



Diocese of Bristol
Creating connections

Headteacher

Welcome Pack

Diocesan Office, First Floor, Hillside House, 1500 Parkway North, Stoke Gifford, Bristol BS34 8YU

0117 906 0100 | www.bristol.anglican.org | 

The Bristol Diocesan Board of Finance Limited | Reg. in England: Charity 248502, Company 15624

Contents

Page

4	Welcome to the Education team
5	The Staff at the Diocesan Education Department
6	The Church of England Vision for Education
7	Our Diocese Vision
10	Working with the Diocesan Board of Education (DBE)
10	Diocese of Bristol Church Schools (DBE Schools)
11	Appointments in Church of England Schools
12	The Distinctiveness of Church Schools
13	A 'Tapestry' of a well-educated person
14	A 'Tapestry' of a well-educated person diagram
15	What is your vision?
16	Spiritual Leadership – Creating a Vision
18	Nourishing the Spirit – Catching your Breath
19	Collective Worship in a Church of England School – the Statutory Requirements
22	Organising your Collective Worship
23	Other Diocesan websites not so far mentioned
24	Useful documents for you to read in your first year
25	RE and Inspection
25	Agreed Syllabus
25	Diocesan expectations
26	The importance of RE
30	Working with your local Church
31	Church Glossary of terms
33	Statutory Inspection of Anglican and Methodist schools (SIAMS)
34	Possible wording for a Headteachers' Commissioning Service
39	Induction and Professional development

Welcome to the Education Team - What do we all do?

Diocesan Director of Education

Leads the Department to ensure the issues concerning church schools are fully supported. The DDE also liaises with the CofE Education Office (previously known as the National Society) to ensure up-to-date guidance comes to schools. This includes:

- Issues of governance, new schools and academisation
- The admission number to your school to ensure we have Christian places available locally to all parents who want them
- The major capital planning for school building improvement under LCVAP (VA schools only) or Health and Safety and Access
- Support provided on leadership for schools that may find themselves in challenging circumstances
- Support for the training of staff and governors in Church School distinctiveness, church/school partnerships and Church School inspections.
- Brokering School Improvement and partnerships

School Advisers

(RE, Collective Worship & SIAMS Inspections)

- Training staff in the teaching of RE, spiritual development, community cohesion and PHSE
- Foundation Governors training
- The teaching of RE
- The development of school worship
- Developing locally agreed syllabuses and resources to support RE teaching
- Training staff in the leading of collective worship and provision of resources to enhance the experience of worship
- Management of the SIAMS section 48 inspection of schools for the diocese

Schools Officer

(Governor Development & Admissions)

- Governor policies
- Instrument of governance
- Governor appointments and training
- Admissions policies
- Academy governance, articles and schemes of delegation

Education Team Co-ordinator

- bookings for training and events
- communications to schools
- governance administration
- SIAMS administration
- Clerk to the Board of Education

Education Administrator

- Supports the whole team with finance and management
- website and social media

The Staff at the Diocesan Education Department

The staff in the Education Department are available to help and support you in your work. Please do not hesitate to contact any member of the team:

Director of Education Liz.Townend@bristoldioocese.org	Liz Townend
School Advisers (RE, Collective Worship & SIAMS Inspections) Katy.Staples@bristoldioocese.org Laura.Harris@bristoldioocese.org	Katy Staples Laura Harris
Schools Officer (Governor Development & Admissions) Clare.Stansfield@bristoldioocese.org	Clare Stansfield
Education Team Coordinator Ali.Driver@bristoldioocese.org	Ali Driver
Education Administrator Elaine.Jones@bristoldioocese.org	Elaine Jones

We are working a hybrid pattern of office and home working. The office is normally staffed from 8.00 am until 5.30 pm Monday to Friday.
Tel: 0117 9060100

The Church of England Vision for Education

“Church schools have a reputation for securing transformational outcomes for young people by combining academic rigour with a rounded approach to personal development, rooted in the worship and other shared practices that characterize the life of their community. There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

The vision is deeply Christian, with the promise by Jesus of ‘life in all its fullness’ at its heart. Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England’s role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.

Our Church’s commitment to education is at least as important today as in the past. Considerable changes are taking place, however the Church of England has the opportunity to offer a model of education that is both thoroughly Christian in its foundation and highly attractive to most others in education because of the quality of its outcomes for children and young people. It is a special strength that it achieves educational excellence in a broad framework within which pupils and teachers can pursue the big questions of meaning, such as ‘Who am I?’, ‘Why am I here?’, ‘What do I desire?’ and ‘How then shall I live?’

Taken from - “Deeply Christian, Serving the Common Good” July 2016, The Church of England Education Office Vision for Education

Our Diocese Vision

As the Church of England has recently re-formulated its vision for schools, we are reminded our purpose is to give children the opportunity to experience 'life in all its fullness' as well as reaching their full potential in academic, creative and spiritual dimensions. Our schools and academies must ensure system leadership across the Diocese whereby all staff and officers are committed to the provision of excellent education for all in every one of our institutions. This moral purpose is what drives our Diocesan and Academies' Boards and as servant leaders we seek to work through the models of gospel teaching.

