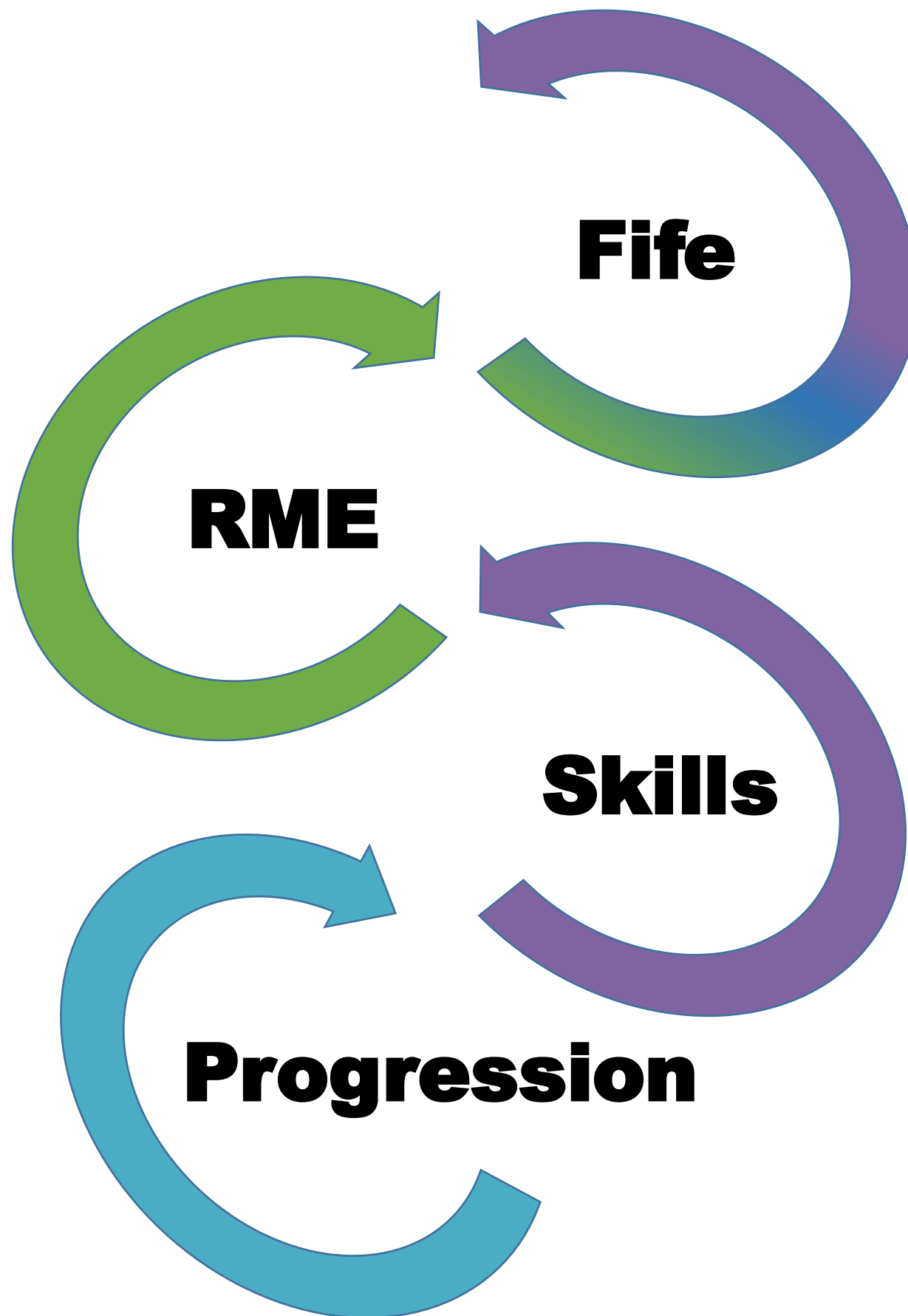




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ACKNOWLEDGEMENT

This programme is extensively based on the guidance and recommendations of the Curriculum for Excellence and Benchmarks set out by Education Scotland.

We would like to thank the Falkirk Council's RME pathways team who have supported the development of this resource through sharing of good practice.

We'd also like to acknowledge the valuable help of Joe Walker (Senior Education Officer, Education Scotland) who has provided extensive guidance and support to ensure the Fife Pathway is in line with National expectations.

Finally, we would like to thank the Fife RME Pathway Working group and the many other Fife practitioners who provided such useful feedback to inform the pathway. This has been crucial in ensuring that the pathway is cohesive, progressive and practical.

Unlike many resources that present RME and RE skills as discrete and logically ordered and prioritised, these progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently. The RME pathway has, at same time, been designed to support practitioners to plan in a structured and coherent way. Using these shared standards and expectations within and across schools, clusters and Local Improvement Forums throughout Fife will ensure that all learners have an equitable and engaging experience to progressively develop important skills for their learning, life and work.

Introduction

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**, Education Scotland, 2006)

Religious and moral education enables children and young people to explore the world’s major religions and views independent of religious belief and 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. (**Curriculum for Excellence: Religious and Moral Education - Principles and Practice**)

Scotland’s curriculum places learners at the heart of education with a vision to develop the four capacities. These recognise the lifelong nature of developing skills for learning life and work which permeate the RME curriculum.

As a key curriculum entitlement, learning through RME will enable Fife’s children and young people to explore a variety of important themes and questions which offer important opportunities to gain key knowledge and depth of understanding across a range of religious and moral perspectives.

Scotland as a nation is enriched by the diversity of its’ people and the beliefs that they hold, both religious and non-religious. This can be thought-provoking and inspiring for our children and young people as they mature and develop and understand their own beliefs, morals, and values.

RME is one of the eight core curriculum areas within Curriculum for Excellence and is an essential part of every child and young persons’ educational experience, remaining a pupil entitlement through the BGE until the end of the Senior Phase. RME holds a unique and vitally important position within the curriculum as a way of developing the appreciation of the value of each individual and in turn developing responsible attitudes towards others. RME positively counteracts intolerance, prejudice, and its focus on celebrating diversity contributes to an increasingly inclusive, empathic, and more just society. It is critical that through a balanced RME curriculum, children and young people are encouraged to respect and understand all 9 protected characteristics – Age, Disability, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Race, Religion or Belief, Sex, Sexual Orientation (Equalities Act 2010) and to consider Poverty as a barrier to inclusion ([Equality and Equity Toolkit](#), Scottish Gov, 2021). The focus on personal beliefs, values and social justice within RME also lends itself to developing and exploring the key concepts of ‘Learning For Sustainability’ as children and young people explore and develop their beliefs, morals and values about the world and human’s place in nature.

Skills

Additionally, by providing an opportunity for genuine open debate and dialogue learners are enabled to critically evaluate when and how to question their own or others’ standpoint whilst responding sensitively and acting ethically. The RME curriculum provides a unique opportunity for children and young people to develop a clearly articulated set of values and beliefs supporting them to become effective Global Citizens. This is achieved through developing these important skills which are essential in taking an active role in society:

- investigation
- curiosity
- discernment
- enquiry
- problem solving
- reflection

Classroom Climate and Ethos

These aspirations can only be met when the climate in the classroom embodies:

- inclusion
- non-discrimination
- listening
- discussion
- sensitivity to others
- appreciation of all learners' opinions and beliefs

A nurturing, friendly, open, safe and welcoming ethos will support learning and allow students to develop their skills and confidence and have the freedom to explore new ideas from their own viewpoint. To support open, frank, and meaningful discussion, skilled questioning will be used by the classroom teacher to illicit deeper understanding of ethical and moral dilemmas.

Consideration of All Faith and Non-Faith Standpoints

Of key consideration is that many learners will approach their learning in RME from a standpoint of faith, therefore it is imperative that all faiths and religions are represented equitably through inclusive and non-discriminatory pedagogical approaches.

For learners who do not follow their own faith, the study of RME is an important way of developing understanding, acceptance, and tolerance. It also introduces learners to new views and ideas that challenge them and promote critical thinking.

The religious and moral education (RME) curriculum area includes the two distinct areas of religious and moral education (non-denominational) and religious education in Roman Catholic schools.

