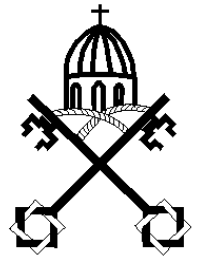


St Peter's RC Primary School

Policy on Religious Education, Religious Observance and Relationships Education



THIS DOCUMENT is a statement of the aims, objectives and strategies for the learning and teaching of Roman Catholic Religious Education at St. Peter's School.

1. RATIONALE

The particular context for learning and teaching Religious Education takes account of mission of the Catholic school to develop as a community of faith and learning, providing the highest quality of education, and offering formation through

- the promotion of Gospel values
- celebration and worship
- service to the common good.

As a Catholic school, we support all parents in their commitments as the first educators of their children. We try to share the Christian vision in a manner which upholds the dignity of the individual and respects the living experience of all the members of its community. Respect and tolerance are promoted by providing opportunities for pupils to learn about and reflect upon the beliefs and practices on which different members of its community base their lives. Studying Christianity and other principal religions also contributes to the development of pupils' own beliefs, values and sense of identity.

2. AIMS OF RELIGIOUS EDUCATION

Catholic religious and moral education is distinctive in that it takes place within the context of faith. Faith can be understood in two ways – faith as content (a body of knowledge) and faith as a personal act (a process of developing personal belief and trust in God). The overall aims of the Religious Education programme in St Peter's School are to

- develop children's knowledge and understanding of the Catholic faith and Christianity.
- provide opportunities for pupils to experience spiritual growth.
- develop knowledge and understanding of different Christian denominations and other world religions and nurture respect for these traditions.
- help pupils to acquire the skills of reflection, discernment and moral decision-making.
- provide pupils with opportunities to reflect on their own experiences of life and to ask questions and express their feelings in a safe environment.
- help pupils to develop a sense of conscience, knowing right from wrong, and to help them to make good choices.
- support pupils to commit to beliefs, values and actions in a positive response to God's invitation to faith.





3. STRATEGIES FOR IMPLEMENTATION

CURRICULUM

In St Peter's School, we try to build a sense of Christian community, based on Gospel values, encompassing all aspects of school life. Religious Education is central to our curriculum. We take a child-centred approach, exploring beliefs and values, actions and commitments, traditions and practices across a range of contexts.

This Is Our Faith, the new syllabus for Catholic religious education in Scotland, governs the teaching of religious education in Scotland's Catholic schools. It deals with the nature of the Catholic school, the purpose of religious education, the role of the teacher, the eight Strands of Faith and the 'core learning' in faith which young people are expected to experience from P1 through to S3:

Mystery of God	In the Image of God	Revealed Truth of God	Son of God
Signs of God	Word of God	Hours of God	Reign of God

The full list of Experiences and Outcomes is attached in Appendix 6

In common with other Catholic Primary schools in Scotland, we use the "Alive-O" catechetical series published by Veritas. It supports the promotion of faith knowledge in terms of Doctrine and Scripture, as defined in the Catechism of the Catholic Church, as well as promoting the moral and spiritual formation of children. The "Alive-O" scheme is adapted and supplemented to cover the core learning in "This is our Faith."

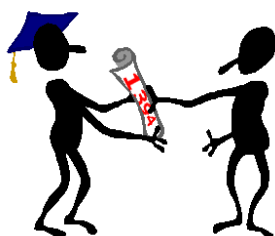
EFFECTIVE LEARNING AND TEACHING

Effective learning in RE takes place in a safe secure environment where pupils are provided with first-hand experiences of religious traditions. All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in the Charter for Catholic Schools in Scotland (appendix 1).

Prayer, Scripture, stories, poetry, "chatting," journalling, music, art, ICT and video are used for active learning experiences. All teaching staff, the school chaplain and visitors to the school bear witness and lead liturgies to promote reflection and spiritual growth. Authentic resources and artefacts are available for children to see, touch and discuss. Learning is also supported through effective use of videos and DVDs, digital resources, music and visits to places of worship. (Appendix 2)

Teachers adopt a range of approaches to provide coherent and progressive learning experiences which allow pupils to revisit some topics when they have the maturity to explore them more deeply. Most

teaching is planned on a whole class basis; independent and collaborative learning is also encouraged. Teaching takes place in different contexts, drawing on liturgical celebrations, themes in environmental studies and language activities and the pupils' own experiences.