It can be modelled out in the following way where each additional level adds support and context, providing a strong direction and moral purpose from which the DBE (Diocesan Board of Education to whom all CE schools are joined) develops strategy:

i. Christian tradition and heritage, rooted in the Bible

Our understanding is of a God who desires that all human beings flourish, as shown, for example, in the words of Jesus in John 10:10, 'I came that they may have life and have it abundantly'. A further illustration is the example of Saint Irenaeus who described, 'The glory of God is a human person fully alive'. We seek to provide an environment where all children can thrive; where intellectual and academic rigour is indivisible from their flourishing in, for example, their spiritual, moral, social, cultural, creative, physical and character development.

ii. The Department for Education

The DBE must adhere to the statutory requirements of government, the new DBE Measure 2021 which sets out the role of the DBE in law. The diocese acknowledges the direction of travel of the DfE in policy, for example, for schools to be in strong multi-academy trusts and seeks to find best possible ways for schools to be safeguarded and flourishing in to the future.

iii. Church of England Vision for Education

There are fundamental reasons, from biblical principles, which have motivated centuries of Christian involvement in schooling in this country. The Church of England's vision, titled 'Deeply Christian; Serving the Common Good', published July 2016, sets out an 'ecology' of human flourishing for the common good of the whole community. It is based on four key elements: Educating for Wisdom, Knowledge and Skills; Educating for Hope and Aspiration; Educating for Community and Living well Together; and, Educating for Dignity and Respect.

iv. The Diocese of Bristol

The vision for the diocese is currently being rewritten and due for release Sept 21. One of the key priorities is 'Engaging younger generations' and highlights the intention that our church schools in this diocese provide an education for young people that is both academically excellent and enables children and young people to flourish.

v. The Diocese of Bristol's Board of Education (DBE)

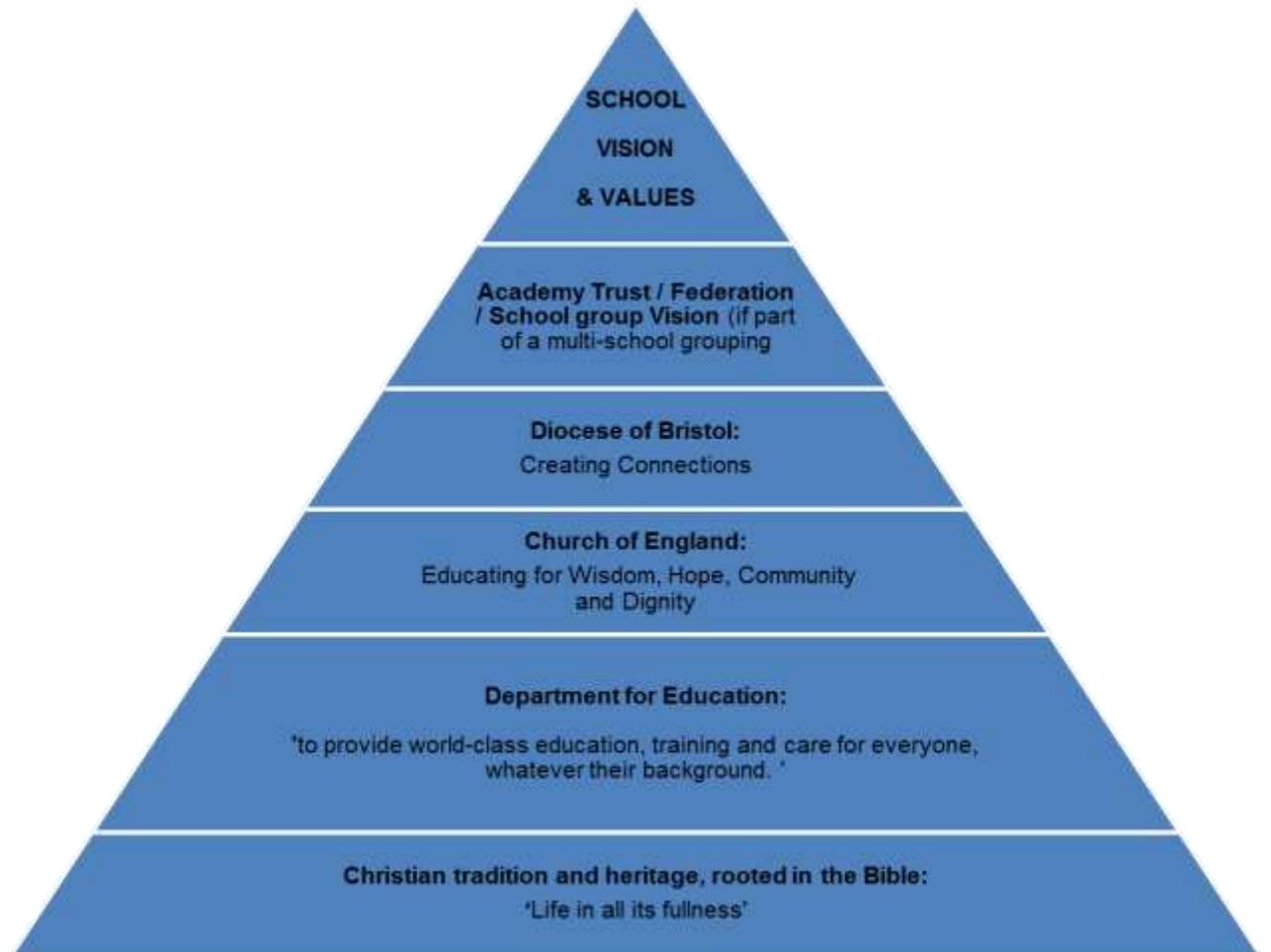
The Board of Education develops this vision across the diocese ensuring the profile of education work remains high, the strategic direction is clear and schools and educational initiatives are well led through appropriate challenge and support. It plans for the future growth and sustainability of all diocese schools as a family.

vi. Individual school vision and values

Each DBE school, LA maintained schools, academies in multi academy trusts or single academies, design their own vision and/ or mission statement to further embed their values, character and aspiration in collaboration with their school community. At all levels, it is the flourishing of the children and young people who are central to the development of all work and schools must work collaboratively for the good of all students and stewardship of CE schools in the future.

