

Redmyre School Religious & Moral Education and Religious Observance Policy



In accordance with

UNCRC Articles

12, 14, 28, 29

June 2018

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 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.

Rationale

The provision of religious and moral education is statutory for all pupils attending non-denominational primary and secondary schools.

"Children and young people deserve the opportunity to have this taught in a meaningful and progressive way."

Scottish Government Advice Letter, February, 2011

If children and young people are to achieve their full potential and enjoy fulfilment as well-balanced, socially aware individuals, they must consider and express their own beliefs, values and opinions. They must be able to make judgements about what is right and wrong and develop responsible attitudes. Furthermore, to enable them to participate fully in society, pupils need to be educated about the beliefs and values of others. As a Rights Respecting School, we believe,

"Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights."

United Nations' Convention on the Rights of the Child, Article 14

At Redmyre School, we recognise that there are a wide range of beliefs across Scotland. These include all world religions and beliefs which lie outwith religion. Diversity of this kind, serves as an enriching context in which our pupils can develop their own beliefs and values. Through Religious and Moral Education, our pupils explore the world's major religions and views which are independent of religious beliefs. They are encouraged to consider and question the beliefs and values of others, whilst being encouraged to develop beliefs of their own. Religious and Moral Education helps pupils develop and reflect on their values and their ability to judge right from wrong. It is our intention to develop in our pupils, responsible attitudes towards other people, regardless of race, religion or beliefs.

Aims

The aims of teaching and learning within Religious and Moral Education will be to:

- recognise religion as an important expression of human experience for some
- learn about and from the beliefs, values, practices and traditions of Christianity and the World Religions selected for study
- learn about 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 and reflection of 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.

Religious and Moral Education: Principles and Practices, 2009

The Curriculum Content

Pupils are encouraged to develop understanding of, and respect for, people of all faiths and people who adopt a non-religious stance for living. In order to meet statutory requirements, and the principles and practices of Curriculum for Excellence, a cohesive RME Programme of Study has been devised for Primary 1 to Primary 7 pupils at Redmyre School. (Appendix 2) This ensures Religious and Moral education is delivered as both a specific subject discipline and one which contributes to high quality cross curricular learning. It will stimulate learning that incorporates challenge, relevance, enjoyment and depth.

Every child can expect their education to provide them with a broad general education, and within Religious and Moral Education, this includes well planned activities for Early, First and Second Level Experiences and Outcomes across Christianity, World Religions and Developing Beliefs and Values. (See appendix 1)

Learning and Teaching Approaches

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.

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 mortality."

Religious and Moral Education: Principles and Practices, 2009

Assessment evidence can be gathered from a variety of sources:

- Pupil responses to practices and traditions and beliefs and values
- Specific assessment tasks to determine progress in knowledge, understanding and skills
- Discussion with children about beliefs, moral values and attitudes
- Peer and self-evaluation of their work.

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. Assessment may link to other curricular areas, both within and outside, of the classroom setting.

Recording and Reporting

In determining progress, teachers will establish if a pupil has demonstrated competence in the skills, attributes, knowledge and understanding described in the RME experiences and outcomes. Reporting procedures are in line with Aberdeenshire Council's policy. Evidence of pupil work is retained in pupil profiles.

The Role of Parents/Carers

We recognise that parents/carers have a significant role in fostering and supporting positive attitudes towards RME. Through termly curriculum overviews, Parent/teacher appointments and annual progress reports we aim to inform parents/carers of the aims, objectives and content of RME.

Some parents/carers may have anxieties that RME conflicts with their family beliefs or religious practices. Should this arise, discussion will take place between parents/carers and the Head Teacher so that the educational rationale can be discussed and any anxieties allayed.

