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| TIOF%20Strands%20Master%20email | **RERC**  **This Is Our Faith Planning Exemplars** | | | | | | |
| **Year group** | **Suggested Theme/Topic/Unit:**  **Equalities** | | | **Suggested Timescale:** | | |
| Dates: | |  | | | | |
| Teacher: | | | Early Level | | Class: |  |

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| **TIOF Core Learning** |
| RERC 0-02a  I know that I am unique person and that my gifts and talents come from God  I know that God created everyone and that some children are boys and some are girls  I know that, although I am different in appearance, personality and preferences from others, we are all equal and loved in God’s eyes.  I can recognise that different people help us in different ways, by using their God-given talents e.g. parents, grandparents, doctor, priest, janitor, and I understand that all these people can teach us and that we can learn from their experience and talents.  I understand that we can give, as well as receive, love and that we can use our personal talents to grow in relationship with others.  RERC 0-03a  I am aware of God’s love for me because he has given me people who can care for me and protect me.  I recognise that a sign of God’s love for me is my uniqueness and I am able to share, with the help of my teacher, the wonder of my being  I can praise God for the love he has shown me through creation, through Jesus his Son, and through the people who care for me  RERC 0-08a  I am beginning to recognise some of the people who belong to my school community: janitors, office staff, classroom assistants, catering staff, teachers, chaplain etc.  RERC 0-20a  I can name the people in my family who love me and to whom I show love  I am beginning to understand that God loves everybody and want me to show love to others  I can show God’s love by being kind and respectful to my friends and family  RERC 0-21a  I have experienced opportunities to listen and share my responses to stories that reflect the Christian values of friendship, caring and love that God show his people  With the help of my teacher, I can identify times when these values have been shown in my playground, home and classroom interactions  I know that when I demonstrate these Christian values of friendship, caring and kindness, I am living as God wants me to live |

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| **Experiences and Outcomes:** |
| **HWB 0-44a** I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships  **HWB 0-44b** I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to  **HWB 0-45a** I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults  **HWB 0-47a** I recognise that we have similarities and differences but are all unique  **RERC 0-02a** I can share my awareness of what makes me a unique child who has been given gifts from God  **RERC 0-03a** I am aware of God’s love for me and His call for me to be close to Him  **RERC 0-08a** I am aware of being part of a community and I have begun to explore aspects of the local Catholic community  **RERC 0-20a** I know that God invites us to show love to others  **RERC 0-21a** I can respond to stories that reflect Christian values |

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| **Learning Intentions:** |
| I am learning:   1. that we are all unique 2. about friendship 3. to identify the people who care for me and who I can talk to when I am worried or upset |

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| **Success Criteria:** |
| 1. I can share some of the ways that we are unique 2. I know what makes a good friend and how to be a good friend   3a) I can talk about the people who care for me and why they are important to me  3b) I know who to go to if I am worried or upset |

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| **Key Vocabulary from TIOF/ GLP:** |
| **Unique, Gifts, Talents, Equal, God-given talents, Relationship, Christian values, Friendship, Caring, Love, Family love, Respectful, Community**  **Happy, Sad, Afraid, Excited, Safe, Worried, Kind, Unkind, Friendly, Unfriendly, Helpful, Unhelpful** |