Our Diocese Vision

Building from the base



Working with the Diocesan Board of Education (DBE)

There are 42 Diocesan Boards of Education in England and Wales. They are established by law in the 'DBE Measure 2021' and have statutory functions to support and monitor the quality of Christian education in Church Schools.

In Bristol, the DBE works as the 'governing body' of the Department. The DBE is chaired by Bishop Lee, Bishop of Swindon, who is a passionate supporter of schools and their staff. The DBE meets at least four times a year.

Diocese of Bristol Church Schools (DBE Schools)

There are 72 Diocesan Board of Education schools, ranging from small rural to large inner city schools. The vast majority are good and outstanding primary schools. There are three secondary schools in the diocese.

The diocese stretches from west of Bristol to east of Swindon and includes schools in four local authorities: Bristol, Swindon, (North) Wiltshire and South Gloucestershire.

Some schools are LA Voluntary Aided (VA), others LA Voluntary Controlled (VC). Some converted from being LA maintained schools to become Single Academy Trusts or part of a multi academy trust. There are currently two MATs with Church schools in the diocese – Cathedral Schools Trust (CST) and the Diocese of Bristol Academies Trust (DBAT). The DBE 'Growth and Sustainability policy' explains the future aspiration for diocesan schools so all may flourish.

Our schools are typified by high achievement and excellent relationships - places of aspiration and hope for all. We offer places of security where safe boundaries give all the opportunities to grow in personal confidence while recognising the importance of being of service to each other and the community.

The Education Team work in partnership with every school, regardless of the model of leadership, school improvement provider, Ofsted or SIAMS grade, based on a universal offer to all and current need. All CE school leaders have of course a responsibility to their own school community, and also a shared responsibility for the flourishing of all schools in our diocesan family.

The relationship between the Diocese and schools underpinning this is based on trust, relationship and effective and open communication.

Appointments in Church of England Schools

Changes following the *Education and Inspections Act 2006*

VA Schools

In VA schools the governors may consider whether there is a 'genuine occupational requirement' for the post holder to be Christian for all posts and if this is the case can appoint accordingly.

VC Schools

In VC schools the head teacher can be a Reserved Teacher and up to 20% of other staff can be considered to have a 'genuine occupational requirement' for the post holder to be Christian.

Academies

In Academies Governors should follow the guidance above depending on whether the school was formerly VA or VC.

Further information can be found on the Church of England Education Office website:

www.churchofengland.org/education

Officers from the Department are always available to support and advise on appointment matters.

The Distinctiveness of Church Schools

“Church schools are distinctly and recognisably Christian institutions”

(2001, Lord Dearing)

This can be summarised below:

1. Distinctiveness must include a wholehearted commitment to putting faith and spiritual development at the heart of the curriculum.
2. The Christian ethos must permeate the whole educational experience.
3. The importance of clearly ascribed Christian values and their outworking in the life of schools is widely accepted but may need embedding.
4. High quality religious education and collective worship should continue to make major contributions to the Church school’s Christian ethos.
5. Pupils should be enabled to engage seriously with and develop an understanding of the person and teachings of Jesus Christ.
6. Every child should be enabled to flourish in their potential as a child of God, as a sign and expression of the Kingdom. This is at the heart of the Church’s distinctive mission.

A 'Tapestry' of a well-educated person

The following model, shown diagrammatically, summarises the elements so far in to one place.

Character education values work has been very effective in helping Church schools in our diocese to define and communicate their distinctiveness. This provides the Weft to the Warp which is the purpose and vision of the education endeavour

In other words, for a person to be able to achieve 'life abundant', the purpose of church school education, they have to have been offered the goals and aspirations of Values. These can inspire them to practise and develop the virtues and habits of a character capable of creating and contributing to an individual and corporate life abundant. We might categorise the values that are taught in our schools, through collective worship and day by day teaching activities, into a) those that help children and young people *learn*, b) those that help them to *live harmoniously with others* and c) those that support their *wellbeing*. While the values are clearly not linked exclusively to only one of these three areas, there is, arguably, some hierarchy. We support pupils to develop, firstly, good learning habits and thrive in a learning community of adults and fellow pupils in order that personal and corporate wellbeing is developed and a strong, positive character emerges; the development of virtues within us. This is the 'weft' in the diagram.

The purpose of education is expressed through the four elements (strands) from the Church of England Vision for Education: the development of Wisdom, Knowledge and Skills; Hope and Aspiration, Community and Living well Together; and Dignity and respect. Here is the 'warp' of our life abundant.

Finally, woven throughout the fabric and intrinsic to its strength are four golden threads: RE, worshipping together; spiritual development and partnerships with Church and others. These essential threads are distinctive shafts of light enhancing the quality of the fabric of church school education.

What is your Vision?

WORKING OUT YOUR SCHOOL'S CHRISTIAN DISTINCTIVENESS

QUESTIONS TO CONSIDER?

SCHOOL CONTEXT + LOCAL COMMUNITY + OTHER FACTORS TO CONSIDER
& PARENTS/CARERS



SCHOOL VALUES are aspirations of the community, staff and governors	+	CHURCH OF ENGLAND VISION Deeply Christian, Serving the Common Good	+	SCHOOL VISION existing and embedded
---	---	--	---	---



- What does your school community see as its purpose of education?
- What life does it hope its pupils will have?
- What world do you hope your pupils will help to build?



