Heathlands' Vision

Helping Everyone Shine Their Light



Board of Education
Diocese of Chelmsford

Matthew 5 v14-16

"You are the light of the world. A city on a hill cannot be hidden. Shine your light before all men that they may see your works and then praise your Father in heaven".

HEATHLANDS' CORE VALUES

TRECK

- Trust
- Respect
- Enjoyment
- Courage
- Kindness

Explaining our vision and theological underpinning

We have viewed school, church and parish council as a pioneering community based on our village history. Innovation is a vibrant aspect of the whole village and the school is integral to this. Bergholt literally means 'woods on a hill.'

Matthew 5 v14

You're are the light of the world. A city on a hill cannot be hidden.

Shine your light before all men that they may see your works and then praise your father in Heaven.



West Bergholt was known throughout the surrounding areas because of the farmers setting fire to crops in protest against imposed limitations. The fires were seen from Colchester and we became a 'beacon village'. This was explored further when pupils made a collage to represent being a beacon village. Work in St Mary's and Heathlands pursues innovative practice encouraged by the knowledge that we are a 'Village on a hill which cannot be hidden'.

During the 1850's a body of agricultural workers became known as 'the fire raisers' for starting nine fires as a protest against low wages and the introduction of farm machinery. West Bergholt was called 'the most ignorant village in the county' and it was suggested that the only way to stop the fires and riots was to get the people back to church and to provide schools to educate the young to 'better ways'. The present school was built in 1858 on the heathland by the Church of England.

Despite being labelled 'the most ignorant village in the county' in the 1850's, the pioneering, courageous advocacy of the protestors lives on in productive and exciting ways.

Our school core values

Our school community worked together to select core values that would be key to our own Christian distinctiveness. Our Christian values are at the heart of everything we do in school. and all decisions made are underpinned by them. Exploration of Bible themes in worship help to further consolidate the importance of our Christian values.

Trust
Proverbs 3:5-6 *'Trust in the Lord with all your heart, and do not lean on your own understanding. In all your ways acknowledge him, and he will make straight your paths.'*
Respect
Peter 1:2 *'Show proper respect to everyone, love the family of believers.'*
Enjoyment
Ecclesiastes 3:13 'And also that every man should eat and drink, and enjoy the good of all his labour, it is the gift of God.'
Courage
Deuteronomy 31:6 *'Be strong and of good courage, do not fear nor be afraid of them; for the LORD your God, He is the One who goes with you. He will not leave you nor forsake you.'*
Kindness
Luke 6:31 *'Do unto others as you would have them do to you*

Our mission statement – Our aim

Through attending Heathlands' we aim for all of our children to be:

Inspiring innovative, confident, inclusive and caring members of the local and global community.

Innovative

Pupils who are able to look at things from different points of view, learn new approaches and solve problems in unique and interesting ways.

Inclusive

Pupils who accept each other, understanding diversity and welcome each other's differences and celebrate each other's uniqueness.



Confident

Pupils who develop courage and will challenge conceptions and make changes to better the world.

Caring

Pupils who show empathy towards others, who act and are advocates for change.

Members of a local and global community

Pupils who recognise connections, cause and effect, and understand the impact they can have on both local and global scales.

Worship

At Heathlands, our children build their understanding of our School Vision and our Christian Values by being invited to participate in daily acts of collective worship. Worship provides the opportunity to discuss the big questions in life, to examine spiritual and moral issues, to share Christian literature and reflect upon ones own beliefs whilst giving the opportunity to worship God and explore His teachings.

Aims of Collective Worship

- To provide an opportunity for the children to worship God.
- To enable children to consider spiritual and moral issues.
- To enable children to explore their own beliefs.
- To encourage participation and response
- To develop in children a sense of community spirit
- To promote a common ethos with shared values and to reinforce positive attitudes.

