Curriculum Improvement Cycle
Draft Technical Framework Religious, Moral and Philosophical Studies

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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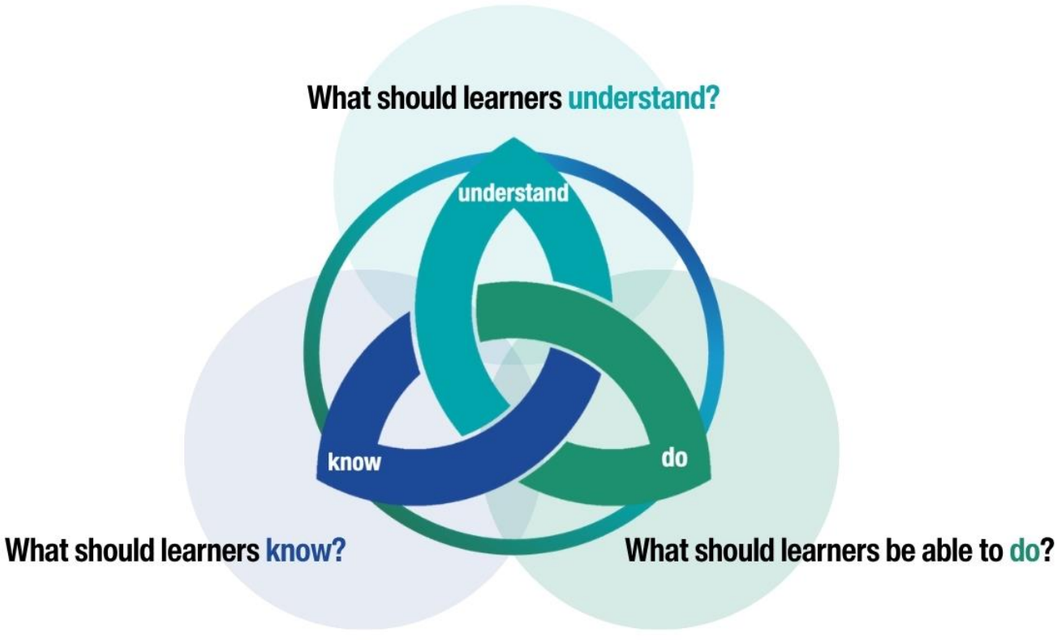
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:	Do:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.	**Skills**, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction

Religious, Moral and Philosophical Studies (RMPS) has been renamed from Religious and Moral Education (RME). Those involved in the co-creation process supported this change overwhelmingly. The new nomenclature more accurately reflects the curriculum area and signals the curriculum area as an aspect of CfE that is focused on religion, worldviews and philosophical perspectives in ways that are locally responsive and globally aware.

The RMPS framework is informed by four Big Ideas which set out the overarching understanding of the curriculum area. The Know, Do and Understand statements are organised into three clear strands to show progression.

The provision of RMPS in the senior phase remains a statutory requirement and so this KDU model provides guidance for the first time around what may be delivered in that context. This 'core' provision is in addition to the provision of any national qualifications in RMPS. Education Scotland is working closely with Qualifications Scotland on developing the curriculum and assessment framework for the Senior Phase.

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Religious, Moral And Philosophical Studies Purpose Statement

Religious, Moral and Philosophical Studies (RMPS) develops learners' understanding and knowledge of religion, worldviews and philosophical perspectives. Learning in RMPS plays a transformative role in supporting learners to be reflective, compassionate and culturally aware citizens.

By exploring religion, worldviews and philosophical perspectives now and in the past, RMPS enables learners to think independently, understand diversity, and build the knowledge and skills needed to thrive in a complex and changing society.

Through enquiry and engagement with the diversity of religion, worldviews and philosophical perspectives, learners will explore human identity, developing their understanding of peoples' beliefs and values, how these are expressed and the influences upon and impacts of these. Engaging with sources of knowledge will enable learners to understand religion, worldviews and philosophical perspectives and to consider their own and humanity's responses to a range of questions about meaning, purpose, existence and morality.

