

The Scottish Centre for Children with Motor Impairments



Craighalbert Centre
Enabling Children to Achieve

Religious and Moral Education Policy

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Religious and Moral Education

1. Introduction

The curriculum at The Scottish Centre for Children with Motor Impairments (the Craighalbert Centre) provides a unified and continuous learning experience from early childhood through to young adulthood, carefully tailored to meet the needs of children and young people with complex communication, learning, health, and care needs.

Our curriculum is rooted in the Curriculum for Excellence (CfE) framework, ensuring well-planned learning experiences and outcomes across all curriculum areas. Pupils progress through Broad General Education (BGE) from the age of 3, focusing on Foundation Milestones or Pre-Early/Early levels. From S4, pupils engage with the Qualifications Scotland pathway at SCQF levels 1 or 2. For those working within foundation milestones, progress is assessed using the Continuum of Engagement, which ensures meaningful recognition of achievements.

United Nations Convention on the Rights of the Child (UNCRC)

Our curriculum is underpinned by the United Nations Convention on the Rights of the Child (UNCRC), in particular;

- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law
- Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and 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

- Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, if this does not stop other people from enjoying their rights
- Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families
- Article 28 (right to education) Every child has the right to an education that is personalised and accessible to all.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live
- Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities
- Article 39 (recovery from trauma) Every child who experiences any form of neglect, abuse or exploitation will have access to the support they need to recover

Rationale

We are committed to providing an inclusive and accessible Religious and Moral Education (RME) curriculum for all our pupils. This policy outlines our approach to delivering RME in a way that respects and accommodates the unique needs of our learners while adhering to the principles of Curriculum for Excellence.

Our RME curriculum is woven throughout the fabric of our centre's life, providing numerous opportunities for pupils to explore aspects of Christianity, other world religions, and to develop their own beliefs and values. We recognise that our pupils benefit from experiential and contextual learning, so we integrate RME into our celebrations, interdisciplinary learning (IDL) themes, and everyday activity.

The cyclical nature of festivals and celebrations provides a natural structure for our RME curriculum. We mark significant dates and events from various faith traditions throughout the year, allowing pupils to engage with these concepts repeatedly, building understanding over time. These whole-Centre celebrations are complemented by class-specific activities, which are then shared with the broader school community, fostering a sense of collective learning and appreciation for diversity.

In alignment with the Principles and Practice document of the Curriculum for Excellence, we often incorporate relevant aspects of RME into our interdisciplinary 'world-based' topics. This approach allows us to present religious and moral concepts within a broader context, making them more accessible and relevant to our pupils' experiences and understanding.

Our curriculum planning cycle is designed to provide learners with opportunities to deepen their knowledge and understanding of selected aspects of RME. This approach ensures both personalisation and choice, allowing pupils to explore areas of particular interest or relevance to them, while also maintaining breadth and depth.

By implementing this comprehensive and integrated approach to RME, we aim to nurture in our pupils a respect for diverse beliefs, an understanding of various cultural practices, and the ability to develop and articulate their own values and opinions. These skills and knowledge are fundamental in preparing

our pupils to be thoughtful, empathetic, and engaged members of our diverse society, regardless of their individual challenges or needs.

Aims

- To provide meaningful opportunities for all pupils to explore various belief systems, regardless of their complex health and learning challenges
- To foster the development of personal values and ethical thinking in ways accessible to each learner
- To promote respect and understanding for diverse beliefs and cultures within the capabilities of each pupil
- To integrate RME learning into daily routines and care practices where appropriate.

2. What can we do to support the teaching of RME at Craighalbert?

Multisensory Approach:

- Utilise tactile, auditory, and visual materials to represent religious concepts and symbols
- Incorporate sensory experiences related to different faith practices (e.g., scented oils, textured fabrics) where medically appropriate

Adaptive Technologies:

- Use eye-gaze technology, switch-accessible software, and appropriate assistive technology to enable participation in RME activities
- Use paper based and powered AAC to allow pupils to express thoughts and questions about religious and moral topics

Integrated Learning:

- Embed RME concepts into daily care routines, therapy sessions, and other curricular areas
- Collaborate with all staff to ensure RME activities complement health care needs.

