

Wester Overton



Primary School

Religious and Moral Education Position Statement

Updated February 2021



At Wester Overton Primary School, Religious and Moral Education (RME) provides an important context for all learners to engage in a search for meaning, value and purpose in life. Our goal is to equip each pupils with a broad knowledge and understanding of Christianity, other World Religions as well as values and morals independent of religion, taking into account our local context. Through all of this, we seek to provide opportunity for the development of creativity and reflection.

This policy has been developed to ensure that everyone at Wester Overton Primary School is working together to promote effective teaching and learning in R.M.E and that the result is that our young people leave Wester Overton Primary School with a cohesive understanding of religious and moral beliefs in Scotland and a growing awareness of their own religious and moral beliefs.

The Education (Scotland) Act 1980 states that there is a statutory obligation on local authorities to provide religious observance and religious education in schools. Religious observance focuses on the development of each individual within the school community. As a school we are required to provide religious observance at least 6 times in a school year, in addition to traditional celebrations central to the life of the community. At Wester Overton we plan to meet this requirement through our Assembly Programme. Religious and Moral Education is a statutory core subject for all pupils attending Primary education.

All parents have the right to ask for their child to be withdrawn from Religious observance and/or Religious and Moral Education. If this is the case for your child(ren), please do not hesitate to get in touch.



Rationale

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

Aims

Children must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

At Wester Overton Primary School, we teach Religious and Moral Education through familiar themes such as fair and unfair, caring, sharing and cooperation as well as learning about the beliefs, values, practices and traditions of different world religions. The experiences and outcomes in RME allow opportunities for personalisation and choice, depth and reflection. These experiences and outcomes are structured within three organisers to enable teachers to plan learning about and through Christianity and other world religions which have been selected for study, Christianity, Islam, Judaism and Buddhism, and to plan for the development of beliefs and values. For these major religions, the lines of development are:

- Beliefs
- Values and issues
- Practices and traditions.

Planning

When planning for religious and moral education, we have taken account of our community and the context in which our children and young people live and learn. Through their learning in religious and moral education all children and young people will develop an understanding of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life.

It is also a fundamental principle that all children and young people throughout Scotland will consider a range of faiths and views, whatever their own situation and local context. Indeed, the experiences and outcomes will lead to children and young people, as they develop, extending their learning far beyond the local context to

national and international contexts.

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Religious and moral education is therefore an essential part of every child's educational experience.

Learning and Teaching

Our programme of study at Wester Overton Primary has been designed to ensure that learning and teaching in R.M.E will be coherent, progressive and meaningful. High quality teaching and learning is essential to this, and must encourage learners to recognise the connection between knowledge, skills and attitudes.

The modelling of respect and inclusion is critical to the success of effective teaching and learning in R.M.E. Our programme of study takes into account the developmental stage of our children and their capacity to engage with complex

ideas.

The teacher must take account of the faith background and circumstances of the children in their care to plan their teaching and learning to promote an ethos of inclusion, tolerance and respect for all individuals, and inspire and challenge in order to achieve the aims of teaching and learning in R.M.E at Wester Overton Primary School.

Pupils will have opportunities to:

- engage in enquiry and critical thinking
- develop problem-solving skills
- reflect personally and take part in in depth discussion and debate
- work collaboratively as well as independently
- use technology appropriately and creatively
- develop their thinking skills through remembering, understanding, applying, analysing, evaluating and creating

Self-Evaluation

In Wester Overton Primary School, we recognise and value the benefits of rigorous self-evaluation in informing continued improvement. As such, staff at Wester Overton employ a progressive overview of RME planners focusing on the benchmarks at each stage. This will ensure breadth of learning across the RME organisers.

Career Long Professional Learning

Wester Overton Primary School's Senior Leadership Team will provide opportunities for staff to extend their skill in teaching of RME, through provision of quality CLPL experiences. Wester Overton Primary SLT acknowledges the quality CLPL to be found in providing time for staff to observe others' teaching practice, to engage in quality dialogue with other practitioners and to learn from each other and visitors to our establishment at in school in-service meetings. In keeping with this, the SLT are committed to providing a variety of quality RME CLPL experiences for staff.

Parents/Carers

Working in partnership, we aim to:

- encourage parents to use their knowledge and skills to enrich pupils' learning
- develop positive home/school links through home learning, school events, sharing the learning events, workshops, the school website, parent consultations,

written reports and parental involvement in class.

Parents and carers are encouraged to take an active role in their child's learning. We provide parents with access to information about what children will learn next through our termly class newsletters, and provide information on their child's progress and through sharing the learning events, parent consultations and written reports.



In line with South Lanarkshire Council's guidance on Chaplaincy in non-denominational schools, we will also share the role of our Chaplain, Reverend Shaw Paterson, from Trinity Parish Church:

- *Reverend Paterson will attend some of our assemblies. He may lead some of these, sharing stories with general moral messages.*
- *Bubble Gum and Fluff is a planned event for our P6 pupils usually at the beginning of December. **Bubblegum 'n' Fluff** provides churches and chaplains a way of exploring with Primary 6 children the Christian meaning of Christmas.*
- *Our Easter and Summer services are hosted at Trinity Parish Church where Rev Paterson will welcome and deliver thanks.*



