SOS
SENSE OVER SECTARIANISM

MEETING CURRICULUM FOR EXCELLENCE EXPERIENCES AND OUTCOMES THROUGH ANTI-SECTARIAN WORK IN YOUR PRIMARY SCHOOL.

Glasgow
CITY COUNCIL

SOS AND CURRICULUM FOR EXCELLENCE

Introduction:

Many primary schools in Glasgow are delivering SOS projects within their curriculum and using the resources that have been developed to support the work including:

- Divided City – Novel Study
- SOS Drama Pack
- Glasgow United? Pack
- Communities United? Workshops delivered by SOS

These resources provide the opportunity for teachers to explore the issue of sectarianism in a safe and challenging environment and address 4 key questions:

- What is sectarianism?
- How does sectarianism manifest itself in our community?
- How does sectarianism impact on individuals and society?
- What actions can I take to deal with sectarianism?

While many schools shape up their own projects and may use different resources, exploring these key questions through the above resources gives the opportunity for teachers to deliver to the following experiences and outcomes at the **2nd Level** within Curriculum for Excellence:

1.   Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing

- experience challenge and enjoyment

- experience positive aspects of healthy living and activity for themselves

- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle

- make a successful move to the next stage of education or work

- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.
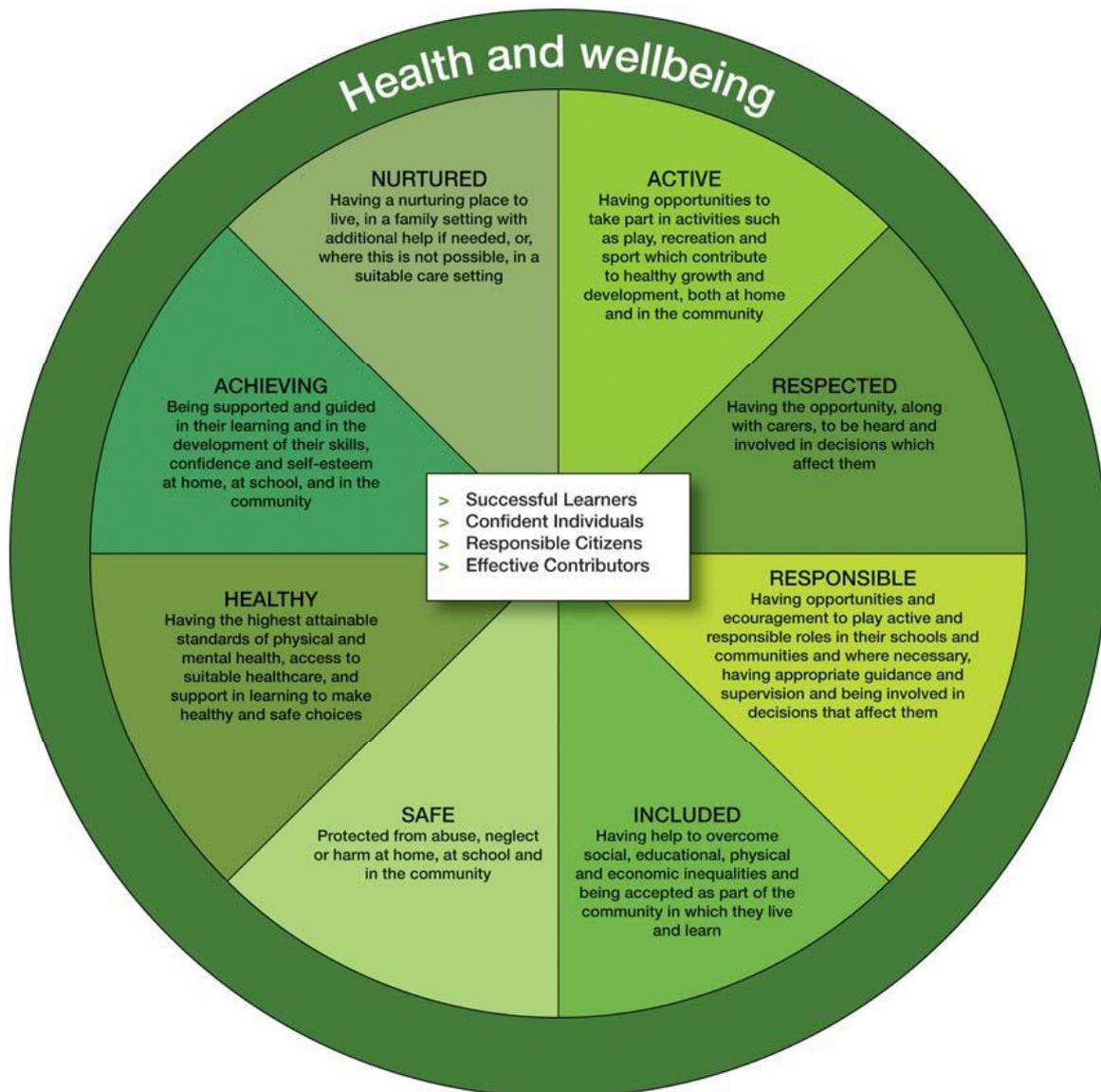
Potential 2ⁿᵈ Level Health and Wellbeing Outcomes that could be met:

- I am aware of and able to express my feelings and am developing the ability to talk about them.   (HWB 2-01)

- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. (HWB 2-02a)

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.   (HWB2-03a)

- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. (HWB2-4a)

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 3-05a)

- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. (HWB2-07a)

- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB2-08a)

- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. (HWB 2-09a)

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. (HWB 2-10a)

- I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. (HWB 2-11a)

- Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. (HWB 2-12a)

- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. (HWB 2-13a)

- I value the opportunities I am given to make friends and be part of a group in a range of situations. (HWB2-14a)

- Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. (HWB2-19a)

- I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. (HWB 2-44b)

2.   Literacy across Learning

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy.

The development of literacy skills plays an important role in all learning.
I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships

- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others

- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT

- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages

- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative

- extend and enrich my vocabulary through listening, talking, watching and reading.

Potential 2nd Level Literacy Outcomes that could be met are:

- I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. (LIT 2-01a)

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)

- As I listen or watch I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.   (LIT 2-04a)

- As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.   (LIT 2-05a)

- I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-06a)

- I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, by asking different kinds of questions of my own.   (LIT 2-07a)

- To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.   (LIT 2-08a)

- When listening and talking to others for different purposes and ideas, I can

    o Share information, experiences and opinions
    o Explain processes and ideas
    o Identify issues raised and summarise main points or findings
    o Clarify points by asking questions or by asking others to say more (Lit2-09a)

- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.   (LIT2-10a)

- To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.   (LIT2-18a)

3.   Other Experiences and Outcomes:

While Health and Wellbeing and Literacy across Learning are the main areas where outcomes can be met from anti-sectarian work there are other outcomes that can also be met:

- I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.   (RME 2-02a)

- I am developing respect for others and my understanding of their beliefs and values.   (RME 2-07a)

- I am developing an increasing awareness and understanding of my own beliefs and I put them in to action in positive ways.   (RME 2-08a)

- I am increasing my understanding of how people come to have their beliefs, and further developing my awareness that there is diversity of belief in modern Scotland.   (RME2-09a)

- I am developing my understanding that people have beliefs and values based upon religious or other positions.   (RME 2-09b)

- I can explain why different people think that values such as honesty, respect and compassion are important and I show respect for others. (RME2-09c)

- I am developing my understanding of how my own and other people's beliefs and values affect their actions. (RME 2-09d)

- I can use evidence selectively to research current social, political or economic issues. (SOC 2-15a)

- I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. (SOC2-16b)

- I can discuss the issues of the diversity of cultures, values and customs in our society. (SOC 2-16c)

- I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. (EXA 2-14a)

- I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. (EXA 2-15a)

Conclusion:

It is important to remember that this list is neither definitive nor exhaustive. Individual teachers will shape up their own anti-sectarian projects and as a result may well meet different experiences and outcomes linked to Curriculum for Excellence. This paper seeks to give schools and teachers an insight in to what is possible when structuring a project using the resources highlighted.

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