

## Avanti Open Minds, Caring Hearts: KS 1 & 2

The Avanti Primary Religious Education Curriculum introduces children to the value of the religious experience of humankind. Children would be encouraged to explore: what's so special about each other and our religions? The point of entry is always first-person subjective *Experience*, moving towards *Empathy*, and then *Evaluation* (see fig. 1).

KS1 would emphasize experiencing the *commonality* of humankind's shared religious experience.

Reception offers religion as the sharing of humankind's *Special Stories, Places, and Times*. Year 1 lays a foundation of *Universal Values* whilst Year 2 quickens these values through nurturing a *Contemplative mind and Embodied Spirituality* (sensing the sacred through the sights, sounds, touch, tastes, and fragrances of their world). KS1 concludes with Natural Theology, wherein Mother Nature gives children an inkling of belonging to something greater than themselves.

Through this course of Primary Religious Education, we hope to nurture young people with open minds and caring hearts who are happy, fulfilled, and a blessing to their modern world.

### Avanti Open Minds, Caring Hearts: KS1

**Reception** begins with *Our Special Stories*. The Christian practice of Lectio Devina<sup>1</sup> is adapted to encourage feeling the story from the perspective of any of the characters- be they Adam or Eve, Moses or Pharoah, Rama, Sita, or Hanuman. Similarly, on entering *Special Places*, children freely and securely engage with whatever touches them- be it the Crucifix, crib or Christingle; Mezuzah or Kippah; Mandir or Goshala. Festivals as Christmas and Easter, Hannukah, Eid, and Dipavali are presented as *Special Times* of joy and sharing- when children relish that others value their lives as much as we do our own. The aim is always for children to engage with the universal motif of goodwill to all, each from their own perspective.

**Year 1** nurtures *The Universal Human Values* of empathy, self-discipline, courage, respect, gratitude and integrity. Through mythological and adventurous contexts, we hope to nurture not only an understanding of- but a taste for- these values. Each value is introduced not as discreet or mutually exclusive- but as a different manifestation of giving and receiving love. Through a celebration of inspirational stories from across the world (past and present) children notice the role of religion in making our lives and world better for all. Recovery of the *Sacred*- an inkling that people, creatures, and nature have value in themselves and not simply as objects of utility- animates this moral adventure.

**Year 2** introduces children to that font of goodness drawn upon by people of all faiths or none. We encourage a *Contemplative mind*; an open and receptive attitude towards others and creation. Through an experience of *Embodied Spirituality*, children would engage with art as a medium for introspection and self-awareness, experience God as Sacred Sound, touch the Divine through movement and dance, and taste transcendence through fasting & feasting. Using the walks, sights, sounds, smells, and touch of Mother Nature- children might sense they belong to something greater than themselves.