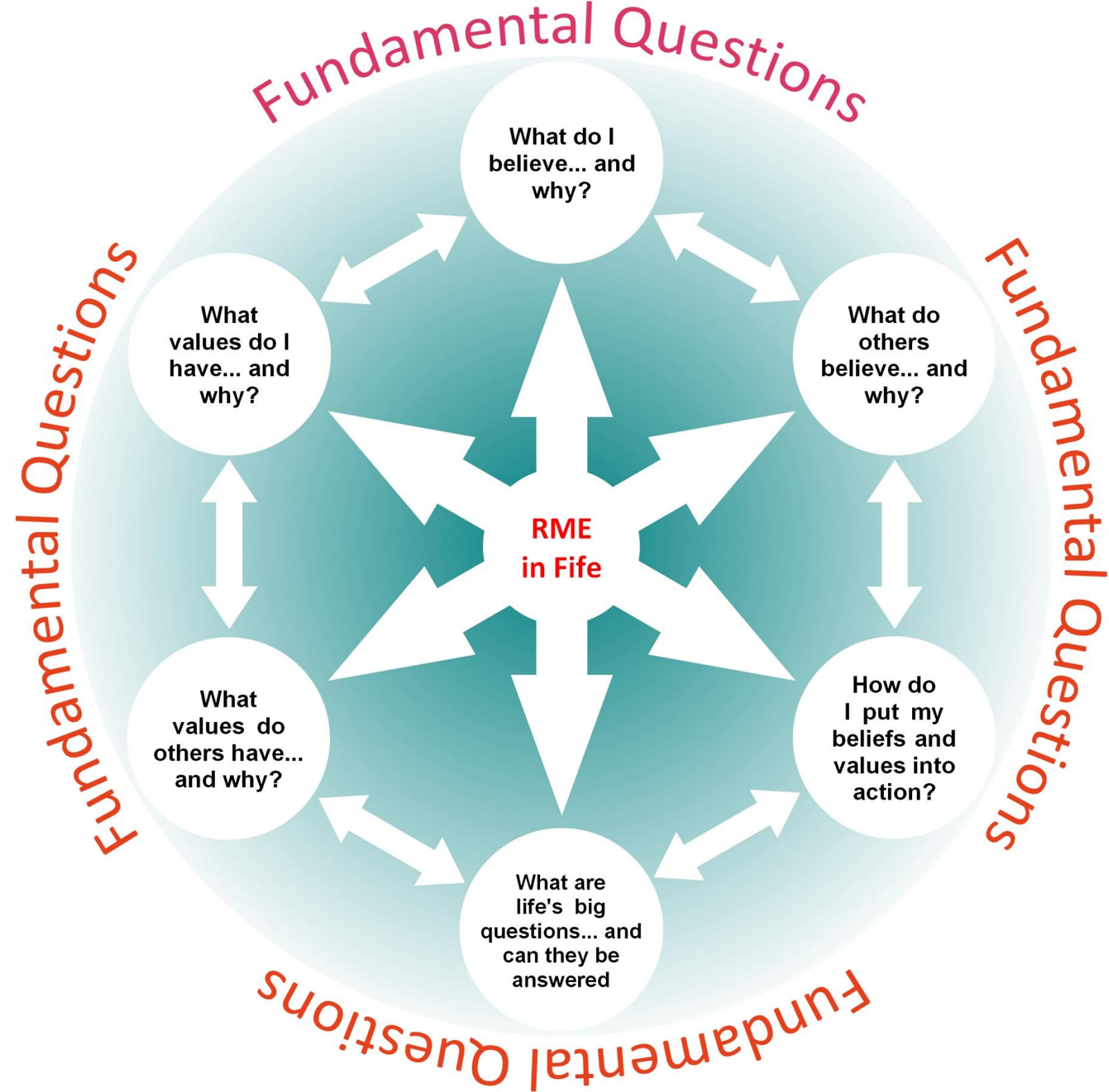
Religious and moral education (non-denominational) involves exploring Beliefs, Values and Issues, and Practices and Traditions through the context of Christianity, World Religions selected for study (Hinduism, Sikhism, Islam, Judaism and Buddhism) and belief groups independent of religion. It supports children and young people in the development of their own beliefs and values. Religious education in Roman Catholic schools includes the study of Catholic Christianity (including the Mystery of God, In the Image of God, Revealed Truth of God, Son of God, Signs of God, Word of God, Hours of God, Reign of God) and other World Religions selected for study (including beliefs, values and issues, practices and traditions).

As presented, these pathways align with the area of religious and moral education (non-denominational) although aspects may be of use or relevance in Roman Catholic settings. The arrangements for Religious Education in Roman Catholic schools has a separate range of supporting documentation with guidance on its' teaching laid out in the publication 'This Is Our Faith'.

Throughout the pathways, reference is made to learning about the beliefs and values of groups independent of religion. These could include secular organisations, pressure groups, or organised groups that hold philosophical viewpoints, or ethical stances.

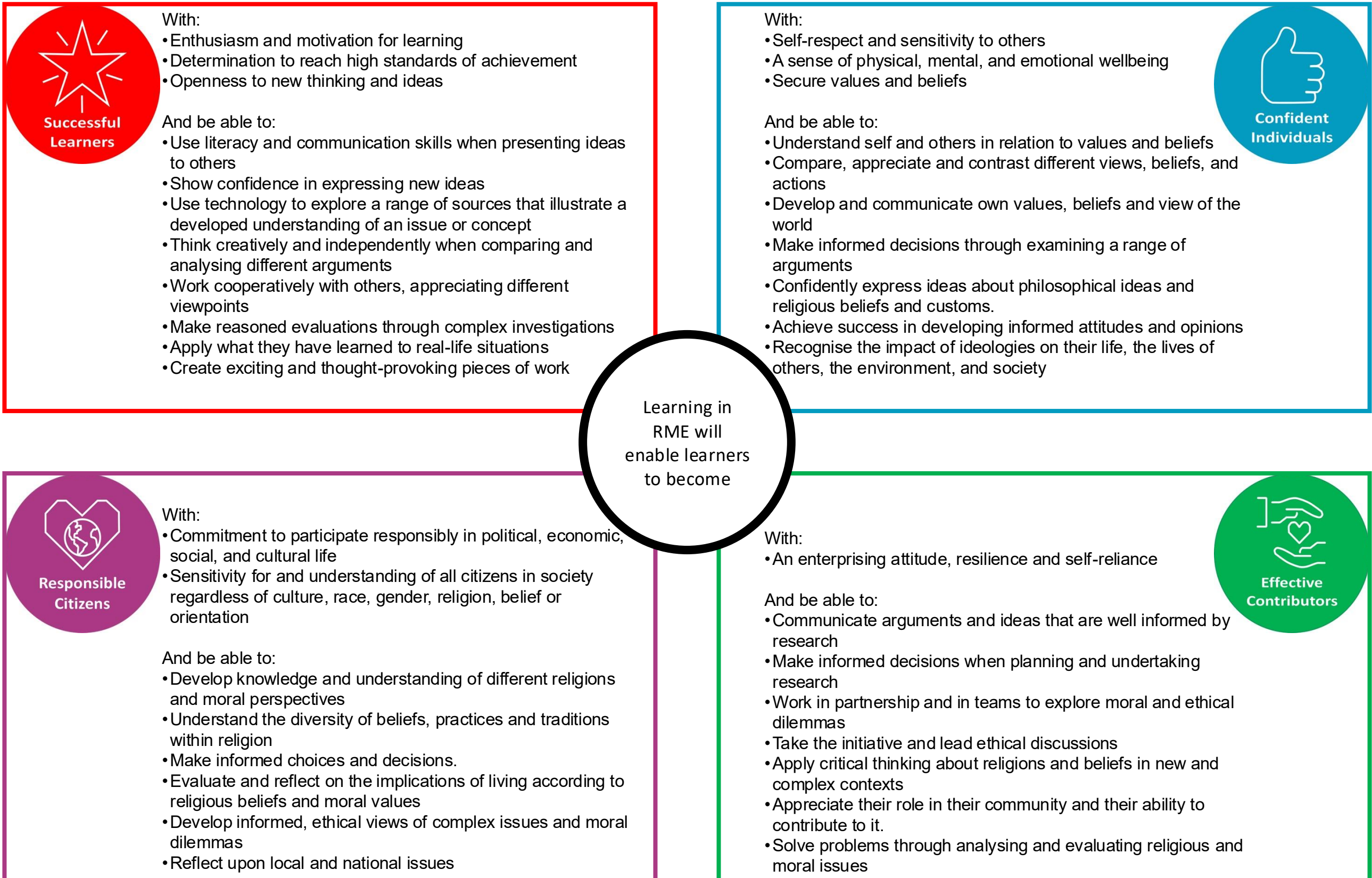
UNCRC

The RME curriculum provides a platform through which learners can develop their understanding of how they are protected. As knowledge and understanding develops, learners can more fully explore the UNCRC articles and how they relate to the concepts of values, morals and how they are enacted in our education settings, communities and country.



(Adapted From: **Opening Up Great Learning in RME** – Education Scotland 2014)

RME and the Four Capacities



RME in and through the Four Contexts for Learning

PAGE STILL UNDER DEVELOPMENT

each section of the diagram will have links to further information

Opportunities for personal achievement

RME provides vast opportunities. Some examples include:

- [Religion, Beliefs and Values Award](#)
- [Caritas Award](#)
- [Pope Francis Faith Awards](#)
- [Duke of Edinburgh Award](#)
- [John Muir Award](#)*
- [Natural Connections](#)
- [Rights Respecting Schools Award](#)
- [Volunteering Skills Award](#)
- [Saltire Award](#) (recognition of volunteering hours)
- Development of own beliefs
- [Random Acts of Kindness](#)
- Parish and [community service](#) – Beliefs into action

*Consider appropriateness – his early views drew on deeply harmful racist stereotypes about Black people and Indigenous peoples.

Interdisciplinary learning

RME provides rich opportunities. Some examples include:

- Enterprise Activities
 - [Social Enterprise Academy](#)
 - [Enterprising Schools](#)
- [Youth Philanthropy Initiative](#)
- Food, Culture and Belief
- Clothes, Culture and Belief
- Local Religious History
- Patterns of Migration on Religions
- Environmental Responsibility
 - [Eco-Schools Scotland](#)
- Expressing Beliefs and Values through Creativity and Play
- Expressing Beliefs and Values through Art, Music and Drama
- Interpreting Religious texts and writings
- Responding to social issues / Global Citizenships
- Golden Rule Days

RME through the totality
of the curriculum

RME is an important part of the ethos and life of the school community through examples such as:

- [UNCRC](#)
- Whole school assemblies
- School values
- Local social action – [Social Enterprise Academy](#)
- Charity work and fund raising
- [Youth Philanthropy Initiative](#)
- Activities linked to cultural and religious celebrations
- Responding to global and local events
- Contributing to school ethic and positive relationship policies
- Buddying and mentoring Schemes
- Creating special/sacred places in school grounds

RME provides a rich and unique context for links to the discrete curriculum. Some examples include:

- [Expressive Arts](#): Religious Art and Music, acting out stories
- [Health and Wellbeing](#): Spiritual Health, Relationships. Social Issues
- [Languages](#): Religion and Belief across cultures
- [Literacy/English](#): Sequencing, characters, themes and genres
- [Numeracy](#): Probability, Patterns and Relationships, Financial Ethics
- [Science](#): The origins of the universe and life; Moral Issues in Science
- [Soc Studies](#): Morality of War, Environmental issues, Religion in history
- [Technologies](#): Consumer Ethics, Ethical Technology

These are all Glow links.

