

## **Religious Observance Template**

### **Purpose**

The purpose of the template here is to guide thinking and help prepare for RO events making sure that all important features outlined in the Religious Observance Review Group Report are in place.

### **Application**

This template can be used in an RO event of any size, length, age group or location

### **Who Completes this?**

The person or chaplaincy team in charge of the RO event should complete this consulting with the RO team in the school and if appropriate SMT.

### **Filling the Boxes in the Template**

- ❖ **Rationale:** why this event is being done, how it is being shaped and how it fits in with the life of the school community
- ❖ **Title:** What it's going to be called
- ❖ **Stage:** which age group, year group or stage of pupils this is aimed at
- ❖ **Aim:** The broad aim of what is intended to be achieved through this event.
- ❖ **Objectives** This section is in two parts.

1] The first links the event with the sensings laid out as examples in the Review Group Report. (Sensing mystery; values; meaningfulness; a changed quality of awareness; otherness; and challenge - p13). It is these factors which differentiate an RO event from simply e.g. a PSD lesson or an administrative assembly in the life of the school. This list may not be exhaustive, but it does give an indication of some essential elements of the spiritual dimension of human life.

While it cannot be guaranteed that pupils and staff will experience a sense of mystery etc, events should be designed which allow for this to happen and to be nurtured.

This section allows staff to chart this objective over the course of a year and the breadth of a pupil's experience of school life

2] The second part lays out what a pupil or member of staff should be able to do at the end of the event, by e.g. stating new things learned, being able to analyse their own beliefs; or, identify challenges to respond to and how they will do it.

- ❖ **Link with ACfE.** This task enables us to locate the RO event within the broader educational programme of the school, either through the four capacities of a Curriculum for Excellence.
- ❖ **Is this part of a series?** It is helpful over the longer term to plan how this event will fit in with others, or how the themes may be developed or built on.
- ❖ **Introduction.** Deciding how the event will be introduced and who will do this are important in setting the tone for the whole event. Careful thought should be given to this as much as to any other section.

- ❖ **Stimulus/ Stimuli.** The stimulus/ stimuli which allow(s) for reflection and provoke(s) consideration of spiritual themes is/ are key to the event. The possible stimuli within our contemporary culture, religious traditions and current events are many and varied. The forms in which this can be presented allow for considerable variety. Care has to be taken to justify why a certain stimulus and means of delivery have been chosen.

Examples of stimuli could be e.g. a faith based story; a clip from a film or a TV programme; a drama; poetry or reading; a PowerPoint presentation, a charity speaker; a story from a member of the school or wider community; local cultural event a piece of contemporary music; or a national/ international event.

Key to this process is understanding how the stimulus supports the aim and objectives of the event and are linked in with the broader aspirations of RO.

- ❖ **Guided Reflection.** Having presented the stimulus/ stimuli a careful teasing out of the issues raised is required in order to allow those present to interpret and be fully involved in the event. Again, this is done with a view on the aim and objectives of the event.
- ❖ **Response & Possible Next Steps.** This can take many forms. It could be a challenge to go and further reflect on the issues raised. If the stimuli and reflection have been powerful, then this may be enough. If a challenge to do something arises out of the preceding sections then action may be appropriate. Prayer (used inclusively or allowing non-participation) may be the truly human action as a result of the issues considered.

This also allows the opportunity to link the RO event with the wider curriculum

- ❖ **Evaluation (a)** Linked with the objectives set out above. Obviously an exam is not an appropriate means of evaluating whether the objectives have been achieved, but a short discussion with selected pupils, or with the pupils on the Pupil Council may be.

Under the **Standards in Scotland's Schools. Act 2000**, 2.1. account must taken of "so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity"

If a shared value of the school is "respect" then genuine consultation with pupils models this value.

- ❖ **Evaluation (b)** the team who ran the event should take time to consider the event, whether or not the objectives were achieved (and if not why not), and lay out next steps.
- ❖ **Evaluation (c)** evaluation of pupil participation and engagement with the event.
- ❖ **Running Order** allows everyone involved to know what comes next.

**The Template**

<b>Rationale</b>	This section should include a statement setting the scene. E.g. "within the school community/ local community/ pupil's lives/ pupils and staff experience.... This assembly intends to explore this theme and enable .....
<b>Title</b>	Title of Assembly or event
<b>Stage</b>	Age group or year group
<b>Aim</b>	Set out the aim of the event.
<b>Objectives</b>	1] At the end of this pupils will have experienced ..... (list words from RORG report) mystery, values, meaningfulness, changed quality of awareness, otherness, challenge.  2] At the end of this pupils will be able to (use words such as describe, list, state, explain, evaluate, identify, select, analyse, evaluate,... not words such as understand, appreciate, be aware of...)
<b>Link with CfE</b>	
<b>Is this part of a series</b>	State series or follow up
<b>Introduction</b>	
<b>Stimulus/ stimuli</b>	
<b>Guided Reflection</b>	
<b>Response &amp; Possible Next Steps</b>	
<b>Evaluation (a)</b> (achieving the objectives)	How will we know the objectives have been achieved> e.g. Discussion with pupils
<b>Evaluation (b)</b> (of the team and event by the team)	Of the event will happen by post assembly chaplains meeting.
<b>Evaluation (c)</b> (evaluation of pupil engagement and participation)	