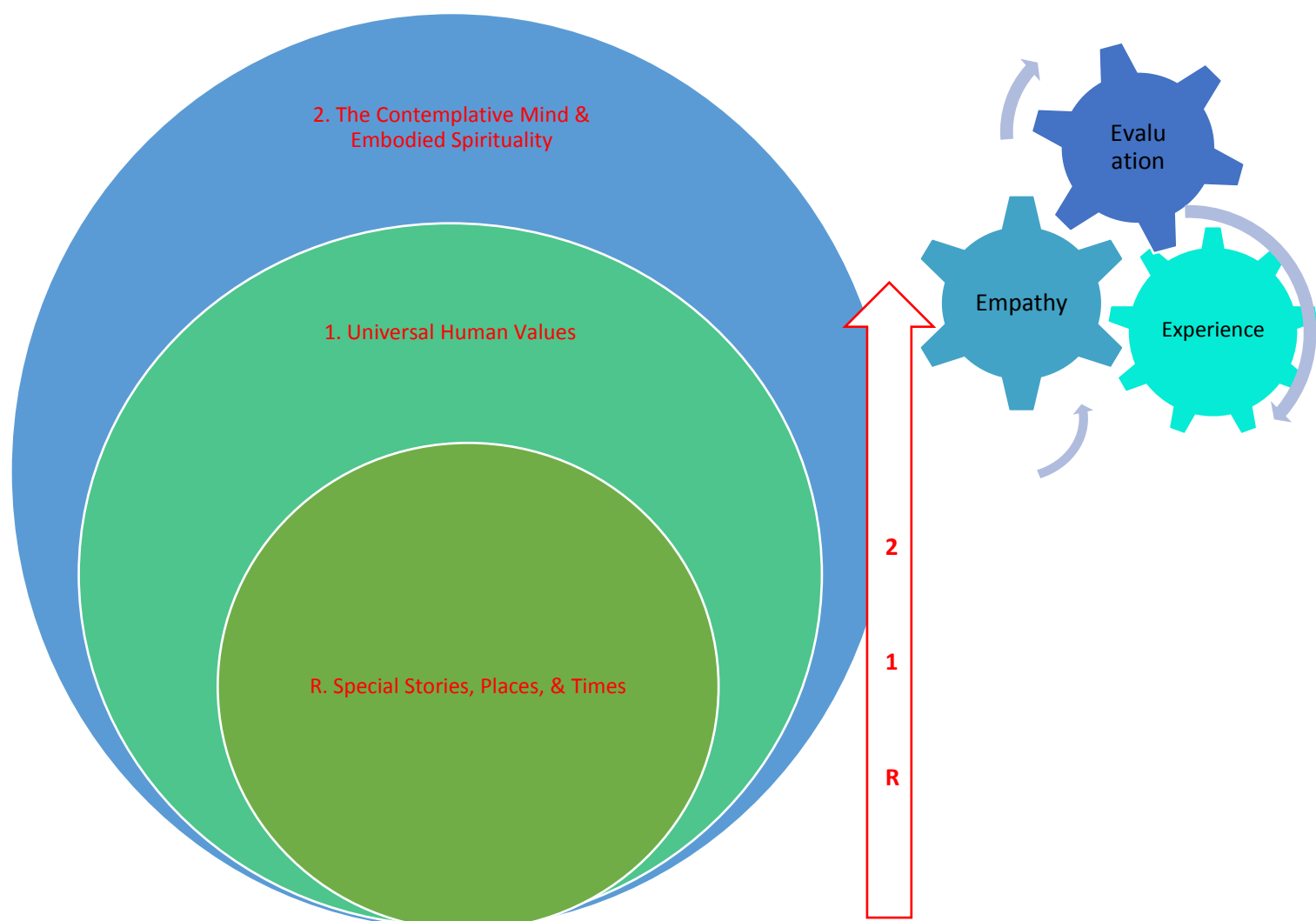
<sup>1</sup> A procedure where reading (or listening to) a sacred text is preceded by a few moments of calm silence, prayer, and an openness to respect one's own responses to the text.

Through such contemplative practices which engage all five senses, children experience the goodness, unity and inter-dependent character of their world. Some will experience this unity as a personal Deity, others as an impersonal force of goodness- but in all cases, we seek to deepen the child's sensorial appreciation of the colossal providence permeating all creation.

Children are encouraged to examine seriously the Humanist proposition: given religion's chequered past, we are better off without it. To help children towards their own appraisal, they would view the matter rationally and pragmatically- is it even possible to live life without some sort of faith? Can we realistically hope for the kingdom of God without God? And how must all religions adapt if they are to fulfil their noble potential in the 21<sup>st</sup> Century and beyond?

Through all these learning experiences, this curriculum would seek to nurture good citizens with open minds and caring hearts who are:

- keen to explore and experience humankind's religious inheritance
- able to critically evaluate religious doctrines and truth proposals- especially regarding their moral and social implications;
- well informed as to the utilitarian value of faith and spirituality;
- and able to galvanize those gifts towards a life that is happy, personally fulfilled, and a blessing to the modern world.



At KS1, Reception seeks to instil in our children moods of exploration, excitement, and shared adventure towards *The Special stories, Times, and Places* of humankind's religious experience. Religion is something most humans have always done, and they too are beginning such a journey. *Universal Human Values* are then introduced and quickened through *Contemplative* practices and a paradigm of *Embodied Spirituality*- which glimpses our highest human potential through our sensory experiences. In these earliest years the focus would be on a foundation of personal *Experience*, extending towards *Empathy*, rather than critical evaluation.

