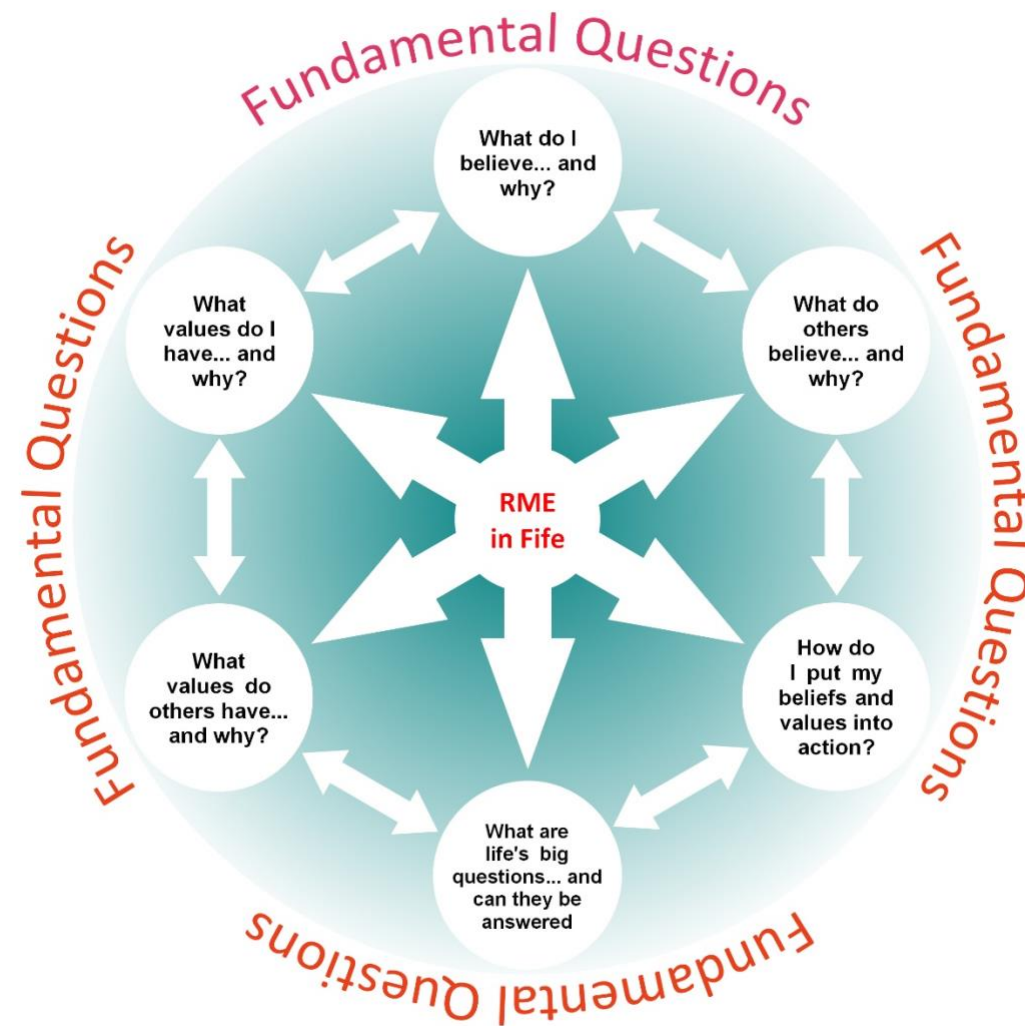


Religious and Moral Education



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

Progression Overview (Early, First and Second Level)

GUIDANCE

The Overview provides a clear and structured framework to support practitioners in identifying key indicators of progress throughout each phase of development.

Designed to complement the Fife Progression Pathways, these materials support flexible and responsive planning, while aiding the monitoring and tracking of progress across organisers and skills.

Each CfE Level has been divided into phases to show progression within the Level.