Big Ideas

Exploring Human Identity RMPS explores human identity which can be shaped by religion, worldviews and philosophical perspectives.	**Making Moral Choices** RMPS encounters perspectives on morality from religion, worldviews and philosophical perspectives and examines how these can influence our moral choices.	**Questioning Meaning, Purpose and Existence** RMPS helps us to make sense of life by asking and responding to questions about meaning, purpose and existence.	**Engaging with Sources of Knowledge** RMPS engages with sources of knowledge from religion, worldviews and philosophical perspectives.
Human identity is about who we are, what we believe and value, and how we connect with people and the world around us. Identity is shaped by our inner convictions – our beliefs (what we think) and values (what we think is important). Our identities are influenced by the communities we belong to, including family, friends, religion and worldviews, and culture among others. Through these influences, beliefs and values are formed, shared, debated and developed. Identity is demonstrated through expression – the practices, traditions, symbols and actions that people use to live out their beliefs and values and make sense of the world. Exploring human identity involves recognising both the personal and other influences that shape an individual's worldview.	It is important to understand how moral choices are made and the impact these can have. Moral choices can be shaped and influenced by religion, worldviews and philosophical perspectives. These influences can change over time in response to a range of factors. It is important to understand how religion, worldviews and philosophical perspectives develop their moral positions, the sources of knowledge they use in doing so and the impact this might have on our moral choices. This can also help us reach informed conclusions about a range of complex issues. Making moral choices involves us developing arguments and engaging in meaningful dialogue in the context of differences of opinion across and within religion, worldviews and philosophical perspectives.	Human curiosity leads to asking questions about meaning, purpose and existence. These ultimate questions can include, for example, questions about the origins of the universe and life, divine beings, and what it means to be human. Our responses to ultimate questions can be shaped by religion, worldviews and philosophical perspectives. It is important to understand how people reach their conclusions about ultimate questions and the sources of knowledge they use in doing so. Exploring ultimate questions involves us building arguments and engaging in meaningful dialogue with others to explore our responses and help us make sense of life.	Engaging with sources of knowledge supports us to understand what counts as knowledge, and how and where people obtain the knowledge and guidance which shape their beliefs, values and moral choices. These sources are varied and significant to people in different ways. They can include texts, stories, key figures, images, art, objects, music and personal experience. Sources help people understand and create meaning and purpose. Sources are open to interpretation and require analysis and evaluation which leads to understanding how religion, worldviews and philosophical perspectives engage with knowledge, truth and doubt.

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Summary of Progression

Strand	Statement of Understanding					
	Early	**First**	**Second**	**Third**	**Fourth**	**Senior Phase**
Religion & Worldviews	People can belong to a range of communities and groups that shape their identities, relationships and sense of belonging. Groups are often formed around shared beliefs, interests or goals, creating a sense of belonging and connection. Religion and worldviews can influence people's beliefs, values and sense of belonging. Religion and worldviews celebrate special days and times of the year to express beliefs, values and a sense of belonging.	Religion and worldviews draw upon stories to understand and express their beliefs. Religion and worldviews draw upon the teachings and examples of their key figures to understand and express their beliefs. Religion and worldviews celebrate special times and days of the year in different ways for a range of reasons.	Sources shape the beliefs of adherents of religion and worldviews. Key figures shape the beliefs of adherents of religion and worldviews. Religion and worldviews engage in practices and traditions that express their beliefs, ideas and identities.	There is diversity of belief *across* religion and worldviews. There is diversity of belief *within* religion and worldviews. The practices and traditions that religion and worldviews engage in express their beliefs, ideas and identities in a range of ways.	Diversity of belief across and within religion and worldviews can link to the sources they draw upon and the ways in which sources are interpreted. Diversity of belief across and within religion and worldviews can have implications for adherents and society. The practices and traditions of religion and worldviews can present opportunities and challenges for individuals, communities and society.	Religion and worldviews must navigate the changes and challenges of contemporary society, drawing upon and re-examining their beliefs. The responses of religion and worldviews to the challenges of contemporary society can have implications for adherents and society. There is a diversity of practices and traditions within religion and worldviews which can have implications for adherents and wider society.
Morality, Ethics and Values	People's choices can have positive and negative consequences, so it is important to consider what is right and wrong. People's choices and the actions they take because of what they think is right and wrong have positive and negative consequences.	Teachings and ideas from religion and worldviews can support people to think about what is right and wrong. People's choices about right and wrong can change depending on the situation and can have immediate and/or long-term consequences.	Religion, worldviews and philosophical perspectives can support people to respond to moral issues. People's views about right and wrong can affect their responses to moral issues.	There are different views across religion, worldviews and philosophical perspectives about what is right and wrong in relation to moral issues. Religion, worldviews and philosophical perspectives reach conclusions about moral issues in different ways.	As society changes and new moral challenges arise, views within and across religion, worldviews and philosophical perspectives on what is right and wrong may change and adapt.	In responding to emerging moral challenges in contemporary society, religion, worldviews and philosophical perspectives may have to re-interpret, deepen and justify their responses.
Questions, Arguments and Sources	Humans are curious and this leads them to ask and try to answer questions about life, truth, the universe and being human.	Humans are curious and this leads them to ask and try to answer questions about life, truth, the universe and being human.	Religion, worldviews and philosophical perspectives ask, explore and reach conclusions about religious and philosophical questions.	Religion, worldviews and philosophical perspectives ask, explore and reach conclusions about religious and philosophical questions.	Using sources in different ways, religion, worldviews and philosophical perspectives develop arguments to support and challenge beliefs and ideas about religious and philosophical questions. These arguments can differ *across* and *within* religion, worldviews and philosophical perspectives.	Changes in society can lead to new religious and philosophical questions and novel reinterpretations of sources.