**If your pupils are going to be able to have wonderful lives and build a thriving,
joyful and peaceful future world – what personal qualities do they need?**



CHARACTER EDUCATION → GROWING VIRTUES

A clear understanding of Christian distinctiveness in your school for your school



How will you negotiate and communicate this to:

staff, pupils, parents, carers, community?



delivery through story, metaphors, pictures, communication strategies
(e.g. strapline, visual representations)



SO WHAT?

What will this look like in the school?

How will you know you've been successful?

What changes do we need to make?

Spiritual Leadership – Creating a Vision

Church schools should be “deeply Christian, serving the common good”. (Church of England Vision for Education, July 2016). There is a call for an education to be offered that has a comprehensive view of human flourishing such that every child can be “as well equipped to be a prophet as to turn a profit”. (*Fruits of the Spirit CofE Ed Office 2015 p15*)

Hope is an underpinning factor in sustaining spiritual and moral leadership in a school. Without a vocation it is simply a job. A spiritual leader has to be “sustained by an internal reservoir of hope from which values and vision flow” A *Flintham, Sustaining Hope in School Leadership (Grove Education booklet eD22)*

A key question for a Spiritual Leader is to know what is your internal reservoir and how can you ensure that you are continually refreshed from that reservoir? For a school to have a distinctively Christian shared spiritual life there needs to be a clearly understood definition of spirituality. The leadership will need to ensure that the conditions exist for such a dialogue to take place.

Effective leaders do not simply ‘do’ values and spirituality; they articulate them and live them out in their daily lives. “The best leaders live the vision or walk the talk”

N. Norcross, (Christian Values for School Grove Booklet eD2)

3 Metaphors for Spiritual Leadership

The leader as steward

- recognising the value of each child to be worthy of care and support as any other
- a steward caring for the unique giftedness of each person and ensuring they come to fulfilment

The leader as teacher

All great spiritual teachers of history use stories and metaphors to communicate values

- images, stories and metaphors are important tools for a spiritual leader to share to ensure the full development of their community

The leader as servant

Not a ‘service provider’ but a person deeply committed to “the growth of self, other people, institutions and communities.” *Anne Lumb (Spirituality in a Church School – Grove Book Ed27)*. It follows the example of Jesus who was a

servant-leader kneeling down and washing the feet of his followers (Luke 22:27). This model gives space for humility and the recognition of the limitations of our own abilities. It gives space for failings and recognition that we do not have all the answers to many of the questions that are part of the mystery of life.

Some hallmarks of spiritual leadership include many of the following:

- Praising, encouraging and thanking all adults and pupils for what they do each day
- Modelling a personal attempt to articulate what spirituality means and sharing that with the school community
- Giving your total attention to whoever you are with making them, whether pupil, parent, colleague or governor, or whoever, the centre of your world while you are together, despite the 20 more urgent and 3 very urgent things you feel you should be doing;
- Exuding a calm(ish) air of rational confidence, even when you yourself still have doubts;
- Being able to keep in your mind and heart the central vision you have for your church school, (or particular aspect of it) and making yourself and encouraging others to make that vision real – often in small halting steps and stages and despite setbacks;
- Having the sense that though you can not always see, sense or explain it, there is some sort of extra help or guiding hand that is there and in support of what you do and that only wants the best for the children and the school. God is with you, loves you, the children and everyone;
- Knowing your team of people and yourself well enough to help them give of their best, to support them when they are down and to accept their help when they sense you need it;
- Giving yourself recreation time, returning to your reservoir, perhaps in silence to reflect on what you are doing, to renew your inner self and your creativity and to let the 'guiding hand' have time to be with you and encourage you along the path;
- Being a discerning listener to what people are really saying to you, rather than a leader who allows them to go on (and on) unchallenged;
- Cultivating ways of communicating with people at their level and really doing so, without talking above peoples' heads or down to them;
- Giving yourself time to share with others in worship, so that your leading of worship will be fed and that you and others will be open to the continuous stream of inspiration, from God and other sources which is required if school worship is to be what the children and staff require.

Nourishing the Spirit – Catching your Breath

Some practical suggestions

To get the most out of yourself and your staff it is important to have time to reflect, take stock, nourish your own spirit, stand and stare and be inspired. There is a huge temptation to ignore this need in pressured school lives. To do so can be short sighted and leave a community vulnerable to bitterness and exhaustion. Here are some suggestions which may help with this.

Meetings

- Open or end staff meetings with a 'Thought or a time of stillness for the Day' from a member of staff. If appropriate you could also begin or end with a prayer
- Begin some meetings with a piece of music chosen by a member of staff
- From time to time suggest items on the agenda which make you think about what it's all about, deep-down values and things you hold dear
- But do fun things sometimes!

Places and Spaces

- Try to ensure that the staffroom is a relaxing and comfortable place to be in. Spend money on it
- Try to create a spiritual, reflective place in the school grounds for pupils and staff – the sort of place where you might want to sit on a summer's day
- Have beautiful things on the walls and around the schools - pictures and objects that lift you up and make you smile, sigh and ponder
- Ensure there is space for questions and suggested answers
- Ensure there is space for the 'prophet' on the edge to make their contribution

Away Days

- Don't just spend **all** INSET days on English or Maths – spend some time on catching your breath, standing and staring or getting to know each other, i.e. have part of an INSET day for reflection and re-charging your batteries
- Go away for an INSET day to be somewhere really pleasant
- Find people who are inspirational, make you laugh and make you think and ask them to conduct a workshop or just talk to staff

Collective Worship in a Church of England School – the Statutory Requirements

Church schools in the Diocese of Bristol must fulfil two legal requirements for Collective Worship:-

- The legal requirement for ALL schools ensures that every child in the school is entitled to an opportunity for daily worship.

