

York Diocesan Board of Education

Business Over Breakfast Meetings

Monday 25th November 2019, Tickton Grange, Beverley

Wednesday 27th November 2019, Diocesan Office, York

Monday 2nd December 2019, Wydale Hall, Scarborough

Wednesday 4th December 2019, The Cleveland Tontine, Northallerton

▶ 8.30am – 12.00pm

Network Programme:

8.30am – 9.00am Breakfast and Networking

9.00am – 12.00pm Welcome and Reflection

Distinctively Effective Up-dates



Briefing Programme:

Key Up-dates (National and Regional)

- Diocesan Up-date
- Picture News
- SIAMs Up-date – self evaluation
- RE and Curriculum Design
- C of E Education Office Up-dates – RSE
- PSHCE
- Dfe/EEF and Ofsted Up-date
- Training
- Resources and Support



Reflection – Dreams

What do you dream for yourself, your school, your children?

The vision for your school will be linked to the things that are important to you as a leader - your dreams

The strength of your vision, and the impact it has, will be that everyone understands what it means, where it comes from and that it is central what you do.



Reflection – Dreams

Sir Ken Robinson

Do we know their dreams and talents?

Gillian Lynne – Choreographer



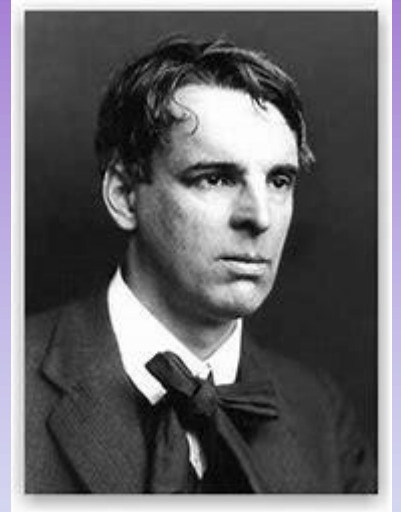
<https://youtu.be/HpCIQKSqDd4>

Reflection – Dreams

The Cloths of Heaven (for Maud Gonne)

Had I the heaven's embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half-light;
I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.

W. B. Yeats



Reflection – Dreams

Children lay their dreams before us on a daily basis

Take time to delight in what they say and do

Psalm 37

⁴Take delight in the LORD,
and he will give you the desires of your heart.

Dream– Vision –Lead – Delight

And despite the demands ... Tread Softly

Reflection – Dreams

God of wisdom and might,
we praise you for the wonder of our being, for mind, body
and spirit.

Be with our children as they delight in all they do.

Bless them, their teachers and staff.

Give them strength and grace as their bodies grow,
wisdom and knowledge to their minds as they search for
understanding,

and especially peace to their hearts.

We ask this through Jesus Christ our Lord.

Amen





Picture News

The Diocesan Landscape

125 Schools 8 Local Authorities 4 Secondary 121 Primary 12 Voluntary Aided 33 Academies	North Yorkshire – 56 Schools
	Kingston Upon Hull – 5 Schools
	East Riding – 41 Schools
	Leeds – 5 Schools
	Redcar/Cleveland – 2 Schools
	York – 13 schools
	Stockton On Tees – 3 Schools

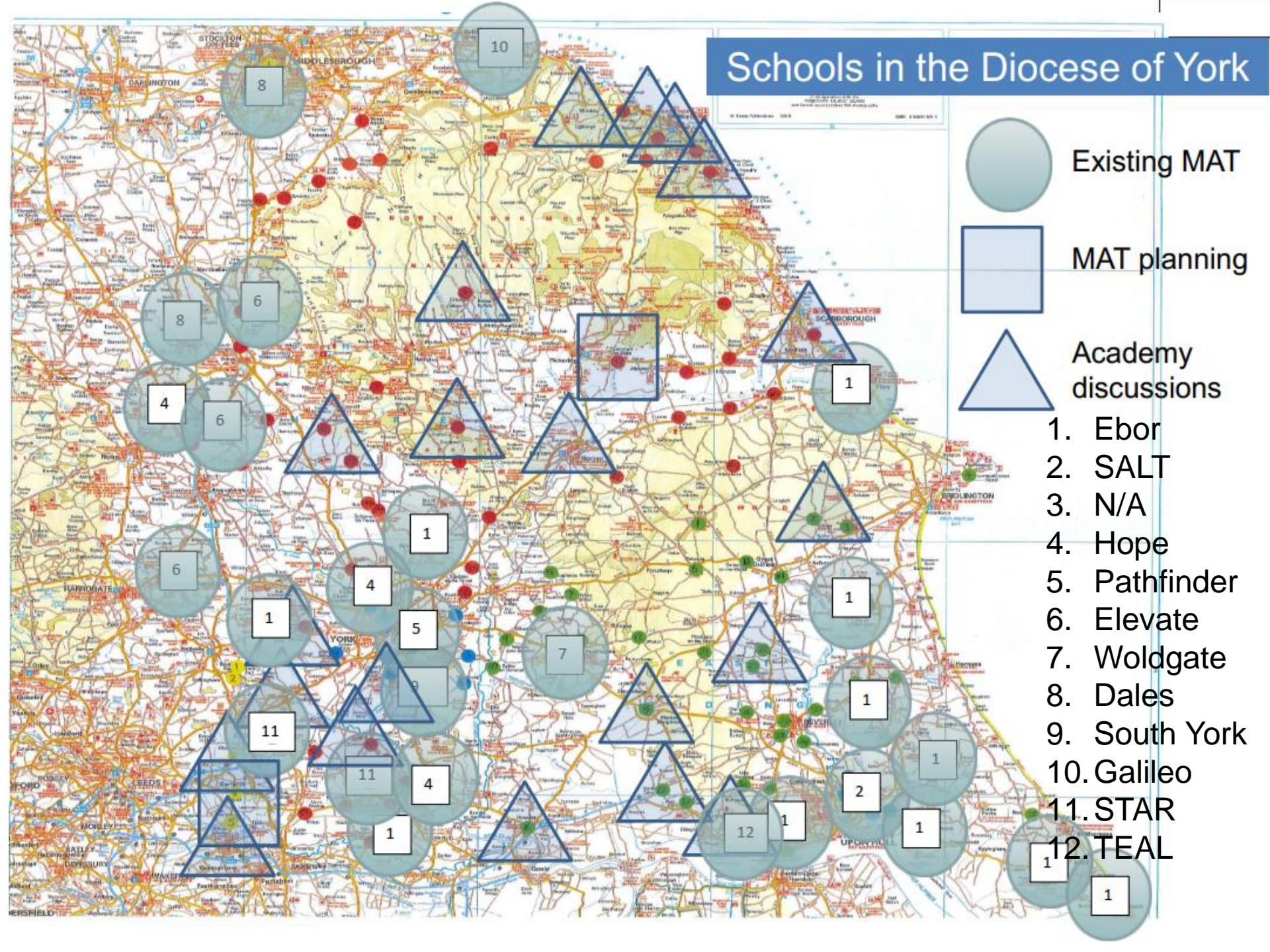
Schools in the Diocese of York

Existing MAT

MAT planning

Academy discussions

1. Ebor
2. SALT
3. N/A
4. Hope
5. Pathfinder
6. Elevate
7. Woldgate
8. Dales
9. South York
10. Galileo
11. STAR
12. TEAL



OFSTED	Summer 2019	Spring 2019	Autumn 2018	Summer 2018
Outstanding	16 (13%)	17 (14%)	18 (14%)	19 (15%)
Good	92 (73%)	89 (71%)	92 (74%)	91 (73%)
Good with identified priorities (section 5 – 2 years)	1 (1%)	1 (1%)	6 (6%)	6 (6%)
Requires Improvement	10 (8%)	13 (10%)	11 (9%)	11 (9%)
Inadequate	7 (6%)	6 (5%)	4 (3%)	4 (3%)
Good and Outstanding	108 (86%)	106 (85%)	110 (88%)	110 (88%)

SIAMS Pre-2018/SIAMS 2018	Summer 2019	Spring 2019	Autumn 2018	Summer 2018
Outstanding/Excellent	57 (46%)	61 (49%)	62 (50%)	62 (50%)
Excellent	2 (2%)	1 (1%)		
Good	67 (53%)	63 (50%)	62 (49%)	62 (49%)
Satisfactory/Requires Improvement	1 (1%)	1 (1%)	1 (1%)	1 (1%)
Inadequate	0	0	0	0
Good and Outstanding	124 (99%)	124 (99%)	124 (99%)	124 (99%)

COMBINED JUDGEMENTS	Summer 2019	Spring 2019	Autumn 2018	Summer 2018
Good or outstanding at both OFSTED and /SIAMS	107 (85%)	105 (84%)	109 (86%)	109 (86%)

Diocesan Outcomes KS2 2019

	2019	2018	National
RWM Exp +	67%	66%	65%
Disadvantaged Pupils	46%	49%	
Reading Exp +	76%	79%	73%
Higher	30%	32%	27%
Progress	0.2	-0.1	
Writing Exp +	81%	80%	79%
Higher	21%	23%	20%
Progress	-0.3	-0.3	
Mathematics Exp +	80%	76%	79%
Higher	28%	24%	27%
Progress	-0.2	-0.5	
EGPS Exp +	78%	78%	78%
Science Exp +	87%	87%	83%

Vision Statement of the York Diocesan Board of Education

The vision of the York Diocesan Board of Education (YDBE) seeks to build flourishing communities in its schools, parishes and homes where every child, young person and those who care for them has a transforming encounter with the Christian faith and the person of Jesus Christ.