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"

Circular 1/2005 Provision of Religious Observance in Scottish Schools

School assemblies take place on a weekly basis and over the course of the school year there will be a number of these which will provide children with the opportunity for Religious Observance. Local ministers and visiting speakers may be invited to speak at these assemblies. In addition, the school will maintain traditional celebrations central to the life of the school community so that special assemblies are held at Harvest, Christmas and Easter.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance however parents should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families . The Head Teacher will be happy to meet with any parent/carer wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance. Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity

Appendix 1

Early Level Christianity		
Beliefs	Early Level RME 0-01a – As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus.	Pupils should: <ul style="list-style-type: none"> • Be aware that Christians view Jesus as someone important • Be aware that Christians believe that Jesus is the son of God • Explore Christian stories which talk about Jesus and God • Investigate Christian images about Jesus and God • Explore a variety of Christian songs • Explore a range of Christian poems about God and Jesus
Values and Issues	Early Level 0-02a- 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.	Pupils should: <ul style="list-style-type: none"> • Be able to cooperate with others • Understand the importance of caring for themselves and others • Share materials and resources with others • Explore what is fair and unfair in different situations
Practices and Traditions	Early Level RME 0-03a – I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives.	Pupils should: <ul style="list-style-type: none"> • Have an awareness of important Christian festivals e.g. Easter, Shrove Tuesday, Ash Wednesday • Become aware of some Christian customs e.g. prayer, singing hymns • Explore Christian celebrations such as Baptism

Early Level World Religions		
Beliefs	Early Level RME 0-04a – As I explore stories, images, music and poems, I am becoming familiar with the beliefs of the world religions I am learning about.	Pupils should: <ul style="list-style-type: none"> • Be aware that there are many religions and beliefs • Know that there are stories relevant to various religions and beliefs • Recognise images relevant to various religions and beliefs • Explore music relevant to various religions and beliefs • Explore poems relevant to various religions and beliefs
Values and Issues	Early Level RME 0-05a - 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.	Pupils should : <ul style="list-style-type: none"> • Be able to cooperate with others • Understand the importance of caring for themselves and others • Share materials and resources with others • Explore what is fair and unfair in different situations
Practices and Traditions	Early Level RME 0-06a I am becoming aware of the importance of celebrations, festivals and customs in religious people's lives.	Pupils should ; <ul style="list-style-type: none"> • Be aware that there are many religions in the world and they are important to the people who practise them • Explore the importance of some of the significant festivals and celebrations by World Religions • Be aware of the major festivals/celebrations that go with various world religions (using pictures and visual clues) • Explore some symbols associated with a number of different world religions (use artefacts and symbols in their own environment- where appropriate)

