

CFE TOPIC	LEVEL	FUTURE SKILLS	DESCRIPTION	RESEARCH TOPICS	INFORMATION LITERACY FRAMEWORK LEVEL (S) (Note – levels where skills sought appear to be above age/stage are in bold)
Christianity Beliefs	3	ICT E-lit, analytical skills, gathering facts, image modelling, perceptive interpretation, processing information, reaching conclusions, self-evaluation and correction, discovering, independent working, weighing up different points of view	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	Christianity in action; Christian beliefs in action	Up to and including P31-32
	3	Adapting communication, objective reporting, self projection, setting information out, analytical skills, gathering facts, networking connections, processing information, reaching conclusions, discovering	I can give examples of the contribution of Christian beliefs to the development of Scotland, now and in the past. RME 3-01d	Christianity in Scotland – historical and present-day	Up to and including P31-32
Christianity Values and issues	4	ICT E-lit, analytical skills, gathering facts, image modelling, perceptive interpretation, processing information, reaching conclusions, self-evaluation and correction, discovering, independent working, assimilation, neurological connections	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	Any moral issue	Up to and including P31-32
Christianity Practices and traditions	3	Adapting communication, ICT E-lit, setting information out, analytical skills, big picture connections, gathering facts, image modelling,	Through investigation of and reflection on Christian traditions, practices and customs, I	Christian traditions, practices and customs in Scotland	Up to and including P31-32

		objective rational thinking, processing information, efficiency, discovering.	can explain the significance of these for Christians across a range of Scottish Christian Traditions. RME 3-03a		
	4	Adapting communication, ICT E-lit, setting information out, sharing ideas, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, objective rational thinking, processing information, , discovering.	Through researching a range of Christian traditions, practices and customs, I can explain their significance across a range of Christian Traditions. I can consider the place of these in the contemporary religious life of Scotland. RME 4-03a	Christian traditions, practices and customs in Scotland	Up to and including P31-32
World religions selected for study Beliefs	3	Adapting communication, ICT E-lit, setting information out, sharing ideas, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, objective rational thinking, processing information, , synthesizing skills, discovering., assimilation	Having reflected upon sources from world religions, I can explain some key beliefs about deity, the human condition and the natural world, and how these beliefs lead to actions for followers of those religions. RME 3-04a	<i>If “sources” include books and internet ones, this would have information literacy implications.</i> Beliefs in world religions	Up to and including P31-32
	3	ICT E-lit, analytical skills, gathering facts, image modelling, perceptive interpretation, processing information, reaching conclusions, self-evaluation and correction, discovering, independent working, weighing up different points of view	Through investigating and reflecting upon how followers of world religions put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. RME 3-04b	Belief in action	Up to and including P31-32
	3	Adapting communication, objective	I can give examples of	Beliefs of world	Up to and including

		reporting, self projection, setting information out, analytical skills, gathering facts, networking connections, processing information, reaching conclusions, discovering	the contributions of the beliefs of world religions to the development of Scotland, now and in the past. RME 3-04d	religions in a Scottish context.	P31-32 <i>Possibly also 33-36</i>
	4	Adapting communication, ICT E-lit, setting information out, sharing ideas, analytical skills, big picture connections, gathering facts, image modelling, , processing information, , discovering.	I can explain the contributions of the beliefs of world religions to the development of Scotland, now and in the past. RME 4-04b	As above	Up to and including P31-32 <i>Possibly also 33-36</i>
World religions selected for study Practice and traditions	3	Adapting communication, ICT E-lit, setting information out, sharing ideas, analytical skills, big picture connections, gathering facts, image modelling, , objective rational thinking, processing information, , discovering.	I have researched and reflected upon the major ceremonies and customs of world religions and can explain the significance of these to the followers of these religions. RME 3-06a	Ceremonies and customs of world religions	Up to and including P31-32
	4	ICT E-lit, sharing ideas, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, objective rational thinking, processing information, discovering, neurological connections.	Through researching a range of traditions, practices and customs of world religions, I can consider the place of these in contemporary life. RME 4-06a	Traditions, practices and customs of world religions	Up to and including P31-32

Notes: -

- 1) All the information in the first 2 & 4th columns above is taken from the final religious and moral education experiences and outcomes document available on the Curriculum for Excellence website http://www.ltscotland.org.uk/Images/rme_experiences_outcomes_tcm4-539919.doc
- 2) 3rd Level, according to the same website, is “in S1-S3”, and 4th level “broadly equates to SCQF Level 4”. I have not attempted to consider earlier levels, as only 3rd and 4th apply to secondary schools.
- 3) The page numbers refer to the information literacy framework <http://www.gcal.ac.uk/ils/documents/DraftFramework1g.pdf> (This document was consulted extensively before any page reference was determined to be the correct one.)

Comments:-

- 1) In the Literacy across learning document http://www.ltscotland.org.uk/Images/literacy_across_learning_principles_practice_tcm4-540093.doc, three “organisers” are highlighted, these being “listening and talking”, “reading” and “writing”. A search of the religious and moral education Experiences & outcomes document shows that none of these terms appears in it.; indeed the term “literacy” itself is missing. The word “talk” does appear, but only at 1st level.

CURRICULUM FOR EXCELLENCE

RELIGIOUS & MORAL EDUCATION
EXPERIENCES AND OUTCOMES

Skills Analysis

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