Ethos and life of the school as a community

Curriculum areas and subjects

How to use the RME Progression Pathway

The Fife RME Progression Pathway has been devised and aligned with the experiences, outcomes, and benchmarks from Curriculum for Excellence. As such the pathway will support practitioners to plan progressive, active, and engaging learning, teaching and assessment experiences for Fife's children and young people. It is important to note that learner progress within and across the breadth of the curriculum is not linear, therefore this pathway should be used in a responsive way appropriate to the needs of all learners. The pathway will support practitioners in identifying key skills for development and to devise a continuum of learning within and across levels to ensure coherence, challenge, breadth, depth, and progression. By responding to learners' own experiences, faiths, and beliefs, practitioners can also plan to ensure relevance, challenge, enjoyment as well as personalisation and choice.

Points to Consider

The Points to Consider section for each level provides some suggestions for pedagogical approaches that can be used to deliver the required learning as well as a glossary of terms relevant to learning at that level.

The Progression Tiles

The progression tiles represent the skills development that learners undertake to meet the benchmarks (outlined in bold) for each level and aspect of the curriculum. Broadly, learners will start on the tiles at the bottom of the page, with experiences and outcomes represented by a progression through the level tiles. It is important to remember that the skills progression is not hierarchical but rather an ongoing scaffolding of skills that will be revisited in a variety of contexts.

It may help to think of each tile as a 'stepping stone' towards a benchmark with a variety of routes that can be taken through them. Tiles should be revisited in new and unfamiliar contexts to provide depth of understanding and consolidation.

It is anticipated that learners will progress through the learning pathway as appropriate to their developmental needs. It should also be noted that it is not feasible for every tile to be covered in a school year but rather that these are planned as part of a cohesive and progressive learning experience within a level.

Careful monitoring and tracking of pupils' progress across each of the curriculum aspects will allow practitioners to work with learners to identify strengths and areas for development based on a range of evidence. Practitioners should encourage learner agency when planning RME so that they can actively participate in planning and developing their own learning, next steps, and targets. The pathway offers flexibility to take cognisance of unplanned factors, life circumstances or events that ensure relevance and an RME curriculum that is responsive to local contexts. The pathway also offers the opportunity for holistic teacher professional judgements on learner's progress with the opportunity to clearly identify next steps in progress as part of learning conversations and other assessment methodologies.

By grouping the curriculum organisers of 'Christianity' and 'World Religions selected for study' together it is envisaged that a thematic approach is used when delivering RME. However, it is feasible for practitioners to be responsive and creative in devising non-thematic approaches to these areas.

Contd.

The Progression Tiles contd:

Whilst there is scope for learners to experience learning about Christianity and multiple World Religions selected for study it may be appropriate at Primary level, that learning is limited to Christianity and two other World Religions selected for study as a maximum. This approach will ensure depth of knowledge and understanding of World Religions selected for study rather than superficial coverage.

As the pathways illustrates, the interconnected nature of RME means that learning can be embedded within the totality of the curriculum. Thus, the RME curriculum should be designed to ensure that learners have opportunities to explore beliefs and values from a range of spiritual traditions and viewpoints across the totality of the curriculum rather than as 'add-on' or isolated events. It is also intended that the pathway provides a mechanism to provide quality assurance and equity of delivery within clusters and localities across Fife.

A wide range of opportunities to work with partners and agencies in the wider community can be used to enhance the learner experience.

Development of Beliefs and Values

As published in the Religious and Moral Education: Experiences and Outcomes, Development of Beliefs and Values has its associated Es and Os but does not have associated benchmarks. Therefore, there is no separate progression tiles for Development of Beliefs and Values. Rather, the Es and Os for Development of Beliefs and Values are embedded within the progression tiles represented in this document and will be covered in context with the experiences and outcomes of Christianity and World Religions selected for study. Thus, the Development of Beliefs and Values can be considered a core thread that is intertwined with and underpins the entirety of the RME curriculum.

This approach will enable consideration of a range of spiritual traditions and viewpoints which are independent of religious belief.

Further Developments

The Fife RME pathway will be further developed as feedback is received through widespread consultation and moderation of the pathway in practice. Links to useful resources for teaching and learning, and for engagement with parents are available [here](#)

Early Level Progression – Points to Consider

Organiser	Suggested Pedagogical Approaches	Key RME Concepts and Language	RME Content might include...
Beliefs	In RME, as for any curricular area, children should experience a range of active learning approaches with them fully engaged in assessing and planning next steps in their learning. At this early level one of the most appropriate active learning strategies is learning through play which is strongly encouraged. Depending on the needs of the child, the balance between teacher directed, teacher initiated, and child-initiated play will vary. Learning in RME should engage and challenge children’s thinking using real-life and imaginary situations and will take full advantage of opportunities for learning presented by: • Child initiated play • Teacher initiated play • Teacher directed play • Investigating and exploring • Events and life experiences • Involvement in developing and/or upholding the school values • Other learning and teaching activities	Stories Music Images Poems Artefacts Places of worship (e.g. church, mosque, synagogue, temple) God (ONE supreme being) Deity (A divine power, God/Goddess) Prayer Worship (including songs/music, talk, ceremonies) Belief in a Divine Being/Beings Belief in a Soul	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Exploring artefacts (where appropriate) related to religion, belief, customs, symbolism and traditions – e.g. lucky charms, jewellery (e.g. cross, crucifix, Star of David). • Invitation to share their own beliefs about different things and to share special objects from their lives (e.g. family photos). • Visits from outside speakers from a variety of faith and non-faith backgrounds. • Outdoor play can provide opportunities to develop awareness of environmental and sustainability issues as well as pupil's responses to the natural world. • Having responsible access to a variety of artefacts connected to different religions e.g., Torah scrolls, tallit, mezuzah, Muslim prayer mat, Rosary, cross etc.
Values and Issues	Within the context of play there will be opportunities for learning about turn taking in games and role play. Through the sharing of props, resources and artefacts, there will be opportunities for exploring feelings of fairness, the concept of right and wrong, and injustice. Pupils will have the chance to share their thoughts and feelings and have the chance to ask and answer questions that arise through play activities to enable them to fully explore these concepts. A wide range of media should be used to facilitate learning and exploration. Play also offers an ideal opportunity for learners to identify and support others that may need our help and to make simple predictions about what the result of actions may be. Through outdoor learning there will be opportunities to explore the natural world, including seasons, life cycles, growth etc. and respond to learners' natural curiosity about these subjects. Visits to places of natural beauty as well as places of worship in different seasons are an essential part of this learning. Links to ‘Learning for Sustainability’ can be made here, for example undertaking Natural Connections or other environmental awareness activities. A focus on one celebration, festival, custom from Christianity and from one World Religion will also allow learners the opportunity to hear about the beliefs of others and to make simple comparisons between learner's own beliefs and the beliefs of others. Learners should be given the opportunity to explore, express and share their own beliefs and aspects of their lives that use tradition. Opportunities to watch and join in with songs, dance, performance, art and role play will enrich learning experience as well as giving learners non-verbal ways of communicating their own thoughts and ideas.	Fairness Caring Sharing Helping Cooperation Equality Big Questions (e.g. creation stories, life's purpose, existence of divine beings etc)	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Differences and similarities between different groups (e.g., different trees, eye colour). We / they are different because... We / they are the same because... • Learning to care for and share experiences with others – e.g. by looking after class toy / mascot for a weekend and recording the experience through pictures / diary etc. • Exploring what other things need to live and grow – plants, animals. Growing plants in school, looking after school garden, planting seeds. Caring for pets. Caring for friends and family members. • Turn taking games. • Games / play that can incorporate sharing of resources and equipment (e.g. blocks / Lego) • Team games and activities encouraging collaboration. • Role play as people who help us e.g. teachers, janitors, office staff, police, etc. • Concept of behaving in a respectful way – listening when others talk, ‘please’, ‘thank you’ etc.
Practices and Traditions	Look at Fife Pedagogy Premieres for some more ideas and approaches: https://glowscotland.sharepoint.com/sites/PedagogyFife/SitePages/Pedagogy-Premieres.aspx (must be logged into GLOW to access) The Fife RME Resource Links document provides a bank of supportive resources for Learning, Teaching and Assessment; Professional Learning; and wider web links. (must be logged into GLOW to access)	Practice Tradition Celebration Festival Custom Gifts	• Celebrating birthdays. • Food related to different celebrations. • Stories / poems / songs related to celebrations and traditions (e.g. Burns night, 5th November) • Religious celebrations and festivals with simple reasons for why they are celebrated, characters/deities celebrated and different ways of marking these events. • Visits to local places of worship and examples of natural beauty. • Taking part in a non-religious meditation/mindfulness exercise.