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Know-Do-Understand Strands

Strand	Religion & Worldviews							
Early Level	**Understanding:** People can belong to a range of communities and groups that shape their identities, relationships and sense of belonging.		**Understanding:** Groups are often formed around shared beliefs, interests or goals, creating a sense of belonging and connection.		**Understanding:** Religion and worldviews can influence people's beliefs, values and sense of belonging.		**Understanding:** Religion and worldviews celebrate special days and times of the year to express beliefs, values and a sense of belonging.	
	Know: There are groups and communities in society. The groups and communities that people belong to help people understand themselves.	**Do:** Name the kinds of groups and communities people belong to. Recognise people who belong to a range of groups and communities. Share ideas about how friends, family, groups and communities help us understand ourselves.	**Know:** Some of the common beliefs interests or goals which can shape groups and create a sense of belonging and connection. People can be part of many groups and have a range of beliefs, interests or goals. A sense of belonging is important to people as it can help them relate to those around them.	**Do:** Identify and discuss some of the beliefs people in groups share. Share ideas about the beliefs, interests or goals that matter to people.	**Know:** People belong to groups and communities, some of which are religious. Some of the beliefs that groups and communities share and some ways they express these beliefs.	**Do:** Name some religious groups or communities. Name some worldview groups or communities. Recognise some shared beliefs across groups and communities and how these are expressed.	**Know:** People celebrate important times of the year to them such as their birthdays and anniversaries. Religion and worldviews celebrate shared events and important times of the year.	**Do:** Recognise ways people celebrate times of the year that are important to them Recognise when religion and worldviews are celebrating shared events and important times of the year.
	Includes, but not limited to Some groups that people belong to e.g. clubs, friendship groups. Some of the things which groups do e.g. have rules, share ideas.		**Includes, but not limited to** Things that groups have in common, for example may believe similar things, or dress in similar ways. Beliefs, interests or goals that learners are aware of, for example, important people in our lives, hobbies and interests, ideas about the future, including jobs and careers.		**Includes, but not limited to** Organised religion e.g. Buddhism, Christianity, Hinduism, Judaism, Islam, Sikhism. Organised worldviews such as Humanism. People children may come into contact with and how they are identified. This could be people learners come into contact with personally, in their community or through the media. Things people do when they follow a religion or worldview which express their beliefs such as dress in particular ways, carry out specific practices such as prayer or meditation.		**Includes, but not limited to** Personal events, birthdays, anniversaries. Shared events: festivals and celebrations; special days; seasonal celebrations, for example, Christmas, Diwali, Hannukah, Eid, Wesak, Samhain.	

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<table>
<tr><td rowspan="3">First Level</td><td colspan="2">Understanding: Religion and worldviews draw upon stories to understand and express their beliefs.</td><td colspan="2">Understanding: Religion and worldviews draw upon the teachings and examples of their key figures to understand and express their beliefs.</td><td colspan="2">Understanding: Religion and worldviews celebrate special times and days of the year in different ways for a range of reasons.</td></tr>
<tr><td>Know:
There is a diversity of religion and worldviews.

Some of the stories from religion and worldviews that describe their beliefs and where these stories come from.

Religion and worldviews use their stories to help them understand and develop their beliefs.</td><td>Do:
Name some examples of religion and worldviews.

Summarise some stories from religion and worldviews and recognise where the stories come from.

Describe what adherents of religion and worldviews learn from their stories.

Ask questions and communicate views about stories from religion and worldviews.</td><td>Know:
There is a diversity of religion and worldviews.

Some of the key figures from religion and worldviews and their teachings and/or examples.

Religion and worldviews use their key figures to help them understand and develop their beliefs.</td><td>Do:
Name some examples of religion and worldviews.

Name some key figures from religion and worldviews.

Describe what adherents of religion and worldviews can learn from their key figures.

Ask questions and communicate views about key figures from religion and worldviews.</td><td>Know:
Examples of special days and times of the year celebrated by adherents of religion and worldviews.

Examples of the different activities and practices that religion and worldviews engage in to celebrate special days and times of the year.</td><td>Do:
Make connections between special days and times of year and why they matter to people.

Make connections between activities and practices that religion and worldviews engage in and why they matter to people.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism.

Organised worldviews e.g. Humanism.

Organised religion and worldviews that may resonate with children’s own experiences, their families and wider community experiences.

Some of their stories which may be expressed in sacred texts or other writings e.g. Bible, Torah, Qur’an, Dhammapada, classical or contemporary writings.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism.
Organised worldviews e.g. Humanism.

Some of the teachings and examples of key figures they draw upon.

These key figures may be classical or contemporary and may sometimes be considered as divine or human.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism.
Organised worldviews e.g. Humanism.

Special days and times of the year which could include festivals, celebrations, rites of passage.

Examples of different activities and practices could include prayer, worship, community activities, among others.</td></tr>
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<table>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understanding: Sources shape the beliefs of adherents of religion and worldviews.</td><td colspan="2">Understanding: Key figures shape the beliefs of adherents of religion and worldviews.</td><td colspan="2">Understanding: Religion and worldviews engage in practices and traditions that express their beliefs, ideas and identities.</td></tr>
<tr><td>Know:
A selection of beliefs held by adherents of religion and the sources these link to.

A selection of beliefs held by adherents of worldviews and the sources these link to.</td><td>Do:
Make connections between sources and some of the beliefs and ideas of religion and worldviews.</td><td>Know:
A selection of beliefs held by adherents of religion and the teachings and/or examples of the key figures these link to.

