

Religious Observance/Time for Reflection Template

Date/Rationale	Within the school community/ local community/ pupil's lives/ pupils and staff experience, we are enriched and strengthened by our friendships. This RO/TfR event intends to explore this theme and enable pupils to think about forming friendships even with those who are very different from us.
Title	An unlikely friendship
Stage	P1-7
Aim	This even expresses and celebrates the shared values of the school community: that making friends is 'good' and making enemies is time-consuming and counter-productive and hard work! This event "promotes the spiritual development of all members" of our school community by highlighting respect for the cultures of others and acceptance of one another's differences.
Objectives	<p>(1) Sensing values: attitudes and feelings about what is really important, what really matters Sensing meaningfulness: the ability to make connections in one's life which give it meaning Sensing a changed quality in awareness: the feeling of being 'at one' with others</p> <p>(2) At the end of this event pupils will be able to see the value of making friends rather than making enemies.</p>
Links with CfE	<p>(1) CfE Capacities 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 Effective Contributors able to: work in partnership and in teams Responsible Citizens with: respect for others - and able to: understand beliefs and cultures</p> <p>(2) CfE Values Compassion</p> <p>(3) Health and Wellbeing Responsibilities "Health and wellbeing across learning: responsibilities of all Experiences and outcomes <i>Building the Curriculum 1</i> 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: <ul style="list-style-type: none"> • develop my self-awareness, self-worth and respect for others • understand and develop my physical, mental and spiritual wellbeing and social skills <i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:79)</i></p> <p>(4) Health and Wellbeing: Mental & Emotional Wellbeing I know that friendship, caring, sharing, fairness, equality and love are</p>

	<p>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 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"> • Nurtured: having a nurturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting • Responsible: having opportunities and encouragement to play active and responsible roles in their schools and communities Included: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn <p><i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:73)</i></p>
Is this part of a series?	This stands alone or could fit a theme like teamwork/friendship
Introduction	A chaplain introducing this may want to refer to the theme of unlikely friendships: between the shepherd boy called David and the Prince called Jonathan, or between Simon the Zealot and Matthew the Tax Collector amongst Jesus' followers, or between Zacchaeus the cheat and Jesus. Someone really different from you may turn out to be your best friend. Everyone deserves a chance at friendship and even the 'oddest couples' can find ways to become friends.
Stimulus/ stimuli	The stimulus is a youtube clip of unlikely animal pairs that defy the 'laws of nature' [a good example would be the 3m 18s National Geographic Chanel/ABC News clip at https://www.youtube.com/watch?v=AxYiLzWee84]
Guided Reflection	Think about your friendships: some friends hit it off straight away and others take time to grow. Change the way you look at people so that you stop looking for the differences and start looking for the similarities. Think about the ways friends complement one another and can complete each other.
Response & Possible Next Steps	<p>(1) An immediate response: a moment of prayer or of reflection or meditation expressing thankfulness for the friends we have</p> <p>(2) A long-term response: think about how the event could be followed up in the wider curriculum.</p> <p>(3) Ensure that this template is completed and stored as evidence for HMIe inspection if required.</p>
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 <i>or</i> Sentence completions - “This Assembly made me think .../ This Assembly made me feel....” for Secondary Schools