### Avanti Open Minds, Caring Hearts: Unit Descriptors & Outcomes Reception

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Special Stories, Places, & Times: Judaism	Special Stories, Places, & Times: Christianity	Special Stories, Places & Times-Islam	Special Stories, Places & Times-Sikhism	Special Stories, Places & Times-Buddhism	Special Stories, Places & Times-Hinduism & Paganism
<b>Unit Descriptor</b>	<p>Through the practice of Lectio Devina, applied to the reading of all our sacred stories, we nurture the first-person, subjective experience of those narratives. Children would be encouraged to ask and share questions as: which character most appeals to me, and why? What jumps out at me from this story? How does my experience of the story relate to that of others in my class? We consider such living engagement with ancient wisdom to be as important as ‘getting’ the traditional meaning. Further, each story should be reinforced through play-acting and associated art-work to provide an imaginative and well-rounded learning experience.</p>					
	<p><b>Adam &amp; Eve:</b> Emphasise (1) How beautiful this world could be (2) God’s ideal parenting in giving us freedom &amp; responsibility (3) the childhood challenges of (a) temptation and (b) bad company</p> <p><b>Moses:</b> Israel’s journey from slavery to freedom; the need for laws; power of faith; Moses as a person who cared about justice. (Children to play out the stories with games and art-work).</p> <p><b>Visit a Synagogue:</b> Sanctity of The Sefer Torah, kippah &amp; tallit. How the synagogue relates to the original temple, Western-wall &amp; the promised land- hence uniting the Jewish Diaspora. The role of the Rabi in the Sabbath and Bar-Mitzva.</p> <p><b>Festivals:</b> Rosh Hashanah, Yom Kippur, Sukkot (years in wilderness), Simchat Torah, Pesach and Shavuot.</p>	<p><b>Birth of Jesus:</b> Introduce Jesus in the manger as a special person who cares for all species, races, &amp; classes. Jesus as the perfect child of God. Discuss these themes prior to a Christmas, with a visit to the local church. Watch clips of how Christmas is celebrated by different Christian denominations across the world (including on different dates, e.g. Ethiopian Orthodox church) <b>Visit a Cathedral &amp; church:</b> Child to notice main persons (God, Mother Mary, Jesus, Holy spirit, &amp; Saints), altar, pews, artefacts &amp; sacred architecture (Where is the gaze directed and with what feelings; interplay between light and darkness; silence and sacred sound; public and private prayer; church &amp; adjacent graveyard).</p> <p><b>Festivals:</b> Christmas and Easter as celebrations of God’s love &amp; power; Role of the church in developing community and values. Perform Christmas play</p>	<p><b>The Night journey:</b> Adventure of the prophet from Mecca to Jerusalem followed by his ascension to heaven and meeting with the prophets. Emphasise both the continuity, and uniqueness, of Islam aside Judaism &amp; Christianity.</p> <p><b>Visit a mosque:</b> witness wuddu &amp; 5 daily prayers. Role of the Iman in the mosque &amp; community. The Five Pillars of shahadah (declaration of faith), salah (prayer five times daily), zakah (charity), sawm (Ramadan fast) and Hajj (pilgrimage to Makkah)</p> <p><b>Festivals:</b> Id-ul-Fitr (end of Ramadan) and Id-ul-Adha (conclusion of Hajj pilgrimage).</p>	<p><b>The longest Charity Walk in History:</b> Guru Nanaka’s 25,000 km walk in all 4 directions to rid the world of hatred, fanaticism, and hypocrisy. Centrality of Nam-simaran (Holy name of God) within all 10 earthly gurus and consolidated in the Guru-grantha-sahib.</p> <p><b>Visit a Gurudvara:</b> notice the centrality of Guru-granth sahib, Chauri; Khanda &amp; Ik Onkar; Panj Piare. The titles of Singh and Kaur. Emphasise the Sikh commitment to equality in sacred space and food (langur); Vand chhakna (charity and social service)</p> <p><b>Festivals:</b> Guru Nanak Jayanti and Baisakhi (harvest festival, foundation Khalsa; Amrit Pahul; Divali/Bandi Chhorh Divas at Grays Essex &amp; footage of the Golden temple</p>	<p><b>From Riches to reality:</b> Life of the Buddha. After his miraculous birth, focus on why he came from heaven to earth- and then give up a life of luxury! Can even a lottery winner escape suffering? Buddha’s solution to suffering &amp; contemplative exercises to promote compassion.</p> <p>The Lasan &amp; its mellow Buddha image embodying the middle path. Explanation of 8-spoked wheel; dorje &amp; bell. Meditate with a monk.</p> <p><b>Visit a famous UK temple</b> (e.g. Marpa House, Saffron Walden) as well documentary on visit to Bodha-Gaya. Symbiosis of monks &amp; community.</p> <p><b>Festivals:</b> Vaisakhi (Buddha’s life and enlightenment). Perhaps also Hanamatsuri (Japanese flower festival)</p>	<p><b>The Greatest Love Story Ever:</b> Creation as a love story between God and us. Avatara as an embodiment of God’s continued concern for His creation. Introduce Monotheism &amp; Monism- and explore similarities &amp; differences. Contemplative exercises on different types of love (<i>rasa &amp; lila</i>).</p> <p><b>Visit a maindir:</b> If God is everywhere, why go to the temple? Difference between Deity &amp; idol worship (contrast with the golden bull episode); Aarti as offering of all nature to God; prasaadam as receiving blessings. Temple &amp; home worship. Importance of Gosala.</p> <p><b>Festivals:</b> Janmastami, Dipaval, &amp; Govardhan-pujai. Clarify moral and ecological dimensions.</p>