First Level Christianity

	First Level Christianity	
Beliefs	<p>Level RME 1-01a – Through exploring Bible stories I can describe some beliefs Christians have about God and Jesus.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know that Jesus told stories which were a way of teaching people about God, how to behave and treat each other • Be aware of the inner meanings and messages contained within Bible stories • Understand that some stories and celebrations found in the Bible tell us about the relationship between God and Jesus for example the Nativity, Resurrection, baptism of Jesus • Know how some Christians believe the world began – for example the Creation Story • Realise that religious stories and ideas make a difference to individuals, families and the local community for example the role of local churches/faith organisations
	<p>RME 1-01b – By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness the role of Christianity in Scottish society and the world.</p>	<p>Pupils should</p> <ul style="list-style-type: none"> • Be aware of important Christian beliefs e.g. life after death and how these influence the way Christians treat others • Understand that the Church in Scotland supports local communities e.g. as a source of help/guidance; education; marriage and how its role has changed over time • Be aware of the impact that Christian beliefs and practices has had throughout the world for example through charity work undertaken by Christian organisations • Know and understand that religious places have expectations about how people act, dress and behave • Realise the importance of behaving appropriately in places of worship • Understand the significance of religious artefacts and their meanings for Christians • Be aware of how to handle and look after religious objects and artefacts
	<p>RME 1-01c – I can talk about my own beliefs or express them in other ways</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Be able to describe to others their own personal beliefs e.g. what makes them happy/sad • Communicate their ideas in a creative way • Be able to talk about their own personal beliefs and feelings using appropriate visual aids/prompts • Recognise aspects of their own experiences and feelings in religious stories and celebrations and share their thoughts with others
Values and Issues	<p>RME 1-02b – I can describe the key features of the values of Christianity which are expressed in stories</p>	<p>Pupils should</p> <ul style="list-style-type: none"> • Understand that Christian values such as forgiveness, love and hope are expressed by different stories • Be aware of the Christian values exemplified by range of different stories e.g. the Good Samaritan • Be aware that the stories of Jesus illustrate moral values • Understand that Jesus told stories as a way of teaching people about God and how they should behave • Understand that Biblical stories are used by Christians for guidance and teaching, in church, home and school
	<p>RME 1-02a - 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</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Be aware of concepts such as justice, compassion and wisdom • Understand that biblical and Christian stories e.g. the story of Ruth, deal with key Christian values such as honesty, caring for others and relate these to their own experiences • Be aware of the term parable • Be aware of the term gospel • Be aware of the term miracle • Know how Christian festivals and customs are celebrated within their family e.g. the giving of gifts at Christmas • Realise how Christian festivals and customs are celebrated in the local community e.g. Church services, community events • Recognise the importance of celebrating/giving for local communities • Understand the importance of sharing and belonging e.g. memberships of local sports clubs/ community groups
Practices and Traditions	<p>RME 1-03a – 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.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Be aware of Christian communities in their own local area for example by identifying their role within the local community • Understand the significance of prayer, worship and special ceremonies for Christian people • Realise that Christian practices and traditions might be similar or different from their own • Be aware of the differences that exist between diverse Christian communities • Recognise places of Christian worship in their own locality • Know that prayers are seen as ways of thanking/praising God • Understand that worship is the way Christian people gather together to praise, thank and celebrate their relationship with their God • Appreciate the differences or similarities between people in their own community • Value their own beliefs and begin to explore, examine, extend and compare them with others • Appreciate that the Christian values of sharing, caring, love and forgiveness are important in Scottish/world culture
	<p>RME 1-03b – I am developing an awareness of the ways in which Christians celebrate different times of the year and can relate these to my own life and community</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Be aware of the significant celebrations which are in the Christian calendar • Understand how Christians mark significant celebrations and their impact upon local communities • Understand the different features of major festivals in the Christian calendar • Be able to talk about how they celebrate special times significant to themselves and their families • Know the different ways people within their local community celebrate special times and contrast this to their own experiences • Be aware of the similarities and differences between Christian practices and traditions and their own celebrations at special times of the year