“The arrangements for the required collective worship may, in respect of each school day, provide for a single act of worship for all pupils or for separate acts of worship for pupils in different age groups or in different school groups.” *The School Standards and Framework Act 1998*

- Collective worship in Church schools must be in accordance with the school’s trust deed.

Collective Worship should be in accordance with the school’s Trust Deed

All acts of worship are in accordance with the school's Trust Deed and reflect the Anglican status of the school. In addition to daily school worship, special celebrations take place in Church.

Parents should be made aware that the school is a Church school and as such Collective Worship will be based upon the foundations and principles of the Church of England. This is best done through the school prospectus and on the school website. The governing body should be made aware of their legal responsibilities and be clear of their statutory responsibility to uphold the Christian foundation of the school This responsibility to uphold the Christian ethos and foundation of the school should also be made clear to staff on their appointment.

The key question in the SIAMS (Statutory Inspection of Anglican and Methodist Schools) framework is:

What is the impact of collective worship on the school community?

In a Church school Collective Worship should be ‘inclusive, invitational and inspiring’. See the latest helpful guidance:

<https://www.churchofengland.org/sites/default/files/2021-05/Collective%20Worship%20Guidance%2018052021.pdf>

Therefore the school must be secure in its understanding of the purpose of Collective Worship and its central position at the heart of school life. It must be able to show that Collective Worship has a positive impact on the lives of pupils.

Worship will serve pupils by enhancing:

- their understanding of Christian beliefs about the life of Jesus, God, (the Trinity) the Christian faith, the Church calendar and Anglican forms of worship
- their spiritual development by offering times of reflection and space to contemplate, question and cultivate amazement
- their character development by offering examples and stories and asking them to reflect on values and virtues that will help them learn, live well with others, and develop qualities that will sustain their well being
- their sense of meaning and purpose as people who will help shape the future of the world.

The Anglican elements of worship may include the following:

An Anglican liturgical shape - planned around four parts (The GERS model!)

- **G** A greeting
- **E** An engagement
- **R** A response
- **S** A sending out

In Church Schools – Aided and Controlled – collective worship should be “according to the Trust Deed”, i.e. following “the principles and practices of the Church of England”, therefore **distinctively Christian with some Anglican element**.

Anglican elements may include some of the following:

- Traditional prayers, e.g.:
 - The Lord's Prayer
 - The Grace
 - Collects
- A liturgical shape to worship
 - Greeting
 - Engagement
 - Response
 - Sending out
- Sentences and responses, e.g.:
 - The Lord is here – His Spirit is with us
 - Peace be with you – and also with you
 - Our service in this place has ended – our service in the world begins

- Celebrating the Church's year, e.g.:
 - Saint's days
 - Major Christian festivals – Advent, Christmas, Epiphany, Palm Sunday, Good Friday, Easter, Ascension, Pentecost, etc

- Using the Church's colours
 - Purple = preparation, saying sorry, mourning (used during Advent, Lent)
 - Gold/White = celebration, purity (used during Christmas, Epiphany, Easter Sunday, Ascension day, Trinity Sunday)
 - Red = Holy Spirit, suffering, those who have died (used during Palm Sunday, Good Friday, Pentecost, Remembrance Sunday)
 - Green = everyday, the earth and creation (used during ordinary times, Harvest)
 - Singing hymns and songs used in the local church
 - Simple rituals based on those used in the local church, e.g. lighting a candle

Organising your Collective Worship

Collective Worship in a school needs to be structured, varied, planned and monitored. Section 2 of the **SIAMS self evaluation toolkit** will help you to shape and develop your school's Collective Worship.

Themes may be developed on a rolling programme and should take into account:

- Religious festivals
- Local events/celebrations
- National events/celebrations
- The life and needs of the school community

Resources

RESOURCE	SOURCE	WEBSITE LINK
Values for Life	Jumping Fish	www.imaginer.co.uk
Roots and Fruits/ Out of the Box	Imaginer	www.imaginer.co.uk
Worship Workshop	National Society	www.worshipworkshop.org.uk
Teachers Dozen	Methodist Church	www.teachersdozen.co.uk
Open the Book		www.openthebook.net
Barnabas		www.barnabasinschools.org.uk
Assemblies		www.assemblies.org.uk
Music for Collective Worship	Fischy Music	www.fischy.com
Story Assemblies for the School Year		www.brf.org.uk

Prayer Spirituality

<http://www.prayerspacesinschools.com/home>

<http://www.breatheresource.org.uk/>

<http://www.orisonschools.org.uk/home>

Secondary

<http://www.gloucester.anglican.org/schools/values-worship-re/collective-worship/thought-for-the-day.php>

Designed particularly for affiliated secondary schools, there are ideas on this site for using a quotation as a starting point with suggestions for follow up questions.

Other Diocesan websites not so far mentioned

<http://www.bdeducation.org.uk/collective-worship.html>

This website has a wealth of downloadable resources as well as its own online shop in which you can purchase many of the best resources for Collective Worship and RE.

<http://www.chichester.anglican.org/collective-worship/>

This site has useful recently revised advice on CW guidelines and a good practice guide to holding Eucharist's (Thanks for the memory) as well as advice on using music in worship and CCL copyright. You can also purchase Christian Assemblies 2 here.