<b>Outcomes</b>	<p><b>Experience:</b> Through Lectio Devina, feel stories through heart, not just head.</p> <p><b>Empathy:</b> Relate to God as the ideal parent; the serpent as the bad friend; and Adam &amp; Eve’s problems and possibilities of <i>choice</i>- both their regret and God’s healing.</p> <p><b>Moses- Experience:</b> dreaming up their own promised land. <b>Empathy:</b> feel the suffering of the enslaved Israelites; extend to oppressed people throughout history our world today. <b>Evaluation:</b> Re. <i>their</i> promised land, consider ‘what makes life good’?</p>	<p><b>Experience:</b> God’s inclusive love through the manger &amp; Magi setting.</p> <p><b>Empathise</b> with Joseph &amp; Mary’s fear and rejection (and relate to today’s disenfranchised peoples).</p> <p><b>Evaluate:</b> What difference would a Christ-like attitude make towards world peace?</p>	<p><b>Experience:</b> The thrill of a journey across all heaven &amp; earth. Would they like to make such a journey themselves?</p> <p><b>Empathise:</b> Can they relate to the prophet’s desire to simplify existing religious practices whilst still maintaining continuity with earlier traditions?</p>	<p><b>Experience:</b> Amazement on following on a map Guru Nanak’s walk to the 4 directions. Compare to other famous charity walks. <b>Empathy:</b> Guru Nanak tried to reduce conflict between Muslims and Hindus. Consider the challenges faced by anyone who tries to get two estranged friends to make up. <b>Evaluate:</b> When two friends are quarrelling, when is it important to try and help, and when best not to get involved?</p>	<p><b>Experience:</b> Surprise that a prince would give it all up. Why? Practice a ‘Loving kindness meditation’ with a monk.</p> <p><b>Empathy:</b> Perform acts of compassion &amp; feel the <i>shared</i> happiness from giving &amp; receiving.</p> <p><b>Evaluate:</b> How far can they extend their circle of compassion? How far did the Buddha extend?</p>	<p><b>Hinduism- Experience:</b> Wonder why God would bother to create a world (<i>lila</i>). What would life be like without love? What are the different ways to love another (<i>rasa</i>)? <b>Empathise:</b> Enter the feelings &amp; emotions of story characters who have experienced God’s love.</p>
	<ul style="list-style-type: none"> <li>• I can listen and respond to a story</li> <li>• I can ask a question and respond to an answer</li> <li>• I can engage with artefacts, symbols, people and places</li> <li>• I know why a place of worship (synagogue) is important</li> <li>• I can share my own ideas, beliefs and values</li> <li>• I know why Rosh Hashanah is important</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and respond to a story</li> <li>• I can ask a question and respond to an answer</li> <li>• I can engage with artefacts, symbols, people and places</li> <li>• I know why a place of worship (church) is important</li> <li>• I can share my own ideas, beliefs and values</li> <li>• I can talk about prayer and worship</li> <li>• I can experience times of quiet and stillness</li> <li>• I know why Christmas/Easter is important</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and respond to a story</li> <li>• I can ask a question and respond to an answer</li> <li>• I can engage with artefacts, symbols, people and places</li> <li>• I know why a place of worship (mosque) is important.</li> <li>• I can share my own ideas, beliefs and values</li> <li>• I can talk about prayer and worship</li> <li>• I can respond to times of quiet and stillness</li> <li>• I know why Id-ul-Fitr and</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and respond to a story</li> <li>• I can ask a question and respond to an answer</li> <li>• I can engage with artefacts, symbols, people and places</li> <li>• I know why a place of worship (Gudwara) is important.</li> <li>• I can share my own ideas, beliefs and values</li> <li>• I can talk about prayer and worship</li> <li>• I can respond to times of quiet and stillness</li> <li>• I know why Guru Nanak Jayanti and Baisakhi are</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and respond to a story</li> <li>• I can ask a question and respond to an answer</li> <li>• I can engage with artefacts, symbols, people and places</li> <li>• I know why a place of worship (Buddhist temple) is important.</li> <li>• I can share my own ideas, beliefs and values</li> <li>• I can talk about prayer and worship</li> <li>• I can respond to times of quiet and stillness</li> <li>• I know why Vaisakhi Jayanti and Hanamatsuri are</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen and respond to a story</li> <li>• I can ask a question and respond to an answer</li> <li>• I can engage with artefacts, symbols, people and places</li> <li>• I know why a place of worship (Maindir temple) is important.</li> <li>• I can share my own ideas, beliefs and values</li> <li>• I can talk about prayer and worship</li> <li>• I can respond to times of quiet and stillness</li> <li>• I know why Janmastami, Dipaval and Govardhan-pujai are important festivals</li> </ul>

