**“To be seen is to belong, and belonging is the foundation of our community”**

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| **Link to Curriculum for Wales** | **Link to Section 50** |
| **Healthy, confident individuals who:**  - have secure values and are establishing their spiritual and ethical beliefs  **Ethical Informed Citizens who**:  - engage with contemporary issues based upon their knowledge and values  - understand and exercise their human and democratic responsibilities and rights  - respect the needs and rights of others, as a member of a diverse society | **Christian values**  2a - the extent to which the school’s values are distinctively Christian in character, in addition to being shared human values  2b -the extent to which all members of the school community and particularly learners, can make links between the school’s values and Biblical teaching  2c - the school’s effectiveness in ensuring that Christian values make a significant impact on the lives of all members of the school community  **Spiritual, moral, social and cultural development**  3b - the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values  **Character of the school community**  3a - how well the school fosters positive relationships based on distinctively Christian values between all members of the school community  4b - how well members of the school articulate the link between their behaviour and the values of the Gospel  4c - how well the school promotes personal well-being, positive attitudes and mutual support based on its Christian values |
| **Link to UN Convention on the Rights of the Child** | |
| **Article 22 (refugee children)**  If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them. | |

Activities can be completed as a 10 minutes session at any time of the day or as part of class worship. Ideas, suggestions and links to further resources have been given to extend into lessons.

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| **Week 1 - Hope and Journeys** |
| * Worship 1 * Activity/Pause Sheet 1   **Suggested Additional Activities**   * The Word Advent - Write the word advent on the board and ask the children to discuss what the word means. The word advent comes from the Latin term adventus meaning "arrival" or "coming," particularly the coming of something having great importance.  How do we prepare for advent? What are we preparing for? * What images do we think of think of when we think of advent? Draw images/use images from the internet to form a collage to discuss. * Read Refuge by Anne Booth - Discuss the journey that Mary and Joseph took. How did they feel during different parts of the story? You may want to draw a feelings line graph on the board to show the range of emotions. * Reflection - Light a Candle. Think about Mary and Joseph and the dangerous journey they made. Record reflections. |
| **Week 2 – Faith and Refuge** |
| * Worship 2 * Activity/Pause Sheet 2   **Suggested Additional Activities**   * What does the word refuge and refugee mean? What other words can be linked to this? * Look at the images in We are all Born Free [ebook](https://www.amnesty.org.uk/resources/book-activities-we-are-all-born-free) on the Amnesty International page and discuss. * Foundation Phase listen to [Cbeebies Radio](https://www.bbc.co.uk/cbeebies/radio/roses-refugees?collection=radio-refugee-stories) Rose’s Refugees Stories, KS2 look at the [Sharing Stories](https://www.redcross.org.uk/get-involved/teaching-resources/refugee-week-imagine-a-kinder-world) resource from the Red Cross and watch some of the children stories, KS3 Explore the range of refugee stories on [Newsround](https://www.bbc.co.uk/newsround/48660079) * Light a candle. Think about someone that must make a difficult journey. Maybe one of the stories you have heard this week. Think about how it would feel to leave you home, friends and family. Record reflections. |
| **Week 3 - Joy and Welcome** |
| * Worship 3 * Activity Sheet 3   **Suggested Additional Activities**   * How many ways can we say welcome? Different languages. * Look at a map of our community. What are the important places that people need to know about? Can we label these? Can we label places of worship? Why would people need to know about these places? How does this help people to feel welcome? * How can we help? How can we welcome? Local project/Refugees Wales * Light a candle – Think about how we welcome others and what we could change to be more welcoming. Record Reflections. |
| **Week 4 - Peace and Belonging** |
| * Worship 4 * Activity Sheet 4   **Suggested Additional Activities**   * What does the word belonging mean to you? Discuss groups children belong to. What helps them to feel like they belong. What makes them feel welcome? How are you welcomed to your place of worship? * What can you do to make you school community more welcoming to everyone? Think back to the words for welcome, the information about the school, the sense of belonging and what made you feel part of a group. Can you write a Class letter/record a video message to school council/governors/head suggesting changes? Maybe you would like to think about how children of different faiths could be welcomed? * Light a candle – As we light our candle let us ask God to help us think about how we welcome others. Reflect on how you might welcome someone into your school or community. Record Reflections. |

We would love to see and hear about the work you have been doing on twitter. Please tag us @churchinwales

**Additional Resources**

**Picture Books**

All are welcome by [Alexandra Penfold](https://www.amazon.co.uk/Alexandra-Penfold/e/B00J3ZU1ZC/ref=dp_byline_cont_book_1)

My name is not Refugee by Kate Milner

Paddington by Michael Bond

Hello! A Counting Book of Kindnesses by Hollis Kurman

The Journey by Francesca Sanna

**Interesting reads**

An interview with Anne Booth about her book Refuge

<https://www.theguardian.com/childrens-books-site/gallery/2015/dec/13/the-christmas-story-refuge-anne-booth-refugees>

Paddington Bear – A Refugee Story

<https://www.independent.co.uk/arts-entertainment/books/paddington-bear-story-refugee-and-message-kindness-a7820791.html>

**Websites**

Refugee week website - information and links to a range of resources

<https://refugeeweek.org.uk/get-involved/education-resources/classroom-resources/>

Red Cross – Imagine a kinder world resource

<https://www.redcross.org.uk/get-involved/teaching-resources/refugee-week-imagine-a-kinder-world>

8 educational resources to better understand the refuge crisis from Amnesty

<https://www.amnesty.org/en/latest/education/2015/10/8-educational-resources-to-better-understand-the-refugee-crisis/>

A selection of resources from CAFOD

<https://cafod.org.uk/Education/Primary-teaching-resources/Refugee-resources>

Unicef

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/refugee-crisis-europe/>

Seeking Refuge Clips

<https://www.bbc.co.uk/programmes/b01k7c4q/clips>

Amnesty

<https://www.amnesty.org.uk/files/2017-10/Learning%20about%20Human%20Rights%20in%20the%20Primary%20School.pdf?GOTk30AzSvupIDnJHBMK8CpUQPeXi3hE=>

What are Human Rights

<https://www.bbc.co.uk/bitesize/topics/znbrpg8/articles/z42khbk>

\*Please note some suggested resources may not be suitable for younger children.\*