

Religious Observance/Time for Reflection Template

Date/Rationale	2nd September, 2015 Within the school community there is a commitment to taking part in the 'Rights Respecting' process. This assembly's theme is RR up-date. This RO/TfR event intends to explore the theme of rights being matched by responsibilities.
Title	Two sides of one coin
Stage	Whole School (P1-7)
Aim	This event aims to “promote the spiritual development of all members” of the school community. It reinforces the idea of a school as a community in which all members have rights and expectations of one another, and equally have responsibilities to everyone else in the community. This involves respect for one another - a basic human (spiritual) value.
Objectives	(1) <i>Sensing values</i> : attitudes and feelings about what is really important, what really matters <i>Sensing a changed quality in awareness</i> : the feeling of being ‘at one’ with others <i>Sensing challenge</i> : being challenged and moved by experiences such as compassion and injustice. (2) At the end of this event pupils should remember that claiming any right also entails responsibilities: every right is balanced by responsibility.
Links with CfE	(1) CfE Capacities Confident Individuals with : self-respect; a sense of physical, mental and emotional well-being; secure values and beliefs; ambition - <i>and able to</i> : relate to others and manage themselves; 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 Effective Contributors able to : work in partnership and in teams; take the initiative and lead; apply critical thinking in new contexts Responsible Citizens with : respect for others; commitment to participate responsibly in political, economic, social and cultural life (2) CfE Values Wisdom (3) Health and Wellbeing Responsibilities I can expect my learning environment to support me to: <ul style="list-style-type: none"> • develop my self-awareness, self-worth and respect for others • meet challenges, manage change and build relationships • understand and develop my physical, mental and spiritual wellbeing and social skills <i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:79)</i> (4) Health and Wellbeing: Mental & Emotional Wellbeing I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a I understand that people can feel alone and can be misunderstood and

	<p>left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a <i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:13)</i></p> <p>(5) Health and Wellbeing: The SHANARRI indicators This RO event contributes to pupils being:</p> <ul style="list-style-type: none"> • Respected: having the opportunity, along with carers, to be heard and involved in decisions which affect them • Responsible: having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them <p><i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:73)</i></p>
Is this part of a series?	One off update on RRSA themes
Introduction	Decide how the event will be introduced and who will do this. This introduction sets the scene and the tone for the whole event.
Stimulus/ stimuli	The stimuli are three large prep-prepared 'coins': these are internet-found images of current coinage (a ten pence piece, a fifty pence piece and a one pound coin), printed large and pasted onto cardboard. One is made "double-sided". Explore what would happen if someone came into a shop with a double-sided coin - answers: it would be seen as a 'fake'. A true coin, to have real worth, must have two sides (technically obverse and reverse).
Guided Reflection	Also prepared are 8-10 large card circles, each marked with an article from the UN Declaration of the Rights of the Child written on one side. The reflective part of this comes in asking the children (small groups? classes?) to think through "what should be on the other side of each of these articles?" Like a coin, each 'right' must have valid 'responsibilities' on the other side before it can be claimed to be genuine.
Response & Possible Next Steps	<p>(1) One class has brought a prep-prepared prayer top read</p> <p>(2) Class-room discussions on the balance of rights/responsibilities. Each class could look through the rights and suggest responsibilities that go with them. These could be collected and collated across the school</p> <p>(3) Ensure that this template is completed and stored as evidence for HMIE inspection if required.</p>
Evaluation (a)	
Evaluation (b)	
Evaluation (c)	