		Id-ul-Adha are important	important festivals	important festivals	
<p>Through play-acting the stories together (and associated art-work) children would develop communication skills and friendships. This is key to their Personal, Social and Emotional Development.</p>					
<p><b>Regarding Special places:</b> first and foremost we want children to feel:</p> <ul style="list-style-type: none"> <li>(i) comfortable in</li> <li>(ii) to value</li> <li>(iii) and feel valued within, places of worship- and</li> <li>(iv) to retain this feeling towards the greater community.</li> </ul> <p>Towards this outcome, they would:</p> <p><b>Experience:</b> the unique tranquillity, stillness, and safety of sacred space- as well as the belonging, fun, and confidence which comes from collective worship. Sacred space as freedom to imagine the highest &amp; well. A place of unconditional, openness and- if necessary- forgiveness. Do they feel different in a place of worship as opposed to a shopping mall? How and why? <b>Empathise:</b> Why can some people not live without church whilst others find it boring or unpleasant? How did <i>they</i> feel in one religion's place of worship as opposed to another? Why the difference? <b>Evaluate:</b> What goes on in/ the differing priorities of, 'sacred' &amp; 'secular' space? Compare the closeness to nature (colours, smells, textures) in an ancient cathedral Vs modern church- what is lost and gained? Do the places of worship have different feelings or priorities? Note: all evaluations should be in response to the subjective experience of the child- not a prescriptive dictate on 'what you must feel in a church, mosque, temple, etc.'.</p> <p><b>Regarding Special times, we want children to:</b></p> <p><b>Experience</b> religious festivals as times of rejuvenation and hope. Making a fresh start with God to help you!</p> <p><b>Empathise</b> with the values and sentiments emphasised in religious festivals- and how those sentiments relate to the cycles of nature</p> <p><b>Evaluate</b> how different festivals (within &amp; across traditions) may celebrate the same values, sentiments, &amp; virtues- but might prioritise them differently.</p>					