Every pupil has a jotter to record learning in RE and to respond reflectively to discussions and spiritual experiences.

Pupil achievement is celebrated and recognised through positive oral and written feedback and in displays of work in class, around school and in parish churches. Whole school praise assemblies each term also celebrate achievement.

PLANNING AND ASSESSMENT

Teachers plan carefully, using “This is Our Faith” as the overview of the year and preparing medium term plans which identify learning intentions, the core learning and the main resources. Knowledge and experience of prayer, the liturgical calendar and preparation for the Sacraments are also included in each teacher’s forward plan. Using the principles of curriculum design of “A Curriculum for Excellence,” the emphasis is on deepening the learning by selecting relevant contexts and giving scope for personalisation and choice. Teacher’s weekly plans include details of specific tasks, assessments and next steps.

Effective feedback to pupils is constructive, timely (carried out as children are on task, often through discussion) and appropriate to the child’s age or ability. Formative assessment is used to identify the progress of individual pupils and inform subsequent planning.

Particular features of RE make it important to distinguish between what to assess and what not to assess. Knowledge and understanding of most learning outcomes can be assessed alongside skills eg researching practices associated with Lent or the significance of Easter celebrations. Beliefs, attitudes and moral stances are areas of private concern; they are not assessed.



Comments about pupils’ progress in RE are included in the annual report to parents.

HOMEWORK AND LINKS WITH PARENTS



Homework is occasionally used to support RE learning in school. When appropriate, children may be asked to complete some tasks at home eg learning prayers, talking to families about issues. As in other curricular areas, unfinished classwork may also be sent home for completion.

Catholic children who are preparing for the sacraments of Reconciliation (P3) and First Holy Communion (P4) complete their workbooks at home with their parents. The workbooks help them to reflect on their own journey of faith and children fill them with photographs, pictures and stories that reinforce their awareness of God’s love for them. As P7 children who choose to be confirmed are making their own commitment as confirmed Catholics, they take the responsibility (supported by their families) to create their own journals showing their own spiritual development.

Children who are not going to receive the sacraments participate in class learning activities about the themes of forgiveness, celebrating in a community and commitment; this may involve associated homework tasks.

Class teachers work closely with parents, the school chaplain, parish priests and catechists to help the children to understand and enjoy the celebration of the sacraments in their home parishes. The chaplain may organise classes for the parents of children who are receiving the sacraments.

Parent Information Sheets that include prayers used at each stage are available on request. During the annual curricular evening in October, all the learning materials can be seen and teachers provide an overview of the topics that will be studied during the year.

THE CATHOLIC DIMENSION

Resources

Each classroom has a crucifix, a Bible and a recognised prayer focus area, known as the class altar. The use of liturgical colours reinforces learning about the church's calendar:

Purple - Advent and Lent

White – Easter and Christmas seasons

Red - Holy Spirit and martyrdom

Green - ordinary part of the year.



During May and October, children learn about devotion to Our Lady. They are involved in decorating the altar with a blue drape and flowers and, starting in P3, they learn the mysteries of the rosary.

The Catholic ethos of the school is promoted in religious displays in the communal area of each building. There is a set of Bibles for use by pupils in the upper stages. Children are taught to treat all sacred texts with reverence. A variety of stories from the Bible and stories of the saints are available in class libraries and in the school library.

There is an Alive-O pack in each class which comprises a teacher's guide, DVD, CDs, pupil texts and posters appropriate for each stage. We have "The Way, the Truth and the Life" resources in the staffroom along with other shared resources for liturgical seasons, learning about the saints and the sacraments. The specific texts used to prepare the children to receive the sacraments are "Getting things right" (P3 Reconciliation), "I belong" (P4 First Holy Communion) and the Archdiocese of Glasgow Confirmation Workbook (P7).

Prayer and worship

Prayer forms an integral part of the life of the school and there are several opportunities each day for prayer and reflection in the classrooms. The morning sessions begin with prayer and end with 'grace before meals', the afternoon sessions commence with 'grace after meals' and end with an evening prayer.