<http://www.chelmsford.anglican.org/schools/collective-worship>

collective worship guidance and a guide to celebrating Eucharist's in schools

<http://salisbury.anglican.org/schools/collective-worship>

Key Stage 3 and downloadable secondary acts of worship

An excellent resource to provide a structured approach to the daily act of collective worship is the Diocesan **Values for Life** pack which has detailed notes on daily acts of collective worship.

It can be helpful to have a **planning group** which may involve the collective worship coordinator, local clergy who lead collective worship and other regular contributors. Make sure you involve the children in designing elements of worship and seek their ideas about what they would like to explore. When planning www.assemblies.org.uk is a useful source of themes to start you off. As is the National Society Worship workshop: <http://www.worshipworkshop.org.uk/>

The Diocesan Education Team runs **training** for any staff who might lead collective worship which will support staff in the provision of whole school, key stage or class worship. Our school adviser also offers INSET or twilights to help all staff feel more confident in leading class worship.

Useful documents for you to read in your first year

- Church of England Vision for Education – Deeply Christian, Serving the Common Good
- The Fruits of the Spirit
- Valuing all God’s Children
- Guidance for Collective Worship

All published from the Church of England – www.churchofengland.org/education

RE and Inspection

In a Church of England School RE should be regarded as a core subject.

Although RE is only inspected under a separate heading in VA schools, in both VA and VC schools it is an important part of the Statutory Inspection of Anglican and Methodist Schools (SIAMS). Under the section on “How Effective is Religious Education?” you will be ensuring:

- At least 5% - 10% of curriculum time is given to RE
- Christianity is given the majority of time and coverage
- The main world faiths are covered well
- That the school is assessing the impact of the teaching programmes on learners
- That the teaching of Christianity ensures the theological literacy of pupils such as they might gain by following the ‘Understanding Christianity’ programme.

Agreed Syllabus

It is important to recognise the responsibility of Foundation Governors to uphold the school’s Christian ethos and in a VA school to determine the nature of the teaching of RE. The school should be using the Locally Agreed RE Syllabus. By law, community schools and VC schools must follow this syllabus and we would expect VA and Foundation schools to follow this too with further additional material and guidance from the diocese (ask the Schools’ adviser with responsibility for RE). The Agreed Syllabus outlines the religions that need to be taught and the balance of curriculum time for each religion. However all Church schools and academies must ensure that pupils are encountered with the grand narrative of the Christian story.

Diocesan Expectations

RE should have a special place at the heart of every church school. The Diocese is committed to supporting schools to provide excellent RE for their pupils.

RE in a church school needs to be exemplary; inspirational, challenging, informative and enjoyable for the pupils and staff. It should be as rigorously planned as any other subject and should be well resourced. Staff should receive adequate training to ensure that they are confident in the teaching of RE and the Diocese provides materials, courses and training to enable this to happen.

DFE Circular 1/94 reiterates the assumptions on the time allotted to RE made in Sir Ron Dearing’s final report on the National Curriculum. These are:

- KS1 – 36 hours per year
- KS2 – 45 hours per year
- KS3 – 45 hours per year
- KS4 – 40 hours per year

To support your audit of current practice you should download a copy of the SIAMS framework and Self Evaluation toolkit for Anglican schools on

www.churchofengland.org/education/nationalsociety

The Importance of RE

Below is the “**Statement of Entitlement**” (2019) “Guidance on RE in Church of England schools” section from the Church of England Education Office (National Society)

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed: this document will help schools interpret that legal requirement. In foundation and voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE unless parents request RE in accordance with the trust deed of the school.

In academies and free schools RE must be taught in accordance with the funding agreement. The effectiveness of denominational education in Church schools is evaluated during the statutory inspection of Anglican and Methodist schools (SIAMS) section 48 inspection. That subsequent judgement will reflect the expectations set out in this document. The SIAMS evaluation schedule assesses the way RE contributes to the outworking of church school’s Christian vision. It highlights the responsibility of Church school leaders to ensure that pupils flourish academically through the provision of high-quality RE. In addition, in voluntary aided schools, a judgement on standards in teaching and learning in RE is included in the SIAMS report

The Entitlement: provision, profile and priority

In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them 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. 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. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.

Parents and 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. 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

Learning activities must provide fully for the needs of all pupils. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Curriculum statement: challenging, accurate and diverse

In all Church schools religious education must be considered an academic subject. 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 enquires into religions and worldviews through theology, philosophy and the human and the social sciences. 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.

Aims and objectives

- 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.

Curriculum balance and time: sufficient, appropriate and balanced

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. 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.

All pupils in Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS 4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered. The school must make it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This should be in addition to the provision of core RE entitlement for all students at KS5 which should continue to develop student's understanding of Christianity and other religions and worldviews.

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.

Developing staff expertise and knowledge: confidence specialism professionalism

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. It should be a priority in Church schools to build up staff expertise in RE specifically, but not exclusively, working towards:

- 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.

The role of the Diocesan Boards of Education

One function of Diocesan Boards of Education (DBEs) is to promote, or assist in the promotion of, religious education in schools in the diocese. This should be fulfilled by monitoring the quality of religious education in Church schools through taking note of SIAMS inspection reports and by securing high quality training for all schools throughout the diocese. This will help ensure that the provision for religious education is effective and is able to fulfil the expectations of this statement.