Principles of collective worship

Each adult and pupil will experience worship that is truly welcoming, inclusive and exemplifying the principles of Christian hospitality (see Church of England's Collective Worship Guidance). Collective worship therefore will be:

• Inclusive – Our acts of worship recognise that pupils and staff come from homes of different faith backgrounds as well as no faith backgrounds, so it will be inclusive of, and fully accessible to all. Care will be taken to ensure that language used by those facilitating worship avoids assuming faith of those participating, listening or watching.

• Invitational – In our acts of worship, there is no compulsion to 'do anything'. Rather, worship will provide the opportunity to engage whilst allowing the freedom of those of different faiths and those who profess no religious faith to be present and to engage with integrity. Pupils and adults will only be invited to pray and sing if they wish to do so.

• Inspiring – By asking and discussing big questions about who we are and what we do in worship we hope to motivate pupils and adults into action. There will be opportunities to think, reflect and ponder on their and the wider community's behaviour and actions.

Reverend Heather and St Marys Church

Heathlands has strong links to the local church and the community. Each half term, Reverend Heather leads acts of worship, linked to our Vision and Values.

Links with St Marys Church are enhanced each year through communal acts of worship for Harvest, Christingle and Easter.

Reverend Heather also leads the Year 6 retreat, in which during the final weeks of their time at Primary School, the children reflect upon their time at Heathlands and prepare for their next steps



The Open Book Group

Each half term, collective worship is brought to life through the dramatization of The Open Book Group, formed by local residents of our church community.

Prayer Spaces

Prayer spaces are created each term to explore questions about faith, spirituality, identity and self-worth. They are based around a theme e.g. community and encourage children to think and reflect in a creative and interactive way.



Pilgrimage

The worship council are invited to go on a pilgrimage to Bradwell on Sea each year to further enhance their connection to God and oneself.



Worship Council

Each year, our children are invited to represent the school as a member of our worship council. They lead acts of worship, building their confidence, they develop leadership skills through the monitoring and running of worship and spirituality throughout the school and they demonstrate courage and awareness through our courageous advocacy focus.

Inclusive Practice

At Heathlands we respect the fact that collective worship needs to be tailored for all. We offer weekly small groups for acts of worship, giving all of our children the same opportunity to find a connection with God.

What is spirituality and how do we define it at Heathlands?

All aspects of Heathlands life, including our curriculum reflect our Christian ethos, to shine our light (Matthew 5 v14-16.) This is done by living our values and building our learning around 'BIG' questions. Every child is encouraged and given time to develop spiritually through moments of awe and wonder, stillness and calm. Spirituality is promoted through the connectedness of our community, our world and even the cosmos. It is the asking of questions, the wonder and exploration of unknowns and the journey in between to build ones own beliefs. This is developed by using two approaches:

All doughnut – no waffle!

The whole

The development of mind and body.

The hole

The development of the spirit.



Defining spirituality as a tangible, whole concept is impossible to do. An unteachable quality, linked to spiritual and personal development, unique to each pupil, teacher and adult involved. At Heathlands, we use an analogy of spirituality being like a ring doughnut. Building from the work of Liz Mills, the ring of the doughnut (the whole) is the solid, tangible part – the development of the child's mind and body. The inside (hole) is the intangible, the spirit. Yet without having both, the doughnut is incomplete. What is more so important is that within this intangible point, a child's own development of faith and viewpoint is allowed to grow and flourish.

Windows, mirrors and doors



Have you ever got lost in thought staring out of a window? Windows are for exploring new places, spotting new things and finding those awe and wonder moments and making us ask questions.