The teaching of prayer is not a matter of reciting words. A positive attitude to prayer is encouraged and shared prayertime is a time to

- ❖ reflect and become more aware of God's presence in all aspects of life
- ❖ share joys and sorrows
- ❖ show respect for all faiths
- ❖ show reverence in sacred spaces.

Traditional prayers are taught formally in each class (Appendix 4) and guided meditations, prayerful silence and modern and spontaneous prayers are features of Alive-O lessons. Some teachers arrange communal worship and/or meditation for their classes.

Mass is celebrated in school on important liturgical feasts which fall within term time. Children learn Mass responses and hymns; older children read the Liturgy of the Word and lead the intercessions. P4 pupils take up the offertory procession. Pupils visit parish churches for Mass and to learn about the church building as a place of worship. They join pupils from other Catholic schools for special Masses when they are arranged. Major Christian feasts are marked with whole school events such as assemblies and dramatic and liturgical presentations to which parents are invited.



The role of the school chaplain

The role of the chaplain is regularly discussed and evaluated. At the beginning of each session, the chaplain and Headteacher meet and agree a timetable of classroom visits, along with the focus areas for the coming year. The dates of school Masses and any other support are also arranged at this meeting.

The school chaplain is the parish priest of St Peter's Church and supports all members of the school community by

- being a resource for the RE curriculum – ie to deliver aspects of "This is our Faith" to classes and to provide advice to staff about beliefs, practices, liturgy and traditions
- saying Mass on feastdays for the whole school and on other agreed occasions for particular classes
- supporting pupils, their families and staff at all stages of the sacramental programme
- providing pastoral care and supporting the spiritual welfare of pupils and staff
- being available at community events in the life of the school
- having a key role at times of extreme difficulty

He promotes good relationships with the parishes. He is a familiar figure to the children, talking with them as a friend, counsellor and confessor.

ECUMENISM

The children develop their understanding of different Christian denominations and traditions. They visit local churches and ministers are invited to give talks to the children. (**Appendix 2**). The Harvest Festival in October is a particular occasion for an ecumenical focus.

OTHER WORLD RELIGIONS

In our multi-cultural school, children are aware that other faith communities celebrate special Festivals. Assumptions are not made that pupils are members of any faith community and they are specifically taught about beliefs and practices of different faiths from P3 onwards.



They learn about the monotheistic religions of Judaism in P3, P5 and P7 and Islam in P4 and P6. DVDs, visits to the mosque and synagogue and visitors to the school enhance pupils' understanding and respect for other religions. **Appendix 4 outlines the core learning and experiences planned for each class.**

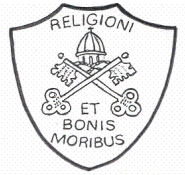
We have artefact boxes in the annexe to support learning about Buddhism (P5), Sikhism (P6) and Hinduism (P7). When religious artefacts are used, they are handled as respectfully as they would be in their actual settings. "This is our Faith" recommends that in-depth studies of these religious traditions should be delayed until secondary school. Therefore, we take the opportunity to display these artefacts close to a major festival:

- Buddhism – Wesak (Buddha's birthday) – full moon in May *P5 follow-up activity*
- Sikhism - Baisakhi (Sikh New Year) – April 14th *P6 follow-up activity*
- Hinduism – Diwali (festival of light) – October or November *P7 follow-up activity*

During the significant Catholic seasons of Advent and Lent, there will not be planned lessons, displays, visitors or outings relating to Other World Religions.

To ensure continuity and progression, each child has a folder of 'Learning about Other World Religions' which is passed on to the next teacher as they progress through the school.

ASSEMBLIES



The Scottish Government Review Group on Religious Observance directs schools to organise “community acts which aim to promote the spiritual development of all members of the school’s community and express and celebrate the shared values of the school community”.

“Religious observance has an important part to play in the development of the learner’s four capacities: a successful learner, confident individual, responsible citizen and effective contributor. It should also provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.”
Circular 1/2005 Provision of Religious Observance in Scottish schools updated in line with Curriculum for Excellence in February 2011

Catholic liturgy largely shapes the nature and frequency of religious observance activities in the classroom and in the wider school community. Whole school assemblies are held each week and always include prayer, hymns and a reading from a sacred text. Children are invited to participate in, and sometimes lead, prayer and reflection.

