recount their stories. * I can identify some of the teachings and values of some significant figures in world religions. * I can identify role models in my own life and explain why they set a good example for me to follow. * I can show empathy, consideration, care and support for people in my community. | * I can demonstrate understanding of some of the teachings and values of Jesus. * I can identify the Christian morals demonstrated by the saints / key Christian figures. * I can discuss the teachings and values of some significant figures in world religions and identify any possible common values. * I can give some examples of the rules/guidance that followers of different religions live their life by. * I can link my learning of values with our school values and use these as a code of conduct to support people within my community. | | * I can apply my knowledge of the teachings and values of Jesus to understand how they influence Christians. * I can analyse some of the possible moral principles depicted in the stories of the saints / key Christian figures and make links to my own life. * I can apply my knowledge of the teachings and values of some significant figures in world religions to understand their influence. * I am beginning to develop my own moral code by making links with my own and others experiences. * I can apply my understanding values to the global dimension. |
| **PRACTICES AND TRADITIONS**  I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians.  **RME 2-03a**  I am increasing my knowledge and understanding of different forms of worship and artefacts within world religions and can explain their importance for followers of world religions.  **RME 2-06a**  Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations.  **RME 2-03b**  Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations.  **RME 2-06b**    I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society.  **RME 2-03c**  I can describe and reflect upon practices and traditions of world religions.  **RME 2-06** | * I understand that there are differences in how people worship within different Christian denominations. * I understand that there can be significant differences in the importance of certain artefacts within different Christian denominations. * I understand that there are differences in how people worship within different world religions. * I understand the importance of certain artefacts within different world religions. * I can discuss the ways in which life events (e.g. birth, marriage and death) are marked within Christianity. * I can discuss the key features of some festivals and celebrations in the Christian calendar. * I can discuss the ways in which life events (e.g. birth, marriage and death) are marked within world religions. * I can discuss the key features of some festivals and celebrations within world religions. * I can discuss how Christian practices and traditions impact on my local community. * I can discuss how practices and traditions from world religions have an impact on society. | * I can compare and contrast the differences in how people worship within different Christian denominations. * I can compare and contrast the importance of certain artefacts within different Christian denominations. * I can demonstrate the different ways in which people worship within world religions. * I can explain the importance of certain artefacts within different world religions. * I can demonstrate an understanding of how life events (e.g. birth, marriage and death) are marked within Christianity. * I can demonstrate an understanding of the key features of some festivals and celebrations in the Christian calendar. * I can demonstrate an understanding of how life events (e.g. birth, marriage and death) are marked within world religions. * I can demonstrate an understanding of the key features of some festivals and celebrations within world religions. * I can discuss the possible reasons why certain Christian traditions and practices have emerged in Scotland. * I can discuss the possible reasons why certain traditions and practices of world religions have emerged in different geographical locations. | | * I can reflect upon and respect the differences in how people worship within different Christian denominations. * I can reflect upon and respect the importance of certain artefacts within different Christian denominations. * I can compare and contrast the ways in which people worship within different world religions. * I can reflect upon and respect the importance of certain artefacts within different world religions. * I can contrast and compare the ways in which life events are marked within Christianity. * I can compare and contrast key features of some festivals and celebrations in the Christian calendar. * I can contrast and compare the ways in which life events are marked within world religions. * I can compare and contrast key features of some festivals and celebrations within world religions. * I can analyse and consider why these Christian traditions and practices have emerged and their impact on Scotland today. * I can analyse the practices and traditions of some world religions and identify similarities and differences. |

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| **Development of beliefs and values** | **Early Level** |
| As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.  **RME 0-09a** | **These experiences and outcomes should be addressed through the context of the experiences and outcomes for Christianity and world religions selected for study. They should not be seen as a separate area to plan for but should be intertwined with the experiences and outcomes for Christianity and the world religions selected for study. They should also enable consideration of a range of spiritual traditions and viewpoints which are independent of religious belief.** |
| I am developing respect for others and my understanding of their beliefs and values.  **RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a** |
| **Development of beliefs and values** | **First level** |
| I am developing an awareness that some people have beliefs and values which are independent of religion.  **RME 1-09a**  I can show my understanding of values such as caring, sharing, fairness, equality and love.  **RME 1-09b**  I am becoming aware that people’s beliefs and values affect their actions.  **RME 1-09c** | **These experiences and outcomes should be addressed through the context of the experiences and outcomes for Christianity and world religions selected for study. They should not be seen as a separate area to plan for but should be intertwined with the experiences and outcomes for Christianity and the world religions selected for study. They should also enable consideration of a range of spiritual traditions and viewpoints which are independent of religious belief.** |
| I am developing respect for others and my understanding of their beliefs and values.  **RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a**  I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.  **RME 1-08a / RME 2-08a / RME 3-08a / RME 4-08a** |