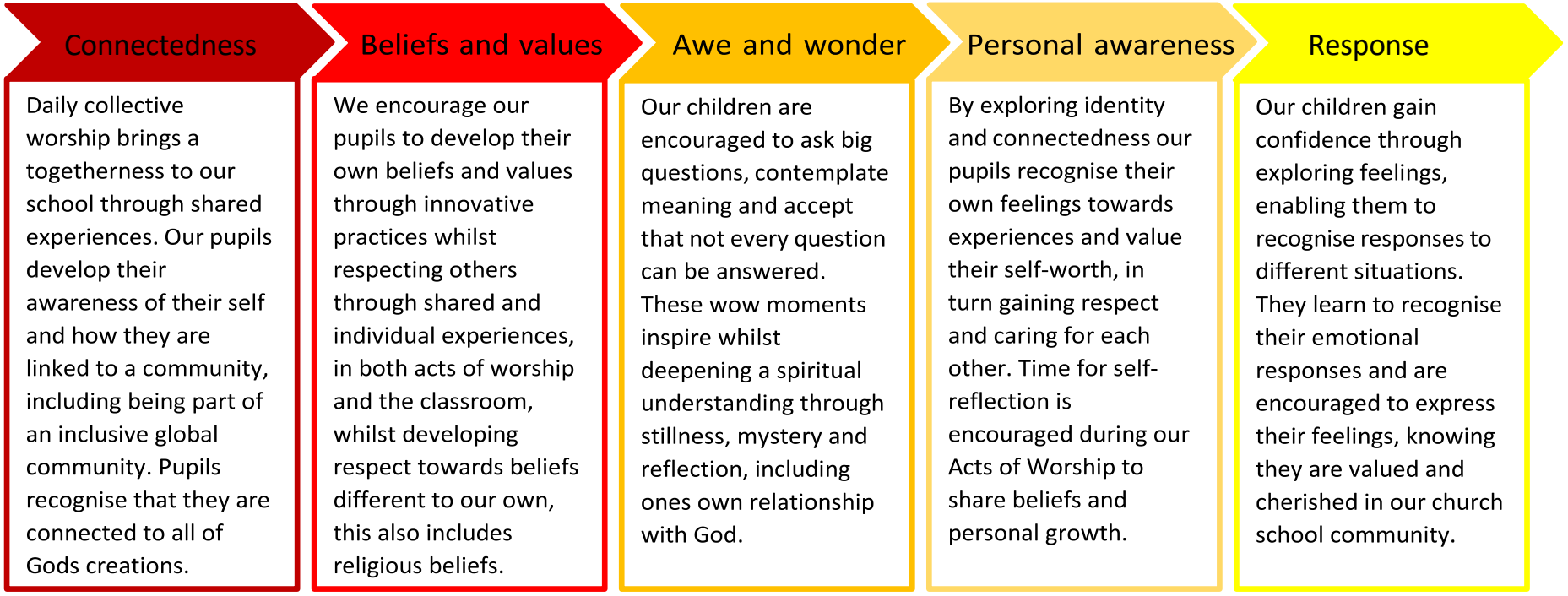


To gaze at one's own reflection in a mirror can help to think more deeply – to reflect on larger questions and take time to answer more thoughtfully. These opportunities enable our pupils to learn from life's lessons and make more meaningful opportunities.



Passing through a door takes courage when entering the unknown. Stepping through is the choice, after making a decision and then acting. It is the developing of one's own beliefs and values, choosing how best to represent its impact, often responded through powerful means such as dance, art or drama.

Five steps to developing spirituality



Spirituality in Collective Worship

Collective worship at Heathlands provides a shared space to engage with questions and recognise emotions, enabling children and adults alike to share experiences, concepts and mysteries through a distinctly Christian approach. Daily worship gives the opportunity to reflect and build an understanding of moments of awe and wonder, and provides an opportunity to participate in Christian spiritual practices such as: prayer, reading and reflecting on the Bible and liturgy. The connectedness of collective worship builds respect and love towards each other and to the responsibility of supporting each other.

The whole school gives time to recognise each other's accomplishments and celebrate each other's successes. In turn, Christian festivals and celebrations are marked throughout the calendar with visits to St Marys church and celebrations of other faiths are explored and honoured. In this way pupils are offered time to be able to contemplate and develop spiritually.

Spirituality throughout our school

It is important to clarify that spiritual growth occurs more than in just RE teaching and worship. From building upon our links within our local community to every step of our school life, opportunities to develop and enhance spiritual well-being are encouraged by our use of shared language and dedication to engaging with our core Christian values. From our children, to MDA's, support staff, governors and administrative staff to our teachers and senior leadership team, an understanding of the windows, mirrors and doors spiritual mindset is nurtured so that opportunities of spiritual growth can occur with feelings being responded to appropriately including during play and lunch times.