The theme and context reflect the extended aims of the school, particularly

- *to promote principles of justice and peace, respect for life, and care and concern for each other and the environment, as set out in the spirit of the Gospel;*
- *to give consideration and respect for each child’s home environment, including respect for other cultures and religions;*
- *to maintain an effective, consistent code of discipline which will give every child a feeling of security, trust and confidence.*

The achievements of individuals, groups and whole classes are celebrated at assemblies and pupils are encouraged to take an active part in the success of each assembly – reading aloud, sharing their good work or presenting news from groups eg EcoCommittee and Pupil Council. P7 pupils all take turns in teams to set up the assemblies, organise displays and equipment, greet pupils, make announcements about Spotty Box and House Points and use the audiovisual equipment during assembly.

Assemblies are also opportunities for pupils to learn about ways in which they can support charities. During Lent, we promote SCIAF’s “Wee Box” appeal in assembly. Speakers from other charities such as LEPR, Mary’s Meals, HCPT and ‘Let the Children Live’ are also invited to contribute to assemblies in rotation.

MORAL EDUCATION

The caring atmosphere and positive relationships that are nurtured in the school should help to develop appropriate moral values and a sense of individual and collective responsibility. In “Evangelium vitae” (1995), Pope John Paul II wrote that

“ecological awareness needs to be encouraged.....an awareness of the relationship between God and humankind brings a fuller sense of the importance of the relationship between human beings and the natural environment, which is God’s creation and which God entrusted to us to guard with wisdom and love (cf. Gen 1:28).”



St Peter’s is registered as an EcoSchool: children draw up action plans to improve their environment and their awareness is raised about sustainable development.

The school supports many charities and engages in Christian action programmes that respond to the dignity of each person and the needs of the developing world. Children donate money to Missio Scotland (Children helping children) throughout the year. In Lent, there is a particular focus on SCIAF (Scottish Catholic International Aid Fund) and HCPT (Handicapped Children’s Pilgrimage Trust). Children are encouraged to lead fundraising activities. The Christmas concert also raises money for nominated charities.

LINKS TO HEALTH AND WELLBEING – RELATIONSHIPS EDUCATION

We follow Church guidance to deliver the aspects of the health and wellbeing curriculum that focus on relationships and parenthood. The core resource used in every class is “Journey to Love” which is a developmental programme focussing on individuals as physical, emotional, social and spiritual beings. The Catholic Education Commission has published guidelines, “God’s Loving Plan”, using four main themes to organise learning experiences and outcomes –

- God gives me life.
- God delights in me.
- God calls me to love.
- God’s loving plan guides my choices.

Working with parents, teachers help children to know that their lives are precious and to develop self-respect and self-worth. Drawing on Catholic social teaching, respect for life, self-esteem, self-confidence and a personal sense of responsibility for actions are all developed.

Parents are informed by letter whenever sensitive subjects are likely to be discussed and they are invited to attend information meetings with the Headteacher where the material which will be shown to pupils is shared. In P6 and P7, DVDs are used to ensure a consistent approach to sex education ie parts of the “Living and Growing” programme, “All that I am” and a SPUC (Society for the Protection of Unborn Children) DVD about a baby’s development in the womb. Parents have the right to withdraw their children and make their own arrangements for sex education. However, we always encourage and support parents to facilitate their children actually staying with their peers to learn together.

All material used in Relationships Education must be approved by the Headteacher who is ultimately responsible for determining appropriate content and delivery of all aspects of relationships education. Other professionals who collaborate with teaching staff will be asked to agree protocols based on reciprocal trust and mutual respect and understanding.

EQUAL OPPORTUNITIES

“All pupils regardless of ability, background, culture or creed are regarded as having equal worth and equal dignity and are treated fairly, as individual human beings.” (St Peter’s School extended aims)

We make provision for all children to have easy and meaningful access to all parts of the RE programme.

STAFF DEVELOPMENT AND TRAINING

Most teachers at St Peter’s hold the Catholic Teacher’s Certificate in Religious Education. The continuing professional and spiritual development of staff is supported through collegial discussions and attendance at relevant courses organised by the diocese, the Ogilvie Centre and the Scottish Catholic Education Service. SCES produce a specific Faith and Teaching staff development resource. One in-service training day each year is designated for RE and this usually involves close liaison with the other Catholic schools in the city. The headteachers of the three Catholic schools meet regularly to share best practice.

