



How does a prayer space in a school “fit” Curriculum for Excellence?

CfE states “The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a **successful learner, a confident individual, a responsible citizen and an effective contributor.**”

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. *Learning and Teaching Scotland*

Prayer Spaces In Schools enable children and young people to explore faith and spirituality from a broadly Christian perspective in a safe, creative and interactive way. A range of flexible resources can be adapted to work for participants aged 5 to 18 bringing an experiential dimension to a variety of subject areas and to pastoral aspects of school life.

Religious and moral education Experiences and outcomes

Learning through religious and moral education¹ enables me 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
- develop respect for others and an understanding of beliefs and practices which are different from my own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values
- develop my 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 my beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

¹ Religious education has a statutory position in Scottish education, relating to schools but not to pre-school centres.

Christianity Beliefs

As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus.

RME 0-01a

I can talk about my own beliefs, or express them in other ways.

RME 1-01c

I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs.

RME 2-01c

Having reflected upon Christian sources, I can explain some key Christian beliefs about God, Jesus, the human condition and the natural world, and how these beliefs lead to actions for Christians.

RME 3-01a

Through investigating and reflecting upon how Christians put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action.

RME 3-01b

Having considered key Christian beliefs, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society. I can confidently support my own responses to these issues of belief.

RME 4-01a

Values and Issues

As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.

RME 0-02a

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

RME 2-02b

Having reflected upon Christian responses to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society.

RME 3-02a

Through exploring a range of issues of morality, I can consider Christian responses to these issues and relate these to my own developing values.

RME 4-02a

I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society.

RME 4-02b

Development of beliefs and values

I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.

**RME 1-08a / RME 2-08a /
RME 3-08a / RME 4-08a**

As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important.

RME 0-09a

I am developing my understanding that people have beliefs and values based upon religious or other positions.

RME 2-09b

Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about 'ultimate questions'.

RME 3-09a

I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.

RME 3-09b

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society.

RME 4-09a

<p>I can show my understanding of values such as caring, sharing, fairness, equality and love.</p> <p style="text-align: right;">RME 1-09b</p>	<p>I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.</p> <p style="text-align: right;">RME 2-09c</p>	<p>I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues.</p> <p style="text-align: right;">RME 3-09c</p>	<p>I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.</p> <p style="text-align: right;">RME 4-09c</p>
<p>I am becoming aware that people's beliefs and values affect their actions.</p> <p style="text-align: right;">RME 1-09c</p>	<p>I am developing my understanding of how my own and other people's beliefs and values affect their actions.</p> <p style="text-align: right;">RME 2-09d</p>	<p>I am developing my understanding of the nature of belief and morality.</p> <p style="text-align: right;">RME 3-09d</p>	<p>I am able to offer a basic analysis of the origins and development of beliefs and morality.</p> <p style="text-align: right;">RME 4-09d</p> <p>I can apply philosophical enquiry to explore questions or ethical issues.</p> <p style="text-align: right;">RME 4-09e</p>

Religious and moral education: Appendix - Explanations

RME 3-09a

Ultimate questions refers to existential issues such as, 'What is life for?', 'Is there a God?', 'What happens after death?' and so on. This can benefit from starting off by children and young people themselves raising the issues for discussion and this can be at any stage. These questions go to the heart of RME in relation to the search for 'meaning, value and purpose in life'.

World religions may offer a variety of views on these topics. Consultation with faith representatives again is important here. Teachers should take care to explore these questions from a standpoint which is inclusive.

Health and wellbeing²

I can expect my learning environment to support me to:

- *develop my self-awareness, self-worth and respect for others*
- *meet challenges, manage change and build relationships*
- *experience personal achievement and build my resilience and confidence*
- *understand and develop my physical, mental and spiritual wellbeing and social skills*

²Health and wellbeing experiences and outcomes which are the responsibility of all adults working together are shown in italics.

Because of the nature of development and learning in health and wellbeing, many of the experiences and outcomes are written to span two or more levels. They should be regularly revisited through a wide range of relevant and realistic learning experiences to ensure that every child and young person is progressing in his or her development and learning.

Mental and emotional wellbeing

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

Relationships, sexual health and parenthood

I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.

HWB 3-46a / HWB 4-46a

I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.

HWB 3-46b / HWB 4-46b

I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.

HWB 3-46c / HWB 4-46c

Health and wellbeing: Appendix – Explanations

These provide definitions of terms or advice on particular experiences and outcomes.

Introductory statements

Resilience

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling through school and life with social and emotional needs that greatly challenge schools and welfare agencies.

A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

Mental, emotional, social and physical wellbeing

Mental wellbeing

Mental wellbeing refers to the health of the mind, the way we think, perceive, reflect on and make sense of the world.

Mental health

The World Health Organisation describes mental health as:

‘a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.’

Emotional wellbeing

Emotional wellbeing refers to recognising, understanding and effectively managing our feelings and emotions.

Social wellbeing

Social wellbeing refers to being and feeling secure in relationships with family, friends and community, having a sense of belonging and recognising and understanding our contribution in society.

Social wellbeing – HWB 0-12a, etc

This will be developed by raising the young person's awareness, understanding and experience of participation in consultation, citizenship and volunteering activities within the formal and informal curriculum.

Self-esteem/Self-worth

Self-esteem is a self rating of how well the self is doing. It means:

- the way we feel about ourselves
- the way we feel about our abilities
- the value we place on ourselves as human beings.

Emotional literacy

Being 'emotionally literate' means having the ability to identify, understand and express emotions in a healthy way.