



Banchory Primary School & Nursery

Religious & Moral Education & Religious Observance Policy

Embrace Learning



RME Policy for Banchory Primary School

Our Vision

At Banchory Primary School we aim to be an exceptional and inclusive learning community where powerful learning is realised through high quality teaching.



Through the sharing of high expectations for all learners and by encouraging a positive growth mindset towards challenge, we aim to create a school in which successful learners, responsible citizens, effective contributors and confident individuals are then able to flourish.

The Religious and moral education programme at Banchory Primary follows Curriculum for Excellence and in accordance with UNCRC Articles 12, 14, 28, 29.

The Scottish Government state that:

“The importance of learning about religion and morality has long been recognised as a central feature of Scottish Education. The 1980 Education (Scotland) Act maintains the statutory obligation for all schools to provide RME as part of the curriculum for all children and young people. Within Curriculum for Excellence, RME has a significant role as one of the eight core curriculum areas. Curriculum for Excellence provides an exciting and challenging context for high quality religious and moral education (RME) which teachers of RME value.”

*The Scottish Government
Report of Religious and moral education Excellence Group (2011: 2)*



Rationale

“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 outwith 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 enables children and young people to explore the world’s major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in this process.

Learning through religious and moral education enables children and young people to:

- *recognise religions as 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 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, discover 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.*

Religious and moral education is therefore an essential part of every child or young person’s educational experience.

Religious and moral education, Principles and Practice (pg1)



Aims

At Banchory Primary School we aim to deliver an RME programme which allows teachers flexibility and scope to plan for a wide variety of experiences which will enable young people to develop their knowledge, skills and attitudes.

Through our programme of work, we aim to develop the four capacities in our young people:

- Successful Learners
 - with an understanding of moral issues & faith groups
- Confident Individuals
 - able to express their own values and beliefs
- Responsible Citizens
 - in a multi faith society
- Effective contributors
 - putting their own values into action

Planning and Delivery

At Banchory Primary Staff use the Curriculum for Excellence Experience and Outcomes and Benchmarks to support long, medium and short term planning in Religious and moral education alongside input from local Chaplains and other visitors to the school, including some of our parents who have been willing to share about their own faith and religion.

The Experiences and Outcomes have been structured under 3 organisers:

- Beliefs
- Values and Issues
- Practices and Traditions

A cohesive programme has been organised to allow children to build on previous knowledge and skills. Planning also allows flexibility for RME to be taught through interdisciplinary learning (IDL) where possible.

Teachers are expected to identify appropriate learning and teaching styles to suit the needs of their pupils while recognising the importance of active learning and the capacities of Curriculum for Excellence.

Chaplains

Meetings are held with the Chaplains on a regular basis to discuss how best they can support Banchory Primary School, not only with the teaching of RME but with other areas of the curriculum, including meeting with members of their congregations, supporting Bikeability, woodworking class etc.



Assessment

“Assessment in religious and moral education will focus on learner’s knowledge and understanding of religious practices and traditions and on their skills in making informed, mature decisions to issues of belief and morality.”

Religious and Moral Education: Principles and Practices, 2009

At Banchory Primary School assessment is an integral part of the learning and teaching cycles. Assessment evidence can be:

- ❖ Both formal or informal
- ❖ Pupil responses to practices and traditions and beliefs and values
- ❖ Through discussion with children about beliefs, moral values and attitudes
- ❖ Self-evaluation, peer evaluation, teacher review

Approaches to assessment will respect the fact that there is not always a “right answer” when discussing beliefs and values and that, while the process and skills used to come to conclusions can be assessed, an individual’s values and opinions should not be assessed as right or wrong. Similarly, a pupil’s religious faith will never be assessed.

School Assemblies and Religious Observance

Religious observance is defined for schools in Scotland as

“Community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community.”

“Religious Observance is a ‘whole-school activity’, by which we mean members of the school community, including staff, pupils, parents and representatives of faith and non-faith groups and communities, may take part.”

Curriculum for Excellence – Provision of Religious Observance in Scottish Schools – March 2017

At Banchory Primary School assemblies take place on a weekly basis over the course of the school year there will be some which will provide children with the opportunity for Religious Observance. Local Chaplains and visitors may be invited to take part in these assemblies.

In addition, the whole school services take place at Harvest, Christmas and Easter and may be held either in school or at a local church.



Parents/Carers

Parents/carers have a significant role in fostering and supporting positive attitudes towards RME. Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance. Parents should be reassured that the Religious Observance planned by Banchory Primary School adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Any parent/carer who wishes their child to be removed from religious observance should make this known to the Head Teacher.



Appendix 1

UN Convention on the Rights of the Child

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries to achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



Appendix 2

Early Level		
Organiser	Experiences and Outcomes	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 poems' from Christianity and at least one World Religion ❖ Identifies and discusses a 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.



First Level		
Organiser	Experiences and Outcomes	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 least 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.
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>	<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.



	<p>I can describe the key features of the values of world religions which are expressed in stories. RME 1-05b</p>	
<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.



Second Level

Organiser	Experiences and Outcomes	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> <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>	<ul style="list-style-type: none"> ❖ Investigates, describes, explains and expresses an opinion on at 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.



<p>Values and Issues</p>	<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> <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>	<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>Practices and Traditions</p>	<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> <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>	<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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- 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.

