



# Religious & Moral Education Programme & Policy



In the Religious & Moral Education Principles and Practice paper, it is stated that:

“Religious and moral education is 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*

## Development of Skills

“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.”

## Significant aspects of learning in Religious and Moral Education:

### Learning about religion, beliefs and morality:

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

### Learning from religion, beliefs 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 the 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.

Using the Significant Aspects of Learning, the Progression Framework and the skills listed in the Principles and Practice paper, the following framework has been drawn up to show the development of skills from Early to Second Level.

By looking at the development of skills and the Experiences and Outcomes for RME, a programme has been drawn up to ensure coverage of all areas across Early, First and Second Level.

### How to use this programme:

In order to ensure pupils achieve the significant aspects of learning in RME, experiences and outcomes have been bundled together to ensure there is coverage across all areas and levels. As our school has composite classes, the programme has been designed to follow a two year rolling programme format. All classes should be working on the same year (Year 1 or Year 2) at the same time, in order to ensure continuity and progression. Once a significant aspect and a bundle of outcomes has been chosen, teachers then choose a topic – either of their own choice or the suggested topics given in the programme, which may be adapted to suit the needs and interests of a class.

### Monitoring, Tracking & Assessment:

Teachers from similar stages plan together and meet throughout the year to discuss learning and teaching strategies. There are transition processes in place between Nursery and P1, and also between stages. This includes a formal meeting between teachers and the completion of a hand-on sheet. This informs teachers of levels achieved, work covered and next steps. This information is used for the next stage in planning. Moderation occurs through specific moderation topics, as part of LQAG work, and ongoing moderation discussions where standards are shared and agreed. Assessment is carried out through: teacher observations; self and peer assessments; end of topic assessments.

Assessment should identify the extent to which children and young people can reflect on the beliefs, values and traditions they have studied. Approaches to assessment will take account of the idea that there is not always a ‘right answer’ where issues of belief and morality are concerned. Children and young people can demonstrate their progress through:

- how well they respond to questions and issues
- the depth to which they engage with issues of belief and morality
- their developing abilities to think critically
- their awareness of how they can put their own beliefs, values and attitudes into action and show respect for those who hold different beliefs.



Scoil nan Loch Programme for RME - Curriculum for Excellence  
 Year 1 Year 2 Ongoing



	Early Level (Nursery-P1)	First Level (P2-P3)	First/Second Level (P4-5)	Second Level (P6-P7)
Christianity	<p>Kindness</p> <p>Festivals - Thanksgiving</p> <p>The Nativity</p> <p>Stories Jesus Told</p> <p>Easter</p> <p>Christmas/Easter</p>	<p>Harvest/Festivals - Thanksgiving</p> <p>Easter</p> <p>Old Testament Stories/ Moses/Joseph</p> <p>Old Testament Stories - Christian Beliefs</p> <p>Births/Weddings/ Christenings</p> <p>Stories about Jesus</p> <p>Christmas/Easter</p>	<p>Christian Places of Worship</p> <p>Caring at Christmas/ Hanukah</p> <p>Easter/Passover</p> <p>Rites of Passage - Marriage Christening</p> <p>Symbolism</p> <p>Helping Others - Charities</p> <p>New Year/New Beginnings</p> <p>Saints and Celtic Church</p> <p>Nativity - Revisited</p> <p>Christmas/Easter</p>	<p>Rites of Passage - Christianity/OWR</p> <p>Ten Commandments - Rules</p> <p>Christian Denominations</p> <p>Rites of Passage - Death</p> <p>Worship - Special Journeys Hajj, Iona, Lourdes, Ganges</p> <p>Celebrations - Religious/ Secular/Commercialisation of Various Festivals</p> <p>Bible Terminology</p> <p>Applying Different Belief Systems to social/ Moral issues</p> <p>Christmas/Easter</p>
World Religions Selected for Study		<p>Gift and Giving</p> <p>Stories from Other Religions</p> <p>Births/Weddings/ Christenings</p> <p>Famous Leaders</p>	<p>Judaism - Intro</p> <p>Caring at Christmas/ Hanukah</p> <p>Easter/Passover</p> <p>Rites of Passage - Marriage Christening</p> <p>Judaism - Key Figures</p> <p>Symbolism</p> <p>Helping Others - Charities</p> <p>New Year/New Beginnings</p> <p>Islam Introduction - Ramadan</p>	<p>Rites of Passage - Christianity/OWR</p> <p>Relationships between Key Figures</p> <p>Sikhism &amp; Buddhism - Intro</p> <p>Rites of Passage - Death</p> <p>Worship - Special Journeys Hajj, Iona, Lourdes, Ganges</p> <p>Celebrations - Religious/ Secular/Commercialisation of Various Festivals</p> <p>Rites of Passage - Dharma Religious Duties</p>