First Level World Religions

	First Level World Religions	
Beliefs	<p>RME 1-04a – Through exploring stories from world religions, I can describe some of their key beliefs.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Understand that people of different faiths all believe in a "Supreme Power", whom they call Allah, Brahman etc • Be aware of the religious diversity in their local community • Be able to describe the main beliefs held by non-Christian communities • Be able to identify the common features within religious communities • Be able to identify the differing features within religious communities • Understand that the stories are a way of teaching people about that faith, how to behave and how to treat each other • Understand that stories often contain inner meanings and messages • Realise that beliefs held by other world religions should be discussed respectfully
	<p>RME 1-04b – 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.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Realise the important role that artefacts and religious objects play in religious communities • Understand that artefacts are used to express religious meaning and beliefs • Be aware of the names and explain the purposes of some religious objects • Recognise places of non Christian worship within their local community • Recognise places of non Christian worship out with their local community • Understand of the importance of religious places/buildings in religious communities • Know that religious places have expectations about how people act, dress and behave in their place of worship, and that these expectations are linked to their beliefs • Be aware of the role that world religions have within the local community e.g. through involvement in community events and how these are linked to their beliefs • Be aware of some of the ways world religions have influenced Scottish society e.g. culture, relationships with other non-Christian countries
	<p>RME 1-04c – I can talk about my own beliefs, or express them in other ways</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Be able to recognise aspects of their own experiences and feelings in religious stories and celebrations and share their thoughts with others • Understand that personal celebrations are demonstrations of love and care • Know how to express their beliefs, views and feelings for example through discussion, dialogue or role play • Communicate their ideas to their peers/adults and be sensitive to the beliefs and feelings of others • Understand the importance of respecting the culture and beliefs of other people • Respond appropriately to a range of questions posed by their peers or other adults
Values and Issues	<p>RME 1-05a 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.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Be aware that the key values of world religions influence the daily lives of its followers e.g. the 5 Pillars of Islam • Be aware of religious texts and writings which deal with key religious values and relate these to their own experiences • Understand that religious stories are an important part of the life and worship of those with religious beliefs • Know how religious festivals and customs are celebrated in their local community • Consider how religious groups in their local environment support the wider community
	<p>RME 1-05b I can describe the key features of the values of world religions which are expressed in stories.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Know that there are important religious values common to all faiths such as forgiveness, love and hope • Know that religious values are exemplified by range of different stories e.g. in Sikhism the story of Malik Bhago and Lalo • Know that world religions have different holy books called the Torah, Koran etc • Know that the stories contained within religious books are sacred texts and the way they are cared for shows their importance • Understand that religious stories tell us something about the values of that particular religion • Understand that these stories are a way of teaching people about their God and how they should behave • Understand that stories are used for guidance and teaching, in church, home and school
Practices and Traditions	<p>RME 1-06a 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</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Be aware of the variety of the religions in their local area <ul style="list-style-type: none"> • Understand the significance of prayer, worship and special ceremonies for the followers of world religions • Recognise that some of the practices and traditions from a selected world religion might be similar or different from their own • Be aware that worship is a way for people of faith to gather together in prayer, to celebrate the relationship with their God and each other • Understand that meditation is a personal way of thinking and reflecting • Learn about prayer, worship and celebrations in world religions • Learn to respect the practices of others
	<p>RME 1-06b I am developing an awareness of the ways in which followers of world religions celebrate different times of the year and relate these to my own life and community</p>	<ul style="list-style-type: none"> • Be aware of the important festival/celebrations in the calendar of world religions • Be aware of the religious festival/celebrations which take place in their local community • Understand that they are similarities in the way world religions mark important festivals/celebrations • Understand that they are differences in the way world religions mark important festivals/celebrations • Be able to talk about how celebrate special times significant to themselves and their families • Recognise the similarities or differences between the celebrations of world religions and their own celebrations at special times of the year