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| **Development of beliefs and values** | **Second Level** |
| I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is a diversity of belief in modern Scotland.  **RME 2-09a**  I am developing my understanding that people have beliefs and values based upon religious or other positions.  **RME 2-09b**  I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.  **RME 2-09c**  I am developing my understanding of how my own and other people’s beliefs and values affect their actions.  **RME 2-09d** | **These experiences and outcomes should be addressed through the context of the experiences and outcomes for Christianity and world religions selected for study. They should not be seen as a separate area to plan for but should be intertwined with the experiences and outcomes for Christianity and the world religions selected for study. They should also enable consideration of a range of spiritual traditions and viewpoints which are independent of religious belief.** |
| I am developing respect for others and my understanding of their beliefs and values.  **RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a**  I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.  **RME 1-08a / RME 2-08a / RME 3-08a /**  **RME 4-08a** |

**Religious and Moral Education**

**Core Learning and Benchmarks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Learning for Significant aspect of learning: Religious and Moral Education** | | | | |
| Early | First | Second | Third | Fourth |
| |  | | --- | | Appreciate the importance of respect for the beliefs, values and traditions of others and being able to demonstrate this.  Engaging in a process of personal reflection leading to an increasing understanding of personal beliefs and ideas about meaning, value and purpose in life. | | | | | |
| Reflect upon and communicate their views on beliefs, stories, images, music and poems of Christianity, world religions selected for study and other perspectives. | Discuss, investigate and  evaluate stories, beliefs and viewpoints from world religions and other perspectives. | Communicate an increased understanding of the significance of the key figures, stories and teachings of world religions and other perspectives. | Communicate a developed understanding of the significance of the key figures, stories and teachings of world religions and other perspectives. | Through research of primary and secondary sources explain and analyse the significance of a range of key figures, stories and teachings of world religions and other perspectives. |
| Identify special places and special objects. | Investigate and evaluate  different sources of evidence including special places and artefacts. | Investigate and evaluate the meaning of key sources of evidence including special places and artefacts. | Investigate and evaluate the meaning of key sources of evidence including special places and artefacts and analyse differences within and between religions and other perspectives in relation to these special places and artefacts. | Critically assess the role of key sources of evidence including special places and artefacts in the role of religions and other perspectives. |
| Understand that beliefs and viewpoints are important to people and that beliefs and viewpoints lead to actions. | Discuss different ways in which people’s beliefs affect their actions and offer simple evaluative comments about this. | Demonstrate a more developed analysis of the relationship between beliefs and actions. | Consider the role of primary and secondary sources of evidence in supporting and challenging people’s beliefs and viewpoints and the actions which result from these beliefs and viewpoints. | Critically assess the role of primary and secondary sources of evidence in supporting and challenging people’s beliefs and viewpoints and the actions which result from these beliefs and viewpoints. |
| Communicate a simple understanding of what is fair and unfair. | Use a variety of sources to understand the key features of values and reflect on and evaluate the ways people show these. | Develop an increased understanding of influences on their own moral decision making and on that of others. | Critically reflect upon and communicate an understanding of how society can be challenged to become more just, equal, compassionate and understanding. | Critically reflect upon and evaluate an understanding of how society can be challenged to become more just, equal, compassionate and understanding. |