A journey around the school will provide opportunities to encounter moments of awe and wonder highlighted by the physical resources of windows, mirrors or doors. From the small wonders of nature to the bigger questions of space and time, these physical props remind our children and visitors to take time, to question and to wonder.

Introducing spirituality

Space Makers – The contemplative toolkit for school

Evidence suggests that the growing amount of screen use in young children and their steps into social media can have a detrimental impact on their emotional wellbeing. At Heathlands, The Space Makers Toolkit provides distinctly Christian techniques to develop contemplative procedures based upon Ignatian spiritual practices, which are recognised to improve well-being, flourishing and good mental health. Space makers will be built into our day to day life at Heathlands over two years.

Planned introduction of Space Makers

2024 – 2025 Stilling and Noticing

Stilling is the modelling and inviting of children and adults to use breathing techniques to heighten awareness of oneself and ones surroundings.

Noticing is the exploration of how faith, hope and love offer moments of comfort, giving the power to act, where as a lack of faith, hope or love can bring moments of unhappiness.

2025 – 2026 Dwelling, Mending and Blessing

Dwelling is a development of the Benedictine practice of Lectio Divina, or the holy reading of scripture, the finding of meaning in words and inclusive experiences in the use of phrases or scenes from the Bible to bring understanding to life.

Mending is conceptually explored through the use of ‘soft stones’ to represent pain and sorrow. This was an important part of Ignatian spiritual exercises.

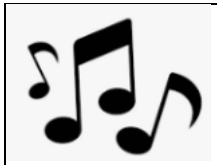
Blessing is the metaphor of blossoming fruit and the journey from root to shoot. What fruit might emerge for us all to share? How can we offer blessings to those close to us and further a field.

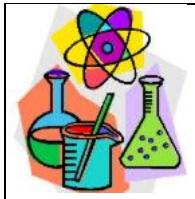
Opportunities to develop spirituality in our curriculum

	Art and Design Art Points to consider: • How does art invite you to explore the mystery that dances within your soul? • What are the wows and ows in the stories behind the artists you study? • How do you celebrate and respect different responses to art? • Using and analysing colour can help you to express your own and others' feelings, thoughts, emotions. Identifying these could lead you to ask why am I/are they feeling this way and how can I help? • Expressing yourself in a non-judgemental, safe environment can lead to a sense of freedom. • Exploring different media allows children to feel empowered to make their own choices and form their own opinions. It can ignite sensory responses to the world around us, can make us ask questions and can encourage us to try new things. • Creating art can help us to regulate and find our calm space. • Children can shine their light by communicating through the medium of art. • Children can reflect not only on their own work, but also their own feelings/journeys/experiences. • Through analysing artwork and emotion, you can think about how to make things better for yourself and those around you. • In the same way that spirituality is not a tangible, definable concept, children explore art in all its outlets and understand that it is an expression of self, which can be abstract in nature. • Learning about other artists gives children an opportunity to connect with the inspiration, motivation and nature behind their work – many of which can have spiritual links. • Many windows, mirrors and doors opportunities in each lesson whether this is looking at the works of others or their own work and skills development.
	Computing Using computing to encourage children to be creative. Sharing and passing on good things and positivity. Innovation Opens doors to communicating worldwide, globally Engaging with technology to explore, discover and reflect upon their local and global community Encourages children to break problems down in order to find a solution (algorithms, programming). Window moment – wows of problem solving with technology. You can't see it, it is not tangible just like spirituality. You have to believe in something you cannot see.