Early Level Progression

Beliefs

[Early Level – Points to Consider](#)

[Overview](#)

[Progression Tiles](#)

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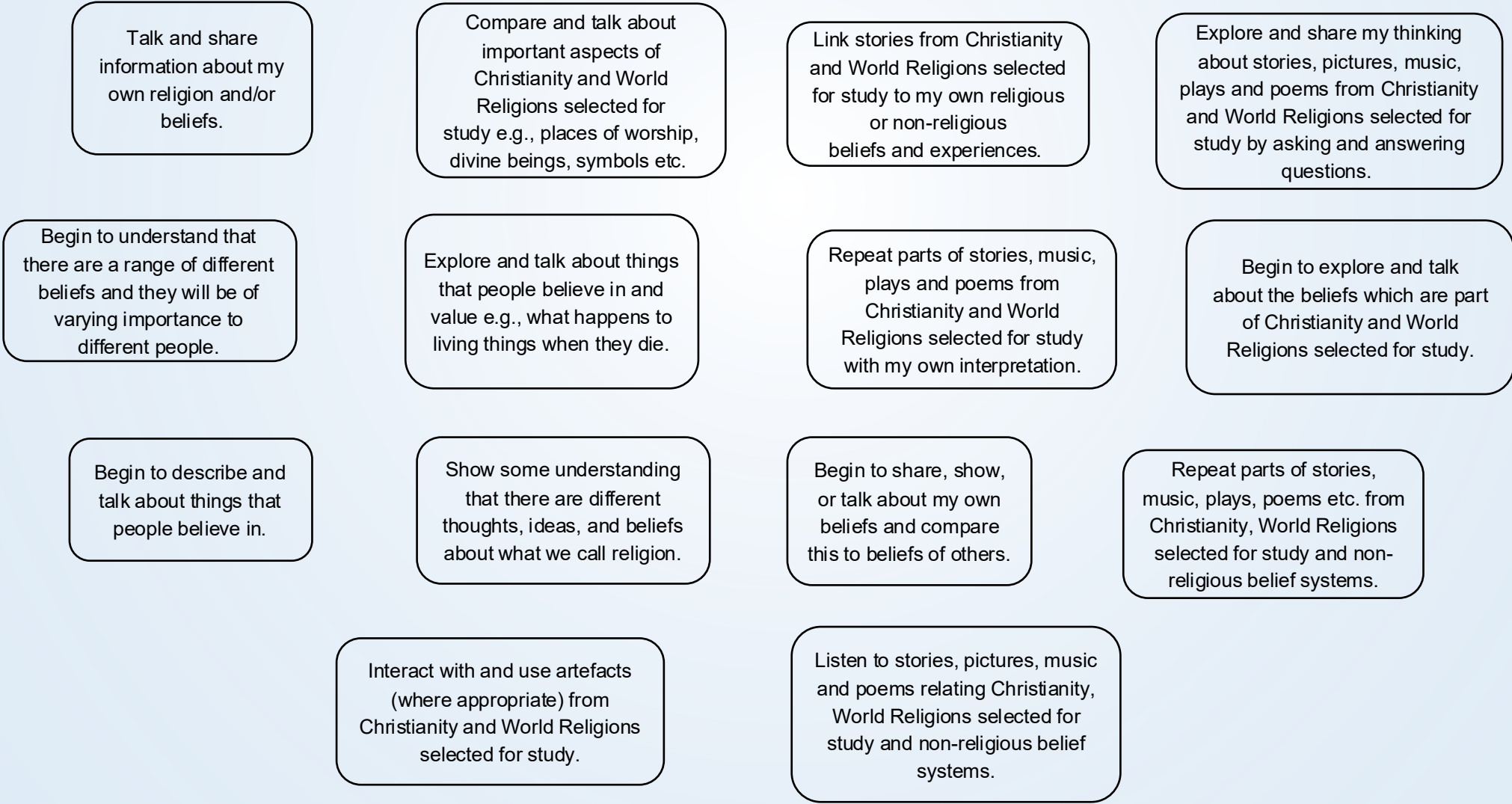
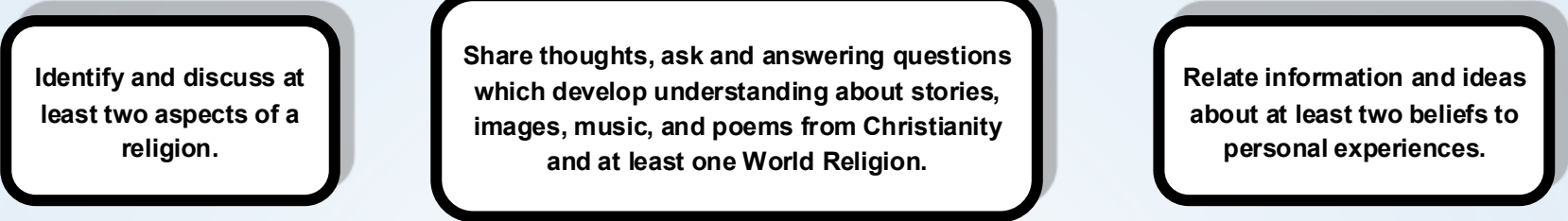
Beliefs - Early Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	As I explore Christian stories, images, music, and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus. RME 0-01 As I explore stories, images, music, and poems, I am becoming familiar with the beliefs of the World Religions selected for study I am learning about. RME 0-04a I am developing respect for others and my understanding of their beliefs and values. RME 0-07a	- Identifies and discusses at least two aspects of a religion - 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. - Relates information and ideas about at least two beliefs to personal experiences.

Beliefs - Early Level Progression Tiles

AIM: To learn about the beliefs of Christianity and World Religions selected for study from a range of sources and experiences and relate them to our own ideas and beliefs around religion.

E and O code: RME 0-01a, RME 0-04a, RME 0-07a



Early Level Progression Values and Issues

[Early Level – Points to Consider](#)

[Overview](#)

[Progression Tiles](#)

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Values and Issues - Early Level Overview

Key Aspect	Experiences and Outcomes	National Benchmark
Christianity and Other World Religions selected for study	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 / RME 0-05a	Shares thoughts about what is fair, unfair, caring and sharing

Values and Issues - Early Level Progression Tiles

AIM: To learn about good decision-making through developing sensitivity to others, and an understanding of fairness and positive behaviours.

E & O code: RME 0-02a / RME 0-05a

Share thoughts about what is fair, unfair, caring and sharing.

Routinely behave in sensitive and caring ways towards myself and others.

Respond appropriately when others disagree with my opinions and ideas.

Help to make decisions about new rules and routines.

Say or show why, when, and how my actions have had positive effects e.g. I shared the blocks so that we could build a castle together.

Make good decisions to act positively with others in the school community and beyond.

With increasing consistency and regularity, show regard and care for myself and others.

Show my understanding of fair and unfair by sharing and co-operating in a range of situations across my life and learning.

Begin to show awareness that I have rights that are there to protect me.

Show sensitivity for the beliefs and values of others through my daily choices and interactions.

Share my thoughts about fairness, sharing, co-operating, and appreciating others in a variety of situations.

Begin to show sensitivity for others through behaviours such as sharing and co-operating.

Begin to understand that there is a wide range of values that people may hold.

Begin to show/talk about why we need to care for others.

Begin to show awareness of my values and beliefs and apply these positively.

Begin to understand and follow simple routines and rules.

Begin to recognise that my choices and actions can influence others.

Begin to describe and talk about things that people believe in and value.

Begin to show sensitivity to others and the things that they value.

Recognise others that may need our help.

Begin to understand that other people have different wants, views, ideas and opinions.

Recognise that we may need help from others.

Early Level Progression Practices and Traditions

[Early Level – Points to Consider](#)

[Overview](#)

[Progression Tiles](#)

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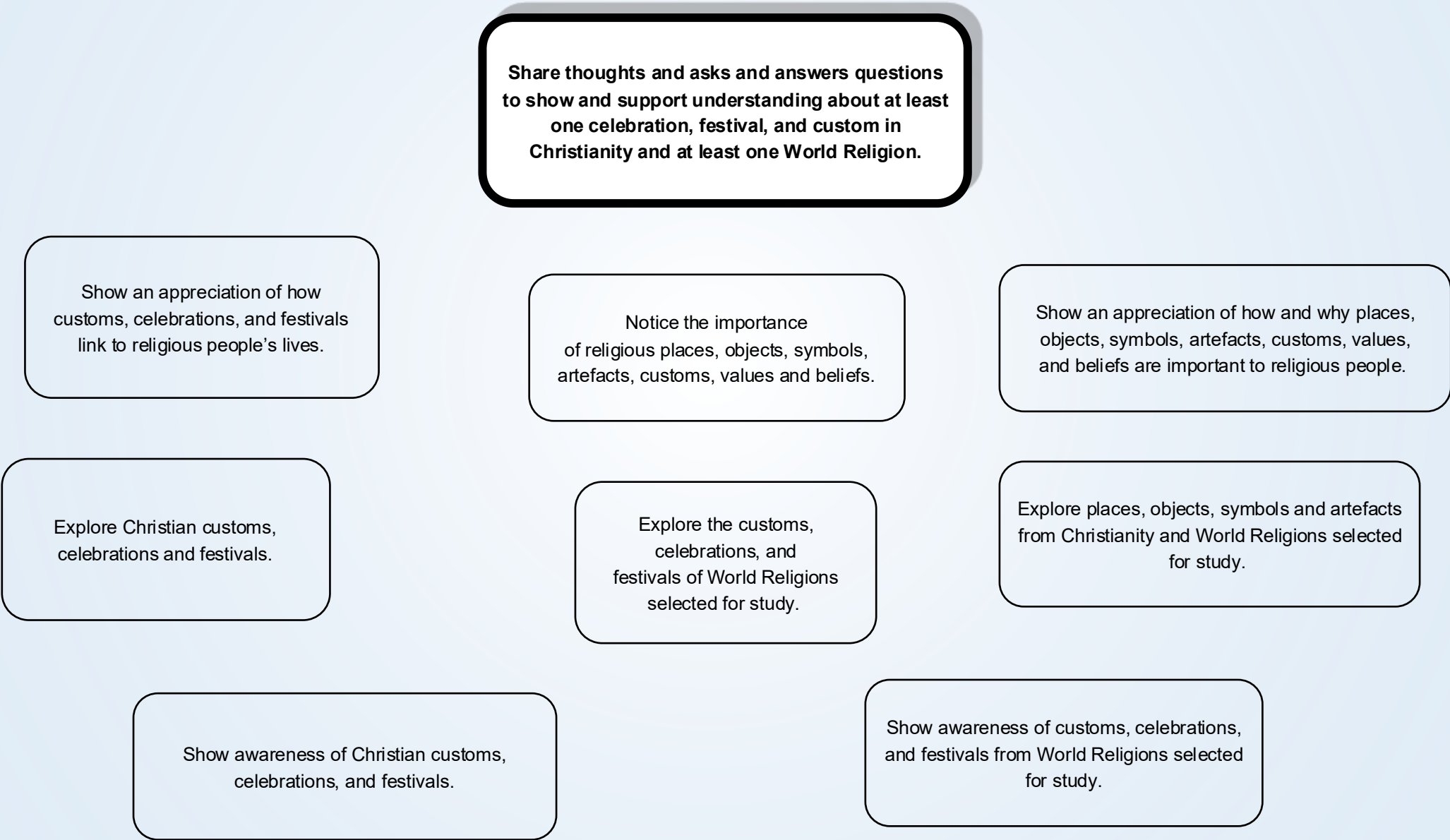
Practices and Traditions- Early Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	I am becoming aware of the importance of celebrations, festivals, and customs in Christian people’s lives RME 0-03a I am becoming aware of the importance of celebrations, festivals, and customs in religious people’s lives RME 0-06a I am developing respect for others and my understanding of their beliefs and values RME 0-07a	• Shares thoughts and asks and answers questions to show and support understanding about at least one celebration, festival, and custom in Christianity and at least one World Religion.