Second Level Christianity

Beliefs	<p>RME 2-01a – Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.</p>	<ul style="list-style-type: none"> Recognise biblical stories of significance e.g. the story of Exodus, the Ten Commandments Be familiar with the stories of some Christian saints and notable modern Christians e.g. Mother Teresa Understand the meaning of term gospel within the context of biblical and other Christian stories Understand the meaning of term parable within the context of biblical and other Christian stories Understand the meaning of term miracle within the context of biblical and other Christian stories Know that the life and work of Jesus is the central theme of the Bible Know that the Bible is divided into 2 parts, the Old and the New Testament Know the difference between the Old and New Testament e.g. the Old Testament leads up to Jesus and the New Testament focuses on Jesus and the life of his followers Realise that biblical and Christian stories often contain inner meanings and messages and relate these to their own experiences and events in the wider world
	<p>RME 2-01b – Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs.</p>	<ul style="list-style-type: none"> Understand the life and teachings of Jesus from stories in the Bible e.g. the Gospels, parables and miracles Be aware of the meanings and messages which underpinned Jesus' actions and teachings Appreciate that Jesus' teachings were interpreted differently by diverse groups Understand that people's views on Jesus have changed over time Know and understand the role that other figures in Christianity such as Martin Luther King have played in highlighting Christian ideas and teachings Understand how the teachings of Jesus are relevant to today's world e.g. the role of Christian organisations in supporting charity work, disaster relief
	<p>RME 2-01c - I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs.</p>	<ul style="list-style-type: none"> Be aware of Christian beliefs such as Jesus as the Son of God, the concept of God as a moral authority, the importance of belonging to local church community Appreciate what it is like to be a Christian e.g. how Christians apply the teachings of Jesus in practical situations Know and understand that Christians base their behaviour on the teachings of Jesus and the guidance of the church, and this reflects their Christian beliefs Be able to recognise their own developing beliefs and opinions and discuss these with their peers by comparing their own and other's beliefs about moral questions Reflect upon the similarities between Christian values and their own beliefs e.g. moral issues such as capital punishment, animal rights Reflect upon the differences between Christian values and their own beliefs e.g. moral issues such as capital punishment, animal rights Value the importance of listening with respect to the views and feelings of others
Values and Issues	<p>RME 2-02a – 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.</p>	<p>Understand that the stories of Jesus illustrate moral values</p> <ul style="list-style-type: none"> Be aware of the concept of God as creator and moral authority Realise that the Ten Commandments are viewed by Christians as "rules for society" Know that the key concept of love is basic to Christian life, for example the central principles "Love God" and "Love your neighbour" Appreciate the moral qualities of the lives of key Christian figures such as saints and notable modern Christians Be able to reflect upon the central principles of Christian life and consider their relevance to personal and social issues within the pupils' experience e.g. bullying, environmental concerns
	<p>RME 2-02b - I can share my developing views about values such as fairness, equality, love, caring, sharing and human rights</p>	<ul style="list-style-type: none"> Consider what values such as fairness, caring etc mean to them Be able to articulate their own views to peers and adults e.g. which of these values do they view as the most/least important? Understand the importance of listening with respect to the views and feelings of others Understand some of the ways in which people show concern for others in the local community Be able to express concern at the situation of others Understand the needs of others in the local community Realise that religions offer values and codes of conduct on which to base our relationships with others Share feelings and concerns
Practices and Traditions	<p>RME -03a - I am increasing my knowledge and understanding of different forms of Christian Worship and artefacts can explain their Christians importance to</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> Understand the different ways in which Christians worship Know that all Christians do not worship in the same way Realise the variety of Christian artefacts which play an important part in the life of Christians Recognise and understand Christian symbols and explain their significance and importance within Christianity Recognise and understand Christian signs and explain their significance and importance within Christianity Recognise and understand Christian artefacts and explain their significance and importance within Christianity Know the different forms of worship e.g. prayers, music, dance, song, etc Understand that there is no one way of worshipping and respect others' preferences and choices Be able to recognise the significance with which Christians view places of worship Realise that respect and tolerance for different approaches, practices and traditions is important
	<p>Level RME 2-03b - Through investigating the ways in which Christians mark major life events and times of the year, I can explain key features of such festivals and celebrations</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> Know specific celebrations in the life of Christians Know the name of and describe specific festivals in the life of Christians Know and understand key features of a variety of Christian festivals Be able to identify the key features of a variety of Christian celebrations Recognise some of the practices and principles associated with a variety of Christian celebrations Recognise some of the practices and principles associated with a variety of Christian festivals Appreciate some of the reasons behind why specific times of year are important to Christians Know that Christians mark major life events and times of year Understand that Christians place importance on a variety of celebrations Realise that Christians place importance on a variety of festivals Know that Christians place importance on a variety of customs
	<p>RME 2-03c – I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish Society.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> Realise that there are a variety of practices and traditions within Christianity that have influenced Scottish Society Understand that Christian practices and traditions are frequently seen as a traditional way of doing things in Scotland Be aware of different Christian traditions and discuss ways in which they play a crucial part in Scottish Society Be aware of different Christian practices and discuss ways in which they play a crucial part in Scottish Society Appreciate that some Christian traditions have been adapted and modified to meet Scottish lifestyles and society Understand that some Christian practices have been adapted and modified to meet Scottish lifestyles and society