A selection of beliefs held by adherents of worldviews and the teachings and/or examples of the key figures these link to.</td><td>Do:
Make connections between key figures and some of the beliefs and ideas of religion and worldviews.</td><td>Know:
Festivals, celebrations and special days/times of year are ways in which religion and worldviews build and express their identity.

Religion and worldviews engage in practices such as ritual, worship, prayer and service to others which can shape and express their beliefs, ideas and identity.</td><td>Do:
Describe how celebrations and special days/times of year support adherents of religion and worldviews to express their belief, ideas and identity.

Describe how practices such as ritual, worship, prayer and service to others support religion and worldviews to express their beliefs, ideas and identity.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life, for example, Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Some sources from religion/worldviews, for example sacred texts or other writings (classical or contemporary).

Some beliefs which are expressed in these sources, such as belief in divine beings, the nature of human beings or ways of living.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Some of the key figures from religion e.g. Jesus, Buddha, Muhammed, Moses, Guru Nanak, figures from spiritual traditions.

For worldviews key figures may include classic or contemporary teachers/leaders e.g. philosophers, founders of movements, and important thinkers.

Some of the teachings/ideas of the key figures.

Some of the beliefs and ideas held about key figures and how they influenced and continue to influence beliefs.

These key figures may be classical or contemporary and may be considered divine figures.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Celebrations/festivals/rites of passage and other traditions; food choices, clothing, communal and individual actions.

Rituals such as singing, prayer, meditation, ceremonies.

Recognising religious and cultural diversity and ways in which these practices support adherents to express their identity.</td></tr>
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<table>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understanding: There is diversity of belief across religion and worldviews.</td><td colspan="2">Understanding: There is diversity of belief within religion and worldviews.</td><td colspan="2">Understanding: The practices and traditions that religion and worldviews engage in express their beliefs, ideas, and identities in a range of ways.</td></tr>
<tr><td>Know:
Religion and worldviews can have differences and similarities in their beliefs.

These differences and similarities may be the result of a range of factors.</td><td>Do:
Describe and explain some of the key beliefs of religion and worldviews.

Explain some of the differences and similarities of belief across religion and worldviews.

Describe some of the possible reasons for the similarities and differences in beliefs across religion and worldviews.</td><td>Know:
There are differences of belief within religion and worldviews.

Differences of belief within religion and worldviews may be the result of a variety of factors.</td><td>Do:
Identify some of the differences of belief within a religion and a worldview.

Explain why there are differences of beliefs within a religion and a worldview.</td><td>Know:
Examples of how culture, geography and social influences shape practices and traditions engaged in by religion and worldviews.</td><td>Do:
Compare and contrast practices and traditions that have been shaped in different ways by culture, geography and social influences.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Some differences and similarities of belief across religions/worldviews e.g. beliefs about life after death, the value of life or meaning and purpose in life.

Factors which have led to these differences/similarities e.g. historical developments - schisms and separations/cultural merging.

The importance of cultural influences on religion and worldviews in forming beliefs.

Recognising differences and similarities in beliefs across religion/worldviews, with increasing subtlety and nuance.

The potential impact of cultural influences on the beliefs of religion/worldviews.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Some differences of belief within a religion and a worldview e.g. beliefs about gender roles, the value of life, the origins of the universe, or the existence of God/gods.

How these differences arise e.g. historical factors, changing interpretations of sources and teachings of key figures, or emerging evidence.

The importance of cultural influences on the differences within a religion and a worldview.

Divisions in religion e.g. denominations, schools, sects.

Recognising differences of belief within a religion and a worldview, with increasing subtlety and nuance.

Becoming more aware that while there may be some beliefs shared by all adherents of a religion/worldview, there may also be differences based on different individual understandings, sects/denominations/schools of thinking.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Celebrations/festivals/rites of passage and other traditions.

Intersectionality; lived experience; food choices, clothing, communal and individual actions; worship; rituals; cultural and geographical influences and adaptations; influence of social pressure (e.g. conformity/resisting conformity).

Ways in which possible prejudice and discrimination might lead to adherents of religion and worldviews adapting ways in which they celebrate traditions.

Recognising further ways in which adherents of religion and worldviews express their identity through observing practices and traditions and how this can be influenced by a range of factors.

Ways in which celebrating traditions and engaging in practices can both support and challenge adherents of religion and worldviews and the society in which they live.</td></tr>
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<table>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understanding: Diversity of belief across and within religion and worldviews can link to the sources they draw upon and the ways in which sources are interpreted.</td><td colspan="2">Understanding: Diversity of belief across and within religion and worldviews can have implications for adherents and society.</td><td colspan="2">Understanding: The practices and traditions of religion and worldviews can present opportunities and challenges for individuals, communities, and society.</td></tr>
<tr><td>Know:
Ways in which religion and worldviews interpret sources, including the teachings, ideas and/or examples of key figures.