Practices and Traditions- Early Level Progression Tiles

AIM: To learn about customs, celebrations and festivals of Christianity and World Religions selected for study to develop an appreciation of the diversity of religious practice and traditions.

E & O code: RME 0-03a, RME 0-06a, RME 0-07a



First Level Progression – Points to Consider

Organiser	Suggested Pedagogical Approaches	Key RME Concepts and Language	RME Content might include...
Beliefs	In RME, as for any curricular area, children should experience a range of active learning approaches with them fully engaged in assessing and planning next steps in their learning. At First level, observing and learning through play still remain valuable active learning approaches. As learners mature and develop their interpersonal skills, there will be more scope for questioning and discussion. Depending on the needs of the child, the balance between teacher directed, teacher initiated, and child-initiated play and other learning activities will vary. Learning should continue to engage and challenge children’s thinking using real-life and imaginary situations and will take full advantage of opportunities for learning presented by: • Child initiated play • Teacher initiated play • Teacher directed play • Investigating and exploring • Events and life experiences • Involvement in developing and/or upholding the school values • Other learning and teaching activities	Stories Music Images Poems Artefacts Places of worship (e.g. church, mosque, synagogue, temple) God (ONE supreme being) Deity (A divine power, God/Goddess) Prayer Worship (including songs/music, talk, ceremonies) Belief in a Divine Being/Beings Belief in a Soul	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Exploring artefacts (where appropriate) related to religion, belief, customs, symbolism and traditions – e.g. lucky charms, jewellery (e.g. cross, crucifix, Star of David). • Invitation to share and discuss their own beliefs about different things and to share special objects from their lives (e.g. family photos). • Visits from outside speakers from a variety of faith and non-faith backgrounds. • Outdoor play can provide opportunities to develop awareness of environmental and sustainability issues as well as pupil's responses to the natural world. • Having responsible access to a variety of artefacts connected to different religions e.g. Torah scrolls, tallit, mezuzah, Muslim prayer mat, Rosary, cross etc.
Values and Issues	Within the context of play there will be opportunities for learning about turn taking in games and role play. Through the sharing of props, resources and artefacts, there will be opportunities for explore, express and discuss feelings of fairness, the concept of right and wrong, and injustice. Pupils should have the chance to fully explore these concepts. A wide range of media should be used to facilitate learning and exploration of a wide range of beliefs, values and moral issues. Play also offers an ideal opportunity for learners to identify and support others that may need our help and to make more complex predictions about what the result of actions may be. Through outdoor learning there will be opportunities to explore more deeply, the natural world, including seasons, life cycles, growth etc. and respond to learners' natural curiosity and opinions about these subjects. Visits to places of natural beauty as well as places of worship in different seasons are an essential part of this learning. Links to ‘Learning for Sustainability’ can be made here, for example undertaking Natural Connections or other environmental awareness activities. A focus on one celebration, festival, custom from Christianity and from one World Religion will also allow learners the opportunity to hear about the beliefs of others and to make simple comparisons between learner's own beliefs and the beliefs of others. Leamers should continue to be given the opportunity to explore, express and share their own beliefs and aspects of their lives that use tradition in more detail as their maturity allows. Opportunities to watch and join in with songs, dance, performance, art and role play will enrich learning experience as well as giving learners nonverbal ways of communicating their own thoughts and ideas. They should also be supported and encouraged to develop their abilities to discuss these experiences and their related thoughts and ideas.	Fairness Caring Sharing Helping Cooperation Equality Big Questions (e.g. creation stories, life’s purpose, existence of divine beings etc)	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Differences and similarities between different groups (e.g. different trees, eye colour). We / they are different because... We / they are the same because... • Learning to care for and share experiences with others – e.g. family holidays, actively including others. • Exploring what other things need to live and grow – plants, animals. Growing plants in school, looking after school garden, planting seeds. Caring for pets. Caring for friends and family members. • Turn taking games. • Games / play that can incorporate sharing of resources and equipment (e.g. blocks / Lego) • Team games and activities encouraging collaboration and recognising the rules of the games. • Role play as people who help us e.g. teachers, janitors, office staff, police, etc. • Concept of behaving in a respectful way – listening when others talk, ‘please’, ‘thank you’ etc.
Practices and Traditions	Look at Fife Pedagogy Premieres for some more ideas and approaches: https://glowscotland.sharepoint.com/sites/PedagogyFife/SitePages/Pedagogy-Premieres.aspx (must be logged into GLOW to access) The Fife RME Resource Links document provides a bank of supportive resources for Learning, Teaching and Assessment; Professional Learning; and wider web links. (must be logged into GLOW to access)	Practice Tradition Celebration Festival Custom Gifts	• Celebrating birthdays and other significant life events. • Food related to different celebrations. • Stories / poems / songs related to celebrations and traditions (e.g. Burns night, 5th November). • Religious celebrations and festivals with simple reasons for why they are celebrated, characters/deities celebrated and different ways of marking these events. • Visits to local places of worship and examples of natural beauty. • Taking part in a non-religious meditation/mindfulness exercise.

First Level Progression

Beliefs

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Beliefs - First Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a	- Describes, discusses and expresses an opinion with at least one reason on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion. - Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions
	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	
	I can talk about my own beliefs or express them in other ways. RME 1-01c / RME 1-04c	
	Through exploring stories from World Religions selected for study, I can describe some of their key beliefs. RME 1-04a	
	By exploring some places and investigating artefacts, I am developing my knowledge of the beliefs of World Religions selected for study and my awareness of their role in Scottish society and the world. RME 1-04b	
	I am developing respect for others and my understanding of their beliefs and values RME 1-07a	

Beliefs - First Level Progression Tiles

AIM: To develop skills in describing, discussing and forming opinions about beliefs and how they influence what we and other people do.

E and O code: RME 1-01a, RME 1-01b, RME 1-01c, RME 1-04c, RME 1-04a, RME 1-04b RME 1-07a

Describes, discusses and expresses an opinion with at least one reason on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion.

Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions

With support, discuss how the actions of others were affected by their beliefs & values.

Identify and discuss links between the beliefs of different religious & non-religious groups.

With increasing independence, link my actions & behaviour to my values & beliefs.

Discuss how my own beliefs help me do positive things i.e. helping others or making a difference to my school or community.

Recognise & discuss the beliefs held by a group(s) which are independent of religion.

Explore how people's beliefs & values affect their behaviour & actions.

Show, with increasing independence my understanding of what values & beliefs are.

With support, discuss how my actions & behaviour link to my values & beliefs.

Discuss my own beliefs.

Find out about and/or visit places of worship or spirituality in my part of Scotland & explore & describe what these tell me about the beliefs of the people who go there.

Find out about national & international places of worship or spirituality & explore & describe what these tell me about the beliefs of the people who go there.

Find out about and/or visit local places of worship or spirituality & explore & describe what these tell me about the beliefs of the people who go there.

Through stories, conversations, drama etc. explore an increasingly diverse range of beliefs & values which are independent of religion.

Explore a broader range of artefacts. music, drama, art, and performances and talk about how these fit with the key beliefs of at least one World Religion selected for study and different schools of belief within Christianity.

First Level Progression

Values and Issues

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Values and Issues - First Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people’s lives and communities. RME 1-02a I can describe the key features of the values of Christianity which are expressed in stories. RME 1-02b Having explored stories from World Religions selected for study, I can show my developing understanding of key values of those faiths and how they might be put into action in people’s lives and communities. RME 1-05a I can describe the key features of the values of World Religions selected for study which are expressed in stories. RME 1-05b	• Describes and discusses at least one value from Christianity, at least one World Religion, and at least one belief group independent of religions, 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.

Values and Issues - First Level Progression Tiles

AIM: Learn about how the values that myself and other people have can influence our decisions and actions.

E & O code: RME 1-02a, RME 1-02b, RME 1-05a, RME 1-05b

Describes and discusses at least one value from Christianity, at least one World Religion, and at least one belief group independent of religions, 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.

Discuss how the values of religious & non-religious belief groups affect or might affect lives in Scotland.

Show my regard for and sensitivity to the values of others through the choices I make & how I interact with others.

Discuss how the values of religious & non-religious belief groups affect/might affect lives across the world.

Discuss why some values are important to a wide range of people.

Describe how the values of different religions & belief groups independent of religion are put into action in people's lives and communities.