MONITORING AND REVIEW OF POLICY

The Headteacher monitors the implementation of the policy through

- An annual audit where all staff use “How Good is our School” indicators to comment on the implementation of this policy.
- Planned visits to each classroom to team teach, observe and give feedback. At least one planned visit each session focuses on RE.
- Checking forward plans and identified next steps each term.
- Informal discussions with staff, pupils and parents.

APPENDIX 1 : THE CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- ◆ a commitment to support the continuing professional and spiritual development of staff.



APPENDIX 2 : OVERVIEW OF LEARNING ABOUT CATHOLIC AND OTHER CHRISTIAN PLACES OF WORSHIP IN THE LOCAL AREA

	BLOCK 1 Aug - Sept	BLOCK 2 Oct - Nov	BLOCK 3 Advent	BLOCK 4 Jan - Feb	BLOCK 5 Lent	BLOCK 6	
P1			St Mary's Cathedral (every 2 nd year for Carol Concert) P4 – P7 to Kings College for Advent Liturgy				
P2							
P3						St Mary's, Blairs for Sacrament of Reconciliation	
P4		Visit St Peter's Church to look at the altar, interior of the church and artefacts				St Columba's for Mass during Lent	
P5	Joint trip to St Mary's, Blairs – inter-curricular RE and social studies	St Mary's, King St (Church of Scotland)				St Joseph's for Mass during Lent	
P6		St Andrew's Cathedral (Episcopal)			St Peter's Church - Stations of the Cross	St Joseph's for Mass during Lent	
P7		St Machar Cathedral (Church of Scotland)				St Columba's for Mass during Lent	Pluscarden Abbey Scalan, St Gregory's (Presholme) St Ninian's (Tynet) St Michael's (Tomintoul) St Thomas's, Keith

APPENDIX 3 : WEBSITES TO SUPPORT THE TEACHING OF RELIGIOUS EDUCATION IN RC SCHOOLS

All the Curriculum for Excellence experiences and outcomes for Catholic RE:

<http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/rme/rerc/eandos/index.asp>

<http://www.request.org.uk>

<http://www.reep.org/index.php> Links between RE and the environment (EcoSchools)

http://www.thegrid.org.uk/learning/re/ks1_2/resources/herts_sow/index.shtml

http://www.lancsngfl.ac.uk/curriculum/re/index.php?category_id=79

<http://www.reonline.org.uk/>

<http://www.topmarks.co.uk/Easter/>

Catholic resources

<http://www.catholicicing.com> American home schooling site. Craft activities

<http://www.silk.net/RelEd/index.htm>

<http://www.sces.uk.com> SCES RESOURCES for Catholic Education in Scotland. The site requires a password. Please ask the headteacher.

<http://catholicism101.wordpress.com/catechetical-resources/>

<http://www.easterbrooks.com/personal/calendar/index.php> liturgical calendar

<http://www.tere.org/> Teachers' Enterprise in Religious Education Lots of resources for lesson plans

<http://www.catholic.org/saints>

4catholiceducators.com Classroom resources

<http://www.ukpriest.org/> Has a "dress a priest" activity <http://www.ukpriest.org/interact/kit-out-the-priest>

<http://www.smp.org/> -St Mary's Press

<http://saints.sqpn.com>

<http://www.scalan.co.uk/>

Christianity

<http://www.scottishchristian.com/churches/index.shtml> Lots of links to church websites of all denominations

<http://www.churchofscotland.org.uk/>

www.scotland.anglican.org

Islam

<http://www.reonline.org.uk/ks2/topiclist.php>

<http://www.bbc.co.uk/schools/religion/islam/>

<http://education.guardian.co.uk/netclass/schools/religion/links/0,5607,81149,00.html> for teaching resources

<http://islaminschools.com/>

http://www.primaryresources.co.uk/re/re_Islam.htm

Judaism

<http://www.akhlah.com/>

http://www.primaryresources.co.uk/re/re_Judaism.htm

Buddhism

http://www.primaryresources.co.uk/re/re_Buddhism.htm

http://www.bbc.co.uk/schools/religion/buddhism/buddha_day.shtml

Sikhism

<http://atschool.eduweb.co.uk/carolrb/sikhism/sikhism1.html>

http://www.schooltrain.info/re/sikh/sikh_choose.htm

http://www.primaryresources.co.uk/re/re_Sikhism.htm

Hinduism

<http://www.bbc.co.uk/asiannetwork/features/diwali.shtml> (explains what happens on each day of the five day festival and includes video clips from BBC Asian Programmes '**Diwali - Festival of Lights**')