Cycle A Year 1/2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Values	Empathy	Self-discipline	Respect	Gratitude	Courage	Integrity
<b>Unit Descriptor:</b>  <b>(Fairy tales and Parables to involve head &amp; heart)</b>	<p>Stories to nurture an understanding of empathy as: (i) valuing of the self in all beings (ii) feeling connected with others (iii) Living in that connection</p> <p><b>Exemplar: Cinderella</b> <i>Storytime:</i> As well as explaining empathy as sharing the feelings of others (both of happiness and distress)- and wanting them to be as happy as possible- weave prayer, hope, and trust into the story.</p> <p><b>Game or Role-play</b> the story: Perform the story and then swap characters- how did they feel in different roles?</p> <p><i>Role-play</i> various, ‘How would you feel if?’, scenarios involving suffering or marginalised people from school &amp; daily life, local &amp; world news.</p> <p><b>Contemplative Exercise:</b> Guided meditations on: How did orphaned Cinderella feel or bullied? Why did stepmother and stepsisters bully her? Why didn’t Cinderella give up on being happy? How did Cinderella treat her mice? Her sisters? And they, her? What would you do?</p> <p><b>Christian/ faith parallel:</b> The Good Samaritan- empathy regardless of race, class, or creed. Hinduism: King Shibi, Hawk &amp; Dove</p> <p><b>Empathy Circles:</b> Take time to listen, notice, and replay how others are feeling that day.</p> <p><b>Action point:</b> Encourage empathy towards loved ones &amp; others; extending to animals &amp; even plants. Parents to sign-off deeds of empathy at home.</p>	<p>Stories to nurture an understanding of Self-discipline as:</p> <p>(i) caring about my future (ii) choosing long term good over instant gratification (iii) caring about others as well as myself</p> <p><b>Exemplar: 3 little Pigs</b> <i>Storytime:</i> weave foresight, responsibility, and patience vs lazy hedonism into the story.</p> <p><b>Game or Role-play:</b> Perform the story and then swap characters- how did they feel in the different roles?</p> <p><b>Role-play</b> various other, ‘How would you feel if?’, scenarios involving the consequences of failing to control yourself, e.g. eat so much chocolate that you fall sick. Examples from school &amp; daily life, local &amp; world news (e.g. road signs, speed-limits, health warnings).</p> <p><b>Contemplative Exercise:</b> Guided meditation towards wondering: How did the two lazy and hedonistic pigs feel when they saw the wolf? How do you think the self-disciplined pig felt?</p> <p><b>Christian/ faith parallel:</b> Jesus resists temptation in the desert. <i>Why</i> did Jesus control himself? (Preparing for his future mission of service to others).</p> <p><b>Empathy Circles:</b> share class stories of good and bad choices.</p> <p><b>Action point:</b> Children to decide on something they really value. Commit to one thing that helps- and ‘just say no’ to one thing that spoils- that value.</p>	<p>Stories to nurture an understanding of respect as:</p> <p>(i) A realisation that others value their life as much as you do your own (i.e. combat narcissism) (ii) Avoiding cruelty to people, animals, or even plants. (iii) Valuing a person’s good qualities, not their appearance, wealth, or power.</p> <p><b>Exemplar: Hunchback of Notre-Dame</b> <i>Storytime:</i> weave ‘a person is the soul, not just their body’; ‘looks can be deceiving’ (Quasimodo &amp; priest); hope, &amp; compassion, into the story.</p> <p><b>Game or Role-play:</b> Perform the story and then swap characters- how did they feel in the different roles?</p> <p><i>Role-play</i> various other examples from school &amp; daily life, local &amp; world news about the need to respect others.</p> <p><b>Contemplative Exercise:</b> How did Quasimodo feel when abused like an animal? How might animals themselves feel when we have no respect for even their lives? What made Quasimodo care for Esmeralda?</p> <p><b>Christian/ faith parallel:</b> “Honour thy mother &amp; father”- what does it mean to respect your parents?</p> <p><b>Empathy Circles:</b> share stories of respecting others and the consequences of disrespecting others.</p> <p><b>Action point:</b> Teachers to encourage children respect friends, teachers, family, &amp; ‘neutrals’ in the community (e.g. bus-driver)); Parents to convey to school respectful behaviour at home.</p>	<p>Stories to nurture an understanding of gratitude as:</p> <p>(i) Appreciation of our good fortune (ii) Not complaining over bad-luck (iii) Repaying kindness shown to us</p> <p><b>Exemplar: Androcles &amp; the lion</b> <i>Storytime:</i> weave the empathy &amp; compassion of Androcles- as well as their opposites in the cruel Romans- into the story.</p> <p><b>Game or Role-play:</b> Perform the story and then swap characters- how did they feel in the different roles? <i>Role-play</i> various other examples from school &amp; daily life, local &amp; world news about gratitude towards others. Are people who receive kindness &amp; compassion always grateful? <i>Are you?</i></p> <p><b>Contemplative Exercise:</b> How do you think Androcles &amp; the lion felt the moment they saw each other (i.e. before they recognised each other?). How did that change and why?</p> <p><b>Faith Parallel:</b> Buddhism: The Blind Turtle- gratitude for a human birth. Also, Krishna &amp; Sudama- the gratitude God feels towards all those who bother to remember Him.</p> <p><b>Empathy Circles:</b> Discussion on all the things we should be grateful for.</p> <p><b>Action point:</b> Write ‘Thank you letters’ to a friend, a relative, and a near-stranger (e.g. cleaner at school). Encourage children to regularly remember kindness towards them- and then joyfully repay that. Prayer as not just asking but giving thanks.</p>	<p>Stories to nurture an understanding of courage as:</p> <p>(i) Speaking truth (ii) Standing up for those in need- particularly the vulnerable &amp; helpless (iii) Not following the crowd</p> <p><b>Exemplar: The Emperor’s New Clothes</b> <i>Storytime:</i> weave both pride &amp; fear as obstacles to courage; courage and risk assessment; courage not just doing dangerous stuff- but noble stuff; into the story.