Some of the conclusions reached about beliefs based on these sources.</td><td>Do:
Analyse and explain ways in which religion and worldviews interpret sources, including the teachings, ideas and/or examples of key figures.

Make connections between ways in which sources are interpreted and the beliefs they lead to.</td><td>Know:
Some of the implications of diversity of belief across and within religion and worldviews for their adherents.

Some of the implications of diversity of belief across religion and worldviews for wider society.</td><td>Do:
Analyse the implications of diversity of belief across and within religion and worldviews for their adherents.

Analyse the implications of diversity of belief across and within religion and worldviews for wider society.</td><td>Know:
Ways in which practices and traditions engaged in by religion and worldviews may present opportunities and challenges for individuals, communities, and society.</td><td>Do:
Explain ways in which practices and traditions engaged in by adherents of religion and worldviews may present opportunities and challenges for individuals, communities, and society.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these and cultural variations of these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Some methods of interpretation of sources: hermeneutics, literal/symbolic interpretations, doctrines.

Different understandings of key figures e.g. divine/divinely inspired; knowledgeable teachers, cultural and historical figures.

Ways in which key figures can influence adherents of religion/worldviews.

The ways in which differences of belief within and across religion and worldviews link to the sources they use and ways in which they interpret these sources.

Developing personal views about these beliefs and providing supporting justifications.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these and cultural variations of these.

Diverse spiritual approaches to life, for example, Paganism; Indigenous religions and belief systems.

Organised worldviews, for example, Humanism, philosophical perspectives and traditions.

Social and cultural cohesion, prejudice and discrimination, inclusion/ exclusion.

The impact of differences of belief across and within religion and worldviews and the possible positive and negative implications of this for society more widely.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these and cultural variations of these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Cultural synthesis; integration; cultural evolution; marginalised groups; dominant cultures; prejudice; discrimination; stereotyping, scapegoating.

How practices and traditions engaged in by adherents of religion and worldviews can present opportunities for society, for example, intercultural understanding, social cohesion, demystifying, de-othering.

How the traditions engaged in may lead to challenges for society, for example, minority groups, dominant culture, prejudice and discrimination.</td></tr>
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<table>
<tr><td rowspan="3">Senior Phase</td><td colspan="2">Understanding: Religion and worldviews must navigate the changes and challenges of contemporary society, drawing upon and re-examining their beliefs.</td><td colspan="2">Understanding: The responses of religion and worldviews to the challenges of contemporary society can have implications for adherents and society.</td><td colspan="2">Understanding: There is a diversity of practices and traditions within religion and worldviews which can have implications for adherents and wider society.</td></tr>
<tr><td>Know:
Examples of how changes and challenges in society connect to beliefs and ideas from religion and worldviews.

Implications of changes and challenges in contemporary society for religion and worldviews.

Ways in which religion and worldviews respond to changes and challenges in society.</td><td>Do:
Analyse changes and challenges in contemporary society.

Analyse how religion and worldviews might adapt and respond to contemporary changes and challenges.

Outline views about these changes and challenges and analyse the ways in which religion and worldviews have responded to them.</td><td>Know:
Implications of the responses of religion and worldviews to changes and challenges in contemporary society for their adherents and communities.

Implications of the responses of religion and worldviews to changes and challenges in contemporary society for wider society.</td><td>Do:
Evaluate the responses of religion and worldviews to changes and challenges in contemporary society for their adherents and communities.

Evaluate the responses of religion and worldviews to changes and challenges in contemporary society for wider society.</td><td>Know:
Examples of diversity of practices and traditions within religion and worldviews.

Ways in which diversity of practices and traditions has implications for adherents of religion and worldviews.

Ways in which diversity of practices and traditions has implications for wider society.</td><td>Do:
Explain reasons for the diversity of practices and traditions within religion and worldviews.

Evaluate the implications of the diversity of practices and traditions for those within religion and worldviews and wider society.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these and cultural variations of these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Emerging social, economic, philosophical, and scientific changes and the challenges these present for the beliefs of religion and worldviews.

How religion and worldviews might adapt their beliefs in response to these challenges e.g. theodicy, philosophical critiques.

How emerging changes and challenges in contemporary society might require religion and worldviews to re-examine their beliefs to respond to these changes and challenges.

The subtle and nuanced relationships between the beliefs of religion and worldviews and changes in society.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these and cultural variations of these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Social and cultural cohesion, prejudice and discrimination, inclusion/ exclusion, tensions between belief/doctrine and social changes, adherents' identities in different contexts, intergenerational interactions.

The impact of differences of belief across and within religion and worldviews and the possible positive and negative implications of this for society more widely.</td><td colspan="2">Includes, but not limited to
Organised religion: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. Including denominations, sects/schools, traditions within these and cultural variations of these.

Diverse spiritual approaches to life e.g. Paganism; Indigenous religions and belief systems.

Organised worldviews e.g. Humanism, philosophical perspectives and traditions.

Cultural synthesis; integration; cultural evolution; marginalised groups; dominant cultures; prejudice; discrimination, pluralism; social cohesion.

The ways in which religion and worldviews express their identity in a range of ways that are of significance to adherents.