| Understand the importance of caring and sharing and showing care and concern for others. | Give examples of the connections between values, and actions. | Using a variety of sources, develop their consideration of ways in which values are related to actions. | Using a range of sources, critically reflect upon other people’s values and the relationship between these values and action. | Discuss and critically assess issues of morality and develop and apply appropriate skills and attributes in order to justify personal beliefs and value. |
| Early | First | Second | Third | Fourth |
| Cooperate with others. | Develop further their understanding of the importance of cooperation and its importance within religions and other viewpoints. | Evaluate ways in which religions and other perspectives have influenced morality and shaped cultures and societies. | Reflect upon, account for and communicate similarities and differences between their own values and those of others. | By considering a range of primary and secondary sources, evaluate and communicate a critical awareness of a range of religious and other responses to moral issues. |
| Use stories to explore values and issues. | Demonstrate an awareness of the similarities and differences between values which are based on religion and those based on other perspectives. | Communicate an understanding of other people’s beliefs, values and begin to explain the ways in which these values have developed. | Consider and evaluate a range of values and offer views about the relationship between these values and action. | Evaluate how the development of values links to specific responses to moral issues. |
| Listen to and understand the values of others. | Reflect on the values of others and consider own responses to these.  Early | Drawing upon religious and other sources, reflect on the values of others and consider their own responses to these.  First | Drawing upon a range of religious and other sources, reflect on the values of others, and the actions such values lead towards and consider their own responses to these.  Second | Express considered and informed personal opinions about moral issues and questions about meaning, value and purpose in life.  Third |
| Listen to different people talk about their values and communicate own views on this. | Know that different people have different values and be able to offer basic explanations for this. | Develop an increased understanding of how people come to have their values. | Further consider and reflect upon how people come to have their values and the impact of a range of values on society. | Develop a fuller analysis of how people come to have their values and the impact of a range of values on society. Consider the relationship between these values and religions and other perspectives. |
| Understand that religious and other celebrations, practices, festivals and traditions are important to people. | Demonstrate an awareness of the role of religious and other celebrations, practices, festivals and traditions and the part these play in the lives of people. | Use sources to investigate and understand the importance of celebrations, practices, festivals and traditions practices and traditions within world religions and other perspectives. | Demonstrate an increased knowledge and understanding of the celebrations, practices, festivals and traditions of world religions and other perspectives through an investigation of primary and secondary sources. | Using primary and secondary sources, research and explain the significance of celebrations, practices, festivals and traditions and consider their role within the context of contemporary society. |
| Show that they know about ways in which people express their beliefs and viewpoints through celebrations, practices, festivals and traditions. | Develop their knowledge and understanding of the celebrations, practices, festivals and traditions in world religions and other perspectives. | Use sources to investigate and evaluate the role of celebrations, practices, festivals and traditions in world religions and other perspectives. | Reflect upon and evaluate the role of celebrations, practices, festivals and traditions in world religions and other perspectives. | Critically assess the impact on societies and cultures of religious and other celebrations, practices, festivals and traditions. |
| Early | First | Second | Third | Fourth |
| Know that people’s practices and traditions can be different. | Compare and contrast people’s practices and traditions with their own. | Recognise, understand and describe some differences between world religions and other perspectives through exploring practices and traditions. | Recognise, understand and describe some differences within and between world religions and other perspectives through exploring practices and traditions. | Through encountering diversity of practices and traditions, reflect on the implications of diversity. |