</p> <p><b>Game or Role-play:</b> Perform the story and then swap characters- how did they feel in the different roles? <i>Role-play</i> various other examples from school &amp; daily life, local &amp; world news about where people have been either courageous or cowardly.</p> <p><b>Contemplative Exercise:</b> What gave the boy courage to speak up? Have you ever failed to show courage? How did you feel about your cowardice?</p> <p><b>Faith Parallel:</b> Father Kolbe</p> <p><b>Empathy Circles:</b> Try to understand why people might fail to show courage; can you blame them?</p> <p><b>Action point:</b> Encourage children to tell the truth to parents &amp; teachers- confident that they will be helped to turn a new leaf.</p>	<p>Stories to nurture an understanding of integrity as:</p> <p>(i) Doing the right thing regardless of praise or reward (ii) Not following the crowd but remaining true to one’s own values (iii) Opposing laws or rules which are unjust (iv) Willingness to feel remorse &amp; respond to one’s <i>conscience</i></p> <p><b>Exemplar: The Prodigal son</b> <i>Storytime:</i> Introduce integrity as being alert, and responding, to one’s <i>conscience</i> (itself based on compassion &amp; empathy). Emphasise the Prodigal son’s moment of awakening to what he had become, and how he responded to his mistakes with remorse and a commitment to henceforth do the right thing.</p> <p><b>Game or Role-play:</b> Aside role-playing: (i) Group hug- but exclude 2 or 3 members; then reintroduce them to the room. Do they just ignore the excluded, or do the right thing and let the excluded in? (ii) Pass round cards with morally challenging situations- what would they do in those tempting situations?</p> <p><b>Contemplative Exercise:</b> Explore all the different feelings felt by father &amp; son when the prodigal returned? The Prodigal son practice: notice what you’re like.</p> <p><b>Empathy Circles:</b> Share experiences requiring integrity- with better or worse outcomes!</p> <p><b>Action:</b> Prodigal son practice daily</p>
<b>Outcomes</b>	<p><b>Experience:</b> Through story-telling &amp; Empathy circles, Children to experience being loved and cared for.</p> <p><b>Empathy:</b> Children who are (i) joyful in extending love to others and (ii) Expresses empathy towards a comprehensive spread of vulnerable peoples- and not just the loudest/ highest-profile/ or politically correct lobby groups. <b>Evaluate:</b> Children who understand the benefits, and challenges, of extending empathy to others.</p> <p>Memorise &amp; recognise in the stories: “Love thy neighbour as thyself” [Matthew 22:37-39] + multifaith parallels.</p>	<p><b>Experience:</b> Self-discipline as facilitating self-realisation- seeing yourself as your greatest project (rather than short-term-pig pleasure seeking); <b>Empathy:</b> Notice that different people exercise discipline in different parts of their life depending on their goals &amp; values. Learn to respect these alternative expressions of self-discipline.</p> <p><b>Evaluation:</b> Begin to understand: (i) The idea of consequences (ii) the difference between the good and the pleasant (iii) ‘Is it worth it?’, thinking (iv) Learning to prioritize- what matters to you more?</p> <p>Memorise &amp; recognise in stories: “What does it profit a man to gain this whole world, but lose his own soul . . .” [Mark 8:36] + multifaith parallels.</p>	<p><b>Experience and Empathy:</b> Experience both Quasimodo’s pain &amp; nobility.</p> <p><b>Evaluation:</b> Is it fair to expect to be treated nicely, but not treat others nicely in return? Do they see grown-ups respecting their parents? Is it important to practice what you preach?</p> <p>Memorise &amp; recognise in stories: “Have no rivalry or conceit, but humbly count others more significant than yourselves. Always care for others. [Philippians 2:3-4]” + multifaith parallels.</p>	<p><b>Experience:</b> (a) Children who are sensitive enough to notice all the good things in life which they have done nothing to deserve. (b) Notice both the kindness and cruelty of which we are capable. Never just follow the cruel crowd <b>Empathy:</b> Extend empathy to humans &amp; animals as well.</p> <p><b>Evaluate:</b> <i>If</i> we must eat meat, how to show the animals gratitude? (kill fewer of their kind/ herd/ flock/family; free-range; let them live a normal course). Is <i>Speciesism</i> any more justifiable than racism?</p> <p>Memorise &amp; recognise in stories: “Always find something to be thankful for, even in hard times” [1 Thessalonians 5:16-18] + multifaith parallels.</p>	<p><b>Experience:</b> Through uncomfortable ‘mock’ situations, children (i) ‘rehearse’ responding with courage, or (ii) regret their cowardly behaviour. <b>Empathy:</b> Appreciate the courage required to stand up for right causes, e.g. the boy or Father Kolbe? <b>Evaluate:</b> Realise the difference between courage &amp; simply doing dangerous or thrilling things. Differentiate between rational &amp; irrational fears- respect the former, courageously overcome the later.</p> <p>Memorise &amp; recognise in stories: “For God has not given us a spirit of fear and timidity, but of power, love, and self-discipline [2 Timothy 1:7] + multifaith parallels.</p>	<p><b>Experience:</b> Children who feel “Goodness is its own reward”, i.e. who do the right thing even if nobody else notices. Understand integrity as responding to one’s conscience.</p> <p><b>Empathy &amp; Evaluation:</b> Empathise with those who fail to show integrity; was it weakness of fear- rather than corruption- which led them to let themselves down?</p> <p>Memorise &amp; recognise in stories: “Pray for us. We are sure that we have a clear conscience &amp; desire to live honourably in every way” [Hebrews 13.18] + multifaith parallels.</p>