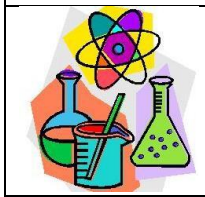
	Design Technology Points to consider: • What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone? Using the awe and wonder in our environment to stimulate thought, ideas and improvements Window –to look at a problem and ask questions about how it can be solved. Mirror – how does the design make you feel? Do you like it, does it fulfil its objective? Door – creating a design and sharing it.
	Geography Geography Points to consider: • The wow of physical geography. Page 7 of 11 • The ow of discovering different physical regions do not provide the same opportunities. • What options/opportunities are there to respond and take responsibility in a challenging world? • Asking the children what it would be like to discover foods/culture etc.in other countries • Exploring global warming and the effect on the changing world around them • Awe and wonder of our physical world • Feel inspired and have a passion for developing an understanding of the diverse and wonderful world in which we live and how we can discover, protect and preserve our unique ever-changing planet • Have a sense of nature and nurture, and, through this, develop a sense of what is important in our world • Have knowledge of why our world needs them to help it flourish • Committed to diversity and inclusion through learning about the world
	History History Points to consider: • Which stories tell historical wows? • Which stories tell historical ows? • What lessons for future decisions and choices do they provide? • Making links between historical stories/events/key figures to themselves – how can I relate to this? • Ignite children's curiosity by asking big questions – why did this happen? What impact has this had on me? • Children to investigate the past • Develop cultural understanding • To use knowledge of the past to shine their light and create their own place in history • How would you have acted in that period of time and why? • How would have reacted in that situation and why? • Which period of time would you like to visit and why? (link to awe and wonder – what amazes you?) •
	Literacy Reading Points to consider: • How do you frame questions around a text? For example o What inspired you in this text? o How did a character cope with a challenge in life? o How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment? o What do you think makes these words so powerful/beautiful/painful?

	Writing Points to consider: • If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG? • Exposing children to a range of texts with diverse characters from different walks of life • Writing can be very subjective – therefore children can express themselves in different ways and allow their imagination to lead their ideas. • Children have the autonomy to produce their own narrative through creative writing • Opportunities to share books with their peers and discuss their feelings surrounding this • Encouraging children to have pride in their writing – writer of the week, hp for word of the week, visible learner etc. • Talk 4 Writing – could introduce more roleplay to build children's self esteem (e.g. hot seating, conscious alley etc.) • Diversifying the DERIC texts, to allow all children to feel represented through our comprehension lessons. • Holding the Spelling Bee and giving all children to shine their light through their expansion of vocabulary and understanding of new words. • Peer feedback – supporting and reflecting on how others learn and improve. • Analyse deeper meaning of a text in DERIC through 'Interpret' and 'Author's Choice' – allows children to develop empathy for others.
	Maths Maths Points to consider: • The wonder of number patterns • What cannot be measured? For example, love • What cannot be accurately counted? For example, the difference an act of kindness makes. Looking for patterns and symmetry in nature, e.g. leaves and plants Developing critical thinking and asking questions Reasoning about ideas and opinions Developing resilience and stepping outside the door to answer questions
	MFL MFL Points to consider: • What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? • What does it feel like to genuinely communicate with someone in a new language? • developing their vocabulary and knowledge to allow them to engage on a global stage • have a deeper understanding and respect for different cultures and traditions by learning another language • have a connection to their world • have a more profound sense of character and social awareness, shaping them into becoming global and multicultural citizens of the future • enriching their understanding of the wider world

	Music Points to consider: • What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)? • What styles of music have the opposite effect? • How does music encourage creativity, delight, and curiosity? • Feel the music, dance to the music. • Bible reference to psalms encouraging us to praise God through music. • Music evokes something primal in us that allows you to express you most free and honest self. • Encourages collaboration and reflectiveness. • Helps you to form own opinions (e.g. Music you enjoy, music you dislike). • Can elicit humour and joy. • Promotes understanding of differences and diversity within society.
	PHSCE PSHCE & RSE Points to consider: • As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows? • How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school? • Use thinking time to reflect on how they see themselves. • Finding inner peace through self-regulation activities linked to zones of regulation. • Reflection of how our choices impact others. • Linking real life situations to our core values. • Celebrate different view points. • Celebrating diversity
	PE PE Points to consider: • How do you celebrate a new skill? How does it feel to be proud of your whole self? • What does it feel like to be completely focused on a task or challenge? • How do you recognise the delight in movement, connectedness, and creativity? • Encourage the awareness of one's own strength and limitations. • Recognise/celebrate equality, freedom, respect and trust. • How do we manage failure/disappointment when it occurs? • How do we shine our light through what we do? • How can we be a good person in the way we participate, win or lose? • Should we celebrate a success/result, or the effort it took to achieve it?
	RE Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of wows, ows and nows where appropriate. For further details, please refer to (insert name of school) Religious Education Policy and The Church of England's Statement of Entitlement.