This vision is aligned to Growing Faith¹. Growing Faith affirmed that, *'there is national commitment to achieve a significant culture change within the church so that every aspect of mission and ministry is seen through the lens of what it means for ministry with children, young people and households'*.

The vision of the YDBE is set within the wider vision of the Diocese of York which is to be *Generous Churches Making and Nurturing Disciples* with the three goals:

Reach people we currently don't; move to **growth**; and establish **sustainable** giving.



A Vision that is Biblically Rooted

In the Church of England's Vision for Education, Deeply Christian, Serving the Common Good, the Church affirms its commitment to education and to the flourishing of all; what is described as 'promoting educational excellence everywhere, for everyone' and 'Life in all its fullness' (John 10:10).

This vision is one for the whole child, focused on their spiritual, physical, intellectual, emotional, moral and social development and expressed in the elements which permeate the vision: Wisdom, Hope, Community, Dignity. These elements provide pupils with a holistic education, an understanding of Christianity, and a commitment to offering an encounter with Jesus Christ and the Christian faith in a way that will enhance their lives.

The elements of wisdom, hope, community and dignity are inspired by the Church of England tradition of Christian faith and practice. The pursuit of wisdom, knowledge and skills is consistent with how God shaped the world and ourselves. There is hope in God and God's wisdom, and in the possibilities of reconciliation and transformation. We are created in the image of God hence the essential importance to human worth of fellow human beings and the ultimate worth of each person is grounded in being created in the image of God and in God's love and compassion for all.²

Therefore the YDBE seeks to imagine this vision within the Diocese of York. Its vision is to support flourishing communities in its schools, parishes and homes so that every child, young person and those who care for them has this transforming encounter with the Christian faith and the person of Jesus Christ. The YDBE's mission is to support schools to live out God's transforming presence in a way that serves the common good of each local community and encourage parishes to see their mission and ministry through the lens of a child or young person.

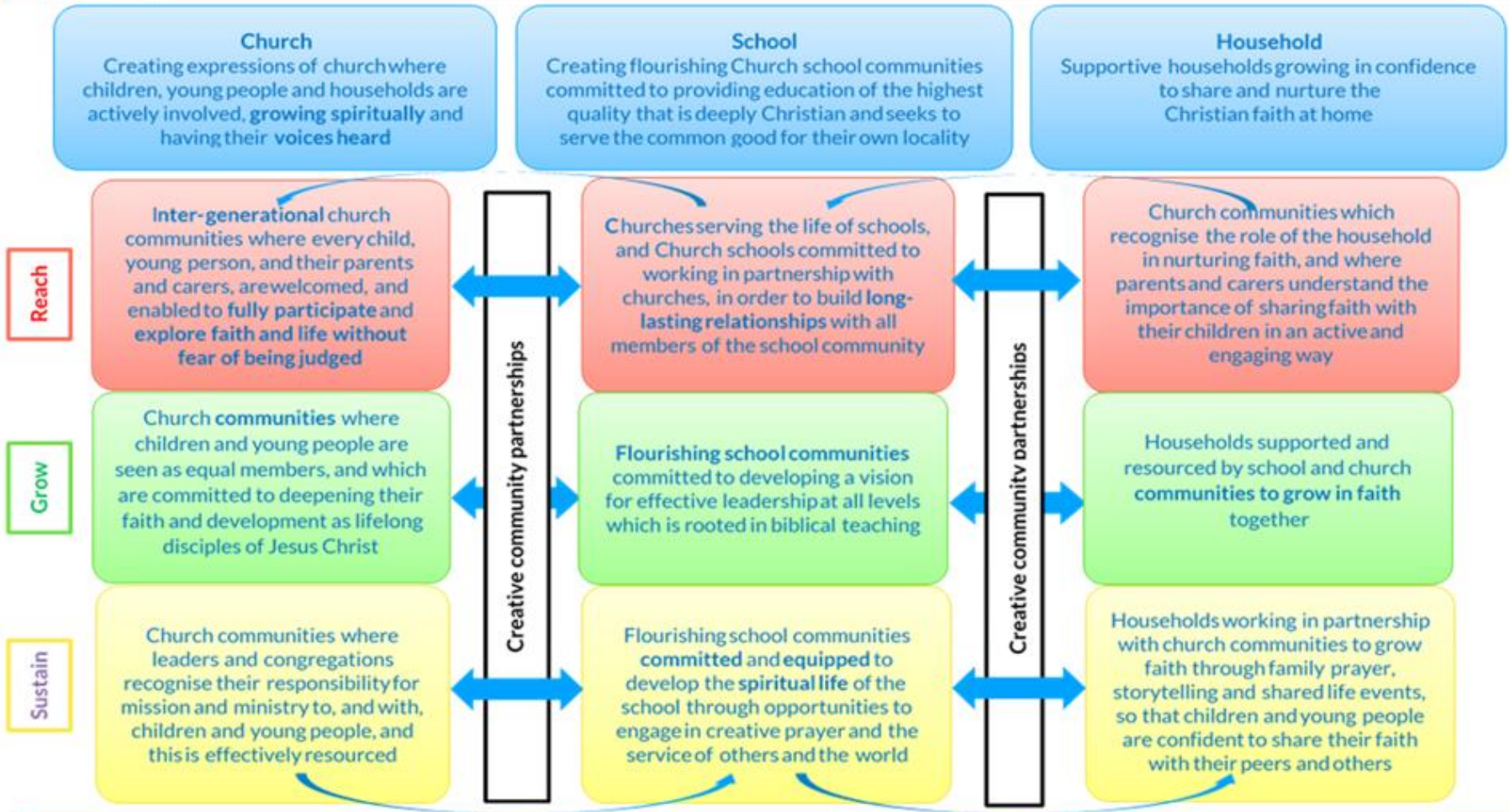
This is especially relevant in the way that the YDBE supports those in positions of leadership. All school leaders have a clear sense of vocation and for some, this will be a Christian calling. All clergy and children and youth leaders have a clear calling to Christian mission and ministry.

In the Old Testament, God affirms leaders in every generation and many of these leaders exhibit servant leadership - Joseph, Joshua, Esther, Daniel, Nehemiah. Indeed Nehemiah's life provides much on leadership. He overcame opposition from others; he demonstrated the necessary administrative skills required as a project manager to get the job done; he negotiated peace among those who were unhappy; and he showed determination to complete the goals he had set. Accomplishing those goals resulted in the People of God being encouraged, renewed, and excited about their future. In the same way, the YDBE seeks to support all who lead in a way which both encourages and renews so that leaders are empowered to build up their own communities, particularly in ways where the church and school work in partnership.

Finally the apostle Paul writing in his letter to the Colossians encourages the Church to be 'abounding in thanksgiving', Col 2:7, and 'whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God.' Col 3:17. The YDBE's vision for children and young people is rooted in God's purposes and is thankful for what God has done in the past and for what, by God's grace, is to come within the Diocese of York.