	<ul style="list-style-type: none"> <li>• <i>I can retell and suggest meanings of some stories of faith and belief (parables)</i></li> <li>• <i>I can respond to stories and real life to share how others show empathy</i></li> <li>• <i>I can explain/explore why belonging is important</i></li> <li>• <i>I understand why empathy is important</i></li> <li>• <i>I can explore moral stories and consider what is right and wrong, just and fair</i></li> <li>• <i>I know how values influence behaviour of ourselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can retell and suggest meanings of some stories of faith and belief (parables)</i></li> <li>• <i>I can respond to stories and real life to share how others show self-discipline</i></li> <li>• <i>I can explain/explore how faith can help you in difficult times</i></li> <li>• <i>I understand why self-discipline is important</i></li> <li>• <i>I can explore moral stories and consider what is right and wrong, just and fair</i></li> <li>• <i>I know how values influence behaviour of ourselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can retell and suggest meanings of some stories of faith and belief</i></li> <li>• <i>I can respond to stories and real life to share how others show respect</i></li> <li>• <i>I can explain/explore how faith can help you in difficult times</i></li> <li>• <i>I understand why respect is important</i></li> <li>• <i>I can explore moral stories and consider what is right and wrong, just and fair</i></li> <li>• <i>I know how values influence behaviour of ourselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can retell and suggest meanings of some stories of faith and belief</i></li> <li>• <i>I can respond to stories and real life to share how others show gratitude</i></li> <li>• <i>I can explain/explore how faith can help you in difficult times</i></li> <li>• <i>I understand why gratitude is important</i></li> <li>• <i>I can explore moral stories and consider what is right and wrong, just and fair</i></li> <li>• <i>I know how values influence behaviour of ourselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can retell and suggest meanings of some stories of faith and belief</i></li> <li>• <i>I can respond to stories and real life to share how others show courage</i></li> <li>• <i>I can explain/explore how faith can help you in difficult times</i></li> <li>• <i>I understand why courage is important</i></li> <li>• <i>I can explore moral stories and consider what is right and wrong, just and fair</i></li> <li>• <i>I know how values influence behaviour of ourselves and others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I can retell and suggest meanings of some stories of faith and belief</i></li> <li>• <i>I can respond to stories and real life to share how others show integrity</i></li> <li>• <i>I can explain/explore how faith can help you in difficult times</i></li> <li>• <i>I understand why integrity is important</i></li> <li>• <i>I can explore moral stories and consider what is right and wrong, just and fair</i></li> <li>• <i>I know how values influence behaviour of ourselves and others</i></li> </ul>
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