Flexible Pacing:

- Allow for individualised progression through RME topics, recognising that learning may be interrupted due to health and care needs
- Provide opportunities for revisiting and reinforcing concepts over time.

Content:

- Focus on key aspects of Christianity and other world religions as outlined in Curriculum for Excellence, adapted for accessibility
- Explore moral and ethical questions in ways that relate to pupils' lived experiences
- Celebrate religious festivals and cultural events in inclusive, adapted ways.

Assessment:

- Use observation and the B squared digital platform to assess pupils' engagement and understanding
- Collaborate with staff teams to gather holistic evidence of learning
- Recognise and celebrate diverse forms of response and progress in RME.

Parental Involvement:

- Respect parental wishes regarding their child's participation in specific religious activities

- Respect parental wishes regarding gender of staff member when their child is engaged in intimate care
- Provide information to parents about RME topics and how they are being adapted for their child
- Encourage home involvement in cultural and belief-based experiences where appropriate through our class home learning termly programmes.

Community Links:

- Foster connections with local faith communities, inviting representatives to visit when feasible
- Explore virtual links with religious sites and communities when physical visits are not possible.

3. What structure do our RME experiences take?

The structure of our Religious and Moral Education programme at The Craighalbert Centre takes account of Curriculum for Excellence, experiences and outcomes. There are three organisers for Religious and Moral education. These are:

- Christianity
- World religions selected for study
- Development of beliefs and values

In non-denominational schools such as The Craighalbert Centre, assemblies and RME programmes, and cultural celebrations and festivals are the most common vehicle for delivering religious learning and observance. We offer a Religious and Moral education programme designed to promote understanding and to develop a child's own concept of spirituality. Learners find out about the beliefs and practices of major world religions, and are encouraged to explore and develop respect for others' beliefs, tolerance of difference and appreciation of diversity.

The following Festivals, celebrations and cultural events are celebrated:

- Christmas
- Easter
- Diwali
- Chanukah
- Ramadan
- Eid

Assemblies

At The Craighalbert Centre, we recognise the power of assemblies as a unifying platform to teach and reinforce the rights of the child, as well as important morals and values. Our assemblies are carefully designed to be inclusive, engaging, and accessible to all our pupils, regardless of their complex communication, learning, health and care needs.

We use a multisensory approach in our assemblies, incorporating visual aids, music, tactile elements, and adaptive technologies to ensure all pupils can participate and understand the content. Topics are presented in simple, concrete terms, often through storytelling or interactive scenarios that relate directly to our pupils' experiences.

Rights of the child are explored through child-friendly adaptations of the UN Convention, with each assembly focusing on a specific right and its practical application in our school community. Morals and values are introduced through relatable situations, encouraging pupils to consider concepts like kindness, respect, and fairness in their daily interactions. Our Pupil Council are involved in this.

We celebrate diversity and inclusion in these assemblies, often showcasing pupils' work related to rights and values. Individualised AACs are used to enable

all pupils to contribute their thoughts and responses, fostering a sense of community and shared understanding.

These assemblies serve as a springboard for further exploration of rights, morals, and values in classroom activities, ensuring continuity and reinforcement of these crucial concepts throughout our curriculum.

4. How do we support progression?

Our RME curriculum is carefully structured to show clear progression while accommodating the diverse needs and abilities of our pupils with complex conditions. We recognise that progress may not always be linear and may occur at different rates for everyone. Therefore, we have developed a flexible framework that allows for personalised learning pathways:

a) Early Stages:

- Focus on sensory experiences related to different beliefs and cultures (e.g., listening to religious music, exploring stories and traditions)
- Introduce simple religious symbols and stories through multisensory approaches
- Encourage awareness of self and others in the immediate environment.

b) Developing Stages:

- Expand on religious stories and concepts using assistive technologies and communication tools, appropriate to each child's access methods
- Introduce basic moral concepts through relatable scenarios and experiences
- Explore simple traditions and practices from various faiths, adapted for participation.

c) Consolidating Stages:

- Deepen understanding of religious beliefs and their impact on daily life.
- Encourage reflection on personal values and beliefs using preferred communication methods
- Compare and contrast different faith practices, using personalised access methods and adaptive materials.

