**Religious Observance/Time for Reflection Template**

| Date/Rationale | A Primary School event on Being Trustworthy |
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| **Title** | Being Trustworthy |
| **Stage** | This is a 'whole school' (P1-7) Assembly |
| **Aim** | This event promotes the spiritual development of pupils by highlighting the importance of character formation. It shares a value of 'being trustworthy' |
| **Objectives** | (1) This assembly is a part of *Sensing values:* attitudes and feelings about what is really important, what really matters<br>(2) At the end of this event pupils should be able to understand something of what it means to be 'trustworthy' and can relate it to practical situations within their own relationships |
| **Links with CfE** | **(1) CfE Capacities**<br>*Confident Individuals with:* self-respect; ... secure values and beliefs; *and able to:* relate to others and manage themselves; ...be self-aware.<br>*Effective Contributors with:* resilience; self-reliance<br>*Responsible Citizens with:* respect for others; *and able to:* develop informed, ethical views of complex issues<br>**(2) CfE Values**<br> This is about Integrity<br>**(3) Health and Wellbeing Responsibilities**<br>I can expect my learning environment to support me to:<br>• develop my self-awareness, self-worth and respect for others<br>• meet challenges, manage change and build relationships<br>• understand and develop my ... social skills<br>**(4) Health and Wellbeing: Mental & Emotional Wellbeing**<br>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.<br>**HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a**<br>**(5) Health and Wellbeing: The SHANARRI indicators**<br>This RO event contributes to pupils being:<br>• 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<br>• Responsible: having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them |
| **Is this part of a series?** | This is part of a series exploring core values for the school community |
| **Introduction** | The Chaplain has a box of eggs that he has been "asked to keep safe". Keeping these eggs safe will show that he/she is trustworthy. |
| **Stimulus/ stimuli** | When the box of eggs is opened, the Chaplain can show that some of them have things written on them (sharpie) that help us to reflect on 'being trustworthy' e.g.<br>1. A promise: "if I am trustworthy then I can keep a promise. If I say it, then I do it. I won't go back on my word."<br>2. A secret: "if I am trustworthy then I can keep a secret. Only a 'good' secret of course. No-one should ever keep a secret that someone is being hurt or treated badly or is in danger. I can |

|  | keep a 'good' secret: who my son like and wants to ask out on a date, some happy news about a surprise party someone is preparing, etc."<br>3.   A truth: "if I am trustworthy then I only tell the truth - I won't tell lies. And I will never say something about someone that I wouldn't say if they were standing right there in front of me."<br>4.   A friend: "if I am trustworthy then my friends know that I will never walk away and leave them on their own; they'll know that I will always come and help them if they call; they know that I won't ever let them down"<br>It is easy to make the comparison between the fragility of the eggs and the ease with which 'trust' can be broken. If someone can't keep hold of a secret and lets it out (the 'a secret' egg can be broken into a clear glass bowl) then it's obvious that it can't be put back the way it was. The same point could be made with each or any of the eggs. |
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| **Guided Reflection** | Have you ever broken a promise? Told a lie? Etc. Remember how fragile trust is and how carefully it must be looked after |
| **Response & Possible Next Steps** | (1) An immediate response:<br>(2) A long-term response:<br>(3) Ensure that this template is completed and stored as evidence for HMIe inspection if required. |
| **Evaluation (a)** |  |
| **Evaluation (b)** |  |
| **Evaluation (c)** |  |