Building flourishing communities where every child, young person and those who care for them has a transforming encounter with the Christian faith and the person of Jesus Christ



And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God. Colossians 3:17

School

Creating flourishing Church school communities committed to providing **education of the highest quality** that is deeply Christian and seeks to serve the common good for their own locality

	Outcome	Priorities
	Creating flourishing Church school communities committed to providing education of the highest quality that is deeply Christian and seeks to serve the common good for their own locality	<ol style="list-style-type: none"> 1. Training – Provide effective training to equip school leaders, governors and staff to confidently articulate their Christian vision through the Church school inspection process 2. Resources – Identify and provide specific support to vulnerable Church schools 3. Partners – Provide a Service Level Agreement responsive to the needs of schools and focused on Christian Vision development
Reach – Schools and Churches in partnership		
Reach	Churches serving the life of schools, and Church schools committed to working in partnership with churches, in order to build long-lasting relationships with all members of the school community	<ol style="list-style-type: none"> 1. Training - Support and train Church school governors and encourage Christian governors in all schools as part of the Church's mission 2. Partners - Explore mutual partnership through: Messy Church; Early Years settings; Open the Book 3. Resources - Case studies booklet of best practice to be shared with all schools and churches 4. People - Develop resources to support pastoral care and well-being for churches and schools
Grow – Developing Leadership at all Levels		
Grow	Flourishing school communities committed to developing a vision for effective leadership at all levels which is rooted in biblical teaching	<ol style="list-style-type: none"> 1. Training - Embed leadership pathway focused on a Christian Vision rooted in biblical teaching and offer training that links Christian Vision to the intent in curriculum development 2. Partners - Work with Local Authorities on developing a strategy for federations of schools and training and guidance for trustees and Members in Multi Academy Trusts (MATs) 3. People - Establish forums to share best practice for Headteachers and governors 4. Partners - Further develop links with the Archbishop of York's Youth Trust and Young Leaders Award so that all schools benefit from character education development, and support for courageous advocacy and global education
Sustain – The flourishing of the Spiritual Life of the School		
Sustain	Flourishing school communities committed and equipped to develop the spiritual life of the school through opportunities to engage in creative prayer and the service of others and the world	<ol style="list-style-type: none"> 1. Training - Support and develop high quality Collective Worship through Service Level Agreement (SLA) and central training, modelling collective worship as part of diocesan training events and providing theological reflections into regular communications with school leaders 2. People - Offer Headteacher retreats and support schools in developing their own retreats for school staff 3. Partners - More opportunities for reflection and prayer, including Prayer Spaces in schools, supported by local churches
Evidence of Impact	<ul style="list-style-type: none"> ✓ School leaders articulating a clear, biblically rooted, Christian vision for their school ✓ Increase in the number of effective church and school partnerships ✓ Increase in the number of schools able to confidently evidence deepening spiritual development in all aspects of school life 	

School		Planned Activities		Timescales
Creating flourishing Church school communities committed to providing education of the highest quality that is deeply Christian and seeks to serve the common good for their own locality	1	<ul style="list-style-type: none"> Service Level Agreement focused on Christian vision development 	2019/2021	
	2	<ul style="list-style-type: none"> Training focused on SIAMS (Church school inspection) and management of the process provided Training and events specific and responsive to the needs of schools 	2019 onwards	
	3	<ul style="list-style-type: none"> Identification of, and additional support given to, vulnerable Church schools 	2019 onwards	
	4	<ul style="list-style-type: none"> Support and development of Religious Education (RE) – national and local training 	2019 onwards	
	5	<ul style="list-style-type: none"> Promote inclusivity in Church schools in line with Christian vision 	2019 onwards	
Reach – Schools and Churches in partnership				
Reach	Churches serving the life of schools, and Church schools committed to working in partnership with churches, in order to build long-lasting relationships with all members of the school community	1	<ul style="list-style-type: none"> Support and train Church school governors and encourage Christian governors in all schools as part of the Church's mission 	2019 onwards
		2	<ul style="list-style-type: none"> Close working of Assistant Director of Education and C&Y Adviser to support parishes and schools to work in partnership with each other DBE officers to visit deanery synods to support PCCs in building long lasting relationships Explore mutual partnership through: Messy Church; Early Years settings; Open the Book 	2019 onwards 2019 onwards 2020 onward
		3	<ul style="list-style-type: none"> Case studies booklet of best practice to be shared with all schools and churches 	2020 onwards
		4	<ul style="list-style-type: none"> Develop resources to support pastoral care and well-being for churches and schools 	2020 onwards
Grow – Developing Leadership at all Levels				
Grow	Flourishing school communities committed to developing a vision for effective leadership at all levels which is rooted in biblical teaching	1	<ul style="list-style-type: none"> Embed leadership pathway focused on a Christian Vision rooted in biblical teaching – ITT (Schools Direct and HEI); NQT; RE leaders; Peer Networks; Middle Leaders (Called, Committed, Connected); Headteacher induction and mentoring; CofEPOH; Christian Leadership Programme Offer training that links Christian Vision to the intent in curriculum development 	2019 onwards 2019 onwards
		1 & 2	<ul style="list-style-type: none"> Training and guidance for trustees and Members in Multi Academy Trusts (MATs) 	2019 onward
		2	<ul style="list-style-type: none"> Establish forums to share best practice for Headteachers and governors 	2019 onward
		3	<ul style="list-style-type: none"> Work with Local Authorities on developing a strategy for federations of schools 	2019 onwards
		4	<ul style="list-style-type: none"> Further develop links with the Archbishop of York's Youth Trust and Young Leaders Award so that all schools benefit from character education development Provide training and support for courageous advocacy and global education 	2019 onwards 2020 onwards
Sustain – The flourishing of the Spiritual Life of the School				
Sustain	Flourishing school communities committed and equipped to develop the spiritual life of the school through opportunities to engage in creative prayer and the service of others and the world	1	<ul style="list-style-type: none"> Support and develop high quality Collective Worship through Service Level Agreement (SLA) and central training and model collective worship as part of diocesan training events Ensure a clearer understanding of spiritual development across all members of the school community through training, resources and support Introduce theological reflections into regular communications with school leaders 	2019 onwards 2020 onwards 2019 onwards
		2	<ul style="list-style-type: none"> Offer Headteacher retreats and support schools in developing their own retreats for school staff 	2019 onwards
		3	<ul style="list-style-type: none"> Embed Leavers' services into the diocesan year and expand content to incorporate Prayer Spaces activities Establish Prayer Spaces in Schools days in more schools and activities working in partnership with local churches 	2020 onwards 2020 onwards
Evidence of Impact		<ul style="list-style-type: none"> ✓ School leaders articulating a clear, biblically rooted, Christian vision for their school ✓ Increase in the number of effective church and school partnerships ✓ Increase in the number of schools able to confidently evidence deepening spiritual development in all aspects of school life 		

Service Level Agreement

- A twilight session in school (once in a 5 year SIAMS cycle) that provides governor training and support on effective governance. Designed for all Governors in Church of England schools and academies, these sessions will explore the distinctive nature of Church schools and the special responsibilities of school governors with a SIAMS focus, bespoke to the school's needs.

SLA & CPD planner 2019 -2020



Name of Adviser:

Contact details:

Academic Year	Term/date	SLA visits / focus (training /support & advice)	Term/Date	Critical Friend Visit. (when planning with adviser consider dual monitoring: book look, collective worship Observation, learning walk, pupil voice, leadership discussion)	Diocesan Training/courses (eg Leadership Network Meetings, Central training, RE network)
2019/20					
2020/21					

Standard: 2 SLA } over 2 years
1 Critical Friend

Enhanced: 4 SLA* } over 2 years
1 Critical Friend
*school effectiveness support also available

In addition to this schools are also entitled to a governor focused training input once in a 5 year SIAMS cycle. Advisers will discuss with schools when this would be most helpful in the 5 year cycle.

Governor Forums

Autumn Term 2019

Monday 25th November 2019, Tickton Grange, Beverley

Wednesday 27th November 2019, Diocesan Offices, York

Monday 2nd December 2019, Wydale Hall, Scarborough

Wednesday 4th December 2019, The Cleveland Tontine, Northallerton

1.30pm – 4.00pm

Spring Term 2020

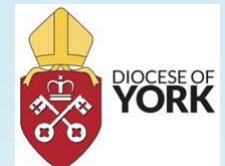
Tuesday 17th March 2020, Diocesan Office, York

Thursday 19th March 2020, Tickton Grange, Beverley

Monday 23rd March 2020, Wydale Hall, Scarborough

Wednesday 25th March 2020, The Cleveland Tontine, Northallerton

6.00pm – 8.30pm



1. History

It is important that the Governing Body are aware of the status of the school and the implications of this for school governance (e.g. number of foundation governors, staffing appointments, admissions, RE requirements etc). This is essential to ensure effective oversight.