Second Level World Religions

Beliefs	<p>RME 2-04a – Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories.</p>	<ul style="list-style-type: none"> • Know some of the important stories associated with each of the world religions • Know that stories are a way of teaching people about their faith • Understand the importance of stories in the life of a faith community • Recognise that stories provide people with answers to questions about the meaning of life • Realise that stories can have a powerful influence on how people think and act • Know the way in which a sacred text is used in worship • Recognise that stories reflect different cultural and religious backgrounds • Be able to reflect upon the ideas and beliefs which are expressed through the stories
	<p>RME 2-04b – Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs.</p>	<ul style="list-style-type: none"> • Know and understand the role that important individuals from each world religion have played in its development • Be aware of the meanings and messages which underpin the actions and teachings of individuals such as Muhammad, Moses etc • Appreciate that the teachings of Muhammad, Moses etc have been interpreted differently by diverse religious groups • Understand that for many people religious beliefs provide a sense of meaning and purpose in life • Know that people of different faiths have different beliefs about how God judges people and what happens when they die <p>• Understand how the teachings of significant figures from world religions are relevant to today's world e.g. the role of religious organisations in supporting charity work, disaster relief</p>
	<p>RME 2-04c – I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs.</p>	<ul style="list-style-type: none"> • Be aware of the main beliefs associated with each of the world religions • Understand what it is like to be a person of faith e.g. how Muslims apply the teachings of Muhammad in practical situations • Know and understand that people of faith base their behaviour on the teachings and the guidance set out by their religion • Be able to recognise their own developing beliefs and opinions and discuss these with their peers by comparing their own and other's beliefs about moral questions • Reflect upon the similarities between the values of other world religions and their own beliefs e.g. moral issues such as capital punishment, animal rights • Reflect upon the differences between the values of other world religions and their own beliefs e.g. moral issues such as capital punishment, animal rights • Understand that their own opinions, behaviour etc are influenced by others e.g. family, friends <p>• Value the importance of listening with respect to the views and feelings of others</p>
Values and Issues	<p>RME 2-05a 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.:</p>	<ul style="list-style-type: none"> • Understand that the stories and teachings of significant religious figures illustrate moral values • Realise that the moral values expressed in religious scriptures are viewed as "rules for society" • Know and understand the codes of conduct associated with each of the main world religions e.g. The 5 "Ks" in Sikhism • Understand that the stories and teachings of significant religious figures have been interpreted differently by people of the same faith • Appreciate the moral qualities of the lives of key religious figures such as the Dalai lama, Moses, Muhammad
	<p>RME 2-05b I can share my developing views about values such fairness, equality, love, caring, sharing and human rights.</p>	<ul style="list-style-type: none"> • Consider what values such as fairness, caring etc mean to them • Be able to articulate their own views to peers and adults e.g. which of these values do they view as the most/least important? • Appreciate the importance of listening with respect to the views and feelings of others • Understand some of the ways in which people show concern for others in the local community • Be able to express concern at the situation of others • Understand the needs of others in the local community • Realise that religions offer values and codes of conduct on which to base our relationships with others • Share feelings and concerns
Practices and Traditions	<p>RME 2-06a 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</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> • Understand the different ways in which world religions worship • Understand that there is no one way of worshipping and respect others' preferences and choices • Be able to recognise the significance with which people of faith view places of worship • Know the different forms of worship e.g. prayers, music, dance, song, etc • Realise that artefacts play an important part in the life of faith communities • Recognise and understand the symbols associated with the world religions and explain their significance and importance • Recognise and understand the signs associated with the world religions and explain their significance and importance • Recognise and understand the artefacts associated with the world religions and explain their significance and importance • Realise that respect and tolerance for different approaches, practices and traditions is important
	<p>RME 2-06b 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</p>	<ul style="list-style-type: none"> • Know specific celebrations associated with each of the world religions • Know the name of and describe the specific festivals associated with each of the world religions • Know and understand key features of a variety of world religious festivals • Be able to identify the key features of a variety of celebrations connected to the other world religious • Recognise some of the practices and principles associated with the celebrations of other world religions • Recognise some of the practices and principles linked with a variety of world religious festivals • Appreciate some of the reasons behind why specific times of year are important to people of faith • Understand that religious followers place importance on celebrating a variety events • Realise that religious followers place importance on celebrating a variety of festivals <p>• Know that the followers of other world religions place importance on following religious custom</p>
	<p>RME 2-06c I can describe and reflect upon practices and traditions of world religions</p>	<ul style="list-style-type: none"> • Be able to identify the practices associated with the other world religions • Be able to identify the traditions associated with the other world religions • Know and understand the ways in which the practices of other world religions are similar • Know and understand the ways in which the practices of other world religions are different • Realise that there are similarities in the traditions associated with other world religions • Realise that there are differences in the traditions associated with other world religions <p>• Be able to reflect upon the practice and traditions of world religions by considering their relevance to their own experience</p>