**Aberdeenshire**

**Progression Framework**

**Religious and Moral Education**

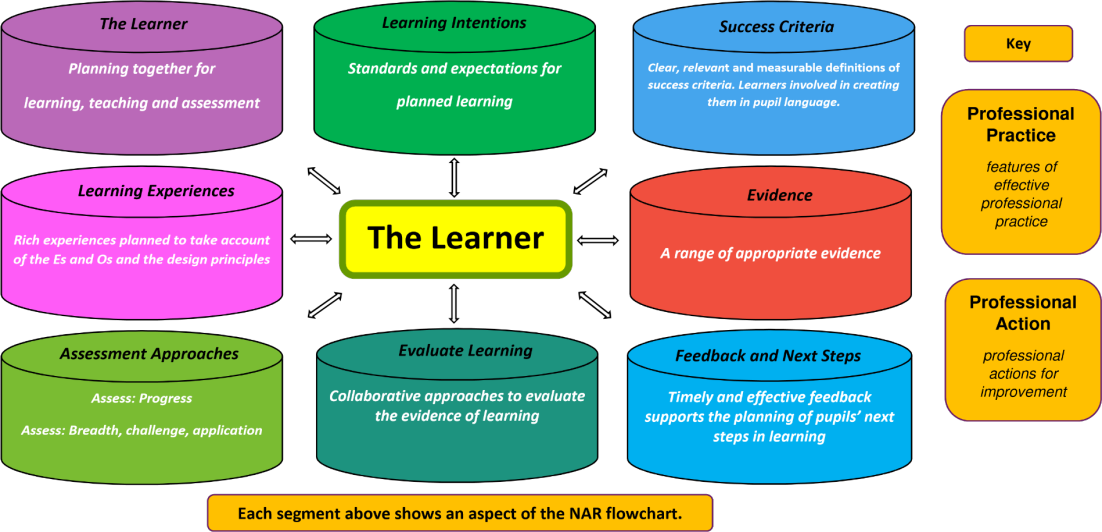
**Section 3**

**Learning, Teaching and Assessment:**

**Professional Curriculum Tool**

INTERIM December 2015

Learning, Teaching and Assessment: Professional Curriculum Tool



This tool can be used

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

Key references used in this resource

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2004)

**The Learner**

**Planning together for**

**learning, teaching and assessment**

Use the experiences and outcomes (Es and Os) to plan your learning, teaching, assessment and moderation approaches and allow you to consider your focus for learners’ experiences.

Professional **Action**

Professional **Practice**

**Learners setting goals**

* help your learners ‘engage’ with their goals
* help them understand the big picture of where they are going
* give learners a structure in which to work   
  i.e. *ask questions/try things out/make connections/ask why*
* use variety of planning techniques  
  i.e. *floor book planning/carousel/ cooperative learning group discussion/ mind maps/interactive wall displays/ KWL grids*
* set group/class goals

**Learner engagement**

* learner should be at centre of planning for learning, teaching and assessment
* quality dialogue with learners should be embedded in practice
* principles and practice papers outline the broad features of assessment

**Learning Intentions**

**Standards and expectations for**

**planned learning**

The learning intention is what learners should know, understand or be able to do by the end of a learning experience.

The focus should be on what is to be learned as opposed to the task, activity or context.

By teasing out the learning from your chosen experience(s) and outcome(s), you will be able to develop learning intentions that focus specifically on what has to be learned.

When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

Professional **Action**

Professional **Practice**

***“Research tells us that goals which are specific, clear, challenging but not outwith the student’s reach have the most effect on performance.”*** *Caroline Gipps*

**Good learning intentions?**

* use SMART criteria
* focus on the specific
* not too broad - not too difficult – not too general
* child friendly, clear language
* skill or knowledge based - not concept
* use ‘learning’ words   
  *know/understand/learn/think/  
  use*
* consider phrasing and   
  tone

**Techniques to use**

* display the LI
* make LI accessible while children are working
* don’t confuse LI with activity
* build the LI into the lesson introduction
* signal the LI especially to younger children
* use examples
* involve pupils in setting SC

**Success Criteria**

**Clear, relevant and measurable definitions of**

**success criteria.**

***Learners involved in creating them in pupil language.***

Success criteria are suggested ways to achieve the learning intention.

Sharing success criteria enables learners to feel confident about how to achieve success in a lesson.

As you plan and consider your success criteria you should ensure that they are directly linked to your learning intentions and the evidence of learning which you will be aiming to collect.

Professional **Action**

Professional **Practice**

**Techniques to use**

* link to Learning Intention – “How will you know that … (*link to LI*) ?
* signal the SC throughout the lesson
* use examples by matching SC with a good quality piece of work
* involve pupils in the process
* focus on observable behaviours when tasks are open-ended *i.e. ‘what will ‘good’ look like?’*
* create a SC checklist for pupil use
* create a scoring scale for pupil use

**Good success criteria?**

* closely linked to learning intentions
* clear, easy to understand
* focused on how learning can be identified
* good use of ‘learning’ words  
  *know/understand/learn/think/use*
* looking at the learning not the task

**Learning Experiences**

**Rich experiences planned to take account of the Es and Os and the design principles**

**challenge and enjoyment**

**breadth progression depth**

***personalisation and choice***

***coherence relevance***

Learning experiences planned with the experiences and outcomes and design principles in mind will be **rich** and **fulfilling**.