	Science Science Points to consider: • Delight in discovering how things work, inspiring curiosity. • Opportunities to linger longer on the wonder! • What questions cannot be answered by science? How has innovation changed over time changed your opinions and ideas of how the world works? What curiosities do you have and what would you like to discover? Space- What else is out there? Could they live like us? How has science changed how we live our lives? How does science help us to be healthy to care for ourselves and others? Opportunities to understand how science helps us to respect the natural world beyond our local community.

	Literacy Reading Points to consider: • How do you frame questions around a text? For example o What inspired you in this text? o How did a character cope with a challenge in life? o How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment? o What do you think makes these words so powerful/beautiful/painful? Writing Points to consider: • If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?
	Maths Maths Points to consider: • The wonder of number patterns • What cannot be measured? For example, love • What cannot be accurately counted? For example, the difference an act of kindness makes.
	MFL MFL Points to consider: • What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? • What does it feel like to genuinely communicate with someone in a new language?
	Music Points to consider: • What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)? • What styles of music have the opposite effect? • How does music encourage creativity, delight, and curiosity?
	PHSCE PSHCE & RSE Points to consider: • As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows? • How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?
	PE PE Points to consider: • How do you celebrate a new skill? How does it feel to be proud of your whole self? • What does it feel like to be completely focused on a task or challenge? • How do you recognise the delight in movement, connectedness, and creativity? • Encourage the awareness of one's own strength and limitations. • Recognise/celebrate equality, freedom, respect and trust.

	RE Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of wows, ows and nows where appropriate. For further details, please refer to (insert name of school) Religious Education Policy and The Church of England's Statement of Entitlement.
	Science Science Points to consider: • Delight in discovering how things work. • Opportunities to linger longer on the wonder! • What questions cannot be answered by science?

Courageous Advocacy

Showing each other how our small, singular choices are all linked and can build to making global changes are a key concept throughout our school. Courageous advocacy provides our pupils the chance to speak out against injustice and act through reflecting upon important issues and questioning current practices before acting to create a more sustainable world.

Each term, the school have the opportunity to research issues that are important to them and raise their concerns through a school ballot. The worship team count the vote and then research and plan how the whole school can be advocates of change for the issue chosen. This could be

- Informing the community about an issue
- Speaking up for people who cannot speak for themselves
- Protecting the rights of all who are helpless
- Campaigning and fundraising
- Pledging for change

By promoting courageous advocacy, our pupils and community are able to build on their spiritual and Christian identify, strengthening their connection with their faith and beliefs, whilst demonstrating how our courage comes from knowing we are the light of the world.

Courageous Advocacy

Autumn Term – Endangered animals project

The children researched different endangered animals, and the impact we are having on their welfare. On 25th November, the worship and eco council visited Colchester Zoo to see some of the animals in person but also took part in an educational talk with a zoo specialist. It highlighted the negative impact that human beings have on the animal world and gave inspiration to the children sharing how we could make changes. From here, the children sprang into action, informing the local community about global warming and the green house effect. They researched how people travelled to our local co-op and asked our community to pledge to walk to the co-op instead of driving. Therefore, reducing the gases released into the air.