3. Inspections

Having to hand key inspection information should help to focus the Governing Body's mind on where the school is, and where it should be, on its Church school journey. The Governing Body may want to reflect on:

- How long does the school have before it is next inspected?
- How do SIAMS outcomes and self-evaluations compare with Ofsted outcomes?

5. Collective Worship

This is about the Governing Body reflecting on whether Collective Worship is legally compliant and ensuring that they are making up to date assessments on the quality of Collective Worship when assessed against the questions and grade descriptors in the SIAMS schedule.

8. Structural matters

Admissions - this is about the Governing Body:

- Ensuring that they are considering the YDBE's guidance prior to recommending/determining CE school admission arrangements in line with the Admissions Code.
- Where faith based oversubscription criteria is being used, reflecting on whether they are used in practice. The Governing Body might, for example, want to probe as to the inclusion of faith based oversubscription criteria in policies if this is not being used in practice.

Policies - This is about the drawing out the policies with particular relevance for Church schools and reflecting on where the school is in its cycle of review to ensure that these key policies are being reviewed to reflect the CE vision. This is particularly pertinent given the focus on vision in the new SIAMS Schedule. Progress should be seen over time.

Compliance - It is important that information relating to the site trustees is known about. If there are gaps in knowledge, schools should contact the Diocese. It is also important that the Governing Body is mindful of when it needs to contact the site trustees/Diocese (e.g. in relation to building work).

11. Areas to celebrate

This is an opportunity for the Governing Body to reflect on some key areas to celebrate that might otherwise get lost in the detail. This might, depending on the context, map with any case the school feels it has for excellence under the SIAMS schedule.

Guidance notes on Church School Overview report – Maintained schools

The purpose of the report is:

- To draw certain key areas of CE school oversight in one place as a summary document for Governors
- To prompt reflection and questioning in key areas related to the CE foundation and to enable strategic oversight by the Governing Body

Please note that the report provides a snapshot only and is not a substitute for the wider work of the Governing Body or any Church School Effectiveness Committee (or similar) in relation Church school matters.

2. Distinctly Christian Vision

This is about raising awareness of the school's Christian vision and ensuring that it is known by, and promoted by, leadership at all levels. It is also a reminder to keep the school's vision in mind and under review.

[Given the prominence of the vision in the new SIAMS inspection schedule, the Governing Body may wish to explore questions like:

- Is the Vision distinctively Christian? Is it theologically underpinned and rooted in a Christian narrative?
- What has/will be the process for renewal of the school's vision in the context of the new SIAMS schedule? Who was/will be involved in formulating the vision?
- Are leaders at all levels aware of, and guided by, the vision?]

4. SIAMS current development priorities

The Governing Body (or at least a committee of the Governing Body) should be overseeing the detailed SIAMS development priorities and progress against them through their detailed analysis of the SIAMS Self Evaluation and School Development Plan. This section is about the Governing Body:

- Reflecting on progress on addressing the areas specifically identified for development in the last SIAMS inspection report.
- Reflecting on/being advised of e.g. top 3 SIAMS related priorities from the SIAMS Self Evaluation/School Development Plan and progress over time.

This might encourage a pause for reflection as to:

- Whether plans are in place/have been implemented in key priority areas raised by SIAMS/identified by the school/Governing Body?
- Whether there has been good progress with plans and impact over time (e.g. when seeing the reports each term/year)?

6. Religious Education

This is about the Governing Body reflecting on:

- whether the legal requirements around RE syllabuses have been met
- whether the % curriculum time for RE is adequate and in line with the Re Statement of Entitlement.

It is also about ensuring the Governing Body are making up to date assessments on the quality of RE when assessed against the questions and grade descriptors in the SIAMS schedule, and shining the spotlight on RE as compared with other subjects and (in the secondary school context) nationally.

Questions the Governing Body might want to explore could include:

- What does attainment and progress in RE look like?
 - How do they compare to other subjects?
 - How do they compare nationally (secondary only)?
 - What do outcomes look like over time?
- How does attainment and progress of vulnerable and disadvantaged pupils compare?

7. DBE Support

This is to prompt the Governing Body to reflect on the level of engagement with, and support from, the Diocese.

All schools should be in the YDBE's SLA with at least the standard package, which should see them accessing a minimum of 4 visits over 2 years. It would be expected that the focus of those visits would dovetail with areas for development and/or key identified priorities as set out in the SIAMS current development priorities box.

Questions should be asked by the Governing Body if it does not look like there is engagement with and/or support from the Diocese. They may also wish to see copies of the Visit Reports which the Diocese produces following SLA visits.

9. Governing Body

This is about ensuring that:

- The composition of the Governing Body is as it should be. (It should be in line with the school's Instrument of Government which can be found here: [xx]). If there are gaps in Foundation appointments, contact should be made with the Diocese so that appropriate arrangements can be made.
- Appropriate training is being accessed, and CE school matters are routinely discussed in the appropriate forums.
- The Governing Body reflects on the structures that are in place for the protection of the school's CE foundation and the strengths and weaknesses within the structure.

10. Staff

This is about reflecting on whether the necessary staff resource is in place, and ensuring that everyone who needs to be is familiar with those fulfilling certain key roles. It is also intended to provide assurance as to, or enable challenge regarding, the CPD and wider support available for staff relating to their specific roles/working in a CE school.

Questions the Governing Body might like to ask could include:

- Are staff accessing the relevant Diocesan and internal training/support?
- How are we developing future Church school leaders?

12. Overall

Their key overall question that the Local Governing Body will need to ask itself is whether, based on all it has seen relating to the effectiveness of the school as a Church school, the CE foundation of the school is secure and continues to be preserved and developed. This might include consideration of the overarching question asked during a SIAMS inspection: "How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?"

The Governing Body might also want to reflect on what information it receives in relation to Church school matters which enables it to form this view and whether this is sufficient. Does the Governing Body, for example, see SIAMS self-evaluation, receive headteacher presentations, receive copies of Link governor reports, ethos committee minutes etc?

[Name of school] - CHURCH SCHOOL OVERVIEW - [date]

HISTORY	
Status	[Voluntary Aided][Voluntary Controlled][Foundation]

INSPECTIONS		
	SIAMS	Ofsted
Date of last inspection	[Date]	[Date]
Likely inspection window	[Date]	[Date]
Inspection Judgement	[e.g. Good]	[e.g. Good]
Current Self-Evaluation	[e.g. Good]	[e.g. Good]

COLLECTIVE WORSHIP	
Daily act for all	[Confirmed]
In accordance with principles, tenets and practices of CoFE	[Confirmed]
Impact of Collective Worship is Good (SIAMS self-evaluation)	[Yes][No+details]

STRUCTURAL MATTERS	
Admissions	
YDBE guidance considered	[Yes/No] - [date]
Faith based criteria	[Yes/No]
% admitted on faith grounds (last admissions round)	[X%/N/A]

Policies		
	Complete	In progress
Key policies reviewed to reflect CE vision	E.g. <ul style="list-style-type: none"> Collective Worship Religious Education Behaviour/Anti-bullying Equality and inclusion 	E.g. <ul style="list-style-type: none"> Assessment and marking Relationships and Sex Education Mental health and wellbeing SEND SMSC and spiritual development
Compliance		
Site trustees/trust deed	Site trustee- [e.g. vicar and churchwardens] Trust deed dated [xx]	
Complying with requirements to obtain site trustee consents	[Confirmed]	

AREAS TO CELEBRATE
[Including details of any case for Excellence under new SIAMS schedule]

DISTINCTIVELY CHRISTIAN VISION
[insert]

SIAMS CURRENT DEVELOPMENT PRIORITIES		
Previous SIAMS inspection		
Areas for development	Response	Progress/impact
[xx]	[xx]	[xx]
[xx]	[xx]	[xx]
[xx]	[xx]	[xx]
Additional key priorities <i>(coming out of SIAMS self-evaluation & included within Development plan)</i>		
Priority	Proposed action	Progress/impact
[xx]	[xx]	[xx]
[xx]	[xx]	[xx]
[xx]	[xx]	[xx]

RELIGIOUS EDUCATION	
Syllabus	[Denominational - Diocesan][Locally Agreed - e.g. NYCC]
% curriculum time	[xx]%
Effectiveness of RE is Good (SIAMS self-evaluation)	[Yes][No+details]