Support for effective and excellent RE

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:-

- 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 equivalents
- 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

Religious Education in Church of England Schools - A Statement of Entitlement

Working with your Local Church

Reading the SIAMS framework it is clear that the expectations for a church school are for very close working relationships between the church and school. Ask yourself:

- a) To what extent do leaders and managers form partnerships and engage with the Church in parish, diocesan/district, national and global communities in a way that enriches the lives of learners?
- b) How effective are the incumbent/minister/chaplain/youth worker/ lay Christian workers in supporting individuals and developing the distinctive Christian character of the school?

In practice the relationship is often constrained by lack of appropriate people or resources, but it is always worth having a conversation with the local incumbent and any Church school workers early in your headship to plan the potential for mutual work. Talking to the local PCC should also help to open doors to what needs to become a mutually beneficial partnership, if it isn't already.

Good practice is likely to include:

- using the church for school worship, celebration events, concerts and trails
- lay and clergy teams leading and supporting school collective worship
- lay and clergy teams leading and supporting informal school activities
- using your local Church School Mentor to help you design and support new activity
- the church using the school site for its many activities (there are some churches that do not have their own buildings and use the school for all their activities)
- prayer groups offering mutual support
- contributions to school newsletters and parish magazines
- using parishioners' skills to enhance the school's provision, e.g. ICT, sport
- foundation governors who report regularly to the PCC on school activity and seek support for these
- having a team for crisis support in the case of e.g. bereavement, illness or sudden change
- working together to regularly monitor and review school progress against the SIAMS schedule e.g. how is the school moving forward with its vision, leadership, educating for wisdom, hope, community and dignity
- conversations about spiritual development and courageous advocacy, using the extensive documentation on our website with the vicar or a suitable member of the ministry team/congregation representative so the school and church are heading in the same direction together

There are many resources to support developing good practice which enhances spiritual development. A really good starting point is to investigate the Church School Partnership award that enables you to do an informal 'audit' of current practice and relationship with your local church and some pointers as to how to get going. Don't hesitate to contact a member of the Education Team to help you get going.

<https://www.bristol.anglican.org/education/churchschoollinks/cspaward/>

Church Glossary of Terms

Traditions in the Church

Most churches follow a particular tradition/churchmanship that will affect the way they express themselves in worship and lifestyle.

Here are some of the main terms used that may need explaining to those working/volunteering in school:

- Anglo Catholic** A church that belongs to the Church of England with an emphasis on high church practices such as bells, incenses and confession. Anglo Catholics relate closely to the Catholic Church where Communion is central to church life and worship. Worship can be fairly formal and structured.
- Liberal** Means to have a willingness to accept new and radical thinking about faith, the church and issues relating to the world and society, often looking at new ways of thinking rather than following tradition. Worship can be more experimental.
- Evangelical** Often refers to a church that has a high emphasis on the bible and the teachings of Jesus. There is an importance stressed on salvation through a personal conversion to faith, “Born again” is a term often used. Worship can be more open and lively.
- Charismatic** Has a high emphasis on the presence and working of the Holy Spirit. Worship can be less structured to allow the Holy Spirit to intervene. Worship is often lively and the teaching bares a close relationship to Evangelicals.
- Denomination** One of the different branches of Christianity, e.g. the Church of England (Anglican), Roman Catholic, Baptist, Methodist, United Reform Church, Salvation Army, Orthodox, Freechurch, Community Church, etc.
- Ecumenical** The effort of the different Christian denominations in promoting/working together in unity

Structures and roles in the Church of England

Incumbent Vicar, rector, minister, etc	ordained person with spiritual and pastoral oversight of the area they minister in (paid by a stipend)
Assistant /local Minister	an ordained member of the ministry team under the oversight of the Incumbent
Curate	ordained minister in training
Licensed Lay Minister (Reader)	lay people who have trained and are licensed by the Bishop to minister, but are not ordained
Parish	church/local community served by an incumbent
PCC	Parochial Church Council, an elected body of lay people with parish oversight of buildings, finances, staff and mission. Supports the roles of the incumbent and church wardens
Benefice	a parish or group of parishes served by one incumbent
Deanery	a group of parishes supported by an Area Dean and a deanery Synod (council)
Deanery Synod	administrative council with oversight of a deanery
Archdeaconry	a group of deaneries managed by an Archdeacon
Diocese	an administrative area, similar to a local county, run by a Bishop. Ours is called 'Bristol' but is actually across to the Severn Estuary and well east of Swindon
Diocesan Synod	administrative council with oversight of the diocese

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

This is a vital inspection for all CE schools, regardless of leadership model. All heads and governors need to be very well prepared for this inspection which is often a very positive and affirming experience. While it is usually a summative one day inspection, it is impossible to be ready by last minute preparation – it is all about the regular day to day efforts the school makes to embed their Christian vision, provide opportunities for ‘life in all its fullness’ and help children to thrive and know they have a voice in whatever context they find themselves in.

The process is largely managed centrally by the CE Education Office rather than the diocese; this is a recent change for Sept 2021.

The purposes of the Statutory Inspection of Anglican and Methodist Schools are:

- To provide an evaluation of the distinctiveness and effectiveness of the Church of England school for the governing body, the school, the parents, the diocese, the National Society and the wider public;
- To meet the requirements of Section 48 of the Education Act 2005 for schools which have a religious character;
- To verify the outcome of the Church of England school’s self-evaluation; to make a significant contribution to improvement in Church of England schools.

The key characteristic of the Statutory Inspection of Anglican Schools is the focus on the *effect* that the Christian ethos of the Church school has on the *learner*. Schools will be effective by means of a variety of strategies, approaches and styles, which reflect their particular local context or Church tradition.

In order to make necessary judgements, the inspection and the self-evaluation toolkit is centred around one key question but several strands using supplementary questions as a guide.