<p style="text-align: center;">Development of Beliefs and Values</p>	<p>Caring and Sharing</p> <p>Stories Jesus Told</p>	<p>Gifts and Giving</p> <p>New Year/New Beginnings</p> <p>Old Testament Stories - Christian Beliefs</p> <p>Famous Leaders</p>	<p>Rites of Passage - Marriage Christening</p> <p>New Year/New Beginnings</p>	<p>Rites of Passage - Christianity/OWR</p> <p>Ten Commandments - Rules</p> <p>Relationships between Key Figures</p> <p>Christian Denominations</p> <p>Religious Debate</p> <p>Worship - Special Journeys Hajj, Iona, Lourdes, Ganges</p> <p>Applying Different Belief Systems to social/ Moral issues</p>
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	<b>Early Level (Nursery-P1)</b>	<b>First Level (P2-P3)</b>	<b>First/Second Level (P4-5)</b>	<b>Second Level (P6-P7)</b>
<b>Development of Skills</b>	<p>Listen to simple stories and understand that they have a special meaning</p> <p>Know some Christian key figures and Celebrations</p> <p>Respond orally and pictorially to questions</p>	<p>Listen to simple stories and understand that they have a special meaning</p> <p>Know a variety of Christian key figures and Celebrations</p> <p>Respond to questions with short written answers</p> <p>Link celebrations to their own life experiences</p> <p>Begin to develop their own views and beliefs, and be aware that everyone is entitled to have their own</p>	<p>Listen to more complex stories and be able to work out the underlying moral values</p> <p>Know a variety of Christian key figures and Celebrations</p> <p>Be aware of Other World Religions and be familiar with some Key figures and Celebrations</p> <p>Respond to questions with lengthened written answers</p> <p>Link celebrations to their own life experiences</p> <p>Further develop their own views and beliefs, and be aware that everyone is entitled to have their own</p> <p>Develop respect for others and an understanding of beliefs and practices which are different from my own</p> <p>Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions</p>	<p>Listen to complex stories and be able to work out the underlying moral values</p> <p>Know a variety of Christian key figures and Celebrations</p> <p>Become more familiar with Other World Religions and know some Key figures and Celebrations within Islam, Judaism, Sikhism and Buddhism</p> <p>Respond to questions with lengthened written answers</p> <p>Link celebrations to their own life experiences</p> <p>Further develop their own views and beliefs, and be aware that everyone is entitled to have their own</p> <p>Develop respect for others and an understanding of beliefs and practices which are different from my own</p> <p>Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions</p> <p>Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values</p> <p>Develop beliefs, attitudes, values and practices through reflection, discovery and critical evaluation</p>

	Early Level (Nursery-P1)	First Level (P2-P3)	First/Second Level (P4-5)	Second Level (P6-P7)
Suggested Topics Year 1 Year 2	Kindness Festivals - Thanksgiving The Nativity Caring and Sharing Easter Stories Jesus Told	Harvest/Festivals/ Thanksgiving Gifts and Giving New Year/New Beginnings Easter Old Testament Stories - Moses/Joseph Old Testament Stories - Christian Beliefs Stories from Other Religions Births/Weddings/ Christenings Stories about Jesus Famous Leaders	Judaism - Intro Christian Places of Worship Caring at Christmas/Hanukah Easter/Passover Rites of Passage - Marriage/Christening Judaism - Key Figures Symbolism - Sharing a Meal Helping others - Charities New Year/New Beginnings Saints and Celtic Church Islam Introduction/ Ramadan Nativity - Revisited	Rites of Passage - Christianity/OWR Ten Commandments - Rules Relationships between Key Figures Christian Denominations Sikhism & Buddhism - Intro Rites of Passage - Death Religious Debate Worship - Special Journeys Hajj, Iona, Lourdes, Ganges Celebrations - Religious/ Secular/Commercialisation of Various Festivals Rites of Passage - Dharma Religious Duties Bible Terminology Applying Different Belief Systems to social/ Moral issues