Outcomes in RE compared with other Core subjects						
Outcomes - KS1						Trends and commentary
Levels	Year	RE	Reading	Writing	Maths	
% Expected+	2019(P)	[xx]	[xx]	[xx]	[xx]	[x]
	2018	[xx]	[xx]	[xx]	[xx]	
	2017	[xx]	[xx]	[xx]	[xx]	
% Expected+ Disadvantaged	2019(P)	[xx]	[xx]	[xx]	[xx]	
	2018	[xx]	[xx]	[xx]	[xx]	
	2017	[xx]	[xx]	[xx]	[xx]	

Outcomes - KS2						
Levels	Year	RE	Reading	Writing	Maths	
% Expected+	2019(P)	[xx]	[xx]	[xx]	[xx]	[x]
	2018	[xx]	[xx]	[xx]	[xx]	
	2017	[xx]	[xx]	[xx]	[xx]	
% Expected+ Disadvantaged	2019(P)	[xx]	[xx]	[xx]	[xx]	
	2018	[xx]	[xx]	[xx]	[xx]	
	2017	[xx]	[xx]	[xx]	[xx]	

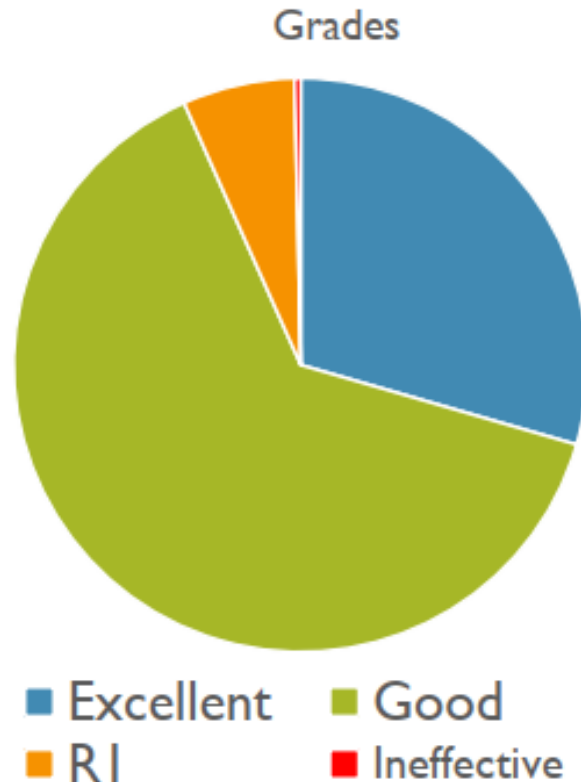
DBE SUPPORT		
YDBE's SLA package	[Standard][Enhanced]	
Date and focus of SLA visits 20[18/19]	Complete	[date] - [focus]
	Planned	[date] - [focus]
SLA reports shared and scrutinised by Governing Body/committee	[Confirmed]	

GOVERNING BODY	
Governing Body Structures	
Composition reflects DBE approved Instrument of Government	[Yes]
Foundation/non foundation split	[X/Y]
Number of foundation governor vacancies	[number] [proposals to fill]
Details of any committee with oversight of Church school specific aspects	[e.g. Ethos Committee of Foundation Governors and other Governors. Meets x times/year.] [E.g. School Effectiveness Committee overseas]
SIAMS self-evaluation last reviewed by full GB	[date]
Church school matters routinely discussed by full GB	[Confirmed]
Relevant training and information accessed by GB Members	
<ul style="list-style-type: none"> [year] - [[x] governors attended [e.g. SIAMS training]] [year] - [[x] governors attended [e.g. Effective Governance in a CE school training]] [year] - [[x] governors attended [e.g. RE for governors training]] 	

STAFF			
Key staff			
Role	Name	Relevant training	Changes anticipated?
Headteacher/Principal/head of School	[name]	[e.g. 2018- SIAMS training]	[N/A]
RE Lead	[name]	[e.g. Leading RE]	[N/A]
Collective Worship lead	[name]	[E.g. 2015 - Leading Collective Worship]	[N/A]
CE school induction and wider staff distinctiveness training (20[18-19])			
NQT/staff new to CE school	[number]	[CE school training/induction received]	
Additional staff training accessed	[Details]		

OVERALL	
Governing Body satisfied CE foundation preserved and developed?	[Yes] Key evidence seen: [e.g. SIAMS self-evaluation][minutes of ethos committee][church school risks]

SIAMS reports since 2018-19



- This is based on 573 received by end of September 19.
- Excellent: 29%
- Good: 65%
- RI: 6%
- Inadequate: 0% (2)

SIAMS reports 2017-18



- Outstanding 58%
- Good 37%
- Satisfactory 5%

SIAMS reports 2018-19: NOR less than 100



- This is based on 116 reports
- Excellent 12%
- Good 77%
- RI 11%

Self evaluation – no prescribed format

Who are we as a Church school? Why we are here?

Context & additional
information

Christian
vision

How then do we live?

Address the evaluation questions of each seven strands

What do you do because of your
Christian vision? (Actions taken)
*Focus on the 'valued added' of what happens
because it is a Church school*

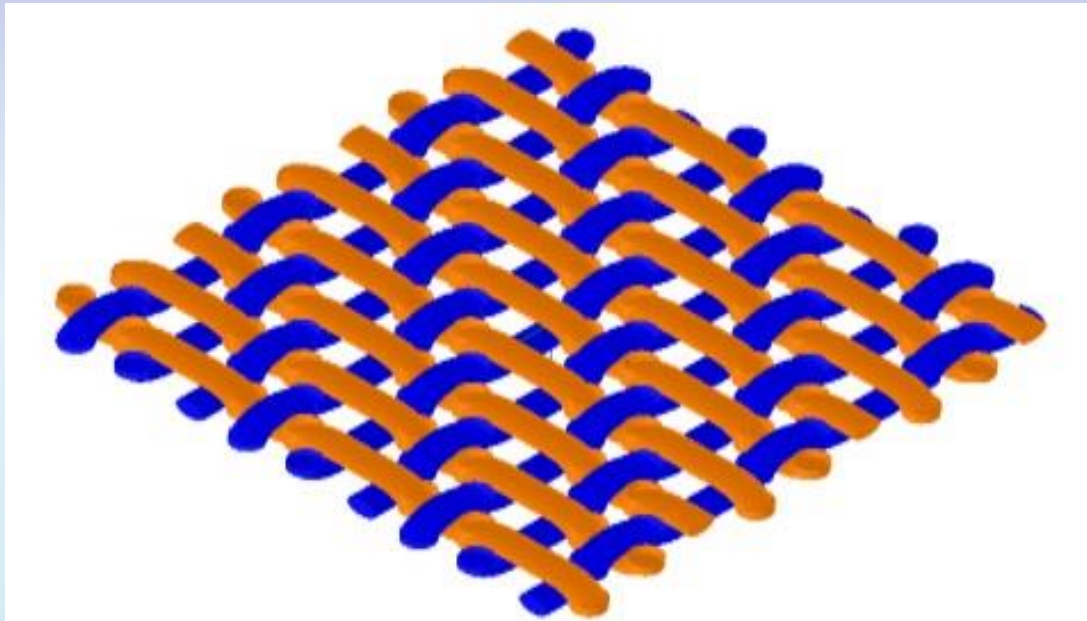
How do you know it is working?
(Impact)
*Include anecdotal evidence, observations,
pupil voice and views, visitor reports*

Making your case for excellence

SIAMs

The Warp and the weft

In an effective church school....



What are the characteristics of an effective Church School?

Using the themes in this document can be a helpful starting point for articulating how your Christian vision is lived out in all aspects of school life. This in turn can help you gather your evidence of vision, provision and impact for SIAMS.

Religious Education

Core subject
Clear intent and implementation (enquiry, balanced RE)
Highest expectations and standards
Teachers knowledgeable and confident
Pupils knowledgeable, excited and challenged
Inclusive, safe space
Pupil leadership

Inclusion and relationships

Strong sense of community at the heart of school, individuals valued
Excellent behaviour and relationships
Forgiveness and reconciliation at the heart of policy and practice
Collaborative learning
Place of hospitality and welcome, particularly of vulnerable
Everyone treated with dignity and respect
Pupil voice is meaningful

Leadership

Model Christian vision
Effective leadership at all levels
Pupils as leaders
Governors well informed
Effective cycle of monitoring, evaluation, action
Knowledgeable about CE educational thinking

Curriculum

Clear intent and implementation
Broad and balanced
Aspirational, relevant, exciting
Highest expectations and challenge
Individuals supported to reach full potential
Clear articulation of spiritual development
Learners' needs met
Exploration of ethical and moral issues
Pupil leadership

Collective Worship

Valued by all
At the heart of the school community
Inclusive inspirational invitational
High quality
Varied and incorporating Anglican tradition and practice
Prayer valued across the school community
Pupil leadership

Christian Vision front and centre

Theological underpinned

Context specific

Aspirational and transformational

Adults and pupils

Educationally outworked

Character development

Aspirational culture
School community is one of Christian hope
Individuals are resilient
Individuals make positive choices
The school is inspired to take action
Pupil leaders as courageous advocates

Partnerships

Effective partnerships with pupils, parents, parish, community, other schools
Good links with Diocesan Board of Education
Accesses regular training
Exploration of local, national and global partnerships
Outward facing

how does your vision drive....