A toolkit has been devised to enable schools to evaluate the effect of their Christian distinctiveness on the learner.

This is available on our website www.bristol.anglican.org/school-resources/

Possible Wording for a Head teachers' Commissioning Service

Your leadership role is vitally important and we aspire for you to have strong partnerships with the local church(es) in your area. Arrange to meet early on with your local vicar to get to know him/her and to discuss when the following service, or an alternative might be held in church or school Collective Worship to affirm you in your new role to your community. By all mean redraft the format and wording. You are being commissioned into a very special role and we want you to have your local community supporting and praying for you.

Preparation

Hymn

The Greeting

Leader:

Welcome in the name of Christ.
God's grace, mercy and peace be with you

All: **and also with you**

The minister introduces the Headteacher and addresses the congregation in these or other appropriate words:

Leader:

Friends, the Church is one body under the headship of Jesus Christ. Through His Holy Spirit, God gives gifts to members of that body to exercise leadership among His people. God gives gifts to every member of the Church.

We give thanks today for the calling of [Headteacher name] as a leader in [school name], and pray for him/her and for each person here today, that we may receive and use the gifts God is giving us for the common good and for his glory.

Let us pray:

Eternal God, light of the minds that know you, and joy of the hearts that serve you; grant to [Headteacher name], and to all your people, in leadership and in service, the desire to know you more, the gifts needed for the tasks entrusted to us, and care for those we work with;
Through Jesus Christ our Lord.

All: **Amen**

The Commissioning

The Headteacher stands.

The minister says:

Leader:

[Headteacher name] , you have been appointed as the new Headteacher of [school name].The school plays an important part in our community, and has a significant role in sharing the values of the Gospel, and showing Christian care.

You have a central part in this, and, to do your job well, you will need the help and support of the school leadership team, staff, parents, governors, church and the wider community.

Will you seek to uphold Christian values, attitudes and beliefs in your role as Headteacher?

Headteacher:

With the help of God I will

The governors stand

The minister asks them:

Leader:

Governors, in your roles in the school, will you support the Headteacher and help him/her in ensuring that all pupils receive an excellent education in mind, body and spirit?

All: With the help of God we will

The school staff stand

The minister asks them:

Leader:

Colleagues, will you commit yourselves to maintaining the Christian ethos of the school and to assisting and affirming your Headteacher in his/her role?

All: With the help of God we will

The pupils and volunteers stand

The minister asks them:

Leader:

Pupils, will you do your best to help your new Headteacher, and show your support for the values of the school?

All: **With the help of God we will**

The parents and volunteers stand

The minister asks them:

Leader:

Parents and volunteers will you commit yourselves to working in partnership with the school by supporting its Christian ethos?

All: **With the help of God we will**

The rest of the congregation stand.

The minister asks them:

Leader:

As members of the Church in this place, will you support and encourage the Headteacher and all who have a part to play in the life of the school?

All: **With the help of God we will**

Leader:

Let us pray:

Almighty God, who has given us the desire to fulfil these tasks, give us also the power to do them; through Jesus Christ our Lord.

All: **Amen**

Hymn

The Ministry of the Word:

Reading Romans 12 v1-8

Sermon/Address

Presentation & Prayers

Presentation of symbols

A governor gives the keys of the school to the Headteacher;
These keys symbolise your responsibility and our trust

A representative of the school staff gives a Bible to the Headteacher;
The Bible is an inspiration and a guide to life

A representative of the local community gives a map to the Headteacher;
This map shows both the school and the local community

A member of the church gives a prayer book to the Headteacher;
Regular prayer is the foundation for spiritual growth

A pupil lights a candle;
Jesus said: 'I am a light of the world'

Prayers

Leader: Let us pray for our Headteacher, for our community and for ourselves.
God who made us, give [Headteacher] your special gifts of leadership,
wisdom, patience and care, for the well-being of your children, and the
glory of your name.

Lord, hear your people
All: **and answer our prayers**

Leader: God who loves us, help [Headteacher], the teaching staff, and all who work
and assisting the school, to ensure that all pupils reach their potential.

Lord, hear your people
All: **and answer our prayers..**

Leader: God who loves us, through the shared values of church and school,
may we learn and share together, and continue to grow in love and
understanding.

Lord, hear your people
All: **and answer our prayers.**

Leader: God who is with us, give wisdom and guidance to those who go from
here to new places of education, work and living.

Lord, hear your people
All: **and answer our prayers.**

The Lord's Prayer

All: Our Father in heaven,
Hallowed be your name,
Your kingdom come,
Your will be done,
On earth as in heaven.
Give us today our daily bread.
Forgive us our sins
As we forgive those who sin against us.
Lead us not into temptation.
But deliver us from evil.
For the kingdom, the power,
And the glory are yours
Now and for ever.
Amen.

Hymn

The Blessing

Leader: The Lord be to you a light to encourage you in your ministry, a light to enlighten your mind, and a light to shine on your path;

All: The grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit be with us all evermore. Amen.

Leader: Go in the peace of Christ

All: Thanks be to God.

Induction and Professional Development

As part of your induction, please make sure you attend the “New Headteacher’s’ Course where you will meet with other senior leaders and find out more about your role as a Church School Headteacher.

To support your leadership and the development of staff, we have a regular programme of training throughout the year – www.bristol.anglican.org.

We also offer bespoke CPD events, face to face or online, and can work with individual or groups of schools so do contact us to discuss any queries and requirements.

Very best wishes for your new post – we are behind you and supporting you all the way !