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| Date/Rationale | This RO/TfR event intends to explore the theme of forgiveness and enable people to identify areas in their own lives where they might practice forgiveness. |
| Title | Forgiveness counts |
| Stage | Primary School |
| Aim | To highlight the importance of forgiveness in all of our relationships, including the school community, and through that to promote the spiritual development of the school community. |
| Objectives | ***Sensing values:*** attitudes and feelings about what is really important, what really matters  ***Sensing a changed quality in awareness:*** the feeling of being ‘at one’ with nature, oneself and others  ***Sensing ‘otherness’:*** the sentiment that humans are more than their physical elements  ***Sensing challenge:*** being challenged and moved by experiences such as love, beauty, goodness, joy, compassion, injustice, evil, suffering, death.    At the end of this event pupils will be able to explain the importance of being forgiven and forgiving others. |
| Links with CfE | (1) CfE Capacities  [Note how many of the sub-points for each category reflect on values, beliefs and understanding that are central to Religious Observance/ Time for Reflection: select one or more of these that link to your RO/TfR event]  ***Confident Individuals*** ***with:*** self-respect; a sense of physical, mental and emotional well-being; secure values and beliefs; ambition - ***and able to:*** relate to others and manage themselves; pursue a healthy and active lifestyle; be self-aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas of activity  ***Responsible Citizens*** ***with:*** respect for others; commitment to participate responsibly in political, economic, social and cultural life - *and able to:*develop knowledge and understanding of the world and Scotland’s place in it; understand beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and ; technological issues; develop informed, ethical views of complex issues    (2) CfE Values  [Which of the four key values is your RO/TfR event targeting?]  Justice and compassion.  (3) Health and Wellbeing  ***“Health and wellbeing across learning: responsibilities of all***  ***Experiences and outcomes***  *Building the Curriculum 1*  Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.  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  • understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing  • participate in a wide range of activities which promote a healthy lifestyle  • understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary  • learn about where to find help and resources to inform choices  • assess and manage risk and understand the impact of risk-taking behaviour  • reflect on my strengths and skills to help me make informed choices when planning my next steps”  (*Curriculum for Excellence: all Experiences and Outcomes* LTS 2010:79)  [Note also p.216 What is written in the section ***‘How does religious and moral education contribute to the curriculum as a whole? How can I make connections with other curriculum areas?’*** would be equally true if the phrase “religious and moral education” were replaced with “religious observance/time for reflection”]  [Note also p.218 at least two of the key aims for RME are also true of RO/TfR: “Learning through religious and moral education enables me to: ... 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”]  [Notes also p.228 Appendix - Explanations 4-09e “Philosophical enquiry as a pedagogical technique involves exploring beliefs, values, practices and traditions through critical thinking, reflection and analysis. It also allows learners to explore these issues in relation to their existential meaning and therefore avoids a simple content-based approach. The skills of philosophical enquiry can be developed prior to the fourth level.” RO/TfR events are a prime place for precisely this kind of experiential exploration.] |
| Is this part of a series? | Yes |
| Introduction | Introduce the theme of forgiveness and watch a clip from the movie, “Shrek” where Shrek is forgiven by donkey. BEGIN CLIP AT Scene 16 when Donkey says, “Come back here! I’m not through with you yet!” and finish when he says, “Friends!” |
| Stimulus/ stimuli | Explain that in the movie clip Shrek was forgive by donkey once. Ask pupils how many times they think somebody should be forgiven. Explore this with a counting challenge - volunteers will be invited to count particular things until finally they are asked to count the number of jelly beans in a jar - obviously too much to count. |
| Guided Reflection | Tell pupils that Jesus was once asked how many times people should forgive one another - was seven times enough? Jesus said that we shouldn’t even count, and then he told the story of the unforgiving servant. Tell story to pupils in an interactive way.  Like the man in the story Jesus told, all of us need to be forgiven for wrong things we do. In turn we need to forgive others. Christians believe that this was something that Jesus lived out. In the Easter story, as Jesus was being hung on the cross for something he didn’t do, the Bible tells us that he prayed for the forgiveness of the people who were doing it! That incredible forgiveness is something that is important to all of us, in our families, with our friends and in our school communities. We all need forgiveness from time to time and so we all need to be ready to forgive when other people do things that hurt us. As Donkey said, ‘That’s what friends do.’ |
| Response & Possible Next Steps | In a moment of silence invite the pupils to think of a time that they have been forgiven for something that they have done wrong and to think of someone who they might need to forgive. How might they do that in the coming days?  Finish by saying a prayer, inviting those that want to join in to do so.  Dear God,  Jesus told his followers that they must learn to forgive from the heart.  Forgiveness is hard.  When people hurt us we want to hurt them back.  Help us to understand forgiveness,  help us to learn to forgive.  Help us to practise forgiveness whenever we can.  **Amen.** |
| Evaluation (a) | Discussion with a sample of pupils/students or the Pupil Council to assess if the event achieved the objectives). This could be done with a simple feedback sheet, with a short interview, with anonymous comments in a suggestions Box, with post-it notes on a wall, through a Survey Monkey. |
| Evaluation (b) | Assessment of the event by the SMT and by the team that presented it. Include an assessment of the presenting team itself: is this an effective team? Did the team work well together? Could the team be strengthened with addition of another skill or person? |
| Evaluation (c) | An evaluation of pupil engagement and participation and reaction. Observe body language, record spontaneous comments, collect images.  Prepare a number of pupils/students to give you feedback on the RO event: e.g. “two stars and a wish” for Primary Schools ***or*** Sentence completions - “This Assembly made me think ..../ This Assembly made me feel....” for Secondary Schools |

Religious Observance/Time for Reflection Template