A self-evaluation summary

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Context (a summary that tells the story of your school)						
Vision (a summary of your Christian vision, theologically underpinned)						
Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6	Strand 7
How our vision drives leadership decision making and practice	How our vision drives curriculum intent and implementation, including shaping spiritual development	How our vision supports character development and social action	How our vision creates a community where all live well together, including mental health of adults and pupils	How our vision promotes equality built on dignity and respect	How our vision supports inclusive, inspiring and invitational collective worship	How our vision informs a high quality RE curriculum enabling pupils to flourish
Impact / outcomes						
Next steps						

SIAMS workshop
Monday 27th January
9.30-12noon

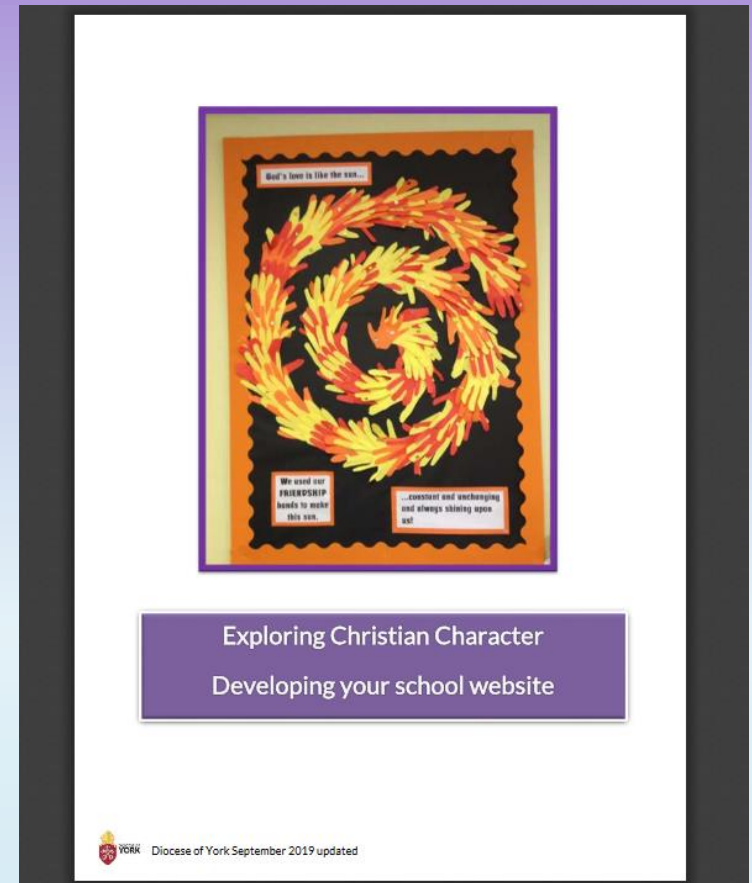


RE and SIAMS Workshop
Monday 20th January

Document update

Help for schools section

- RE policy template
- Collective worship policy template
- Website documents





Religion and Worldviews in a Broad and Balanced Curriculum

A Practical Tool

Gillian Georgiou, Olivia Seymour, Kathryn Wright

RE in a broad and balanced curriculum: A practical tool

New publication which aims to support all schools to consider the intent of their school curriculum and the place of RE within this.

[Read more >](#)

<https://www.reonline.org.uk/leading-re/re-in-a-broad-and-balanced-curriculum-a-practical-tool/>

Vision

- What is our school's vision?
- What destination are we travelling towards?
- How is our curriculum shaped to help us make this journey?

Curriculum Intent

- Why am I teaching this? What is it building on?
- Where does it fit in the bigger picture of curriculum?
- What difference would it make if pupils don't learn this?
- What are the key concepts for each curriculum subject? How have I identified them?
- How do they unlock learning for pupils so that they can move onto the next stage of learning?

Sequence

- In what order do pupils encounter these concepts or this useful subject content? (Component elements)
- How does the sequence of learning help build on previous learning and unlock the next stage of learning? (Building a compound framework of understanding)

RE in the Curriculum

- Do we have a shared understanding of what RE contributes to the wider curriculum and how this helps us live out our school vision?
- Do we have a shared understanding of the key concepts/ subject content in RE?
- Have we thought carefully about how this subject content shapes our RE curriculum?
- Have we considered how to sequence subject content in RE so that pupils are able to build on prior learning in order to access the next stage of learning?

Disciplines in RE

- Does our RE curriculum provide opportunities to look through a theological lens? Does it provide opportunities to explore how beliefs have shaped and continue to shape the way in which humans understand themselves, each other and the world around them?
- Does our RE curriculum provide opportunities to look through the lens of the human/social sciences? Does it provide opportunities to investigate the ways in which religion and beliefs impact on human living?
- Does our RE curriculum provide opportunities to look through a philosophical lens? Does it provide opportunities to investigate what humans claim to know and how they seek knowledge?

Document update

RE work scrutiny



RE Book Scrutiny

What is it for? Why are we doing it?

Book scrutiny can be a helpful way for an RE curriculum leader to monitor the effectiveness of RE in schools. It can be extremely useful for link governors to shadow this process in order to better understand what effective RE looks like, as well as to monitor the impact of RE as part of the broader school curriculum. This can link with wider school development priorities.

Book monitoring can follow three pathways, all of which interrelate and provide school leaders with a fuller picture of the impact of RE in church schools.

Pathway 1: Pupil Progress

In church schools, governors should be effectively monitoring standards in RE (cf. *Statement of Entitlement*, 2019). The vast majority of locally agreed, Diocesan and academy-specific syllabuses provide guidance on monitoring pupil progress and attainment in RE, although there are no nationally-recognised expectations. Based on your relevant guidance, the RE curriculum leader should look at the extent to which RE books provide evidence about pupil progress and attainment. Key to this is evidence of pupils making progress over time: within an academic year, within a phase, over a key stage and across key stages. This will help inform the RE curriculum leader about the extent to which the school is enabling all pupils to flourish academically in RE, including SEND, the most vulnerable and the most able. It will also support them to know whether teaching and learning is empowering pupils to know how to make progress in RE.

Pathway 2: Curriculum Progression

The Church of England Education Office's *Statement of Entitlement*, the SIAMS evaluation schedule and the Ofsted framework for inspection all emphasise the importance of well thought-out curriculum design. This should be clearly connected with a school community's overarching vision and its understanding of curriculum intent (for more on this, see *RE in a Broad and Balanced Curriculum: A Practical Tool*, 2019). Carrying out a book scrutiny can enable an RE curriculum leader to audit curriculum design in RE so that they can ensure that teaching and learning in RE is appropriately coherent and sequential. This provides them with information about the extent to which the curriculum itself enables progress over time: in other words, the extent to which each stage of learning builds on prior learning and unlocks the next stage of learning. This can provide important information about the impact of the RE curriculum plan.

Pathway 3: Meeting the Expectations of the Statement of Entitlement

The Church of England Education Office's *Statement of Entitlement* sets out clear expectations for RE in church schools. This should inform not only what happens in the classroom, but also support strategic decision-making carried out by senior leaders and governors to ensure RE both meets statutory requirements and enables all pupils to flourish academically.

Monitoring pupil books against these expectations will enable an RE curriculum leader to confidently articulate the extent to which the school provides effective RE. This includes its impact on pupils, the extent to which it meets what parents can expect of RE in a church school, the extent to which teachers and curriculum leaders are adequately supported and encouraged in teaching RE, and the extent to which senior leaders and governors understand the place of RE in the broad and balanced curriculum in a church school.

