


## World Refugee Day Collective Worship Teachers Notes 2024

World Refugee Day is an international day of observance, dedicated to raising awareness about the plight of refugees around the world and celebrating their strength and resilience. World Refugee Day was designated by the United Nations General Assembly on December 4, 2000. The first World Refugee Day was celebrated on June 20<sup>th</sup> 2001. This date was chosen to coincide with the 50th anniversary of the 1951 Convention Relating to the Status of Refugees, a key legal document that defines who is a refugee and sets out the rights of individuals granted asylum and the responsibilities of nations that grant asylum.

World Refugee Day aims to raise awareness about the millions of refugees and internally displaced persons forced to flee their homes due to conflict, persecution, or natural disasters, promote efforts to provide them with protection, assistance, and opportunities for a better future, and celebrate their courage and contributions, recognising their resilience and the positive impacts they bring to their host communities.

**The national theme of 2024 is *“Our Home”*. From the places we gather to share meals to our collective home, planet Earth, everyone is invited to celebrate what *Our Home* means to them.**

Schools can explore this theme with their pupils using the central acts of worship, and additional learning resources are available for use in other lessons throughout the month.

Slide	Dialogue	Areas to be mindful of
1	<p>Introduce pupils to the idea of celebration ‘days’.</p> <p><i>Why do we need to celebrate certain days, like World Refugee Day?</i></p> <ul style="list-style-type: none"> <li>- Today, we are going to learn about a special day called World Refugee Day.</li> <li>- On this day, we think about people who have had to leave their homes because of danger or problems in their country.</li> <li>- Explain that June 20th is World Refugee Day. The theme for 2024 is ‘Our Home’; from the places we gather to share meals to our collective home, planet Earth, everyone is invited to celebrate what ‘Our Home’ means to them.</li> </ul>	<p>Be aware that some pupils in your community could be or could have once been refugees or know someone who is a refugee. Do not single the pupils out to ‘educate’ everyone. Be mindful not to perpetuate stereotypes around refugee communities that pupils may have heard, seen on television, etc.</p> <p>Conversely, there might be pupils whose families have strong views on immigration and might verbalise this. Be encouraged to focus on the refugee experiences and not on the political topic of migration.</p>
2	<p>Gathering</p> <div style="text-align: center;">  </div> <p>Look closely at the image:</p> <ul style="list-style-type: none"> <li>• I wonder what you notice?</li> </ul>	<p>Some pupils might use the language family here and refer to mum, dad and child. Be mindful that there is diversity in types of families. Language like ‘they are a <b>normal</b> family’ should be challenged with love’ as there is diversity in family types—for example, single-parent families,</p>

	<ul style="list-style-type: none"> <li>• Who do you think these three are?</li> <li>• What do you think they are doing?</li> <li>• How do you think they are feeling?</li> </ul> <p>What is a Refugee? A refugee is someone who has to leave their home because it is not safe to stay.</p> <p>Pupils might be able to identify that they are travelling. Some might be able to identify them as a man, woman, and child; some might say Joseph, Mary, and baby Jesus.</p>	<p>grandparent families, birth families, adopted families, extended families, etc. Avoid presenting refugees as helpless victims by highlighting their resilience, strength, and contributions to their new communities. Ensure that all stories are told with dignity and respect for the individuals involved.</p> <p>Encourage all pupils to participate in discussions and activities, ensuring that everyone's voice is heard and valued. Foster a sense of belonging by celebrating diverse experiences and perspectives within the classroom. Be prepared to offer additional support to pupils who may find the topics emotionally challenging and have resources available for those who need them. Ensure that all pupils know they are supported and valued, creating a safe space for them to express their feelings and thoughts.</p>
3	<p><i>Stories of Refugees – Joseph, Mary and baby Jesus' story.</i></p> <p>Now, let's hear a story from the Bible about a family who had to leave their home to find safety. Joseph, Mary, and the baby Jesus had to leave their home in Bethlehem because a king named Herod wanted to harm Jesus. They travelled all the way to Egypt to be safe. Later, when they tried to go back, they found out it was still not safe, so they went to live in a place called Nazareth.</p> <p>Matthew 2:13-18</p>	<p>Recognise that the themes of fear and seeking safety may resonate differently with each pupil, some of whom may have personal experiences of feeling unsafe or displaced. Ensure discussions are age-appropriate and not overly frightening, providing reassurance and emphasising the importance of finding safety and support in the community.</p> <p>Present the story as part of the Christian tradition while acknowledging that pupils may come from various religious backgrounds. Encourage respect and curiosity about different cultural and religious stories of refuge and safety. Highlight the universal themes of seeking refuge and the importance of welcoming and helping others.</p>
4	<p><i>Stories of Refugees – Joseph, Mary and baby Jesus's stories. Reflection and think, pair, share questions.</i></p> <p>Joseph, Mary, and Jesus were like refugees because they had to leave their home and go to a new place to be safe. How do you think they felt on their journey? Sad, scared, hopeful. What can we learn from their story about helping others who need a safe place to live?</p>	<p>Discuss how communities can support and include those who are new or in need, emphasising kindness and inclusivity, and avoid any language that might alienate or exclude pupils from non-Christian</p>