As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Professional **Practice**

Professional **Action**

**Collegiate discussions (moderation)**

* with a colleague, discuss examples of your practice where you have met any or all of the seven design principles
* with a colleague, and using an experience and outcome of your choice, have a go at planning a set of learning experiences which would develop the seven design principles

**Setting Es and Os in context**

* know your children and your community – this will help engage them in their learning
* look at your plans and try to highlight the seven design principles
* refer to the **Aberdeenshire frameworks**
* read the **Assessing Progress and Achievement** curricular papers

***A range of appropriate evidence***

**Evidence**

**Product – artwork, report, project**

**Learners’ Records of Assessment**

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners’ preferences about how to show what they have learned.

Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success.

Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

**Written Responses**

**Observation**

**Dialogue**

Professional **Action**

Professional **Practice**

**Collegiate discussions (moderation)**

* with a colleague, look at evidence you have gathered for a learning experience and agree if it fits with the original planning outline
* discuss whether or not the evidence is valid, reliable and proportionate (balanced)
* with a colleague, plan a variety of possible evidence

**Evidence of learning**

* match planned evidence with kind of learning being assessed
* engage pupils with Es and Os
* pupils help identify learning focus
* pupils select appropriate methods of assessment to inform range of evidence: *make-say-write-do*
* evidence should match Es and Os

**Assessment Approaches**

***Assess: Progress***

***Assess: Breadth, challenge and application***

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.

The range and variety of assessment approaches should take account of the relevance of contexts to learners’ prior experiences, interests and aspirations and should link across learning where possible.

Teachers need to consider learning in terms of breadth, challenge and application.

Professional **Practice**

Professional **Action**

**Assessment across learning**

Ensure your planning takes account of

* **Progression** across levels
* **Breadth**  
  the number and range of experiences and outcomes encountered by learners
* **Challenge**the attributes, capabilities and skills (including higher order thinking skills) which are embedded in learning and may be planned through personalisation and choice
* **Application**   
  application refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure - it is about learners becoming flexible and adaptable in the way they apply their learning

**Using Assessment Approaches**

* with a colleague, look at assessment approaches you have used and identify how breadth, challenge and application have been taken into account
* with a colleague, plan for breadth, challenge and application for a group of experiences and outcomes you plan to teach
* when planning, devise LIs and SC that will span across a level(s) in order to allow for progression
* to support differentiation, provide learners with opportunities to express how challenged they feel in their learning and how they think they are progressing

***Collaborative approaches to evaluate   
the evidence of learning***

**Evaluate Learning**

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group.

Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

Professional **Practice**

Professional **Action**

**Approaches to evaluating learning**

* use examples of completed (anonymous) work as a focus for group or class discussion
* train, support and encourage learners to develop the skills of **self-assessment**
* train, support and encourage learners to develop the skills of **peer-assessment**
* plan self/peer-assessment opportunities alongside the curriculum learning and teaching
* adapt teaching to take account of learner feedback
* ensure learning is evaluated effectively and collaboratively against SC

**Reflecting on learning**

* learners can be helped to reflect on what they have understood and where they still need help or further explanation
* learners should be helped and carefully monitored as they learn how to self-assess
* learner self-assessment should not be a ‘bolt-on’ activity
* learner feedback from self-assessment informs planning
* other people in the learning community should be involved in evaluating progress in learning

**Feedback and Next Steps**

**Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils’ next steps in learning.**

The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.

Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.

Professional **Action**

Professional **Practice**

**Feeding back and next steps**

* with a colleague, discuss examples of your practice where learners were given time to reflect, use their feedback and identify next steps
* plan time for learners and peers to reflect on the advice and guidance received and identify next steps
* teach pupils how to be reflective   
  ~ use questions to focus feedback  
  ~ encourage rather than praise   
   e.g. *tell m*e *more/for instance?/so?  
  ~* prompt and probe to extend thinking  
  ~ keep comments positive and specific

**Effective feedback**

* is part of a supportive ethos in which pupils ask for help when they feel they need it
* indicates positive aspects of work
* provides time to discuss with learners the links between their work and the LIs and SC
* helps learners to move on in their learning
* gives suggestions for improvement
* encourages learners to think things through for themselves