

Religious Observance/Time for Reflection Template

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| Date/Rationale | 11 th September, 2015 The School Community has a focus on 'Health and Wellbeing' linked to Religious Observance: consciously creating an understanding that HWB is also about mental, emotional and spiritual health. This RO/TfR event promotes the importance of a healthy body matched by a healthy mind and a strong 'heart' in which 'heart' is defined as the inner values and motives that we all have. |
| Title | A Strong Heart |
| Stage | Whole School (P1-7) |
| Aim | This event aims to “promote the spiritual development of all members” of the school community by focussing on character as well as curriculum. Hearts that beat with values like 'love' and 'care' build strong community. |
| Objectives | <p>(1) Sensing values: attitudes and feelings about what is really important, what really matters Sensing challenge: being challenged and moved by experiences such as love, beauty, goodness, joy, compassion, injustice, evil, suffering, death.</p> <p>(2) At the end of this event pupils will be able to describe a triad of things needed for good health and wellbeing: healthy bodies, healthy minds (re-iterating previous learning themes about "what you fill your mind with is what will flow from your mouth and in your actions"), and strong hearts (resilience, love, compassion at the centre of our being make us healthy).</p> |
| Links with CfE | <p>(1) CfE Capacities Successful Learners with: determination to reach high standards of achievement - <i>and able to</i> think creatively Confident Individuals with: a sense of physical, mental and emotional well-being - <i>and able to:</i> relate to others and manage themselves; be self-aware Effective Contributors with: resilience; self-reliance</p> <p>(2) CfE Values Wisdom and compassion</p> <p>(3) Health and Wellbeing Responsibilities <i>This event helps pupils to</i></p> <ul style="list-style-type: none"> • develop my self-awareness, self-worth • meet challenges, manage change • build my resilience and confidence • understand and develop my physical, mental and spiritual wellbeing and social skills • reflect on my strengths and skills <p>(4) Health and Wellbeing: Mental & Emotional Wellbeing 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.</p> |

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| | <p>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a I understand the importance of mental wellbeing and that this can be 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. HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a</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 and mental health • Achieving: being supported and guided in their learning and in the development of their skills, confidence and self-esteem, at school |
| Is this part of a series? | Part 3 of a series on 'Health and Wellbeing' |
| Introduction | <p>The School Chaplain introduces the theme of Health and Wellbeing and sums up learning to this point: that HWB is "about more than what we eat and drink, how much exercise and rest we have" The idea of needing strength and health "inside" as well as physically can be introduced with (e.g.)...</p> <p>(i) a video clip: the scene from 'Rise of the Guardians' where North opens a set of Russian dolls and asks Jack Frost what <i>his</i> centre is. (ii) a story reminder: in the 'Wizard of Oz' each of Dorothy's companions needed something inside...the Lion wanted courage, the scarecrow wanted a brain, and the tin man wanted a heart</p> |
| Stimulus/ stimuli | <p>The stimulus is based on the idea of the Matroyshka (nested 'Russian' dolls. Having a set of dolls would be helpful but this works just as well with nested envelopes, each larger than the one before. The advantage of envelopes is things can be written on each one: e.g. on the largest, outer one 'HWB needs healthy bodies'. The smallest - inner one - contains a pinch of glitter and a red felt heart (A cut-out red card heart shape would work as well).</p> |
| Guided Reflection | <p>We need that strong outer 'shell' of a healthy body. We also need the healthy mind inside the healthy body (and.... whatever else you want to write on each successive envelope), right down to our centre: a loving heart.</p> |
| Response & Possible Next Steps | <p>(1) An immediate response: a moment of prayer or of reflection or meditation. (2) Follow-up classroom discussions on 'Health and Wellbeing' (3) This template is completed and stored as evidence for HMIe inspection if required.</p> |
| Evaluation (a) | Discussion with a sample of pupils/students |

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| Evaluation (b) | Assessment of the event by the SMT and by the chaplain that presented it |
| Evaluation (c) | An evaluation of pupil engagement and participation and reaction. |