5. How do we assess progress?

We assess against the Curriculum for Excellence, Foundation Milestones, which track significant developmental points, using consistent language to guide next steps. This approach ensures that learning, assessment, and target-setting remain interconnected.

In addition, the Continuum of Engagement complements learning assessment by measuring levels of engagement, recognising that progress for our pupils may be non-linear. This dual approach evaluates both developmental and engagement outcomes, enabling us to optimise teaching strategies, learning environments, and resources.

Observations and ongoing dialogue with familiar staff are central to identifying accurate next steps, ensuring personalised learning pathways. Moderation processes validate these assessments, promoting consistency and accuracy.

Our assessments also align with National Improvement Framework outcomes, supporting:

- Outcome 1: supporting children, and young people to thrive to thrive in a responsive education system
- Outcome 3: Inclusive and relevant curriculum and assessment
- Outcome 5: highly skilled teachers and school leaders driving excellent learning, teaching, and assessment

- Outcome 7: An education 7 engaging in assistive (digital) technology.

6. RME Community Partnership

- We have well established links with the Craighalbert Church and the Mosque (The Islamic education trust of Cumbernauld). We can use these for class visits across the year to extend learning in the community and to celebrate faith culture and diversity.

7. Guidance on Religious Observance

- Religious Observance as well as being a statutory element of a school's provision, religious observance (RO) also has an important part to play in the development of the learner's four capacities, as a successful learner, confident individual, responsible citizen and effective contributor. Guidance issued by the [Scottish Government](#) clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision

8. Withdrawal from Religious Observance

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. The Head of Learning will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance. 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. Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile, meaningful, alternative activity.

By implementing this policy, we aim to ensure that all our pupils, regardless of their complex communication, learning, health and care needs can engage with and benefit from a rich and meaningful RME experiences within the context of wider curricular experiences.

Children's Rights and Wellbeing Assessment stage



1 - Screening

<p>Name of Policy/Measure</p>	<p>Religious and Moral Education Policy (RME)</p>		
<p>Description of overall aims</p>	<p>To ensure that all children and young people have meaningful and relevant learning experiences through:</p> <ul style="list-style-type: none"> • An RME approach that is designed to address the diverse and complex needs of our pupils • An RME approach that is personalised, flexible and holistic • An RME approach underpinned by an MDT approach to ensure essential life skills, communication development and health therapies are interwoven. 		
<p>What aspects of the policy/ measure will affect children and/ or young people?</p>	<p>This policy is one of a package of policies relating to the education and learning experiences of children and young people engaging with our programmes.</p>		
<p>What is the likely impact, direct/ indirect, of the policy/ measure on children and/ or young people?</p>	<p>Positive</p> <p>It complies with UNCRC requirements; it has the potential to advance the realisation of children's rights.</p>	<p>Neutral</p> <p>It will have no discernible lessening of/ progress in children's rights/ wellbeing.</p>	<p>Negative</p> <p>It may impede/ reverse the enjoyment of existing rights, requiring mitigating measures; it fails to comply with UNCRC obligations, requiring modification; it may have detrimental impact on children</p>

			so should be withdrawn/ amended significantly
Which groups of children/ young people will be affected?	Children and young people aged 3-19 who attend Craighalbert for education.		
Is a CRWIA required? Explain rationale for this decision.	<p>CRWIA NOT required.</p> <p>Policy and procedures underpinned by UNCRC, in particular;</p> <ul style="list-style-type: none"> • Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children • Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law • Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and 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 • Article 15 (freedom of association) Every child has the right to meet with other children and to join groups and organisations, if this does not stop other people from enjoying their rights • Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families 		

	<ul style="list-style-type: none"> • Article 28 (right to education) Every child has the right to an education that is personalised and accessible to all. • Article 29 (goals of education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment • Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live • Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities • Article 39 (recovery from trauma) Every child who experiences any form of neglect, abuse or exploitation will have access to the support they need to recover •
Signed	<i>Head of Learning</i>
Date	13/04/2026



Craighalbert Centre

Enabling Children to Achieve



KIND



AMBITIOUS



CHILD-CENTERED



INSPIRATIONAL



COLLABORATIVE

The Scottish Centre for Children with Motor Impairments

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