		backgrounds. Encourage pupils to think about how they can contribute to a welcoming and inclusive environment for everyone, regardless of their background.
5	<p><b>Why Do People Become Refugees?</b>  Imagine having to leave your home and go to a new place. It can be very scary and sad. But refugees also feel hopeful that they will find a safe place to live. Sometimes there are big fights called wars, sometimes there are big storms or floods, and sometimes it's just too dangerous to stay. Ask children if they have ever moved house and how it felt. Encourage empathy: "How would you feel if you had to leave your home?"</p>	
6	<p>Let's look at a special message from the Bible about how we should treat people who are new to our community. "This verse tells us that if someone from another place comes to live with us, we should treat them like they are part of our family. We should love them just like we love ourselves, Leviticus 19: 33 -34.  Reflect on this Bible verse: What does it mean to love someone like we love ourselves?</p> <p>Why is it important to make new people feel welcome? How can we show love and kindness to someone who is new to our school or neighbourhood?</p>	<p>Avoid presenting refugees solely as helpless victims. Highlight their resilience, strength, and contributions to their new communities. Ensure that all stories are told with dignity and respect for the individuals involved.</p> <p>Encourage all pupils to participate in discussions and activities, ensuring that everyone's voice is heard and valued. Foster a sense of belonging by celebrating diverse experiences and perspectives within the classroom.</p> <p>Be prepared to offer additional support to pupils who may find the topics emotionally challenging. Have resources available for pupils who may need them. Ensure that all pupils know they are supported and valued, creating a safe space for them to express their feelings and thoughts.</p>
7	World Refugee Day is held every year on June 20th. It is a special day to think about refugees,	Be aware that some pupils might have personal or family experiences related to

	<p>the people who have had to leave their homes because of danger. We also think about how we can help them and make them feel welcome. We might have special activities to learn more about refugees and how to help. These activities could include drawing pictures, writing kind messages, learning about different countries and cultures, and joining the Big Live Assembly on 20<sup>th</sup> June.</p>	<p>being refugees or displaced persons. Approach discussions with sensitivity and be prepared to provide support to any pupil who may find the topic challenging or emotional. Recognise and respect the diverse backgrounds and experiences of all pupils. Ensure that all pupils feel included and valued, regardless of their own background or experiences with displacement. Encourage pupils to think about how they can help others and show kindness in their everyday lives. Highlight simple, actionable ways they can contribute to making their community a welcoming place for everyone.</p>
	<p>World Refugee Day – Great Big Live Assembly <i>On Thursday, June 20th, at 9:05 a.m., we will join the live broadcast for schools all across the country. The Great Big Live Assembly is hosted by Sanctuary Foundation a charity advocating for the needs of refugees.</i></p> <p><a href="#"><u>Great Big Live Assembly: World Refugee Day Tickets, Thu 20 Jun 2024 at 09:05   Eventbrite</u></a></p>	<p>Be prepared to offer additional support to pupils who may find the topics emotionally challenging. Have resources available for those who might need them and create a safe, supportive environment for discussion.</p>
8	<p>Reflection and Prayer: Invite the children to close their eyes or focus on the light of the candle if they wish. You can ask them to think about how we can be kind and help others,. Offer a simple prayer or moment of silence.</p>	