<http://www.bbc.co.uk/schools/religion/hinduism/diwali.shtml>

<http://www.diwalifestival.org/diwali-rangoli.html>

Resources catalogues and websites

www.artefactstoorder.co.uk

www.articlesoffaith.co.uk

www.pauline-uk.org

www.cafod.org.uk

www.sciafyouth.org.uk

www.christian-aid.org.uk/learn

<http://www.fairtrade.org.uk/>

www.globalgang.org.uk

www.scotdec.org.uk

<http://www.pauline-uk.org/location.asp?id=13>

St Paul Multimedia, 5a-7, Royal Exchange Square, Glasgow G1 3AH 0141 226 3391

Prayer, worship, assembly ideas

<http://cowo.culham.ac.uk/>

<http://www.assemblies.org.uk/>

www.prayingeachday.org/reflect.html

<http://www.spinnaker.org.uk>

APPENDIX 4: USEFUL CONTACTS

Scottish Catholic Education Service

<http://sces.uk.com/> Check this website regularly for resources to support learning and updates.
The headteacher will give you the log in details

Catholic Church in Aberdeen

Father Gábor Czako, School Chaplain and Parish Priest,
St Peter's and St Columba's RC Churches
3 Chapel Court, Justice Street, Aberdeen AB11 5HX 01224 621581
e-mail: immacu4@gmail.com

Father Stuart Chalmers, Parish Priest, St Joseph's RC Church, Tanfield Walk, Woodside 01224 484226
e-mail: stuart.p.chalmers@hotmail.co.uk

Bishop Hugh Gilbert, Bishop's House, 3 Queen's Cross, Aberdeen AB15 4XU 01224 319154

The Blairs Museum and St Mary's Chapel (history of Catholicism in Scotland)
South Deeside Road AB12 5YQ
01224 863767
e-mail: manager@blairsmuseum.com

Christian denominations

Aberdeen Interfaith Group
Contact : Stewart Kinnersley 01224 486346
This group can provide contact details for religious denominations and places to visit.

The Salvation Army

Aberdeen Citadel Corps
28 Castle St AB11 5BG
01224 579390
aberdeen.citadel@salvationarmy.org.uk

St Mary's Church of Scotland

King Street AB24 5ST
Telephone: 01224 487227
Minister: Rev Elsie Fortune Telephone: 01224 633778
E-mail: eric.fortune@lineone.net

St Machar Cathedral (Church of Scotland)

The Chanonry, Old Aberdeen AB24 1RQ
Telephone: 01224 485988
Website: www.stmachar.com
e-mail: office@stmachar.com education@stmachar.com
Minister – Rev Barry W. Dunsmore (since Feb 2015)
Telephone: 01224 483688 e-mail: minister@stmachar.com

Methodist Church, Crown Terrace, Aberdeen 01224 581507

Montgomery Development Education Centre
79 Queen St (entrance by side door in Shoe Lane opposite the Lemon Tree)
Susan Jenkins 01224 620111
E-mail: montgomerydec@btconnect.com
Late opening on Thursdays (until 6.30pm)

World faiths

Islamic association of Aberdeen

Aberdeen Mosque and Islamic Centre
164 Spital, Aberdeen AB24 3JD
01224 493764 , 07412324458
Mosque administrator: amicadmeen@gmail.com

There is a small Jewish community in Aberdeen.