<u>Topic</u>	<u>Outcomes Covered</u>
<i>Nursery - P1</i>	
Kindness	<p><b><u>BUNDLE E1</u></b> 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.</p> <p style="text-align: right;">RME 0-02a/RME 0-05a</p>
Festivals - Thanksgiving	<p><b><u>BUNDLE E2</u></b> I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives.</p> <p style="text-align: right;">RME 0-03a/RME 0-06a</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.</p> <p style="text-align: right;">RME 0-04a</p>
Christmas - The Nativity	<p><b><u>BUNDLE E3</u></b> I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives.</p> <p style="text-align: right;">RME 0-03a/RME 0-06a</p>
Caring and Sharing	<p><b><u>BUNDLE E4</u></b> As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.</p> <p style="text-align: right;">RME 0-09a</p>
Easter	<p><b><u>BUNDLE E5</u></b> I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives.</p> <p style="text-align: right;">RME 0-03a</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.</p> <p style="text-align: right;">RME 1-03a</p>
Stories Jesus Told	<p><b><u>BUNDLE E6</u></b> As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus.</p> <p style="text-align: right;">RME 0-01a</p> <p>I am developing respect for others and my understanding of their beliefs and values.</p> <p style="text-align: right;">RME 0-07a</p>

<u>Topic</u>	<u>Outcomes Covered</u>
<i>P2-3</i>	
Harvest	<p><b><u>BUNDLE F1</u></b> 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. <b>RME 1-02a</b></p> <p>I can show my understanding of values such as caring, sharing, fairness, equality and love. <b>RME 1-09b</b></p>
Festivals - Thanksgiving	<p><b><u>BUNDLE F2</u></b> 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. <b>RME 1-03a</b></p> <p>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. <b>RME 1-05a</b></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. <b>RME 1-06a</b></p>
Gifts and Giving	<p><b><u>BUNDLE F3</u></b> I can talk about my own beliefs, or express them in other ways. <b>RME 1-04c</b></p> <p>I can show my understanding of values such as caring, sharing, fairness, equality and love. <b>RME 1-09b</b></p> <p>I am becoming aware that people's beliefs and values affect their actions. <b>RME 1-09c</b></p>
New Year/New Beginnings	<p><b><u>BUNDLE F4</u></b> I am developing an awareness that some people have beliefs and values which are independent of religion. <b>RME 1-09a</b></p> <p>I am developing respect for others and my understanding of their beliefs and values. <b>RME 1-07a</b></p> <p>I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. <b>RME 1-08a</b></p>
Easter	<p><b><u>BUNDLE F5</u></b> 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. <b>RME 1-03b</b></p>
Old Testament Stories - Moses/Joseph	<p><b><u>BUNDLE F6</u></b> Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. <b>RME 1-01a</b></p>
Old Testament Stories - Christian Beliefs	<p><b><u>BUNDLE F7</u></b> Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. <b>RME 1-01a</b></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. <b>RME 1-01b</b></p> <p>I am developing respect for others and my understanding of their beliefs and values. <b>RME 1-07a</b></p>

<p>Stories from other Religions</p>	<p><b><u>BUNDLE F8</u></b>  Through exploring stories from world religions, I can describe some of their key beliefs. <a href="#">RME 1-04a</a></p> <p>I am developing an awareness that some people have beliefs and values which are independent of religion. <a href="#">RME 1-09a</a></p> <p>I can describe the key features of the values of world religions which are expressed in stories. <a href="#">RME 1-05b</a></p>
<p>Birth/Weddings/Christenings/Christmas</p>	<p><b><u>BUNDLE F9</u></b>  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. <a href="#">RME 1-03b/1-06b</a></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. <a href="#">RME 1-04b</a></p>
<p>Stories about Jesus</p>	<p><b><u>BUNDLE F10</u></b>  Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. <a href="#">RME 1-01a</a></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. <a href="#">RME 1-01b</a></p> <p>I can talk about my own beliefs, or express them in other ways. <a href="#">RME 1-01c</a></p> <p>I can describe the key features of the values of Christianity which are expressed in stories. <a href="#">RME 1-02b</a></p>
<p>Famous Leaders</p>	<p><b><u>BUNDLE F11</u></b>  I can talk about my own beliefs, or express them in other ways. <a href="#">RME 1-04c</a></p> <p>I am developing an awareness that some people have beliefs and values which are independent of religion. <a href="#">RME 1-09a</a></p> <p>I am becoming aware that people's beliefs and values affect their actions. <a href="#">RME 1-09c</a></p>