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| **Planning Outline (including what pupils could write /say/make/do as a result of learning):** |
| This learning plan is intended to form part of a holistic learning journey for pupils which focuses on addressing discrimination and prejudiced based bullying. The learning starts in Early Level and continues through to Senior Phase  In Early Level The themes of this learning journey are:   * Relationships * Being Kind * My family and Friends * People who care for me   This theme compliments the learning and teaching outlined in ‘God’s Loving Plan’ and should be used in conjunction with the activities and resources for: P1 ***God Gives Me Life, God Delights in Me, God Calls Me To Love***  **Part One: We are all unique, different and equal!**  **Resource: Power Point slides 1 & 2 (Outside Inside) or pupil worksheet “outside and inside”.**  Ask pupils to work in pairs and describe themselves to each other.  After a few minutes ask them to share some of the words that they have said.  Make a note on the board of the words, so that pupils can see them.  Ask them to think about whether these words describe them on the “outside” or “inside”.  If they have just described their appearance, give them time to then describe themselves on the inside. The words on the power point slide may help to give them some ideas.  Remind them to think about all of their gifts and talents, including sport, music, drama, listening, patient etc.  Give each pupil a worksheet (or ask them to draw an empty body onto paper) and ask them to complete their own body, to describe who they are to others on the inside and the outside. They can draw images to help describe themselves, including hair, clothes, emojis etc.  The teacher should complete a body too, if possible.  Ask the pupils to go around the room and find a body that is EXACTLY the same as theirs.  It is unlikely that two pupils will have exactly the same words, but if they do, ask them to colour their body to show hair, clothes etc and show everyone how they definitely are different.  If there is space on the wall it may help to display the completed work to help generate discussion.  Introduce the children to the words “Different”, “Unique”, “Equal” and “Diversity” **(Power point slide 3)**  Show Power point **slide 4** and talk the pupils through how identical twins are still different, unique, equal and diverse.  If some further explanation of what the word “equal” is needed, ask them to look at all the bodies on the wall and without moving from their chairs pick out the most important one. Hopefully they can’t!  Talk to them about how each person in the class is equal, but this does not mean they are the same. Explain that it means that no-one is better, more important or more valuable than the others.  Return to each word one at a time and ask the pupils to look at all the bodies they have coloured in and written on. Do they agree that their class is “Different”, “Unique”, “Equal” and “Diverse”?  **Working at home task – The people who share their gifts with me**  Activity 1) Pupils should ask a parent, carer or grandparent for a photograph of them that they can use.  The pupils should talk to the carer about all of the ways that they care for them, love them and make them feel safe.  Stick the photograph onto a sheet of paper and, with the help of the adult, write around it all the ways that person shows their love for them.  Activity 2) My………taught me……….  Parents/Carers should complete 5 sentences to share how they were taught something by another person. For example  My granny taught me to bake  My dad taught me to ride a bike  My Brown Owl taught me to camp  My friend taught me to be kind  My brother taught me to tie my shoe-laces    The pupils should then write their own sentences, getting help when needed.  **Part Two: I know what makes a good friend and how to be a good friend.**  **Resource: Power Point – CAFOD, Picture My World Primary school**  Use the Cafod Power Point to look at “what makes a good friend”.  **Stop at slide 2**  Give the pupils time to talk about what they think makes a good friend.  **Continue with slides 3-5** and check if they agree with the different ideas of what makes a good friend.  Ask them if they show any of these aspects of being a friend to people who they don’t know. They may need some help with this, so explain to pupils that there is a difference between being friends and being friendly.  Discuss with them how we can be friendly to others, even people who we do not know or like.  Prompt them to think about their charity work and fundraising, their eco work in school or how they celebrate the achievements of other pupils by clapping or cheering at assemblies when someone receives praise.  Use the parable of the Good Samaritan to show that we are called as Christians to be friendly to everyone – even if they are different from us (remind them of the word difference from the first task if needed).  You can either use the Bible passage from your class bible, the Word Document resource or the video clip: <https://www.youtube.com/watch?v=osfQg4yKtq8> (it is 3 minutes long)  Create a small paper chain of three or four pieces and hold this in your hand.  **Show slide 6** and ask them if they have ever fallen out with their friends or with the people who care for them? Don’t ask for any examples to be called out or shared at this point, simply ask the pupils to think about this.  Using your paper chain, break one piece. Ask pupils what has happened to the chain. Explain that when we hurt others in thought, word or deed we break our friendship with them. We need to find ways to fix that friendship.  From slide 6, read aloud the phrase “When this happens they need to say sorry and make peace with one another.”  Talk about why it is important to say sorry. You may want to develop this and also talk about the importance of not just saying the words ‘I am sorry, but showing that you mean it. You may want to use the **“apology poster” resource** to talk about how to say sorry and make up for any hurt that you have caused.  Remind pupils about the conversation about being friendly to people who we do not know or like. Talk to them about how it is not just our friends who we can hurt or upset and so we have to also learn to be sorry and make peace with everyone.  **Show slide 7 & 8** Ask pupils to share some good tips on how to say/be sorry and make peace.  Give every pupil one piece of a paper chain and ask them to write or draw one of their ideas of how to make peace with others. Use the children’s completed paper chains to fix your broken one, and to make it longer. Display this in class and say to the pupils that if they ever need to say sorry, fix a friendship and make peace they can look at the paper chain for ideas.  Use the prayer on the final slide to say together.  **Part Three: The people who care for me**  Show the pupils the **slide one of the care tree power point** and talk through the questions. Give each pupil a blank piece of paper and ask the to draw their own care tree with all of the people who care for them.  Using a circle time technique or ‘pair and share’, ask pupils to choose one person on their care tree and to share why that person is important to them.  If there is time, use some of the learning from this unit to ask supplementary questions like:  What has this person taught you?  How do they care for you?  How do you say sorry and make peace with them if you have hurt them?  How are they different from you?  Remind pupils about the previous task when we thought about how to be sorry and make peace. Point out the paper chain and recall the learning about broken friendships and ways to fix these. Then move on to talking to pupils about the fact that sometimes we need some help to say sorry and to make things better, and there are also sometimes when we need to talk to the people on our care tree about things or people that are upsetting us, making us sad or angry.  Ask pupils to look at their care tree. Ask them to pick one person and say why they would talk to them.  Explain to pupils that there are many people on their care tree who they can talk to if they are feeling upset, sad, angry and also happy, excited, joyful.  Show slide 2 of the care tree power point. Ask pupils to make their own hands to show the people that they can talk to.  Working at home task – Pupils should take home their care tree and ask their parent or carer to help them add any people that they might have forgotten. |

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| **Resources:** |
| <https://www.pinterest.com.au/pin/77124212345417185/>  <https://www.youtube.com/watch?v=osfQg4yKtq8> - Good Samaritan  Care Tree Power Point  Outside Inside Power Point  Cafod Primary Friends Power Point  Apology Poster  “I want a friend who is” “I want to be a friend who is” worksheets |

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| **Evaluation:** |
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