**Time for Reflection Template**

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| **Date and rationale of TfR event** | Briefly state here when and why the TfR event is being held: “E.g. It is Christmas…” or “Within the School/community the issue of *X* has arisen” |
| **Title** | Give your TfR event a relevant title |
| **Age and Stage** | Which group is your TfR aimed at? E.g. Whole School (Primary setting), a year group, special interest group… |
| **Aim** | How does this TfR event aim to “promote the spiritual development of all members” of the school community? Which of the School’s “shared values” does this TfR aim to “express and celebrate”? |
| **Sensings** | Which of the Sensings from the ‘Report of the Religious Observance Review Group Report’ (2014) does your TfR express and explore, and which aspect of the Sensing(s) in particular?  ***Sensing mystery:*** experiences of awe, wonder and mystery about the natural world, human achievement and for some a divinity  ***Sensing values:*** attitudes and feelings about what is really important, what really matters  ***Sensing meaningfulness:*** the ability to make connections or to see potential patterns in one’s life which give it meaning  ***Sensing a changed quality in awareness:*** the feeling of being ‘at one’ with nature, oneself and others  ***Sensing ‘otherness’:*** the sentiment that humans are more than their physical elements  ***Sensing challenge:*** being challenged and moved by experiences such as love, beauty, goodness, joy, compassion, injustice, evil, suffering, death. |
| **Curriculum for Excellence Links** | Which of the CfE Capacities, and which sub-points of your chosen capacity, does this TfR event focus on?  **Successful Learners with:** enthusiasm and motivation for learning; determination to reach high standards of achievement; openness to new thinking and ideas - *and able to:*use literacy, communication and numeracy skills;use technology for learning;think creatively and independently; learn independently and as part of a group; make reasoned evaluations; link and apply different kinds of learning in new situations  **Confident Individuals with:** self-respect; a sense of physical, mental and emotional well-being; secure values and beliefs; ambition **- *and able to:*** relate to others and manage themselves; pursue a healthy and active lifestyle; be self-aware; develop and communicate their own beliefs and view of the world; live as independently as they can; assess risk and make informed decisions; achieve success in different areas of activity  **Effective Contributors with:** an enterprising attitude; resilience; self-reliance - ***and able to:*** communicate in different ways and in different settings; work in partnership and in teams; take the initiative and lead; apply critical thinking in new contexts; create and develop; solve problems  **Responsible Citizens with:**respect for others; commitment to participate responsibly in political, economic, social and cultural life - ***and able to:*** develop knowledge and understanding of the world and Scotland’s place in it; understand beliefs and cultures; make informed choices and decisions; evaluate environmental, scientific and ; technological issues; develop informed, ethical views of complex issues |
| **Curriculum for Excellence Values** | Which of the four key values is your TfR targeting and why?  Wisdom, Justice, Compassion, Integrity |
| **Health and Wellbeing Responsibilities** | Select the HWB responsibilities your TfR touches on  ***“Health and wellbeing across learning: responsibilities of all***  ***Experiences and outcomes***  *Building the Curriculum 1*  Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.  I can expect my learning environment to support me to:  • develop my self-awareness, self-worth and respect for others  • meet challenges, manage change and build relationships  • 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  • understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary  • learn about where to find help and resources to inform choices  • assess and manage risk and understand the impact of risk-taking behaviour  • reflect on my strengths and skills to help me make informed choices when planning my next steps”  (*Curriculum for Excellence: all Experiences and Outcomes* LTS 2010:79)  **Health and Wellbeing: Mental & Emotional Wellbeing**  I am aware of and able to express my feelings and am developing the ability to talk about them.  **HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a**  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.  **HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a**  I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.  **HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a**  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.  **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a**  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.  **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**  I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.  **HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a**  I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.  **HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a**  (*Curriculum for Excellence: all Experiences and Outcomes* LTS 2010:13) |
| **SHANARRI Indicators** | Select which of the SHANARRI Indicators this TfR event contributes to.  This RTfR event contributes to pupils being:   * Safe: protected from abuse, neglect or harm at home, at school and in the community * Healthy: having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices * Achieving: being supported and guided in their learning and in the development of their skills, confidence and self-esteem, at home, at school and in the community * Nurtured: having a nurturing place to live, in a family setting with additional help if needed, or, where this is not possible, in a suitable care setting * Active: having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, both at home and in the community * Respected: having the opportunity, along with carers, to be heard and involved in decisions which affect them * Responsible: having opportunities and encouragement to play active and responsible roles in their schools and communities and, where necessary, having appropriate guidance and supervision and being involved in decisions that affect them * Included: having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn   (*Curriculum for Excellence: all Experiences and Outcomes* LTS 2010:73) |
| **Is this TfR part of a series?** |  |
| **Goals for this TfR** | Make a simple statement that “at the end of this event pupils will be able to…”  (use words such as - describe, list, state, explain, evaluate, identify, select, analyse) |
| **Introduction** | Who is introducing this TfR and how will your theme be introduced? How will you gain attention? |
| **Stimulus** | Describe the key stimulus in your TfR that supports your aims and objectives.  The stimulus can be a faith-based story, a film clip, a drama, a poem, a reading, a visual Ppt., a speaker, a cultural event, a song or a piece of music, a national or international event. The possibilities are many and varied.  Make sure you have any supporting materials and tech in place.  Consider a ‘Plan B’ or back-up (E.g. If you are relying on a Ppt. and sound system, what is your back-up for a power cut?) |
| **Guided Reflection** | This is the key moment for the spiritual development in your TfR event, helping everyone present to reflect on this stimulus and explore/experience its impact on the targeted Sensing. Describe what you do. |
| **Responses** | (1) Specify an immediate response: a moment of prayer or of reflection or meditation. Think through how you can make this response invitational (allowing those present a genuine ‘opt-out’ of the form of response e.g. if the response is prayer then avoid the use of 1st person language, avoid praying ‘on behalf of’ those present, and do not force rote liturgical responses.); intentional - clearly designed to promote acknowledgement of/experience of a Sensing; inclusive - think about ways to ensure that everyone can be included in this response if they wish to (e.g. a prayer could be shown with words on screen as well, or could be signed in BSL or Makaton, etc.)  (2) Suggest 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. |
| **Pupil Evaluation** | Enter pupil responses here  Discussion the TfR with a pre-selected sample of pupils/students or the Pupil Council. This could be done with a simple feedback sheet, with a short interview after the event, with anonymous comments in a suggestions Box, with post-it notes on a wall, through a Survey Monkey. |
| **Staff evaluation** | Enter the SMT responses and reactions and suggestions here |
| **Team/TfR leader evaluation** | Enter comments and observations and suggestions from the TfR team and your own reflections here |
| **Additional Comments** |  |
| **Action Points** | Particularly note any discipline issues, any pastoral follow-up, etc. |