Describe the key values of stories & texts from Christianity & World Religions selected for study.

Begin to independently show my understanding of what values are.

Describe my personal values & give examples of how I put these into action.

Describe how the actions of others were influenced by their values.

Explore how stories and other texts from Christianity and World Religions selected for study show & share the key values which are important to each religion.

Use my exploration of stories & texts from Christianity & World Religions selected for study to begin to understand & describe what values are.

Explore human rights and the UNCRC and discuss how they affect me.

Begin to use my interpretation of stories from Christianity & World Religions selected for study to further explore what my own values are.

Explore an increasingly diverse range of values which are independent of religion.

Begin to explore moral & amoral behaviour in fictional & real-life contexts i.e. by exploring the values which affect people's actions.

Begin to link my actions & behaviour to my values.

First Level Progression Practices and Traditions

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Practices and Traditions- First Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-03a I am 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 I am discovering how followers of World Religions selected for study demonstrate their beliefs through prayer/meditation, worship and special ceremonies. I am developing respect for the practices and traditions of others. RME 1-06a I am developing an awareness of the ways in which followers of World Religions selected for study celebrate different times of year and can relate these to my own life and community. RME 1-06b I am developing respect for others and my understanding of their beliefs and values RME 1-07a	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.

Practices and Traditions- First Level Progression Tiles

AIM: To learn about the importance of marking significant events in different ways to different people.

E & O code: RME 1-03a, RME 1-03b, RME 1-06a, RME 1-06b, RME 1-07a

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.

Sensitively discuss how belief groups independent of religion in my own community & beyond demonstrate their beliefs.

Sensitively discuss the significance to people, of ceremonies & traditions attached to major life events.

Sensitively discuss the significance to people, of seasonal celebrations for those with religious beliefs or beliefs independent of religion.

Describe how different religious groups in my local community & beyond demonstrate their beliefs.

Describe how Christianity, World Religions selected for study & belief groups independent of religion mark major life events in my local community & beyond.

Describe how Christianity, World Religions selected for study & belief groups independent of religion celebrate different times of year in my local community & beyond.

Find out about or visit local places of worship & spirituality & explore & describe how these communities demonstrate their beliefs e.g. through prayer, worship & special ceremonies.

Explore how Christianity, World Religions selected for study and belief groups independent of religion mark major life events in my local community.

Explore how different Christianity, World Religions selected for study & belief groups independent of religion celebrate different times of year.

Second Level Progression – Points to Consider

Organiser	Suggested Pedagogical Approaches	Key RME Concepts and Language	RME Content might include...
Beliefs	In RME, as for any curricular area, children and young people should experience a range of active learning approaches with them fully engaged in assessing and planning next steps in their learning. At Second level, observing and learning through play still remain valuable but the balance will be shifting towards other active learning approaches to ensure appropriate pace and challenge. As learners mature and develop their interpersonal skills, there will be more scope for questioning, discussion and collaborative tasks. Depending on the needs of the child, the balance between teacher directed, teacher initiated, and child/young person-initiated learning activities will vary. Learning should continue to engage and challenge children’s thinking using real-life and imaginary situations and will take full advantage of opportunities for learning presented by: • Child/young person initiated activities • Teacher initiated activities • Teacher directed activities • Investigating and exploring • Events and life experiences • Involvement in developing and/or upholding the school values Within the context of active learning, there will be opportunities for learning about collaboration, cooperation and taking different roles in a group. Through the sharing of props, resources and artefacts, there will be opportunities to explore, express and discuss feelings of equity, equality, the concept of right and wrong, and injustice. Pupils should have the chance to fully explore these concepts. A wide range of media should be used to facilitate learning and exploration. Collaborative learning and role-play also offer an ideal opportunity for learners to explore complex issues and to develop their own beliefs and values, and thus their position on moral issues.	Denominations and Sects/Schools (e.g. Protestant, Roman Catholic, Baptist, Orthodox, Quaker, Church of Scotland, Presbyterian, Shia Muslims, Sunni Muslims, Reform Judaism, Hasidic Judaism, Orthodox Judaism etc) Stories (from sacred texts/scripture e.g. Good Samaritan; from cultural Beliefs Music Images Literal/Symbolic Interpretations (of scriptures and important stories) Big Questions (questions of life after death, creation stories, balancing science and faith) Compassion Citizenship Artefacts Places of worship (e.g. church, mosque, synagogue, temple) Charity	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Exploring artefacts (where appropriate) related to religion, belief, customs, symbolism and traditions – e.g., lucky charms, jewellery – cross, crucifix, Star of David etc. • Invitation to share and discuss their own beliefs/values, about their God/Deities, the natural world and society. • Visits from outside speakers from a variety of faith and non-faith backgrounds. • Debate about how to respond to different beliefs and moral issues. • Having access to a variety of artefacts connected to different religions e.g., Torah scrolls, tallit, mezuzah, Muslim prayer mat, Rosary, cross etc.
Values and Issues	Through outdoor learning there will be opportunities to explore more deeply, the natural world, including seasons, life cycles, growth etc. and respond to learners' natural curiosity and opinions about these subjects. Opportunities to visit or re-visit places of worship will enable learners to deepen their understanding of how the architecture and design of these spaces is linked to the beliefs, practices and traditions of the faith groups who worship within them. Visiting and re-visiting sites of natural beauty and exploring the tensions that exist in society around these will help to contextualise the development of values and beliefs. Links to ‘Learning for Sustainability’ can be made here, for example undertaking the John Muir Award, Natural Connections or other environmental awareness activities. A focus on two celebrations, festivals, customs from Christianity and from two World Religions will also allow learners the opportunity to hear about the beliefs of others and to make straightforward comparisons between learner's own beliefs and the beliefs of others. Leamers should continue to be given the opportunity to explore, express and share their own beliefs and aspects of their lives that use tradition in more detail as their maturity allows. This can be done through practical (exploring local charities and carrying out their own charitable work) and theoretical approaches (participating in basic Philosophical Enquiry and questioning). Opportunities to watch and join in with songs, dance, performance, art and role-play will enrich learning experience as well as giving learners nonverbal ways of communicating their own thoughts and ideas. Further depth in exploring their learning can be achieved through related extended writing linked to the themes being explored (empathetic piece – holocaust or Ghost story – life and death) and the creation of wide range of texts (presentations, animations, posters, vlogs, blogs etc).	God (<i>ONE</i> supreme being) Deity (A divine power, God/Goddess) Prayer Worship Belief in a Divine Being/Beings Belief in a Soul	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Differences and similarities between groups (e.g., Protestant/Roman Catholic Christians, Sunni and Shia Muslims). We / they are different because... We / they are the same because... • Choosing content from a range of sources (e.g., Animal Rights, Poverty and Wealth, Inclusion and Diversity etc) and conducting an investigation into the issues which underpin this, as well as being able to offer a personal opinion/viewpoint. • Stories (from a variety of media) – religious and non-religious, based upon real life examples of Lives of Faith e.g., Martin Luther King, Gandhi, Mother Theresa etc). • Answering and asking questions about character's actions. • Exploring a variety of moral and/or social issues, reflecting upon these, and connecting them to real life experience. This could include: stealing, racism, homophobia, sexism, homelessness, charity etc. • Concept of behaving in a respectful way – listening when others talk, ‘please’, ‘thank you’, offering an alternative view with respect etc. • Skills for co-operation and collaboration.
Practices and Traditions	Look at Fife Pedagogy Premieres for some more ideas and approaches: https://glowscotland.sharepoint.com/sites/PedagogyFife/SitePages/Pedagogy-Premieres.aspx (must be logged into GLOW to access) The Fife RME Resource Links document provides a bank of supportive resources for Learning Teaching and Assessment; Professional Learning; and wider web links. (must be logged into GLOW to access)	Prayer Festival Celebration Communion Meditation	• Visits to local and further afield places of worship and examples of natural beauty. • Taking part in a non-religious meditation/mindfulness exercise. • Role playing a religious festival (Passover/ a Communion service etc).

Second Level Progression

Beliefs

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Beliefs - Second Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. RME 2-01a Through investigating and reflecting upon stories of World Religions selected for study, I can show my understanding of these stories. RME 2-04a Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b Through exploring the lives and teachings of significant figures from World Religions selected for study, I am increasing my knowledge and understanding of their key beliefs. RME 2-04b I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs RME 2-01c I can show understanding of the beliefs of World Religions selected for study and explore the similarities and differences between these and my developing beliefs. RME 2-04c	- Investigates, describes, explains and expresses an opinion on at least one belief 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.

Beliefs - Second Level Progression Tiles

AIM: Learn about the role of belief in society and its influence on our actions through investigation of a variety of sources.

E & O code: RME 3-01a, RME 3-04a, RME 3-01b, RME 3-04b, RME 3-01c, RME 3-04c, RME 3-09a. RME 3-01d, RME 3-04d, RME 3-07a, RME 3-09d

Investigates, describes, explains and expresses an opinion on at least one belief 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.

Express my opinions about the beliefs I encounter in religious & non-religious stories, media etc.

Express opinions about how religious & non-religious beliefs affect people's actions.

Take an active & sensitive role in conversations & communications about beliefs.

Identify & refer to key links and connections between the beliefs of religious & non-religious groups.

Demonstrate my increasing awareness of my beliefs by applying these to more complex decisions or situations in my school, community or the wider world.

Investigate & describe how the key beliefs of Christianity, World Religions and belief groups independent of religion groups are reflected in an expanding range of stories, texts and media.

Use my knowledge of the lives & teachings of significant figures in Christianity & the World Religions selected for study to help me explore, discuss & express my own emerging beliefs.

Explore & demonstrate my understanding of how religious and/or other influences shape the beliefs & values of people.

Explore & demonstrate my understanding of how the diverse beliefs of people in modern Scotland were formed.