<u>Topic</u>	<u>Outcomes Covered</u>
P4-5	
Judaism - Intro	<p><b><u>BUNDLE F12</u></b> Through exploring stories from world religions, I can describe some of their key beliefs. <a href="#">RME 1-04a</a></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. <a href="#">RME 1-04b</a></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. <a href="#">RME 1-06a</a></p>
Christian Places of Worship	<p><b><u>BUNDLE F13</u></b> 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. <a href="#">RME 1-01b</a></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. <a href="#">RME 1-03a</a></p>
Caring at Christmas/Hanukah	<p><b><u>BUNDLE F14</u></b> 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. <a href="#">RME 1-03b</a></p> <p>Through exploring stories from world religions, I can describe some of their key beliefs. <a href="#">RME 1-04a</a></p> <p>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. <a href="#">RME 1-05a</a></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. <a href="#">RME 1-06a</a></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. <a href="#">RME 1-06b</a></p>
Easter/Passover	<p><b><u>BUNDLE F15</u></b> I can describe the key features of the values of Christianity which are expressed in stories. <a href="#">RME 1-02b</a></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. <a href="#">RME 1-03a</a></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. <a href="#">RME 1-06a</a></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. <a href="#">RME 1-06b</a></p>
Rites of Passage - Marriage/Christening	<p><b><u>BUNDLE F16</u></b> 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. <a href="#">RME 1-03a</a></p> <p>Through exploring stories from world religions, I can describe some of their key beliefs. <a href="#">RME 1-04a</a></p> <p>I am developing an awareness that some people have beliefs and values which are independent of religion. <a href="#">RME 1-09a</a></p>
Judaism - Key Figures	<p><b><u>BUNDLE S1</u></b> Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. <a href="#">RME 2-04a</a></p>

<p>Symbolism - Sharing a Meal</p>	<p><b><u>BUNDLE S2</u></b>  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. <a href="#">RME 1-03a</a></p> <p>I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians. <a href="#">RME 2-03a</a></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. <a href="#">RME 2-06b</a></p> <p>I can describe and reflect upon practices and traditions of world religions. <a href="#">RME 2-06c</a></p>
<p>Helping Others - Charities</p>	<p><b><u>BUNDLE S3</u></b>  I can describe the key features of the values of Christianity which are expressed in stories. <a href="#">RME 1-02b</a></p> <p>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. <a href="#">RME 1-05a</a></p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. <a href="#">RME 2-03c</a></p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. <a href="#">RME 2-05b</a></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. <a href="#">RME 2-09c</a></p>
<p>New Year/New Beginnings</p>	<p><b><u>BUNDLE S4</u></b>  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. <a href="#">RME 2-03b</a></p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. <a href="#">RME 2-09b</a></p>
<p>Saints and Celtic Church</p>	<p><b><u>BUNDLE S5</u></b>  Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. <a href="#">RME 2-01b</a></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. <a href="#">RME 2-02a</a></p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. <a href="#">RME 2-03c</a></p>
<p>Islam Introduction</p>	<p>Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. <a href="#">RME 2-04a</a></p> <p>I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. <a href="#">RME 2-04c</a></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 <a href="#">RME 2-06a</a></p>
<p>Islam - Ramadan</p>	<p>Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. <a href="#">RME 2-04a</a></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. <a href="#">RME 2-06a</a></p>
<p>Nativity - Revisited</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. <a href="#">RME 2-03b</a></p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. <a href="#">RME 2-03c</a></p>