Olivia Seymour and Gillian Georgiou 2019



Statement of Entitlement overview 2019

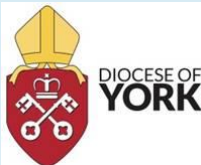
THE CHURCH OF ENGLAND EDUCATION OFFICE
Religious Education in Church of England Schools
A Statement of Entitlement

Aims and objectives of RE in a Church of England School

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

RE Curriculum - description	Pupils can expect ...	Parents can expect ...	Teachers / Leaders can expect ...
<p>A high quality sequential RE programme. Central to the RE curriculum - Study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Curriculum covers a sequenced range of religions and worldviews.</p> <p>RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.</p> <p>The RE curriculum will engage and challenge them through the exploration of core concepts and questions.</p> <p>The RE curriculum is intrinsic to the outworking of a Church school's Christian vision in enabling all pupils to flourish. In addition, the RE curriculum will contribute to British values and spiritual moral social and cultural development</p> <p>It should be a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills. There should be a clear curriculum vision and intent, a structure for implementation and provision and a process for evaluating impact.</p> <p>Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.</p>	<p>A clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others.</p> <p>Teaching and learning will engage with biblical texts and theological ideas. Meaningful and informed dialogue with a range of religions and worldviews. Opportunities to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures.</p> <p>To develop confident religious literacy.</p> <p>Pupils can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders.</p> <p>Learning activities must provide fully for the needs of all pupils. A wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. A safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.</p> <p>All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. Pupils are entitled to a balanced RE curriculum which equips into religions and worldviews through the theology, philosophy and the human and the social sciences.</p> <p>Pupils in Church schools are entitled to be taught by teachers who have a secure subject knowledge and are confident in helping them navigate and challenge cultural and religious stereotypes, prejudice and extremism</p>	<p>RE will be taught in accordance with the trust deed (VA) and accordance with the locally agreed syllabus (VC) and funding agreement (Academies) Parents have the right to withdraw their child from RE.</p> <p>An RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice. High quality resources will be used e.g. Understanding Christianity.</p> <p>Parents can expect that in a Church school RE will have a high profile within the curriculum and will be a priority for senior leaders.</p> <p>Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that in Church schools Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.</p>	<p>RE will have a high profile within the curriculum and will be a priority for senior leaders.</p> <p>In all Church schools, religious education must be considered an academic subject.</p> <p>Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.</p> <p>It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:</p> <ul style="list-style-type: none"> at least one member of staff having RE qualifications or receiving specialist training secondary schools employing specialist RE teachers and deploying them effectively to ensure pupils receive specialist teaching all staff teaching RE having access to subject specific professional development. all staff teaching RE knowing how to create and maintain classrooms in which academic rigour is balanced with respect for different personal beliefs and identities. all teaching staff and governors understanding of the distinctive role and purpose of RE within church schools. a governing body which is monitoring standards in RE effectively. <p>Teachers in Church schools belong to a wider educational and church community. They are entitled to expect positive support in providing effective and excellent religious education from:</p> <ul style="list-style-type: none"> a named member of staff responsible for religious education and where that person is the headteacher someone who shadows the role their senior management team and their governing body, especially foundation governors or academy equivalent their local Diocesan Board of Education, including a school's adviser with an appropriate religious education background the Church of England Education Office local clergy and other ministers and Christian communities.

RE Statement of entitlement overview



Relationships and Sex Education

Promotional material

Relationships, sex and health education: guides for parents

Guides for parents of primary and secondary age pupils that schools can use to communicate with them about teaching relationships and health education.



<https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy>

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Relationships and Sex Education



National Society Council

Relationships and Sex Education Charter

NSC 19 20

First Parents meeting: Diamond nine: What the Church of England has Said



Delivering Relationships Education and Health Education in Church of England primary schools (in-line with Church of England guidance)

13th or 14th February

Key stages 1 & 2

PSHE
Association

Getting your PSHE education ready for statutory Relationships Education, Health Education and the new Ofsted framework

© PSHE Association 2019

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/ks12-explainer-slides-statutory-pshe-changes-and>

Mental Health and Wellbeing: Towards a Whole School Approach

Interim advice for schools and SIAMS inspectors ahead of the introduction of the new SIAMS Evaluation Schedule in September 2018

March 2018

<https://www.churchofengland.org/sites/default/files/2018-04/Mental%20Health%20and%20Wellbeing%20Guidance.pdf>

www.mentallyhealthyschools.org.uk/whole-school-approach/leadership-and-improvement/governors-and-trustees/





Department
for Education

Guidance

Character education framework

Non-statutory guidance to schools on character education and development for pupils.

Published 5 November 2019

Last updated 11 November 2019 — [see all updates](#)

From: [Department for Education](#)

<https://www.gov.uk/government/publications/character-education-framework>

Correspondence

School governance update

Important news and communications from the Department for Education (DfE) relating to governance in maintained schools and academy trusts in England.

<https://www.gov.uk/government/publications/school-governance-update>



School inspection update: academic year 2019 to 2020

Updates for inspectors and stakeholders with the latest information and guidance about Ofsted's inspection work in schools.

<https://www.gov.uk/government/publications/school-inspection-update-academic-year-2019-to-2020>



Improving Social and Emotional Learning in Primary Schools

Primary

Six recommendations for improving social and emotional learning in primary schools

[Download PDF](#)



Making Best Use of Teaching Assistants

Primary & Secondary

Guidance to help primary and secondary schools make the best use of TAs

[Download PDF](#)



Special Educational Needs & Disabilities

Primary & Secondary

To be published on 6th December 2019

Launching in one month



Early Maths

Early Years

To be published on 24th January 2020

Launching in 2 months



Feedback

Primary & Secondary

To be published on 5th June 2020

Launching in 7 months

ETHICAL LEADERSHIP IN PRACTICE

November 2019

Carolyn Roberts, Chair, Ethical Leadership Commission: "The Ethical Leadership Commission set itself the task to provide busy school leaders with a set of principles against which they could test their most difficult decision-making. We did this to help rebuild professionalism and personal agency in school leaders. Schools are where society looks after its young until they are old enough to take on the mantle of adult citizenship, so school leaders not only model diligent public service but also the behaviour and virtues society values. Accountability is not enough: we have to do good."

<https://www.nga.org.uk/News/NGA-News/November-2019-to-May-2019/Ethical-Leadership-in-Practice.aspx>

Training, Events and Resources





A **FREE CPD** event for church primary schools from York and Leeds Dioceses, hosted by 'The Archbishop of York Youth Trust'. The morning will explore how teaching staff can use social action to help young people flourish in leadership and character.

Thursday 16th January 2020

Bishopthorpe Palace

Enabling Flourishing in the Curriculum

For Headteachers and Senior Leaders

9.30am – 4.00pm
Diocesan Office, York

Spiritual Development and Positive Mental Health and Well-Being – Promoting Flourishing in the Curriculum

Monday 10th February 2020

A focus on strands 2 and 4 of SIAMs supporting schools in developing a clear and secure understanding of spiritual development and exploring support for mental health and wellbeing for pupils and adults in our school community

Social Action and Courageous Advocacy –

Affirming Flourishing in the Curriculum

Thursday 18th June 2020

A focus on living well together, diversity and global education, (including Global Neighbours and the Centre for Global Education)

Spring term 2020		
14 th January 9.30am – 4.00pm	Charge	Aspiring Leaders - Called Connected Committed Day 1, Diocesan Office, York
20 th January 9.30am – 12.00pm	Free	RE & SIAMS Workshop Diocesan Office, York
24 th January 9.30am – 4.00pm	Free	Headteacher Induction - Leaders Together Mentor Meeting Diocesan Office, York
29 th January 9.30am – 4.00pm	Charge	NQT / Teachers new to a Church School Diocesan Office, York
10 th February 9.30am – 4.00pm	Charge*	Spiritual Development and Positive Mental Health and Well-Being – Promoting Flourishing in the Curriculum Diocesan Office, York
4 th March 9.30am – 4.00pm	Charge	Retreat Day for Headteachers Wydale Hall
8.30am – 12.00pm 17 th March 19 th March 23 rd March 25 th March	Charge	Leadership Networks Diocesan Office, York Tickton Grange Wydale Hall Cleveland Tontine

18

Summer term 2020		
23 rd April 9.30am – 4.00pm	Charge	Called Connected Committed Day 3, Bishophthorpe Palace, York
19 th May 9.30am – 4.00pm	Charge	Collective Worship Training Day Diocesan Office, York
21 st May 9.30am – 4.00pm	Free	Headteacher Induction - Leaders Together Mentor Meeting Diocesan Office, York
18 th June 9.30am – 4.00pm	Charge*	Social Action and Courageous Advocacy – Affirming Flourishing in the Curriculum Diocesan Office, York
Dates		LTLRE – subject knowledge sessions
24 th September 25 th September 12 th March, 2020 4.00pm – 6.00pm	Free	Muslim Learner Services Knayton Primary Academy St Martin's VA Primary School, Scarborough Pathfinder, Archbishop Holgate's School, York
14 th November 1.00pm – 4.00pm	Free	Jewish Museum Diocesan Office, York
10 th June 2020 1.00pm – 3.30pm	Free	Humanism Diocesan Office, York

Advent and Christmas resources



The Jesse Tree

Jesse Trees are very old Christmas tradition dating back to medieval times. They are used to help tell the story of the Bible from creation through to the Christmas Story. They are named after Jesse, the father of King David, and according to Chapter One of Matthew, Jesus' Great x 14 Grandfather. This is because there is a prophecy in the book of Isaiah (Chapter 11:1-4) which is believed to describe Jesus.