Relate the beliefs of others to my own experiences, life & beliefs.

Show my understanding of why engaging in learning about beliefs is important.

Show increasing self-awareness of my own beliefs & reflect on how they can be put into action in positive ways in my school, my community & in the wider world.

Explore the lives & teachings of important figures in Christianity & the World Religions selected for study & demonstrate my understanding of their significance.

Explore & demonstrate my understanding of how the beliefs of people in my school, local community were formed.

Explore and demonstrate my understanding of how the beliefs & values of people are based upon religious or other influences.

Second Level Progression

Values and Issues

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Values and Issues - Second Level Overview

Key Aspect	Experiences and Outcomes	National Benchmark
Christianity and Other World Religions selected for study	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	- 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. - Discusses ways in which own values can affect actions. - Discusses and expresses views about the importance of values such as honesty, respect and compassion.
	Through investigating and reflecting upon the lives and teachings of significant figures from World Religions selected for study 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 selected for study. RME 2-05a	
	I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-05b, RME 2-02b	
	I am developing respect for others and my understanding of their beliefs and values. RME 2-07a	
	I am developing my understanding that people have beliefs and values based upon religious or other positions. RME 2-09b	
	I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. RME 2-09c	
	I am developing my understanding of how my own and other people's beliefs and values affect their actions. RME 2-09d	

Values and Issues - Second Level Progression Tiles

AIM: Learn about the role of values in society and its influence on our actions through discussion with others and investigation of a variety of sources.

E & O code: RME 2-02a, RME 2-05a, RME 2-02b / 2-05b, RME 2-07a, RME 2-09b, RME 2-09c, RME 2-09d

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.

Discusses and expresses views about the importance of values such as honesty, respect and compassion.

Express my opinions on the values & morality of the beliefs held by World Religions selected for study & belief groups independent of religion.

Share my opinions about how human rights & values affect our society.

Reflect upon how moral values are expressed in an increasing range of texts from Christianity, World Religions selected for study & belief groups independent of religion.

Explain how my own & other people's values affect our actions.

Investigate & explain how human rights & values such as fairness, equality, love, caring & sharing affect people in Scotland & beyond.

Take an active & sensitive role in conversations & communications about values.

Demonstrate & express my regard for the values of others in my school & my community.

Describe how my own & other people's values affect our actions.

Investigate what moral values are by studying & reflecting upon an increasing variety of texts and media from Christianity, World Religions selected for study and belief groups independent of religion.

Investigate & explain how human rights, values and the UNCRC affect my life in school & beyond.

Investigate & demonstrate my understanding of how the values of people in my class & our school were formed.

Investigate & show my understanding of which values that people hold are based upon religious or other influences.

Second Level Progression

Practices and Traditions

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Practices and Traditions- Second Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians. RME 2-03a I am increasing my knowledge and understanding of different forms of worship and artefacts within World Religions selected for study and can explain their importance for followers of World Religions selected for study. RME 2-06a Through investigating the ways in which Christians mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-03b Through investigating and reflecting upon the ways in which followers of World Religions selected for study mark major life events and times of year, I can explain key features of such festivals and celebrations. RME 2-06b I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society. RME 2-03c I can describe and reflect upon practices and traditions of World Religions selected for study. RME 2-06c I am developing respect for others and my understanding of their beliefs and values. RME 2-07a I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d	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 Religion, and at least one belief group independent of religion.

Practices and Traditions- Second Level Progression Tiles

AIM: Learn about the importance of traditions, ceremonies and practices in our society and be able to justify our opinions about them.

E & O code: RME 2-03a, RME 2-06a, RME 2-03b, RME 2-06b, RME 2-03c, RME 2-06c, RME 2-07a, RME 2-09d

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 Religion, and at least one belief group independent of religion.

Express & justify my opinions of the importance of traditions, practices, ceremonies & customs which mark major life events.

Explain the role of artefacts, traditions, practices, ceremonies & customs to followers of religion.

Explain & express my opinions on the role & importance of artefacts, practices & traditions which mark major life events.

Express & justify my opinions on the importance of traditions, practices, ceremonies & customs to seasonal festivals & celebrations.

Express & justify my opinions about how the practices & traditions of Christianity & World Religions selected for study have influenced Scottish society.

Compare & contrast the artefacts, practices & traditions of different forms of Christian worship.

Explain how the practices & traditions of Christianity & World Religions selected for study have influenced Scottish society.

Compare & contrast the artefacts, practices & traditions of different forms of at least one world religion.

Explain the importance & the role of artefacts, practices & traditions to seasonal, religious and non-religious festivals & celebrations.

Demonstrate my understanding of the diversity of worship & beliefs in our modern world.

Describe the common features of different forms of worship.

Investigate and describe some different forms of Christian worship including their artefacts, practices & traditions.

Investigate and describe how the practices & traditions of Christianity & World Religions selected for study have influenced Scottish society.

Investigate and describe the role & importance of artefacts, practices & traditions (both religious and non-religious) to seasonal festivals, celebrations and traditions which mark major life events.

Third Level Progression – Points to Consider

Organiser	Suggested Pedagogical Approaches	Key RME Concepts and Language	RME Content might include...
Beliefs	In RME, as for any curricular area, young people should experience a range of active learning approaches with them fully engaged in assessing and planning next steps in their learning. At Third level, a range of active learning approaches should be used to ensure appropriate pace and challenge. Role-play, game-based approaches and young person initiated activities remain valuable tools. As learners mature and develop their interpersonal skills, there will be increased scope for questioning, discussion and collaborative tasks. Depending on the needs of the young person, the balance between teacher directed, teacher initiated, and young person-initiated learning activities will vary. Learning should continue to engage and challenge young people’s thinking using real-life and imaginary situations and will take full advantage of opportunities for learning presented by: • Child/young person initiated activities • Teacher initiated activities • Teacher directed activities • Investigating and exploring • Events and life experiences • Involvement in developing and/or upholding the school values Within the context of active learning, there will be opportunities for learning about collaboration, cooperation and taking different roles in a group. Through the sharing of props, resources and artefacts, there will be opportunities to explore, express and discuss feelings of equity, equality, the concept of right and wrong, and injustice. Pupils should have the chance to fully explore these concepts. A wide range of media should be used to facilitate learning and exploration. Collaborative learning and role-play also offer an ideal opportunity for learners to explore complex issues and to develop and refine their own beliefs and values, and thus their position on moral issues.	Denominations and Sects/Schools (Protestant, Roman Catholic, Baptist, Orthodox, Quaker, Church of Scotland, Presbyterian; Shia Muslims, Sunni Muslims, Reform Judaism, Hasidic Judaism, Orthodox Judaism etc) Stories (from sacred texts/scripture e.g. Good Samaritan; from cultural beliefs, Music Images Literal/ Symbolic Interpretations (of scriptures and important stories) Big Questions (questions of life after death, creation stories, balancing science and faith) Compassion Citizenship Artefacts Places of worship (e.g. church, mosque, synagogue, temple) Charity	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Exploring artefacts (where appropriate) related to religion, belief, customs, symbolism and traditions – e.g., lucky charms, jewellery (e.g., cross, crucifix, Star of David) • Invitation to share and discuss their own beliefs/values about God, the natural world and society. • Debate about how to respond to different beliefs and moral issues. • Having access to a variety of artefacts connected to different religions e.g., Torah scrolls, tallit, mezuzah, Muslim prayer mat, Rosary, cross etc.
Values and Issues	Through outdoor learning there will be opportunities to explore more deeply, the natural world, including seasons, life cycles, growth, death etc. and respond to learners' natural curiosity and opinions about these subjects. Opportunities to visit or re-visit places of worship will enable learners to deepen their understanding of how the architecture and design of these spaces is linked to the beliefs, practices and traditions of the faith groups who worship within them. Visiting and re-visiting sites of natural beauty and exploring the tensions that exist in society around these will help to contextualise the development of values and beliefs. Links to ‘Learning for Sustainability’ can be made here, for example undertaking the John Muir Award, Natural Connections, the Duke of Edinburgh's Award or other environmental/social issues awareness activities. A focus on at least two celebrations, festivals, customs from Christianity and from two World Religions will also allow learners the opportunity to hear about the beliefs of others and to make more nuanced comparisons between learner's own beliefs and the beliefs of others. Leamers should continue to be given the opportunity to explore, express and share their own beliefs and aspects of their lives that use tradition in more detail as their maturity allows. This can be done through practical (exploring local charities and carrying out their own charitable work) and theoretical approaches (participating in Philosophical Enquiry and questioning). Opportunities to watch and join in with songs, dance, performance, art and role play will enrich learning experience as well as giving learners nonverbal ways of communicating their own thoughts and ideas. Further depth in exploring their learning can be achieved through related extended writing linked to the themes being explored (empathetic piece – holocaust or Ghost story – life and death) and the creation of wide range of texts (presentations, animations, posters, vlogs, blogs etc)	God (<i>ONE</i> supreme being) Deity (A divine power, God/Goddess) Prayer Worship Belief in a Divine Being/Beings Belief in a Soul	• Stories (from a variety of media) – religious and non-religious; current and historical; fables; morality tales. • Answering and asking questions about character/key person's actions. • Role play as characters from stories/key individuals/groups from historical or current affairs/moral issues etc. • Differences and similarities between different groups beliefs. We / they are different because... We / they are the same because... • Choosing content from a range of sources and conducting an investigation into the issues which underpin this, as well as being able to offer a personal opinion/viewpoint. Themes could be e.g., Animal Rights, Poverty and Wealth, Inclusion and Diversity etc • Stories (from a variety of media) – religious and non-religious, based upon real life examples of Lives of Faith e.g., Martin Luther King, Gandhi, Mother Theresa etc). • Differences and similarities between different groups (e.g., Protestant/Roman Catholic Christians, Sunni and Shia Muslims, Reform and Hasidic Judaism etc). • Exploring a variety of moral and/or social issues, reflecting upon these, and connecting them to real life experience. This could include: stealing, racism, homophobia, sexism, homelessness, charity etc. • Concept of behaving in a respectful way – listening when others talk, ‘please’, ‘thank you’, offering an alternative view with respect etc.
Practices and Traditions	Look at Fife Pedagogy Premieres for some more ideas and approaches: https://glowscotland.sharepoint.com/sites/PedagogyFife/SitePages/Pedagogy-Premieres.aspx (must be logged into GLOW to access) The Fife RME Resource Links document provides a bank of supportive resources for Learning Teaching and Assessment; Professional Learning; and wider web links (must be logged into GLOW to access).	Prayer Festival Celebration Communion Meditation	• Visits to local and further afield places of worship and examples of natural beauty. • Taking part in a non-religious meditation/mindfulness exercise. • Role playing a religious festival (e.g., Passover/ a Communion service).

