



Banchory Primary School & Nursery
RME

Early Level			
Organiser	Experiences and Outcomes	Suggested Activities/Resources	Benchmarks to support practitioners' professional judgement
Beliefs	<p>As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs that Christian people have about God and Jesus. RME 0-01a</p> <p>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</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 0-07a</p>		<ul style="list-style-type: none"> ❖ Shares thoughts and asks and answers questions to show and support understanding about stories, images, music and poemsⁱ from Christianity and at least one World Religion ❖ Identifies and discusses at least two aspectsⁱⁱ of a religion. ❖ Relates information and ideas about at least two beliefs to personal experiences.
Values and Issues	<p>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</p>		<ul style="list-style-type: none"> ❖ Shares thoughts about what is fair, unfair, caring and sharing.
Practices and Traditions	<p>I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives. RME 0-03a</p> <p>I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives. RME 0-06a</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 0-07a</p>		<ul style="list-style-type: none"> ❖ Shares thoughts and asks and answers questions to show and support their understanding about at least one World Religion.



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First Level			
Organiser	Experiences and Outcomes	Suggested Activities/Resources	Benchmarks to support practitioners' professional judgement
Beliefs	<p>Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a</p> <p>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</p> <p>Through exploring stories from world religions, I can describe some of their key beliefs. RME 1-04a</p> <p>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</p> <p>I can talk about my own beliefs, or express them in other ways. RME 1-01c</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 1-07a</p> <p>I am developing awareness that some people have beliefs and values which are independent of religion. RME 1-09a</p>		<ul style="list-style-type: none"> ❖ Describes, discusses and expresses an opinion with at least one reason on at least one beliefⁱⁱⁱ from Christianity, at least one World Religion, and at one belief group independent of religion.^{iv} ❖ Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions.
First Level			



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Organiser	Experiences and Outcomes	Suggested Activities/Resources	Benchmarks to support practitioners' professional judgement
Values and Issues	<p>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</p> <p>I can describe key features of the values of Christianity which are expressed in stories. RME 1-02b</p> <p>Having explored stories from world religions, I can show 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</p> <p>I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b</p>		<ul style="list-style-type: none"> ❖ Describes and discusses at least one value^v from Christianity, at least one World Religion and at least one belief group independent of religion, illustrating how this value could be put into practice. ❖ Describes and discusses at least one personal value and at least one example of how own values might affect actions.



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Organiser	Experiences and Outcomes	Suggested Activities/Resources	Benchmarks to support practitioners' professional judgement
<p>Practices and Traditions</p>	<p>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</p> <p>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</p> <p>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</p> <p>I am developing an awareness of the ways in which followers of world religions celebrate different times of year and can relate these to my own life and community. RME 1-06b</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 1-07a</p>		<ul style="list-style-type: none"> ❖ Describes and discusses the significance of at least one special ceremony, celebration and way of marking a major life event in Christianity, at least one World religion and at least one belief group independent of religion.



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Second Level			
Organiser	Experiences and Outcomes	Suggested Activities/Resources	Benchmarks to support practitioners' professional judgement
Beliefs	<p>Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. RME 2-01a</p> <p>Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. RME 2-04a</p> <p>Through exploring the lives and teaching of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b</p> <p>Through exploring the lives and teaching of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. RME 2-04b</p> <p>I can show understanding of Christian beliefs and explore similarities and differences between these and my developing beliefs. RME 2-01c</p> <p>I can show understanding of the beliefs of world religions and explore similarities and differences between these and my developing beliefs. RME 2-04c</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 2-07a</p>		<ul style="list-style-type: none"> ❖ Investigates, describes, explains and expresses an opinion on a least one belief^{vi} from Christianity, at least one World Religion, and at least one belief group independent of religion. ❖ Discusses ways in which own beliefs can affect actions.



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	<p>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 2-08a</p> <p>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</p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b</p>		
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Second Level			
Organiser	Experiences and Outcomes	Suggested Activities/Resources	Benchmarks to support practitioners' professional judgement
Values and Issues	<p>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</p> <p>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</p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b, RME 2-02b</p> <p>I am developing respect for others and my understanding of their beliefs and values. RME 2-07a</p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b</p>		<ul style="list-style-type: none"> ❖ Investigates, describes, explains and expresses an opinion on at least one value from Christianity, at least one World Religion and at least one belief group independent of religion. ❖ Discuss ways in which own values can affect actions. ❖ Discusses and expresses views about the importance of values such as honesty, respect and compassion.



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	<p>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</p> <p>I am developing my understanding of how my own and other peoples' beliefs and values affect their actions. RME 2-09d</p>		
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Second Level			
Organiser	Experiences and Outcomes	Suggested Activities/Resources	Benchmarks to support practitioners' professional judgement
Practices and Traditions	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. RME 2-03c</p> <p>I can describe and reflect upon practices and traditions of world religions. RME 2-06c</p>		<ul style="list-style-type: none"> ❖ Investigates, describes, explains and expresses an opinion with supporting reasons on the importance of at least two from a tradition, a practice, a ceremony, a custom, a way of marking a major life event in Christianity, at least one World d Religion, and at least one belief group independent of religion.



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	<p>I am developing respect for others and my understanding of their beliefs and values. RME 2-07a</p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d</p>		
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- i The expectation is that not all of these categories would necessarily be included. This would be a matter for professional judgement.
- ii "Aspects" of a religion may include for example, prayer, worship, belief in a divine being/beings, belief in a soul etc. It might also include artefacts, places etc.
- iii The 'belief' for consideration is likely to come from a range of sources for each religion/belief group. It may be scriptural or not and may come from a variety of genres, for example, poetry, story, music etc, and may also involve images from the religion/belief group if appropriate. This freedom to select appropriate genres and stimuli applies across all levels.
- iv It is likely that a 'belief group independent of religion' will be, for example, Humanism. However, it might also be an organisation such as a charity which is founded upon 'non-religious' principles. As learners progress through levels, it might also come to include philosophical perspectives such as utilitarianism.
- v A 'value' might include, for example principles such as selflessness, respect, equality. As learners progress across levels, progression may be facilitated through exploring values in practice rather than in principle – for example, rather than exploring the value of concern for others broadly, this might be considered by exploring specific moral issues such as human rights, gender issues etc.
- vi A 'belief' might include, for example principles such as belief in a divine being/beings, belief in life after death, the usefulness of prayer etc. As learners progress across levels, progression may be facilitated through exploring beliefs in practice rather than in principle – for example,, rather than exploring an individual's belief in life after death, this might be considered by exploring specific 'issues of belief' such as the origins of the universe, evidence for/against life after death etc.