The first Jesse trees were large carvings, tapestries or even stained glass windows that helped people that could not read or write learn about the God's story. Many people now use them as a kind of Advent calendar, as they help understanding of how the Christmas story fits into the whole Bible.

Using this resource at school

The Diocese of York Jesse Tree resource provides schools with starting points and ideas to explore the themes of the Jesse Tree through collective worship. You can choose to do a Jesse Tree theme every day of the week through whole school or class worship, or use the summary resource for a single act of collective worship that summarises the five stories.

The daily templates provide starting points for planning collective worship in the usual pattern of Gather, Engage, Respond and Send. For each theme the Engage section unpacks the story for the collective worship leader. Alongside this we have provided some suggestions for creating a focal point in the school hall and in classrooms, this includes a focus on the advent wreath.

Advent and Christmas resources



Creating a focal point in school

You could produce a Jesse tree as a wall display in the hall for whole school worship and/or have smaller trees in classrooms for class worship. The stickers can be used to stick on to a wall display or to make decorations to hang from the tree each time you explore one of the stories (or group of stories)

The worship table

Cover the worship table with a purple cloth. Explain to pupils that purple is the colour used in church during Advent, It will change to gold and white on Christmas day

The Advent Wreath

As a school also think about having an advent wreath on your worship table. The theme of each of the 4 outer candles can be linked to an overarching theme for each week of the Jesse tree.

First Candle We speak of hope – Christians believe God keeps his promises. ([link to Abraham and Noah](#))

Second Candle We work for peace – Christians believe Jesus is the 'Prince of Peace' and Christians work for peace in his name. ([Link to the stories of Moses, David etc and their commitment to following God](#))

Third Candle We show love – Christians believe Jesus gave everything for them. ([link to week 3 and the gift of Jesus birth](#))

Fourth Candle We share joy – Christians believe the Holy Spirit fills their hearts and minds with the presence and joy of God ([link to week 3 and the joy of those who announced Jesus birth and visited him](#))

Last (Central) Candle (Christmas Day) the last candle is to remember the birth of Jesus Christ.



The Advent Candle

Alternatively you may wish to get hold of an advent calendar candle – one with the days of advent marked on the side, so that you can burn one day's worth of wax each time you have Collective worship (NB someone will need to do this on Saturday and Sundays, too – it could be an opportunity for some pupils to be asked to take the school candle home and light it at the weekend)

Advent and Christmas resources

Week 1 Overview

Christians believe that God made a beautiful world, people chose to go their own way, but God promises mercy and blessing



Sunday 1st December – Introduction of the Jesse Tree – Isaiah 11:1-10; Matthew 1:1-17



Monday 2nd December – Creation – Genesis 1:1-2:3



Tuesday 3rd December – Adam and Eve – Genesis 2:4-3:24



Wednesday 4th December – Noah: The flood – Genesis 6:9-22, 7:17-8:12



Thursday 5th December – Abraham: The Promise – Genesis 12:1-7, 15:1-6



Friday 6th December – Jacob – Assurance – Gen 27:41-28:22



Saturday 7th December – Isaac Testing: Genesis 22:1-19

Gather

Ask everyone to stand up and explain that they have to guess when a minute is up from the moment you say 'Go' and sit down at that point. Use a timer to ascertain who is the closest

Have you ever had to wait for something for a long time? What did it feel like?

Respond

Talk about the things that you are waiting for that are happening soon (like Christmas!); and the things that you are waiting for that are a long way off (may be a holiday or going to secondary school).

Using a sand timer, encourage the pupils to spend few moments in silence as they watch the sand trickling through. If they want to they can say a prayer for patience.



Engage - Gen 12:1-7, 15:1-6

Genesis says that Abraham and his family worshipped God, who had a very special plan for him. Abraham was seventy five years old when he and his family were told by God to move their tents to a new land and make it their home. They moved all of their belongings, their goats and sheep to this new place and settled down, waiting to see what would happen next. God had a plan to make this small family into a great nation and to be a blessing to all of humanity.

But even though he was very old, Abraham did not have any children, which meant that his family did not really have a future. God knew differently and he made Abraham a promise that it would be easier to count the stars in the sky than to

count the number of people who would be his descendants. Abraham had already learnt to trust God and so, even though it did not seem possible, he was happy to leave it all to God. It was a long wait, but eventually when Abraham and his wife Sarah were very old their son Isaac was born. Things were beginning to happen.

Send

As we prepare for Christmas sometimes patience wears thin as our excitement means we are very bad at waiting, and members of our families have too much to do to get ready. Think about what things you can do to show patience and to help those who are busy trying to make everything wonderful for us

Engage – the Lion Storyteller Bible

God's Friend

Holocaust Memorial Day

Holocaust Memorial Day (HMD) 2020 marks the 75th anniversary of the end of the Holocaust. To commemorate this significant anniversary the Church of England Education Office are encouraging all Church of England schools to observe this day with their students.

Holocaust Memorial Day Trust provides excellent free resources for primary, secondary and SEN teachers to help you lead assemblies, lessons, tutor time activities or creative projects. They include everything you need to get involved with HMD, whether you've marked it before or not.

Explore the education resources here. <https://www.hmd.org.uk/take-part-in-holocaust-memorial-day/schools/>

Remembering Auschwitz-Birkenau
November 10th (Monday) 1944

This lesson plan, suitable for secondary school students, will bring them to the site of the Holocaust through the eyes of the survivors. It includes a lesson plan, a video, and a worksheet. It is designed to be used as a whole school activity, or as a resource for individual lessons.

Notes for teachers:
Please be aware that this lesson plan will be used to commemorate the victims of the Holocaust. It is not intended to be a lesson plan for the Holocaust. It is a resource for teachers to use to help them teach about the Holocaust.

Learning objectives:
• The pupils will understand the significance of the Holocaust and the impact it has had on the world.

Background knowledge:
• The Holocaust was the systematic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators.

Don't stand by
A sensory statement to support Holocaust Memorial Day

This resource for Holocaust Memorial Day (HMD) 2020 is designed to be accessible for young people in all schools with a range of SEN. It is a statement of support for the victims of the Holocaust and a call to action for all of us.

Contents:
• The statement - page 1
• Resources for all levels - page 2
• How to use the statement - page 3
• Using the statement in school - page 4

Experiencing the statement through sensory stimulation:
The sensory statement can be experienced in a range of ways, or it can be used as a guide to experience. The sensory experiences address each of the senses and the systems. The broad range of experiences also means that it's adaptable to meet the needs of all learners.

British Heroes of the Holocaust
Necessary history plan

The useful resource for schools of heroes of the Holocaust, from one of our different subject areas. It includes a range of activities, including a lesson plan, a video, and a worksheet. It is designed to be used as a whole school activity, or as a resource for individual lessons.

Key question:
How could we have British heroes like a hero?

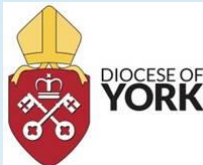
Learning objectives:
• All students will identify reasons for the actions of some British heroes.
• Most students will have influence about how some people became heroes during the Holocaust.
• Some students will evaluate the actions and their conclusions about whether we can learn from them.

Key terms:
• Holocaust - a genocide in which six million Jews, two million Poles, and other victims of the Holocaust were killed by the Nazis.
• Concentration camps - places where the Nazis kept people against their will. The Nazis used the camps to kill people and to force them to work.

Background knowledge:
This lesson plan will be for secondary schools. It is designed to be used as a whole school activity, or as a resource for individual lessons.



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General Discussion

- Hot Topics – Opportunities and Challenges
- Training Needs