How expressions of identity can lead to synthesis and integration in society, but also to tensions and challenges.</td></tr>
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<table>
<tr><th>Strand</th><th colspan="4">Morality, Ethics and Values</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understanding: People's choices can have positive and negative consequences, so it is important to consider what is right and wrong.</td><td colspan="2">Understanding: People's choices and the actions they take because of what they think is right and wrong can have positive and negative consequences.</td></tr>
<tr><td>Know:
That there are rules that exist to keep people safe and ensure fairness.

People sometimes follow rules and sometimes they do not.</td><td>Do:
Identify rules and explain why they are important.

Identify when people do and do not follow rules.

Decide what a good rule or a bad rule is.</td><td>Know:
People make choices about what is right and wrong.

Consequences are the outcomes of the choices people make.</td><td>Do:
Identify and communicate possible consequences of different choices about what is right and wrong.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Rules could include those in the Early Learning and Childcare setting, at school, in the home and in the wider community.

People sometimes do and sometimes do not follow rules.

Issues about right and wrong could include sharing, honesty (true and untrue), and the difference between kind/fair and unkind/unfair.

How learners encounter rules and choices about what is right and wrong.</td><td colspan="2">Includes, but not limited to
Consequences could be linked to learners' everyday experiences in ELC settings or schools;

Stories and scenarios exploring the impact of choices on individuals.

How learners encounter right and wrong and consequences.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understanding: Teachings and ideas from religion and worldviews can support people to think about what is right and wrong.</td><td colspan="2">Understanding: People's choices about right and wrong can change depending on the situation and can have immediate and/or long-term consequences.</td></tr>
<tr><td>Know:
People have different ideas about what is right and wrong, and these can be shaped by religion and worldviews.

Some stories and ideas from religion and worldviews that explore choices about what is right and wrong.</td><td>Do:
Make connections between teachings and stories from religion and worldviews and people's choices about right and wrong.

Share views on stories from religion and worldviews about what is right and wrong.</td><td>Know:
People can have fixed views about what is right and wrong.

People's views on what is right and wrong can change depending on the situation.

People might disagree with or not follow rules for reasons that they think are important.

Different choices can have different consequences.</td><td>Do:
Describe the choices people make about what is right and wrong in different situations.

Identify what people agree and disagree about in situations where they are making choices about what is right and wrong.

Describe some of the possible consequences of people's choices about what is right and wrong.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Teachings and ideas about right and wrong from religion and worldviews found in their stories.

Teachings and ideas about right and wrong from religion and worldviews might focus on the importance of, for example, human life and the natural world and taking care of those in need.

Teachings and ideas could also come from codes (e.g. the Ten Commandments, The Amsterdam Declaration, UNCRC, the Noble Eightfold Path), rules, guiding ideas.</td><td colspan="2">Includes, but not limited to
Examples could include taking things which do not belong to you which some would consider to be always wrong while others might have less fixed views and base their decision on the circumstances. This could also apply in relation to telling the truth, saying what you think, or exercising your free speech.

External factors may be religion, worldviews, philosophical perspectives, family, peers, friends, local community, social media.

Awareness that right and wrong can be connected to fixed principles and ideas or more flexible views in response to a range of different situations and so consequences of choices can be varied.

Times when following rules is the right thing to do and other times when challenging those rules is appropriate.</td></tr>
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<table>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understanding: Religion, worldviews, and philosophical perspectives can support people to respond to moral issues.</td><td colspan="2">Understanding: People’s views about right and wrong can affect their responses to moral issues.</td></tr>
<tr><td>Know:
Moral issues are topics and situations where people hold different views about what is right and wrong.

Some examples of ethical frameworks and how they support people to make choices about moral issues.

A religious, worldview and philosophical perspective on a contemporary moral issue.</td><td>Do:
Identify ethical frameworks and how they might influence choices about moral issues.

Describe religious, worldview and philosophical perspectives on a contemporary moral issue and how these perspectives might influence personal choices about moral issues.</td><td>Know:
There can be different ways to respond to moral issues leading to different consequences.</td><td>Do:
Share views on moral issues and explain individuals’ choices about what is right and wrong.

Describe the possible consequences of a moral decision.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Ethical views refer to the underlying reasons that people might come to decisions about right and wrong.

These views might develop from what is found in philosophical ideas, and stories and teacshings from religion and worldviews as well as ethical principles and codes linked to religion, worldviews and philosophical perspectives.

Ethical views can be generalisations from religion, worldviews and philosophical perspectives. For example, the importance of not killing or the importance of taking care of those in need.

At least one religious, worldview and philosophical perspective on a least one moral issue.</td><td colspan="2">Includes, but not limited to
Different views about what is right and wrong and the reasons for these different views. How these views originated, developed and may be adapted.

How learners might make choices about what is right and wrong in relation to moral issues, contemporary or otherwise.</td></tr>
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<table>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understanding: There are different views across religion, worldviews and philosophical perspectives about what is right and wrong in relation to moral issues.</td><td colspan="2">Understanding: Religion, worldviews and philosophical perspectives reach conclusions about moral issues in different ways.</td></tr>
<tr><td>Know:
That there are a range of moral issues in contemporary society.