Aberdeen Hebrew Congregation Synagogue, 74 Dee Street, Aberdeen AB1 2DS 01224 582135
Aberdeen Bahai Community <http://bahai.org.uk/aberdeen>

There is no Buddhist temple in the North-East but the Aberdeen Buddhist Network has been set up independently to promote Buddhism in the Aberdeen area. <http://aberdeenbuddhistgroup.org.uk/>

There is no Hindu temple in Aberdeen. The Hindu Cultural Centre is in Dundee:
10-12 Tay St, Dundee Tel: 01382 669652

The nearest Sikh Gurdwara is also in Dundee:
Sri Guru Nanak Gurdwara, 1- 3 Nelson Street, Dundee DD1 2PN

For information about any other faiths, contact

The Scottish InterFaith Council
The St. Francis Centre
405 Cumberland Street
Glasgow G5 0SE
Tel: 0141 429 4012

APPENDIX 5 : OTHER WORLD RELIGIONS

The 'RCRE Curriculum for Excellence Outcomes and Experiences' document has the following introduction to the 'Other World Religions' strand:

Scotland in the 21st century is an increasingly multicultural and diverse nation. The curriculum in a denominational school will reflect its particular faith perspective. In Roman Catholic schools it will build on the openness of Catholic schools to other young people regardless of denominations and faiths.

In addition to developing their understanding of the Catholic faith, children and young people will also come to an appreciation of significant aspects of major world religions, recognising the sincere search for truth which takes place in other faiths. During the pre-school period and from experiences within their local community, most children will have learned something about other world religions, for example through festivals and celebrations, and teachers will want to build on that knowledge as they gradually introduce learning about other world religions.

Other world religions would normally be taught from P3 onwards; however, where appropriate, this can be adapted to meet the needs of a diverse school community.

These outcomes can be met through a consideration of Judaism and Islam in the primary stages (although this can be adapted, where appropriate, to include some other world religions which exist in the school context). This can widen to learning about Buddhism, Sikhism and Hinduism in the secondary stages with fourth level providing some study options in this regard. There are no Early Level Outcomes.

	FIRST	SECOND	THIRD
BELIEFS	I am aware that the Jewish and/or Muslim communities believe in God. RERC 1-25a	I have explored some beliefs of the Jewish and/or Muslim communities. RERC 2-25a	I can describe how a sense of the sacred affects the everyday living of people of various faiths. I can also describe how my understanding of this has influenced my respect for the faith of others. RERC 3-25a
VALUES AND ISSUES	I am aware of family and community values in the Jewish and/or Muslim faiths. RERC 1-26a	I can identify some of the principles by which people of the Jewish and/or Muslim faith communities live. RERC 2-26a	I have researched and I can describe the moral attitudes and values of the major world religions. RERC 3-26a
			I can relate these to my own values. RERC 3-26b
PRACTICES AND TRADITIONS	I can identify the places of worship of the Jewish and/or Muslim faith communities. RERC 1- 27a	I can share some of the key features and rituals associated with the Jewish and/or Muslim communities' places of worship and their festivals. RERC 2- 27a	I have researched the major ceremonies and customs of other world faiths. I can explain the significance of these to the followers of these beliefs. RERC 3- 27a
	I know that the Jewish and/or Muslim communities have special books which are important to their beliefs. RERC 1 - 27b	I can identify some of the customs and artefacts related to the Jewish and/or Muslim communities and their festivals.RERC 2 - 27b	I have explored how people of other world faiths practise their beliefs today. I can relate these to my own faith practice. RERC 3 - 27b

	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
P1	Share simple stories from other faiths 1. DVD Childs Eye View of Festivals - Divali, Eid-ul-Fitr, Hanukkah. 2. Children sharing their own experiences 3. Stories shared in literacy activities.			
P2				
P3			Judaism – <ul style="list-style-type: none"> • simple awareness of Passover, Seder plate, Torah and yad, tallit and kipah 	
P4		Islam - <ul style="list-style-type: none"> •Koran and artefacts. •Pathways of Belief video. 		Islam - Visit to the Mosque
P5		Judaism – Hanukkah (festival of light)	Buddhism - Wesak (Buddha's birthday) – full moon in May	Judaism - <ul style="list-style-type: none"> • Visit to the Synagogue • Shema • Shabbat
P6	Islam: <ul style="list-style-type: none"> • Pillars of Islam • Customs related to Ramadan and Eid ul-Fitr 			Sikhism - <ul style="list-style-type: none"> • Baisakhi (Sikh New Year) – April 14th
P7	Judaism: <ul style="list-style-type: none"> • Dietary laws, • Bar Mitzvah 	Hinduism - DIWALI		Judaism: <ul style="list-style-type: none"> • Customs related to • Shabbat and Passover