Third Level Progression

Beliefs

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Beliefs - Third Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	Having reflected upon Christian sources, I can explain some key Christian beliefs about God, Jesus, the human condition and the natural world, and how these beliefs lead to actions for Christians. RME 3-01a	- Investigates and analyses at least one issue of belief, drawing upon sources to explain responses from Christianity, at least one World Religion, and at least one belief group independent of religion. - Analyses the relationship between own beliefs and actions.
	Having reflected upon sources from World Religions selected for study, 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 RME 3-04a	
	Through investigating and reflecting upon how Christians put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-01b	
	Through investigating and reflecting upon how followers of World Religions selected for study put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-04b	
	I can explain a range of beliefs which Christians hold about ‘ultimate questions’ and participate in debates about these RME 3-01c	
	I can explain a range of beliefs which followers of World Religions selected for study hold about ‘ultimate questions’ and participate in debates about these. RME 3-04c	
	Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about ‘ultimate questions’. RME 3-09a	
	I can give examples of the contribution of Christian beliefs to the development of Scotland, now and in the past. RME 3-01d	
	I can give examples of the contributions of the beliefs of World Religions selected for study to the development of Scotland, now and in the past. RME 3-04d	
	I am developing respect for others and my understanding of their beliefs and values. RME 3-07a	
	I am developing my understanding of the nature of belief and morality. RME 3-09d	

Beliefs - Third Level Progression Tiles

AIM: To develop understanding of how beliefs are put into action, the consequences of those actions and how belief has shaped Scottish society, by engaging with a variety of sources and, through self-reflection.

E & O code: RME 3-01a, RME 3-04a, RME 3-01b, RME 3-04b, RME 3-01c, RME 3-04c, RME 3-09a. RME 3-01d, RME 3-04d, RME 3-07a, RME 3-09d

Investigates and analyses at least one issue of belief, drawing upon sources to explain responses from Christianity, at least one World Religion, and at least one belief group independent of religion.

Analyses the relationship between own beliefs and actions.

Actively and sensitively take part in discussions about the nature of belief and the answers to ultimate questions, providing reasons for my contributions.

Analyse the links between the beliefs and actions of followers of religion.

Analyse the links between the beliefs and actions of people who are part of non-religious belief groups.

Analyse similarities and differences between the beliefs held by different religious and non-religious belief groups.

Clearly and sensitively express my responses to ultimate questions, giving reasons for my answers.

Analyse some key Christian beliefs about divine beings, the human condition and the natural world held by different belief groups.

Investigate and show understanding of the role and actions of characters from religious stories, linking these to beliefs.

Investigate and show an understanding of the link between the beliefs and actions of followers of religion.

Investigate and show an understanding of the link between the beliefs and actions of people who do not follow a religion.

Identify the main themes and meanings of religious stories, texts, etc by analysing of them.

Show an understanding of the impact of my own choices and actions and (in a given situation) in terms of my own beliefs.

Investigate and describe the role that the beliefs of Christianity and World Religions selected for study have had and are having in influencing Scottish society.

Investigate and show my understanding of what it means to have 'morals'.

Investigate and show my understanding of a diverse range of beliefs that exist in Scotland.

Investigate and show my understanding of how followers of Christianity and World Religions selected for study put their religious beliefs into action.

Using a range of artefacts, texts, media, stories, etc. investigate and show my understanding of a variety of beliefs about divine beings, the human condition, and the natural world held by different belief groups.

Third Level Progression

Values and Issues

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Values and Issues - Third Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	Having reflected upon Christian responses to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society. RME 3-02a	- Investigates and analyses at least one moral issue, drawing upon sources to explain responses from Christianity, at least one World Religion, and at least one belief group independent of religion. - Analyses how values, for example, honesty, respect and compassion might be applied in relation to at least one moral issue, illustrating a possible impact on society. - Expresses an opinion with supporting reasons on the relationship between own values and actions
	Through investigating and reflecting upon the responses of World Religions selected for study to issues of morality, I can discuss ways in which to create a more just, equal, compassionate, and tolerant society. RME 3-05a	
	I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. RME 3-02b	
	I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. RME 3-05b	
	I can describe how the values of Christianity contribute to as well as challenge Scottish and other societies. RME 3-02c	
	I can describe how the values of World Religions selected for study contribute to as well as challenge Scottish and other societies. RME 3-05c	
	I am developing respect for others and my understanding of their beliefs and values. RME 3-07a	
	I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues. RME 3-09b	
	I can explain how the different beliefs that people have, including beliefs that are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues RME 3-09c	
	I am developing my understanding of the nature of belief and morality. RME 3-09d	

Third Level Progression - Values and Issues

Values and Issues - Third Level Progression Tiles

AIM: To learn, form and justify opinions about how values are and can be applied to moral issues in our society, through investigation, discussion and analysis of a variety of sources

E & O code: RME 3-02a, RME 3-05a, RME 3-02b, RME 3-05b, RME 3-02c, RME 3-05c, RME 3-07a, RME 3-09b, RME 3-09c, RME 3-09d

Investigates and analyses at least one moral issue, drawing upon sources to explain responses from Christianity, at least one World Religion, and at least one belief group independent of religion.

Expresses an opinion with supporting reasons on the relationship between own values and actions.

Analyses how values, for example, honesty, respect and compassion might be applied in relation to at least one moral issue, illustrating a possible impact on society.

Actively and sensitively contribute to discussion about possible responses to a moral issue.

Actively participate in the planning of events to help others and exemplify how my participation in an event has benefitted others.

Investigate and develop well researched arguments as to how human rights can be applied to moral issues.

Contrast and compare the values that come from both religious and non-religious standpoints.

Analyse and describe the positive effects of people putting their values into action.

Sensitively state own opinions about the values held by other people.

Analyse own values and compare them to those held by religious and non-religious groups.

Analyse my own values and morals and describe how they affect the decisions I make.

Analyse the role and actions of characters from religious stories and recognise where these link to values.

Analyse the values of religions and relate them to my understanding of the religions in which these values can be found.

Analyse the responses of religious and non-religious groups to moral issues in terms of their values.

Analyse and describe the morals and values that others hold.

Investigate the key values and morals represented in, and by religious stories, artefacts, texts media etc.

Investigate the values and moral issues described in various sources and recognise links to contemporary moral, social, political, religious and cultural issues within Scotland and the rest of the world.

Investigate the responses of followers of Christianity, World Religions selected for study and belief groups independent of religion to a moral issue affecting society.

Investigate and describe the morals and values that others hold.

Third Level Progression Practices and Traditions

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Practices and Traditions- Third Level Overview

Key Aspect	Experiences and Outcomes	National Benchmarks
Christianity and Other World Religions selected for study	Through investigation of and reflection on Christian traditions, practices, and customs, I can explain the significance of these for Christians across a range of Scottish Christian Traditions. RME 3-03a I have researched and reflected upon the major ceremonies and customs of World Religions selected for study and can explain the significance of these to the followers of these religions. RME 3-06a I am developing my understanding of Scotland's religious diversity as well as the place of religion in society. RME 3-06b I am developing my understanding of Scotland's religious diversity within Christianity and of the place of religion in society. RME 3-03b I am developing respect for others and my understanding of their beliefs and values. RME 3-07a	Investigates, explains and analyses 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 Religion, and at least one belief group independent of religion.

Practices and Traditions- Third Level Progression Tiles

AIM: To develop understanding of the importance of religious and non-religious traditions in society through investigation and analysis of a variety of sources.

E & O code: RME 3-03a, RME 3-06a, RME 3-06b, RME 3-03b, RME 3-07a

Investigates, explains and analyses 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 Religion, and at least one belief group independent of religion.

Drawing upon a number of different sources, contrast and compare the beliefs and traditions of some of the branches of Christianity in Scotland.

Recognise, analyse and explain why, how and where, practices, traditions, customs, and ways of marking major life events of World Religions selected for study are evident in Scottish society.

Recognise, analyse and explain why, how and where, practices, traditions, customs, and ways of marking major life events of Christianity are evident in Scottish society.

Recognise, analyse and explain why, how and where, practices, traditions, customs, and ways of marking major life events of belief systems independent of religion are evident in Scottish society.

Analyse and explain why there is such religious diversity in Scotland.

Analyse and explain why there is diversity of Christian beliefs in Scotland.

Analyse a range of traditions, practices, and customs of World Religions selected for study, and explain their importance to people.

Analyse a range of traditions, practices and customs that are independent of religion, and explain their importance to people.

Investigate the diversity of Christian beliefs in Scotland.

Investigate a range of practices, traditions, customs, and ways of marking major life events of Christians in Scotland.

Investigate a range of practices, traditions, customs, and ways of marking major life events from World Religions selected for study.

Investigate a range of customs, practices, traditions, customs, and ways of marking major life events that are independent of religion.