**RME in John Logie Baird Primary School**

**Updated October 2024**

At John Logie Baird Primary, RME includes learning about Christianity and other world religions, and supports the development of beliefs and values. Learners are supported in developing informed, thoughtful judgements about religious and moral issues. They are given opportunities to explore views which are independent of religious beliefs, and to consider the challenges posed by these beliefs and values. In particular, they are encouraged to consider the school values – honesty, perseverance, kindness, teamwork, courage and respect which are constantly being enacted through all aspects of the life of the school as a community. They can be further developed through exploration and discussion in religious and moral education.

 When planning for RME, teachers will consider the experiences and outcomes within the school planning framework for learning, teaching and assessment within the Religious and Moral Education curriculum area developing: Beliefs, Values and issues, Practices and traditions. Progressive contexts for learning in Early, First and Second Levels are detailed in the 3 yearly curriculum planner, this allows for opportunities for RME to be taught as a discrete subject, or through Interdisciplinary learning and also by recognising annual religious events throughout the year. Children explore, deepen, and develop their learning of Christianity, recognising the place of Christianity in the Scottish context, Islam and Judaism, and to develop their own beliefs and values through personal search of all world religions.

Teachers will consider ways in which they can encourage children to make a positive difference to the world by putting their beliefs and values into action by regularly supporting and building awareness of various local and global citizenship issues.

Activities will provide opportunities for personalisation and choice, depth and reflection, and learning will be coherent, progressive and meaningful and linked with other curricular areas where appropriate.

**Assessment**

Assessment, linked to experiences and outcomes, will identify the extent to which children and young people can reflect on the beliefs, values and traditions they have studied and will be based on success criteria identified in the school plans.

**This policy upholds the following articles of the UNCRC:**

* The right to ‘protection against discrimination’ (Article 2)
* The right to protection against all forms of violence – including physical or mental violence (Article 19)
* The right ‘to contribute meaningfully to the decisions and circumstances that affect their lives’(Article 19)
* Thee right ‘to an opinion and for it to be listened to and taken seriously’ (Article 12)
* The right to ‘protection against discrimination’ (Article 2)
* The right to an education that prepares them for responsible life in a free society. (Article 29)