There are different views held across religion, worldviews and philosophical perspectives about moral issues.</td><td>Do:
Describe ways in which society is changing and the moral issues this presents.

Explain how religion, worldviews and philosophical perspectives respond to these changes and moral issues.

Apply teachings and ideas from religion, worldviews and philosophical perspectives to moral issues.</td><td>Know:
The different bases for moral and ethical views within religion, worldviews and philosophical perspectives.

Some conclusions reached on moral issues by religion, worldviews and philosophical perspectives.</td><td>Do:
Explain the conclusions reached on moral issues by religion, worldviews and philosophical perspectives, with reference to sources.

Express personal responses to the teachings and ideas of religion, worldviews and philosophical perspectives on moral issues.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Key moral teachings and ideas from religion, worldviews and philosophical perspectives.

Ethical views can be generalisations, with some reference to sources, from religion, worldviews and philosophical perspectives. For example, the importance of not killing; the importance of taking care of those in need.

At least one religious and at least one worldview or philosophical perspective on each moral issue.

Increasingly diverse and increasingly nuanced moral issues that involve a range of views on what is right and wrong.</td><td colspan="2">Includes, but not limited to
Different approaches to moral decision making e.g. rules-based, values-based, outcome-based and divine command theory.

Different sources of knowledge used to inform moral decision making.</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="3">Understanding: As society changes and new moral challenges arise, views within and across religion, worldviews, and philosophical perspectives on what is right and wrong may change and adapt.</td></tr>
<tr><td>Know:
Examples of changes in society and how these can lead to moral and ethical challenges.

How religion, worldviews and philosophical perspectives respond to these challenges.

How ethical principles held by religion, worldviews and philosophical perspectives can change over time.</td><td colspan="2">Do:
Analyse the challenges presented by changes in society.

Analyse how religion, worldviews and philosophical perspectives respond to these challenges.

Analyse responses across religion, worldviews and philosophical perspectives to contemporary moral issues.

Analyse responses from within religion, worldviews and philosophical perspectives to contemporary moral issues.

Explain own views on these responses.</td></tr>
<tr><td colspan="3">Includes, but not limited to
Ethical challenges in society arising from, for example developments in technology, medicine, changes in laws leading to debates around, for example war/conflict, sanctity/quality of life, social relationships.

Ethical principles as expressed in codes, declarations and frameworks such as consequentialism, utilitarianism and UNCHR.

How ethical principles can be analysed and drawn upon to support responses to moral issues.</td></tr>
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<tr><td rowspan="3">Senior Phase</td><td colspan="2">Understanding: In responding to emerging moral challenges in contemporary society, religion, worldviews and philosophical perspectives may have to re-interpret, deepen and justify their responses.</td></tr>
<tr><td>Know:
Examples of changes in society and the moral and ethical challenges raised by these changes.

How religion, worldviews and philosophical perspectives respond to moral and ethical challenges resulting from changes in society.

How religion, worldviews and philosophical perspectives might adapt their principles in response to contemporary changes and challenges.</td><td>Do:
Evaluate the challenges presented by changes in society.

Evaluate the responses of religion, worldviews and philosophical perspectives to contemporary moral issues and their justification for these responses.

Explain and justify own views on these responses.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Critically engaging with contemporary sources, including from religion, worldviews and philosophical perspectives, which can lead to and illustrate changes in society – for example sanctity/quality life, technological changes such as artificial intelligence, environmental issues and equality, diversity and social relationships.

How the same sources can be used across and within religion, worldviews and philosophical perspectives to develop and justify different responses. For example, responses to sanctity/quality life, technological changes such as artificial intelligence, environmental issues and equality, diversity and social relationships.</td></tr>
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<tr><th>Strand</th><th colspan="2">Questions, Arguments and Sources</th></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understanding: Humans are curious and this leads them to ask and try to answer questions about life, truth, the universe and being human.</td></tr>
<tr><td>Know:
People ask questions about life, what is true and untrue, the universe and being human.

These questions might not have simple answers.

People can have different answers to these questions.</td><td>Do:
Ask questions about life, what is true and untrue, the universe, and being human.

Share thoughts about answers to these questions and explore diverse viewpoints and ideas together.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Asking and exploring questions about, for example, ‘Where did I come from? How did the universe begin? What is life for? What matters in my life?’

Encouraging exploration of what might be true and what might be untrue and how we decide which is which.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understanding: Humans are curious and this leads them to ask and try to answer questions about life, truth, the universe and being human.</td></tr>
<tr><td>Know:
Religion and worldviews ask questions and suggest answers about life, what is true and untrue, the universe, and being human.

Some of the answers that religion and worldviews provide about questions about life, truth, the universe and being human and where these answers can be found.</td><td>Do:
Outline the responses of religion and worldviews to questions about life, truth, the universe and being human.

