



WOODPARK

PRIMARY SCHOOL

Religious and Moral Education Policy

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Woodpark Primary School

Religious and Moral Education Policy

Position statement

At Woodpark Primary School, the provision of 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 the local context of Woodpark, Lesmahagow and Scotland. Through all of this, we seek to provide opportunity for the development of creativity, as well as the skill of reflection and important thinking and literacy skills.

Introduction

This policy has been developed to ensure that all adults at Woodpark Primary School are working together to promote effective teaching and learning in R.M.E and that the result is that our young people leave Woodpark 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 Principles of Curriculum Design apply within the provision of Religious and Moral Education to enhance learning:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

It is the responsibility of the class teacher to provide effective provision of Religious and Moral Education. This will facilitate children's entitlement to a broad general education through which each learner develops skills for learning, skills for life and skills for work.

Rationale

At Woodpark Primary School, we teach Religious and Moral Education through the themes of fair and unfair, caring, sharing and cooperation as well as the beliefs, values, practices and traditions of Christianity, Islam, Judaism and Buddhism. We have chosen these in light of our local context and taking into consideration the broader historical and current Scottish context. The study of these will also lead to the study of viewpoints that are independent of religious beliefs, values, practices and traditions. We have selected religions for study, which connect, with our local context aim for understanding that develops, in all our pupils, a responsible attitude to others in our community and nation.

Vision

RME is a vital element in our pupils' current education and future lives. Crucial to them developing respect for others, along with their own voice to communicate their developing beliefs is the sensitive and respectful teaching of these learning opportunities with consideration and care for their family beliefs and values. Learning through and about Religious and Moral Education enables children and young people to:

- recognise and understand religious diversity
- recognise the importance of religion in society
- develop respect for others and an understanding of beliefs and practise which are different to their own
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- explore and establish values such as wisdom, justice, compassion and integrity
- develop and reflect upon their own moral values
- reflect, discover and critically evaluate the beliefs, attitudes, values and practices of Christianity, other world religions and those which come from a non-religious viewpoint
- develop their own beliefs, attitudes, values and practices.
- explore how they can 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 as they develop skills that they will use throughout their lives as they undertake the personal search for meaning and purpose which we are all engaged in

The following is a list of the skills and abilities that we aim to develop in pupils at Woodpark Primary School through our R.M.E programme as we support them to becoming Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Developing Successful Learners

- Enthusiasm and motivation for learning
- An enquiring mind
- Literacy and communication skills
- The ability to use technology for learning
- Critical and independently thinking
- The ability to make reasoned evaluations
- The skills to learn independently and as part of a group
- The ability to make connections and apply learning in new situations

Developing Confident Individuals

- Self-respect

- The skills to relate to others and manage themselves
- A sense of mental and emotional wellbeing
- Secure values and beliefs
- Self-Awareness
- A developing world view and the ability to communicate their world view
- The ability to assess risk and take informed decisions

Developing Responsible Citizens

- Respect for others
- Responsibly participation in political, economic, social and cultural life
- Knowledge and understanding of the world and Scotland's place in it
- Understanding of different beliefs and cultures
- The ability to make informed choices and decisions
- The ability to evaluate environmental, scientific and technological issues in light of belief and value systems
- Informed, ethical views of complex issues

Developing Effective Contributors

- An enterprising attitude where knowledge is sought and then action taken.
- Resilience – the capacity to recover or endure challenges
- The skills to communicate in different ways and different settings
- The skills to work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new concepts
- Create and develop
- Solve problems

Principles of teaching

Our programme of study has been designed to ensure that learning in and through R.M.E will be coherent, progressive and meaningful. Built in to our programme, is the opportunity for our learners to develop their knowledge and understanding of R.M.E. High quality teaching and learning is essential to this and must have at the heart of it encouraging 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. The programme of study takes into account the developmental stage of the children and young people and their capacity to engage with complex ideas. The teacher must then take account of the faith background and circumstances of the children and young people in their care as plan their teaching and learning to promote an ethos of inclusion and respect for all individuals and inspire and challenge in order to achieve the aims of teaching and learning in R.M.E at Woodpark Primary School.

Context for learning:

- Religious and cultural diversity within local communities must be sensitively taken in to account and valued.
- Relevant and familiar contexts should be used

- Approaches, which allow cross-curricular connections to be made should be used.

Pupils will have opportunities to:

- to participate in service to others
- 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

Parents will have opportunities to:

- Contribute to the delivery of R.M.E. We value the home contexts our children come from and their connections to the faith communities within our community so we will seek opportunities for this to be shared with our pupils as they develop their knowledge and understanding of the beliefs, attitudes, values, practices and traditions of those in faith communities.
- Experience and support their children's learning at various events throughout the year, e.g. Harvest Assembly, Nativity, Holocaust Memorial Assembly, Easter Assembly etc.

Include – what we do and when, differentiation, support and challenge

Progression,

Progression, breadth, depth and coherence is planned for through our whole school R.M.E programme. Children are monitored to ensure they are supported with appropriate levels of progression. Progression is tracked against the benchmark progression planners. These planners give an accurate overview of a child's progression and level within R.M.E.

Challenge and enjoyment are supported through the identifying of suggested stimuli for each topic while relevance, personalisation and choice remain; as the teacher and class can take develop their R.M.E learning through the stimuli in a direction which is specific to the particular context and interest of the class.

Specific planning for R.M.E using the school's progression planners is undertaken in the form of termly AifL plans and weekly plans in response to the suggested stimuli and identified outcomes, experiences and benchmarks.

Throughout the delivery of R.M.E, we will ensure appropriate differentiation, support and challenge.

Assessment

Assessment in R.M.E focuses on children's knowledge and understanding of religious practice and traditions and on their skills in making informed, mature responses to issues of belief and morality. Evidence of progress in R.M.E is gathered as part of day-to-day learning

about, and their responses to, practices and traditions and beliefs and values. Specific assessment tasks will be planned through our AifL termly plans and this will be helpful for assessing progress in knowledge, understanding and skills. These assessments should focus on the children demonstrating their progress through increasingly reflective responses to the belief, values, practices and traditions of others and their skills of discussing moral issues and expressing their own personal response. In addition, is assessing whether the children demonstrate that they are developing more informed viewpoints and wider perspectives in their reflections on moral and ethical issues. Due to the nature of R.M.E, assessments must take into account that there is not always a 'right answer'. Instead, the children can demonstrate their progress by;

- how well they respond
- the depth to which they engage with the issues
- their critical thinking skills
- their awareness of how they can put their own beliefs, values and attitudes into action and show respect for those who hold different beliefs.

These assessments should also be connected to other areas of the curriculum, within and out with the classroom as this is where the children will really demonstrate the value of their learning in R.M.E as they embody the four capacities of Curriculum for Excellence. To this end, at the end of each school year children will take part in one lesson to conclude their year of R.M.E learning. This will be a reflection time where they have opportunity to reflect upon their growing understandings, their response to these and what they feel they have gained from this learning. The teacher should facilitate this through pointing the children to the learning they have done over the year and asking questions which help them reflect on the connections to each part of the learning and also to their own developing beliefs.