

Religious Observance/Time for Reflection Template

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| Date/Rationale | 4 th September, 2015 This RO/TfR event explores the school's focus on understanding that 'Health and Wellbeing' is about more than food and exercise. It needs good mental health and emotional stability and resilience on the inside too. |
| Title | Health and Wellbeing 2 - "It's what's inside that matters" |
| Stage | Whole school (P1-7) |
| Aim | This event aims to “promote the spiritual development of all members” of the school community by highlighting the relevance of some of the biblical wisdom to the current emphasis on 'Health and Wellbeing'. This expresses and reinforces a school value of being a 'caring community.' |
| Objectives | (1) <i>Sensing values</i> : attitudes and feelings about what is really important, what really matters (2) At the end of this event pupils will be able to state that 'inner' health and happiness are as important as good food and exercise for our 'health and wellbeing'. |
| Links with CfE | <p>(1) CfE Capacities Confident Individuals with: self-respect; a sense of physical, mental and emotional well-being <i>and able to</i> pursue a healthy and active lifestyle</p> <p>(2) CfE Values Wisdom</p> <p>(3) Health and Wellbeing Responsibilities</p> <ul style="list-style-type: none"> • experience personal achievement and build my resilience and confidence • understand and develop my physical, mental and spiritual wellbeing and social skills • understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing • participate in a wide range of activities which promote a healthy lifestyle <p>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:79)</p> <p>(4) Health and Wellbeing: Mental & Emotional Wellbeing 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.</p> <p>HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a 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.</p> <p>HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a I understand the importance of mental wellbeing and that this can be</p> |

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| | <p>fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</p> <p>HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a <i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:13)</i></p> <p>(5) Health and Wellbeing: The SHANARRI indicators This RO event contributes to pupils being:</p> <ul style="list-style-type: none"> • Healthy: having the highest attainable standards of physical <i>and mental</i> health, access to suitable healthcare, and support in learning to make healthy and safe choices <p><i>(Curriculum for Excellence: all Experiences and Outcomes LTS 2010:73)</i></p> |
| Is this part of a series? | Yes. Part of a series highlighting 'Health and Wellbeing' as mental/emotional/spiritual in addition to physical |
| Introduction | The Chaplain will lead with support from School staff |
| Stimulus/ stimuli | <p>A recap on the previous assembly which highlighted: "health is about what you eat, about how much you exercise and about who you are on the inside". The stressed and repeated phrase this time is "It's what's on the inside that matters. How you feel inside helps you feel happy and healthy."</p> <p>Read some 'wise words' from the Bible ("It doesn't matter what you think of the Bible - these are wise and true words"): read here, for example, an adaptation of Matthew 15:17-19 (it's what you have in your heart that comes of your mouth) and Philippians 4:6-8 (about filling our hearts with good things)</p> <p>To help visually the Chaplain has prepared a 'blown' egg with a message inside. This needs to be prepared in advance: making a pin hole in one end of an egg and a small hole at the other end ... large enough to blow out the contents and wash out the inside of the egg before inserting a tightly rolled sheet of paper with whatever message you want to put on it.</p> |
| Guided Reflection | <p>You can have some fun with the eggs. Crack an ordinary egg into a glass bowl (to "prove" these are genuine eggs) but make sure you know which one is your prepared egg to crush in your hands (or on an accomplice's head?) to find out what's on the inside. When the message is brought out and read - e.g. a simple list of good things or happy things to fill your mind with - the point can be reinforced that "It's what's on the inside that makes us strong and happy and resilient".</p> <p>What makes you happy? What makes you feel strong? If you have unhappy things in your mind that are making you feel sad or frightened or angry, who could you talk to....?</p> |
| Response & Possible Next Steps | <ol style="list-style-type: none"> (1) An immediate response: a moment of prayer or of reflection or meditation (2) A long-term response: think about how the event could be followed up in the wider curriculum. (3) Ensure that this template is completed and stored as evidence for HMIE inspection if required. |

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| Evaluation (a) | |
| Evaluation (b) | |
| Evaluation (c) | |