Compare own views about these questions with answers from religion and worldviews.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Encouraging exploration of the questions and answers religion and worldviews have about life, truth, the world and being human.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understanding: Religion, worldviews and philosophical perspectives ask, explore and reach conclusions about religious and philosophical questions.</td></tr>
<tr><td>Know:
Examples of religious and philosophical questions that religion, worldviews and philosophical perspectives try to reach conclusions on.

Examples of conclusions reached on religious and philosophical questions by religion, worldviews and philosophical perspectives and the sources used to reach these conclusions.</td><td>Do:
Describe some responses of religion, worldviews and philosophical perspectives to religious and philosophical questions and how they use sources to reach these responses.

Express personal views on religious and philosophical questions.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Different ways in which religion, worldviews (including scientific approaches) and philosophical perspectives explore and reach conclusions about questions e.g. revelation; faith; reason; teachings/scriptures; scientific method/evidence.

A variety of religious and philosophical questions and how religion, worldviews and philosophical perspectives respond to these questions, drawing upon a variety of methods (e.g. faith, reason, evidence).</td></tr>
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<table>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understanding: Religion, worldviews and philosophical perspectives use sources to ask, explore and reach conclusions about religious and philosophical questions.</td></tr>
<tr><td>Know:
Conclusions reached by religion, worldviews and philosophical perspectives about some religious and philosophical questions.

Some different ways religion, worldviews and philosophical perspectives interpret and use sources to engage with religious and philosophical questions.

Agreement, connections and disagreement across religion, worldviews and philosophical perspectives about religious and philosophical questions.</td><td>Do:
Identify conclusions reached by religion, worldviews and philosophical perspectives about religious and philosophical questions.

Show how different approaches to engaging with sources leads to agreement, connection and disagreement across religion, worldviews and philosophical perspectives about religious and philosophical questions.

Express informed views on the different approaches religion, worldviews and philosophical perspectives take to engaging with sources on religious and philosophical questions and the conclusions they reach.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Symbolic and literal interpretations of sources and teachings.

Textual analysis; exegesis; reflection on/ interpretations of teachings; gathering and analysing evidence in response to questions.

Applying sources/ teachings from one perspective or historical context to a contemporary question.
The sources used by religion, worldviews and philosophical perspectives and the range of conclusions the use of these sources can lead to across religion, worldviews and philosophical perspectives.
Increasingly challenging questions and explicit links between responses given by religion, worldviews and philosophical perspectives.
The diversity in responses within religion, worldviews and philosophical perspectives.</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understanding: Using sources in different ways, religion, worldviews and philosophical perspectives develop arguments to support and challenge beliefs and ideas about religious and philosophical questions. These arguments can differ across and within religion, worldviews and philosophical perspectives.</td></tr>
<tr><td>Know:
Arguments used to support different perspectives on religious and philosophical questions across and within religion, worldviews and philosophical perspectives.

Different uses of sources across and within religion, worldviews and philosophical perspectives to support perspectives on religious and philosophical questions.</td><td>Do:
Outline a range of religious and philosophical questions that are debated across and within religion, worldviews and philosophical perspectives.

Describe arguments used to support different perspectives on religious and philosophical questions across and within religion, worldviews and philosophical perspectives.

Explain how sources have been engaged with to develop the arguments used to support different perspectives on religious and philosophical questions across and within religion, worldviews and philosophical perspectives.

Evaluate the arguments used to support different perspectives on religious and philosophical questions across and within religion, worldviews and philosophical perspectives.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Logical fallacies; evidence and claims; paradigms; theological/philosophical evidence; scientific evidence.

The sources used by religion, worldviews and philosophical perspectives and the similar/different conclusions the use of these sources can lead to.

The ways in which interpretations of sources supports reaching conclusions about these questions.</td></tr>
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<table>
<tr><td rowspan="3">Senior Phase</td><td colspan="2">Understanding: Changes in society can lead to new religious and philosophical questions and novel reinterpretations of sources.</td></tr>
<tr><td>Know:
Religious and philosophical questions arising from changes in society.

Examples of how religion, worldviews and philosophical perspectives have responded to religious and philosophical questions arising from changes in society.

The range of ways in which religion, worldviews and philosophical perspectives engage with sources to develop responses to religious and philosophical questions arising from changes in society.</td><td>Do:
Explain how changes in society lead to new religious and philosophical questions.

Analyse ways in which religion, worldviews and philosophical perspectives respond to questions arising from changes in society.

Evaluate the implications of responses from religion, worldviews and philosophical perspectives arising from changes in society.</td></tr>
<tr><td colspan="2">Includes, but not limited to
Changes in society and new religious and philosophical questions, for example, technological innovations and developments; sustainability and the natural world; politics and religion; social justice; medical developments.

Emerging evidence and its implications for conclusions reached about religious and philosophical questions by religion, worldviews and philosophical perspectives.

The ways in which changes in society may present new challenges for religion, worldviews and philosophical perspectives and how these might respond to the religious and philosophical questions raised by these changes. This could involve religion and worldviews deepening and/or holding on to beliefs but also reinterpreting these beliefs in light of changes.</td></tr>
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Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity, and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

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Version History

Version	Date	Detail
Version 1.0	4 November 2026	First released

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