

#### Strand 1 Vision & leadership

- \* the leaders are clear in our vision for our school to support all in our community
- \* enable everyone to flourish and grow emotionally, spiritually and academically.
- \* prepare our children to be determined and confident and embrace life in all its fullness (John 10:10) & encourage all our staff to flourish.
- \* value everyone in our school community whether the children, parents, staff, leaders, governors and the wider community
- \* live out our vision through our strong supportive relationships between everyone in school.
- \* our vision involved all in choosing the Christian values upon which our behaviour policy is based.
- \* fully inclusive and welcome all of God's children
- \* enables everyone to grow spiritually.
- \* Active governing body overseeing and monitoring vision's effectiveness.

#### Strand 2 Wisdom, knowledge & Skills

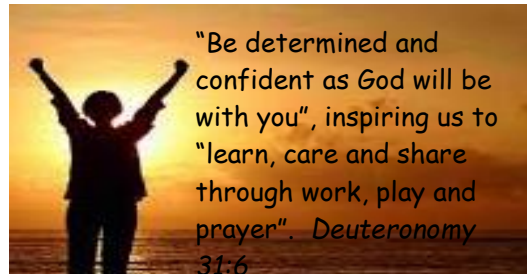
- \* vision integral to our bespoke, creative curriculum. It has been designed to meet the needs of our pupils.
- \* Our vision is at the heart of our policies - question-based curriculum.
- \* vision demonstrated by staff to reassure and explain.
- \* children have confidence to talk about God's Big Story and the key Christian concepts
- \* Children given skills to fulfill the vision and flourish
- \* Ethos group is a popular, integral part of school, fostering young leaders and pupil voice.
- \* Provisions made for all to fulfill their potential.
- \* Promote confidence to achieve with behaviour system.
- \* Equal access for all
- \* Accept differences.

#### Strand 3 Character development: Hope, Aspiration & Courageous Advocacy

- \* boost self-esteem and aspirations, through use of praise and encouragement- ambassador to our vision
- \* Foster resilient attitude and determination to succeed.
- \* Challenge children to think wider than themselves and their community. They understand the value of Hope as being about trusting God.
- By following Christian role-models and challenged to make a difference.
- \* Encouraged to understand how they can make a difference and help fight injustice by helping others and "fighting" for fairness. Together we can make a difference. (Lent challenges etc)
- \* eco-warriors - working together on environmental projects (greenhouse) shining our light like a beacon to the community.

#### Other info

- \* Please ask for our log-in to the schools private facebook page where we share most news and advice with parents,
- \* RE work can be found in books, on seesaw and in scrapbooks.
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#### Strand 4 Community & Living well together

- \* support network in school to promote looking after well-being.
- \* Our vision unites us, one aim - to enable all to be determined and confident and know God enabling us to help all to flourish.
- \* The curriculum allows us to highlight the values that underpin our behaviour system.
- \* positive approach wherever possible, encouraging good relationships, forgiveness and reconciliation, responsibility and behaviour.
- \* embrace difference and diversity as God gave us different skills and strengths so that we would recognise our need for one another and appreciate our individuality,
- \* open and honest dialogue to maintain strong relationships.

#### Strand 7 The effectiveness of Religious Education

- \* ensure children flourish by providing a wide range of opportunities within a broad and balanced curriculum, firmly rooted in the teachings of Jesus.
- \* teaching enables children to talk in the language of faith and to look at the BIG questions. Children talk of their love for the subject and show good subject knowledge, understand the values and how they can make a difference.
- \* RE is a core subject, staff have high expectations of the children's attainment and progress, lessons are creative and stimulating.
- RE lead is committed to continuous improvement and passionate about inspiring staff
- \* The vision enables children to learn about Christianity being a living world faith.
- \* Questful RE (Blackburn Diocese) allow us to discuss theological concepts and gives the children the confidence to answer higher level questions.
- \* Teaching inspires children to understand and to make links between the beliefs, practices and value systems of the six main faiths. (multi-faith week)
- \* systems in place for monitoring and evaluating RE allow us to deliver a Bible group

#### Strand 6 The impact of collective worship

- Worship is varied, inspiring, prayerful, fun, thought provoking and involves everyone, tying in with our school vision that we should "be determined and confident" inspiring us to "learn, care and share through work, play and prayer".
- \* Worship plans tie with our RE curriculum, behaviour management system, Christian values and the Bible on a 3-year rolling programme.
- \* Each class goes to church once a year to worship as an individual alongside the congregation complementing the classroom teaching of RE and allowing time for the children and staff to worship together.
- \* Children are set challenges during worship or asked to think about how they can put the vision into practise. Evaluations show worship is enjoyed and allows leaders to adapt and improve.
- \* Children have an excellent understanding of Anglican worship, structure, and responses. Ethos group lead worship weekly.
- \* Prayer is integral to our worship and our classrooms. We encourage children to write their own prayers related to the worship theme or other pertinent times when they need to talk to God.
- \* We have good links with church, with weekly visits to school from the vicar to take worship; half-termly visits to church by individual classes; whole school visits to church for important occasions.

#### Strand 5 Dignity & respect

- \* we were commanded to "Love one another" ((Mark 12:31) and our vision facilitates this. All pupils have full access to our curriculum.
- \* Our pastoral system ensures that we build relationships and monitor pupil wellbeing on a regular basis.
- \* Respect is taught through the Christian value of self-control and thankfulness.
- \* children are supported to access the school grounds and curriculum.
- \* Self-worth is developed through celebration of achievements.
- \* systems are in place to ensure all children feel comfortable in school and have equal access to learning.
- \* respect, tolerance and understanding are taught in the wider curriculum through different faiths, cultures and heritages.