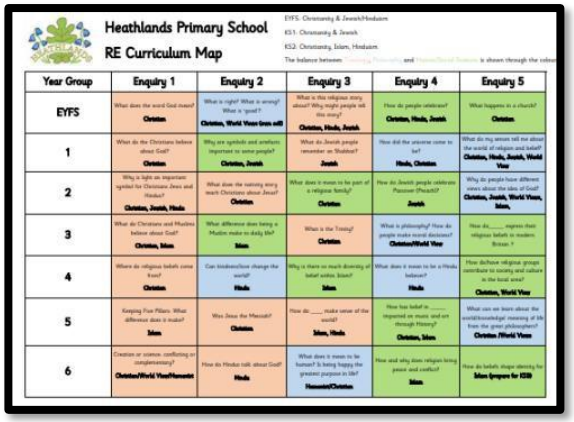






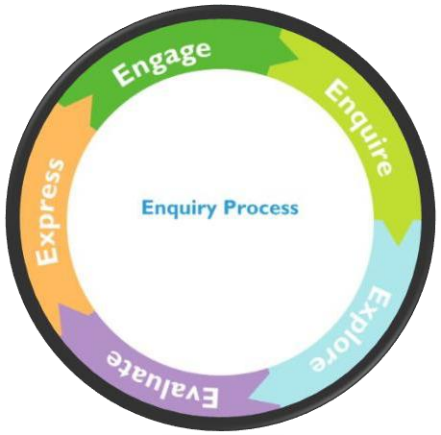
RE at Heathlands

The new curriculum follows the Essex agreed syllabus 2022. RE is taught using a multidisciplinary approach. It is made up of three key disciplines: theology, philosophy and human/social science. Our curriculum map has been designed to reflect the main religions within our own locality whilst exploring faiths throughout the world. Units of work have been replaced with enquiries and we have 5 enquiries over the academic year.



Heathlands Primary School
RE Curriculum Map

Year Group	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS					
1					
2					
3					
4					
5					
6					



The new curriculum starts with the engage step and works around clockwise to finish with the express stage. Each lens is taught like this.

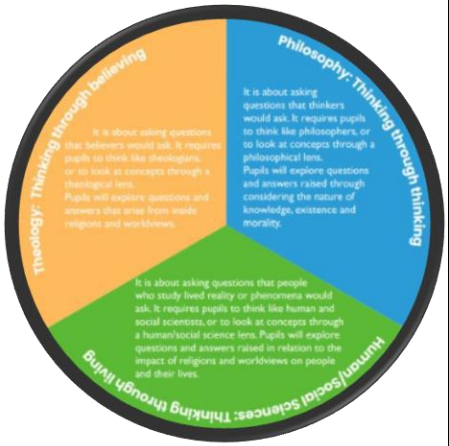
Engage Stage 1: The new enquiry is introduced by exploring the conceptual focus and core question.

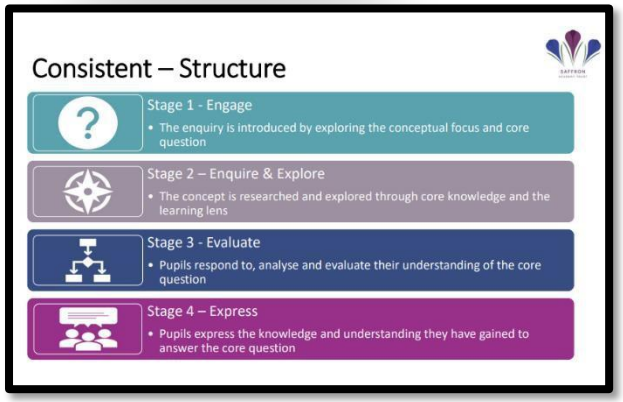
Enquire Stage 2: The enquiry is co-constructed with the pupils whilst staying within the parameters of the learning outcomes.

Explore Stage 3: Pupils enquire into the core question through the suggested core knowledge.

Evaluate Stage 4: Pupils respond to, analyse and evaluate their understanding of the core question.

Express Stage 5: Pupils express the knowledge and understanding they have gained to answer the key question, with an opportunity for the teacher to assess if pupils have met the age-related expectations if appropriate.





To enhance our ambitious and stimulating RE curriculum, the SATSRE scheme is used to build knowledge and understanding through the use of consistent pedagogy in both structure and session sequence. It supports the three lenses approach whilst helping pupils develop secure, long term understanding building on what they learnt before.

