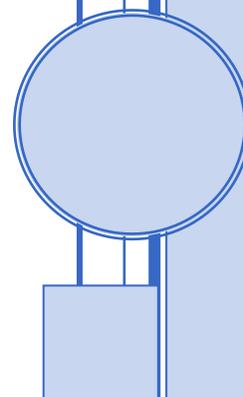




GULLANE PRIMARY SCHOOL

RELIGIOUS AND MORAL EDUCATION POLICY

1/1/2019



GULLANE PRIMARY SCHOOL

RELIGIOUS AND MORAL EDUCATION POLICY

(This policy takes account of the recommendations set out in a Curriculum for Excellence (CfE). It should be read in conjunction with our Learning and Teaching, Assessment and Support for Learning policies.)

RATIONALE

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

UN Rights of the Child Article 14 (Freedom of thought, belief and religion)

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to 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. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

RME Principles and Practice

AIMS

The aims of teaching and learning within RME will be to:

- recognise religion as an important expression of human experience for some
- learn about and from the beliefs, values, practices and traditions of Christianity and other World Religions
- learn about 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 and reflection of 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: Principles and Practices, 2009

IMPLEMENTATION

Planning

In Gullane Primary, to ensure continuity and progression we plan making use of East Lothian RME Frameworks and the outcomes detailed within each of the three organisers for RME in CfE:

- ❑ Beliefs
- ❑ Values and issues
- ❑ Practices and traditions

We recognise that there are a wide range of beliefs across Scotland and we study these three organisers through the contexts of Christianity and other world religions. Pupils are encouraged to develop understanding of, and respect for, people of all faiths and people who adopt a non-religious stance for living. Diversity of this kind, serves as an enriching context through which our pupils can develop their own beliefs and values. RME may be delivered as both a specific subject discipline and one which contributes to high quality cross curricular learning. It will stimulate learning that incorporates challenge, relevance, enjoyment and depth.

Learning and Teaching Approaches

Learning and teaching in RME sits well within the four contexts for learning outlined in CfE:

- Curriculum areas and subjects - RME may be taught as a discrete subject
- Interdisciplinary learning - Incorporating elements of RME can enhance understanding in other curricular areas.
- Ethos and life of the school - How we share our values in our daily actions and interactions. Beliefs, festivals and traditions feature in assemblies along with stories of individuals and groups who demonstrate values in action and in service to others.
- Opportunities for personal achievement - When we consider issues of equality of opportunity, fairness in our community and beyond and in how we develop children as global citizens in actions such as recognising the needs of others, fundraising and charitable giving.

Assessment

Approaches to assessment will respect the fact that there is not always a “right answer” when discussing beliefs and values and that, while the process and skills used to come to conclusions can be assessed, an individual’s values and opinions should not be assessed as right or wrong. Similarly, a pupil’s religious faith will never be assessed. Assessment may link to other curricular areas, both within and outside, of the classroom setting.

School Assemblies and Religious Observance

Religious Observance is defined for schools in Scotland as *“Community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community”*

Circular 1/2005 Provision of Religious Observance in Scottish Schools

School assemblies take place on a regular basis and over the course of the school year, some may provide children with the opportunity for Religious Observance. Local ministers and visiting speakers may be invited to speak at these assemblies. In addition, the school will maintain traditional celebrations central to the life of the school community so that special assemblies are held e.g at Christmas.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance; however, parents should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. The Head Teacher will be happy to meet with any parent/carer wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance. Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity

RESPONSIBILITIES

The **Management Team** (MT) will:

- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others

Teachers will:

- plan in accordance with school policy and guidelines
- record, assess and evaluate individual, group and whole class progress using school, authority and national guidelines
- share and discuss progress with pupils, parents, management and other partner agencies.

Parents

We recognise that parents/carers have a significant role in fostering and supporting positive attitudes towards RME. Some parents/carers may have anxieties that RME conflicts with their family beliefs or religious practices. Should this arise, discussion will take place between parents/carers and the Head Teacher so that the educational rationale can be discussed and any anxieties allayed.

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.