

Curriculum links - Scotland

Level 1

Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Bible zone	<p>BELIEFS</p> <ul style="list-style-type: none"> Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. <p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities 	<p>ART AND DESIGN</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design
Worship zone	<p>BELIEFS</p> <ul style="list-style-type: none"> By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world I can talk about my own beliefs, or express them in other ways <p>PRACTISES AND TRADITIONS</p> <ul style="list-style-type: none"> Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others 	<p>MUSIC</p> <ul style="list-style-type: none"> I have listened to a range of music and can respond by discussing my thoughts and feelings.

Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Community zone	<p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. 	<p>SOCIAL STUDIES PEOPLE IN SOCIETY, ECONOMY AND BUSINESS</p> <ul style="list-style-type: none"> I can contribute to a discussion of the difference between my needs and wants and those of others around me I have developed an understanding of the importance of local organisations in providing for the needs of my local community <p>SOCIAL WELLBEING</p> <ul style="list-style-type: none"> Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community
International zone	<p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities 	<p>SOCIAL STUDIES PEOPLE, PLACE AND ENVIRONMENT</p> <ul style="list-style-type: none"> By exploring climate zones around the world, I can compare and describe how climate affects living things
Music zone	<p>PRACTICES AND TRADITIONS</p> <ul style="list-style-type: none"> Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others 	<p>DANCE</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance <p>MUSIC</p> <ul style="list-style-type: none"> I have listened to a range of music and can respond by discussing my thoughts and feelings



Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
History zone	<p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities 	<p>DRAMA</p> <ul style="list-style-type: none"> I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script <p>SOCIAL STUDIES PEOPLE, PAST EVENTS AND SOCIETIES</p> <ul style="list-style-type: none"> Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since
Uniform zone	<p>PRACTISES AND TRADITIONS</p> <ul style="list-style-type: none"> Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others I am developing respect for others and my understanding of their beliefs and values 	<p>ART AND DESIGN</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design
Homelessness zone	<p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities 	<p>SOCIAL STUDIES PEOPLE IN SOCIETY, ECONOMY AND BUSINESS</p> <ul style="list-style-type: none"> I can contribute to a discussion of the difference between my needs and wants and those of others around me I have developed an understanding of the importance of local organisations in providing for the needs of my local community



Curriculum links - Scotland

Level 2

Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Bible zone	<p>BELIEFS</p> <ul style="list-style-type: none"> Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs <p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights 	<p>ART AND DESIGN</p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design
Worship zone	<p>BELIEFS</p> <ul style="list-style-type: none"> I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs <p>PRACTISES AND TRADITIONS</p> <ul style="list-style-type: none"> I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians 	<p>MUSIC</p> <ul style="list-style-type: none"> I have listened to a range of music and can respond by discussing my thoughts and feelings



Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Community zone	<p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities 	<p>SOCIAL STUDIES PEOPLE IN SOCIETY, ECONOMY AND BUSINESS</p> <ul style="list-style-type: none"> I can contribute to a discussion of the difference between my needs and wants and those of others around me I have developed an understanding of the importance of local organisations in providing for the needs of my local community <p>SOCIAL WELLBEING</p> <ul style="list-style-type: none"> Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community
International zone	<p>VALUES AND ISSUES</p> <ul style="list-style-type: none"> Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities 	<p>SOCIAL STUDIES PEOPLE, PLACE AND ENVIRONMENT</p> <ul style="list-style-type: none"> By comparing my local area with a contrasting area out with Britain, I can investigate the main features of weather and climate, discussing the impact on living things <p>SOCIAL STUDIES PEOPLE IN SOCIETY, ECONOMY AND BUSINESS</p> <ul style="list-style-type: none"> By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others <p>PEOPLE, PLACE AND ENVIRONMENT</p> <ul style="list-style-type: none"> I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape



Zone	Religious Education (Core Syllabus)	Cross-curricular links (National Curriculum)
Music zone	PRACTISES AND TRADITIONS <ul style="list-style-type: none"> I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians 	MUSIC <ul style="list-style-type: none"> I have listened to a range of music and can respond by discussing my thoughts and feelings
History zone	BELIEFS <ul style="list-style-type: none"> Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs VALUES AND ISSUES <ul style="list-style-type: none"> Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality. I can describe the practices and traditions of Christianity and have considered the way these have influenced Scottish society 	DRAMA <ul style="list-style-type: none"> I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere SOCIAL STUDIES PEOPLE, PAST EVENTS AND SOCIETIES <ul style="list-style-type: none"> I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence
Uniform zone	PRACTISES AND TRADITIONS <ul style="list-style-type: none"> I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians I am developing respect for others and my understanding of their beliefs and values 	ART AND DESIGN <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design
Homelessness zone	VALUES AND ISSUES <ul style="list-style-type: none"> Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights 	SOCIAL STUDIES PEOPLE IN SOCIETY, ECONOMY AND BUSINESS <ul style="list-style-type: none"> I can explain how the needs of a group in my local community are supported
Symbol zone	PRACTISES AND TRADITIONS <ul style="list-style-type: none"> I am increasing my knowledge and understanding of different forms of Christian worship and artefacts and can explain their importance for Christians 	ART AND DESIGN <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design