

I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a, RME 4-07a**

Impact of the Link Schools Programme

Through Link Community Development facilitated mail exchanges, pupils in Scotland correspond with pupils in their partner school in Africa and learn about the beliefs and values of another culture from real people.

For example:

Leith Academy holds a bi-annual Diversity Day which provides a focus for learning about the beliefs and values of pupils at their partner school and enables all pupils at Leith Academy to gain understanding and respect for others. Preparation for the event in February 2010 included a joint project to compile and exchange a collection of local and traditional stories, poems, artwork, crafts and traditional music from both schools.

Through reflection and discussion, I can explain a range of beliefs which people hold and can participate in debates about 'ultimate questions'. **RME 3-09a**

Impact of the Link Schools Programme

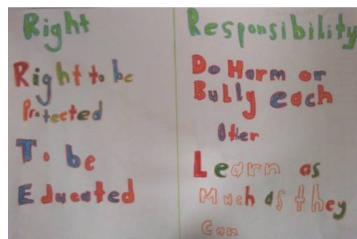
Developing relationships with students in Africa through correspondence enables Scottish students to explore different beliefs.

Link Community Development supports schools to explore human rights and how these are perceived and enjoyed in different countries through Joint Annual Themed Activities.

For example:

S1 students at Gairloch High School undertook an interdisciplinary project comparing life in Scotland and Malawi in areas such as health, food and diet, law and order, culture, music and art. They then held a presentation day for S2 and S3 pupils, Primary pupils, parents and members of the community to raise awareness of life in Malawi and discuss how different values and beliefs affect ways of life in both countries.

## Religious and Moral Education



I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. **RME 3-08a, RME 4-08a**

Impact of the Link Schools Programme

Partner schools engage in joint curricular projects on issues such as children's rights where pupils in Scotland and Africa develop and share knowledge of human rights or environmental issues and take steps to put their beliefs into action.

For example:

After learning about human rights and democracy, S2 students at Lochgelly High School worked with pupils in their partner school to improve their understanding of democracy through mock campaigns and elections to learn about the process of a fair, free and secret ballot and to develop their competencies as global citizens.

I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-05b**

I can apply my developing understanding of morality to consider a range of moral dilemmas in order to find ways which could promote a more just and compassionate society. **RME 4-02b**

Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society. **RME 4-09a**

Impact of Link Schools Programme

By exchanging letters with partners in Africa, Scottish students learn that they share many values with people who have a different way of life and use this experience to undertake projects which bring benefits to society. The Link Schools Programme facilitates learning about sustainable development, universal needs and rights, and Global Citizenship and inspires students to take action on these issues.

For example:

Lochgelly High School feel that their link has led to a significant shift in pupils' values. As a result of joint curricular work and learning about their partner schools context they were able to address issues of racism, sectarianism, Fairtrade and access to free education. They are now working to share this with pupils in local primary schools.