<u>Topic</u>	<u>Outcomes Covered</u>
<p><i>P6-7</i></p> <p>Rites of Passage - Christianity/ Other World Religions</p>	<p><b><u>BUNDLE S6</u></b> 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. <a href="#">RME 2-03b</a></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. <a href="#">RME 2-06b</a></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. <a href="#">RME 2-09a</a></p>
<p>Ten Commandments - Rules</p>	<p><b><u>BUNDLE S7</u></b> 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. <a href="#">RME 2-05a</a></p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. <a href="#">RME 2-05b</a></p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. <a href="#">RME 2-09b</a></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. <a href="#">RME 2-09c</a></p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions. <a href="#">RME 2-09d</a></p>
<p>Relationships between Key Figures</p>	<p><b><u>BUNDLE S8</u></b> Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. <a href="#">RME 2-04b</a></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. <a href="#">RME 2-05a</a></p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. <a href="#">RME 2-09b</a></p> <p>Having reflected upon sources from world religions, I can explain some key beliefs about deity, the human condition and the natural world, and how these beliefs lead to actions for followers of those religions. <a href="#">RME 3-04a</a></p>
<p>Christian Denominations</p>	<p><b><u>BUNDLE S9</u></b> 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. <a href="#">RME 2-02a</a></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. <a href="#">RME 2-09a</a></p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. <a href="#">RME 2-09b</a></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. <a href="#">RME 2-09c</a></p>

<p>Sikhism and Buddhism - Intro</p>	<p><b><u>BUNDLE S10</u></b>  Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. <a href="#">RME 2-04a</a></p> <p>I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. <a href="#">RME 2-04c</a></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. <a href="#">RME 2-06a</a></p> <p>Having reflected upon sources from world religions, I can explain some key beliefs about deity, the human condition and the natural world, and how these beliefs lead to actions for followers of those religions. <a href="#">RME 3-04a</a></p>
<p>Rites of Passage - Death</p>	<p><b><u>BUNDLE S11</u></b>  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. <a href="#">RME 2-03b</a></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. <a href="#">RME 2-06b</a></p> <p>I can describe and reflect upon practices and traditions of world religions. <a href="#">RME 2-06c</a></p>
<p>Religious Debate</p>	<p><b><u>BUNDLE S12</u></b>  I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. <a href="#">RME 2-08a</a></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. <a href="#">RME 2-09a</a></p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. <a href="#">RME 2-09b</a></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. <a href="#">RME 2-09c</a></p>
<p>Worship - Special Journeys  Hajj, Iona, Lourdes, Ganges</p>	<p><b><u>BUNDLE S13</u></b>  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. <a href="#">RME 2-03b</a></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. <a href="#">RME 2-06b</a></p> <p>I am developing respect for others and my understanding of their beliefs and values. <a href="#">RME 2-07a</a></p> <p>I can describe how the values of world religions contribute to as well as challenge Scottish and other societies. <a href="#">RME 3-05c</a></p>
<p>Celebrations - Religious/  Secular/Commercialisation of  various festivals</p>	<p><b><u>BUNDLE S14</u></b>  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. <a href="#">RME 2-03b</a></p> <p>I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. <a href="#">RME 2-03c</a></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. <a href="#">RME 2-06a</a></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. <a href="#">RME 2-06b</a></p> <p>I can describe and reflect upon practices and traditions of world religions. <a href="#">RME 2-06c</a></p>

<p>Rites of Passage - Dharma - Religious duties</p>	<p><b><u>BUNDLE S15</u></b>  Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. <a href="#">RME 2-04a</a></p> <p>Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. <a href="#">RME 2-04b</a></p> <p>I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. <a href="#">RME 2-04c</a></p> <p>I can describe and reflect upon practices and traditions of world religions. <a href="#">RME 2-06c</a></p>
<p>Bible terminology -Spirit, Almighty, Eternal etc  Stories about people with high moral standards - Grace Darling, Saints, etc.</p>	<p><b><u>BUNDLE S16</u></b>  Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. <a href="#">RME 2-01a</a></p> <p>I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs. <a href="#">RME 2-01c</a></p>
<p>Applying different belief systems to social / moral issues</p>	<p><b><u>BUNDLE S17</u></b>  I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. <a href="#">RME 2-02b</a></p> <p>I am developing my understanding that people have beliefs and values based upon religious or other positions. <a href="#">RME 2-09b</a></p>