

### Religious Observance/Time for Reflection Template

<b>Date/Rationale</b>	A Primary School event on values.
<b>Title</b>	“Caring”
<b>Stage</b>	This is a whole school RO event
<b>Aim</b>	This event aims “to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community.” ( <i>Report of the Religious Observance Review Group 2004:19</i> ) It specifically aims to help pupils reflect on the value of ‘caring for one another.’ Care for one another is basic to all faiths and a fundamental human moral value.
<b>Objectives</b>	<p>(1) <b>Sensing values:</b> attitudes and feelings about what is really important, what really matters  <b>Sensing a changed quality in awareness:</b> the feeling of being ‘at one’ with ... others  <b>Sensing challenge:</b> being challenged and moved by experiences such as love, beauty, goodness, joy, compassion, injustice, evil, suffering, death. Specifically, this Harvest/Caring theme will be related to the local Foodbank and to a collection of food. The School is aiming to implement the value of ‘caring’ by showing practical care for the wider community.</p> <p>(2) At the end of this event pupils should be able to understand there are different ways to care for one another and should be able to articulate a way that they could care for someone.</p>
<b>Links with CfE</b>	<p>(1) <b>CfE Capacities</b>  <b>Confident Individuals with</b> a sense of physical, mental and emotional well-being <b>and able to</b> relate to others and manage themselves; pursue a healthy and active lifestyle  <b>Responsible Citizens with</b> respect for others <b>and able to</b> make informed choices and decisions</p> <p>(2) <b>CfE Values</b>  This event targets the key value of compassion</p> <p>(3) <b>Health and Wellbeing</b>  <b>“Health and wellbeing across learning: responsibilities of all Experiences and outcomes</b>  <i>Building the Curriculum 1</i>  I can expect my learning environment to support me to:  • develop my self-awareness, self-worth and respect for others  (<i>Curriculum for Excellence: all Experiences and Outcomes LTS 2010:79</i>)  “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 ....”</p>
<b>Is this part of a series?</b>	This is part of a series examining values that underlie becoming a ‘Rights Respecting’ School
<b>Introduction</b>	The Chaplain will introduce the theme of “building a caring school” by showing the bits and pieces of a flat-pack coffee table (a table top

	and four unattached legs) ready for final assembly. A link can be made between what it takes to build “a caring school” and what it takes to build the coffee table. There are instructions (an exploded diagram sheet for the coffee table and one for the ‘caring school’). A play is made on ignoring the instructions at first and then noticing that they are actually identical: each needs four legs to make a secure product.
<b>Stimulus/ stimuli</b>	The parallel process of building the small coffee table and thinking about building a caring school can be stressed by the comedy of trying to build a leg at a time and without reference to instructions. One leg can be put on the table and we can see if it will stand - “what more do we need?” There are different ways to care and different kinds of care: if we begin only with the physical aspects of care then the outcome is the same as a table with one leg. As each leg of the coffee table is added it will increasingly become clear that we have to refer to the instruction and place all four legs at the right points. The stimulus suggests four aspects of ‘caring’: gentle hands (that do no physical harm and bind up wounds), kind words (that do no harm to hearts and hopes), soft tears (sometimes there are no words to show we care - we just cry <i>with</i> someone), and nice smiles (caring can be by the encouragement we give and by sharing smiles and praise). Each of the ‘legs’ of a caring school can be related to the words of Jesus about care and love for one another.
<b>Guided Reflection</b>	Thinking about a time someone cared for you - let’s thank God for them; think of someone you know who needs your care - how will you help them ... gentle hands, kind words, soft tears or nice smiles?
<b>Response &amp; Possible Next Steps</b>	(1) An immediate response: a moment of prayer or of reflection or meditation. Prepared prayer read by members of classes on a rotational basis. (2) A long-term response: (3) Ensure that this template is completed and stored as evidence for HMIe inspection if required.
<b>Evaluation (a)</b>	Pupil feedback sheets
<b>Evaluation (b)</b>	Assessment of the event by the SMT
<b>Evaluation (c)</b>	Assessment of the event by the Chaplain