Early		First			Second			Third			Fourth		
Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8	Phase 9	Phase 10	Phase 11	Phase 12	Phase 13
											Used in some curricular areas only		

Benchmark statements are emboldened and embedded within each line of progression. Typically, Benchmarks appear at Phase 1 (Early), 4 (First), 7 (Second),10 (Third) and 13 (Fourth) to illustrate achievement of a Level.

Effective use of this documentation is supported by:

- Engagement in professional learning around Learning, Teaching and Assessment
- A collaborative, whole school/faculty agreement on consistent use for planning and assessment of knowledge, application and skills
- School-specific systems for evaluating learning and informing professional judgement

In RME, as in the [Fife Progression Pathways](#), the organisers (Christianity, Other World Religions) have been combined for ease of use and equity.

		Early		First			Second				
		Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7		
Christianity and Other World Religions	Beliefs	Through play and exploration: - Begins to describe and talk about things that people believe in, which are part of Christianity, World Religions, and belief groups independent of religion selected for study and build confidence in describing their own. - From experiencing stories, pictures, music and poems from Christianity, World Religions and belief groups independent of religion, begins to develop understanding and links to personal beliefs. - Shows some understanding that there are different thoughts, ideas, and beliefs about what we call religion.	Identifies and discusses at least two aspects of a religion. (e.g. key figures, key teachings) 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.	Explores a range of artefacts, music, drama, art, places of worship and performances and talk about how these fit with the key beliefs of at least one World Religion and different schools of belief within Christianity. Through stories, conversations, drama etc. explores an increasingly diverse range of beliefs and values which are independent of religion. Explores how people's beliefs and values affect their behaviour and actions. With support, discusses how actions and behaviour link to values and beliefs.	Shows, with increasing independence, understanding of what values and beliefs are. Recognises and discusses the beliefs held by a group(s) which are independent of religion. Forms and expresses an opinion on matters that are important and shares how opinion has been influenced by my experiences. Describes and links opinions to others' beliefs and respect that they may be different. Links actions and behaviour to values and beliefs.	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 our own beliefs might affect actions.	Investigates and describes a key belief from Christianity, at least one World Religion, and at least one belief group independent of religion – this may be done through directed research, exploring stories, artefacts or other media. Engages in discussion which shows a connection between beliefs and actions.	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. Forms an opinion about beliefs explored. Recognises and discusses how their own beliefs are reflected in actions.	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.		
		Early		First			Second				
				Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Christianity and Other World Religions	Values and Issues	Through play and exploration: - Begins to recognise and show sensitivity to others and the things that they value. - Begins to show awareness that they have rights that are there to protect them. - Develops understanding of fair and unfair by sharing and co-operating in a range of situations. - Shows sensitivity for the beliefs and values of others through daily choices and interactions.	Shares thoughts about what is fair, unfair, caring and sharing.	Identifies and describes a value from Christianity, World Religions, and belief group independent of religion. Describes personal and school values and gives examples of how to put these into action. Uses the exploration of Christianity and World Religions to begin to understand and describe what values are.	Shows regard for and sensitivity to the values of others through the choices made and how I interact with others. Explores human rights and the UNCRC and discusses how they affect me.	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 our own values might affect actions.	Investigates and describes an opinion on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion. Identifies different values people might hold (e.g. honesty, respect, compassion, school values) Engages in discussion which shows a connection between values and actions.	Explains and expresses an opinion on at least one value from Christianity, at least one World Religion and at least one belief group independent of religion. Discuss the importance of understanding and respecting values. Recognises and discusses how their own values are reflected in actions.	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. Discusses ways in which own values can affect actions.		
		Early		First			Second				
				Phase 1 – Prerequisite	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Christianity and Other World Religions	Practices and Traditions	Through play and other experiences: Explores religious celebrations, festivals and customs through places, objects, symbols, and artefacts and can relate them to Christianity, World Religions and belief groups independent of religion.	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.	Explores ceremonies and traditions that are important to me and relates them to my own lived experiences describing and sharing these with others.	In the local context, experiences and discusses the significance to people, of ceremonies and traditions attached to major life events for myself and others.	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.	Investigates and describes 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.	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.	• 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.		