Part 1 - structure

<b>Running Time</b>	<b>Minutes</b>	<b>Activity</b>	<b>Personnel</b>	<b>Requires</b>	<b>Action</b>

Part 2: Running Order

## Blank Template 1

<b>Rationale</b>	
<b>Title</b>	
<b>Aim</b>	
<b>Stage</b>	
<b>Objectives</b>	
<b>Link with ACfE</b>	
<b>Is this part of a series</b>	
<b>Introduction</b>	
<b>Stimulus/ stimuli</b>	
<b>Guided Reflection</b>	
<b>Response &amp; Possible Next Steps</b>	
<b>Evaluation (a)</b>	
<b>Evaluation (b)</b>	
<b>Evaluation (c)</b>	

<b>Running Time</b>	<b>Minutes</b>	<b>Activity</b>	<b>Personnel</b>	<b>Requires</b>	<b>Action</b>

## Blank Template 2

<b>Running Time</b>	<b>Minutes</b>	<b>Activity</b>	<b>Personnel</b>	<b>Requires</b>	<b>Action</b>

## **Curriculum for Excellence: Principles for Design**

### **Challenge and enjoyment**

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their effort.

### **Breadth**

All children should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

### **Progression**

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

### **Depth**

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

### **Personalisation and choice**

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

### **Coherence**

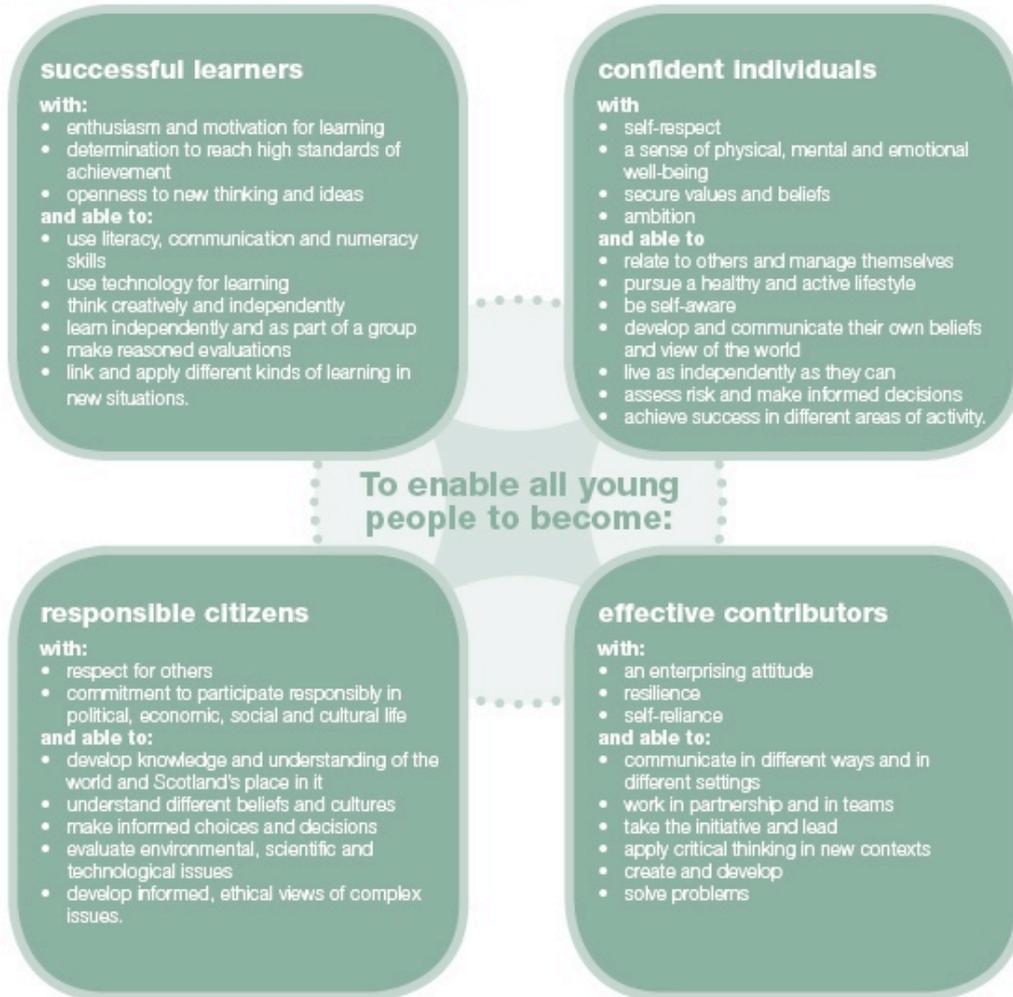
Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together.

### **Relevance**

Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

**Further detail can be found on pages 14 of [A Curriculum for Excellence. The Curriculum Review Group](#)**

## Purposes of the curriculum 3-18



Further detail can be found on pages 12-14 of [A Curriculum for Excellence, The Curriculum Review Group](#)