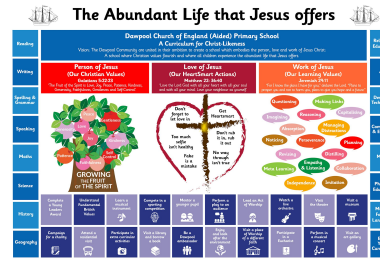


Church of England Vision for Education

Deeply Christian, Serving the Common Good

Autumn 2016



Church of England Vision for Education: Deeply Christian, Serving the Common Good

The Church of England Education Office, 2016

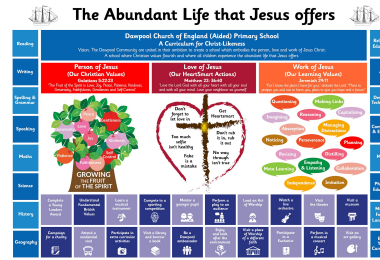
This document emphasises the importance of:

- A deeply Christian vision for education, with Jesus' promise of 'life in all its fullness' at its heart (John 10:10)
- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

The Statutory Inspection of Anglican and Methodist Schools

SIAMS Framework

September 2023



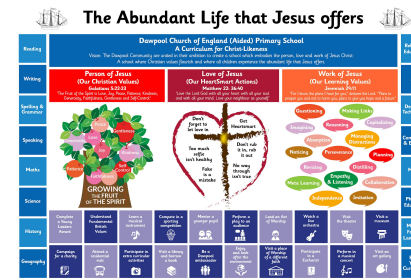
The Statutory Inspection of Anglican and Methodist Schools (SIAMS) Framework

The Church of England Education Office, 2023

- This framework emphasises the importance of:
 - A theologically rooted Christian vision that enables pupils and adults to flourish.
 - A curriculum that reflects the school's theologically rooted Christian vision.
 - Collective worship that enables pupils and adults to flourish spiritually.
 - A culture in which pupils and adults are treated well.
 - An active culture of justice and responsibility.
 - An effective religious education curriculum (with reference to the Church of England's Statement of Entitlement for Religious Education).
 - A strong relationship between the school/trust/DBE/Church to enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish.

Dawpool Vision Statement

The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.

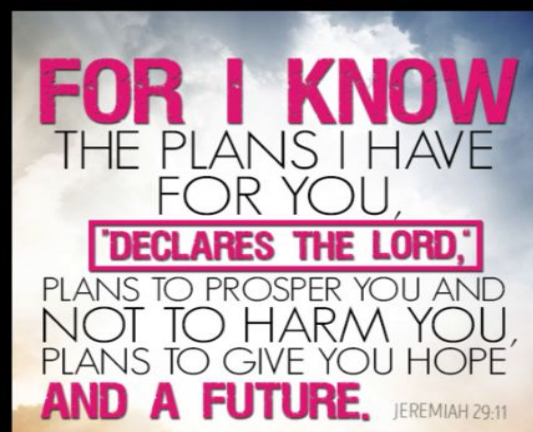
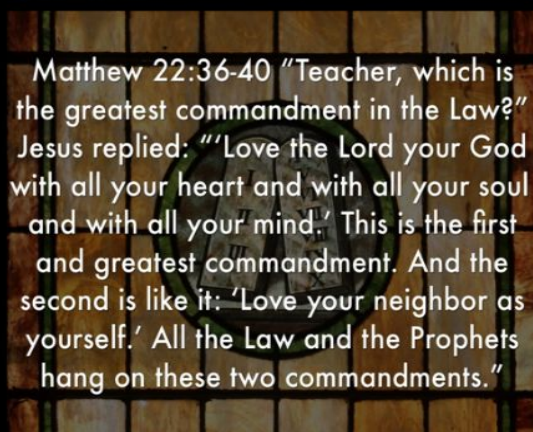
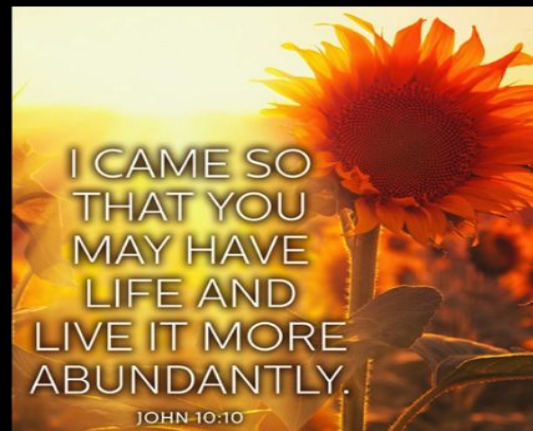


Dawpool's Vision Statement:
Based upon four foundation scriptures:

Galatians 5:22-23



John 10:10



Matthew 22:36-40

Jeremiah 29:11

Galatians 5:22-23

But the Fruit of the Spirit is Love, Joy, Peace, Patience, Generosity, Kindness, Faithfulness, Gentleness and Self Control.

John 10:10

I came so that you may have life and live it more abundantly.

Matthew 22: 36-40

"Teacher, which is the greatest commandment in the Law?" Jesus replied: "Love the Lord you God with all your heart and will all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour and yourself. All the Law and the Prophets hang on these two commandments."

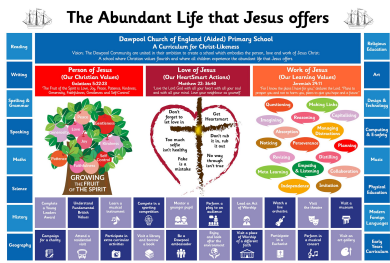
Jeremiah 29:11

For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you , plans to give you hope and a future.



Changing the culture of the Church of England

The Growing Faith Foundation

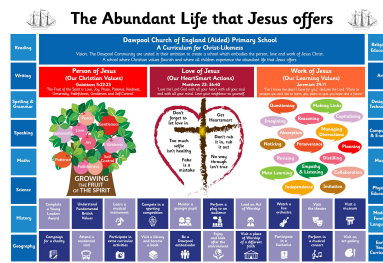
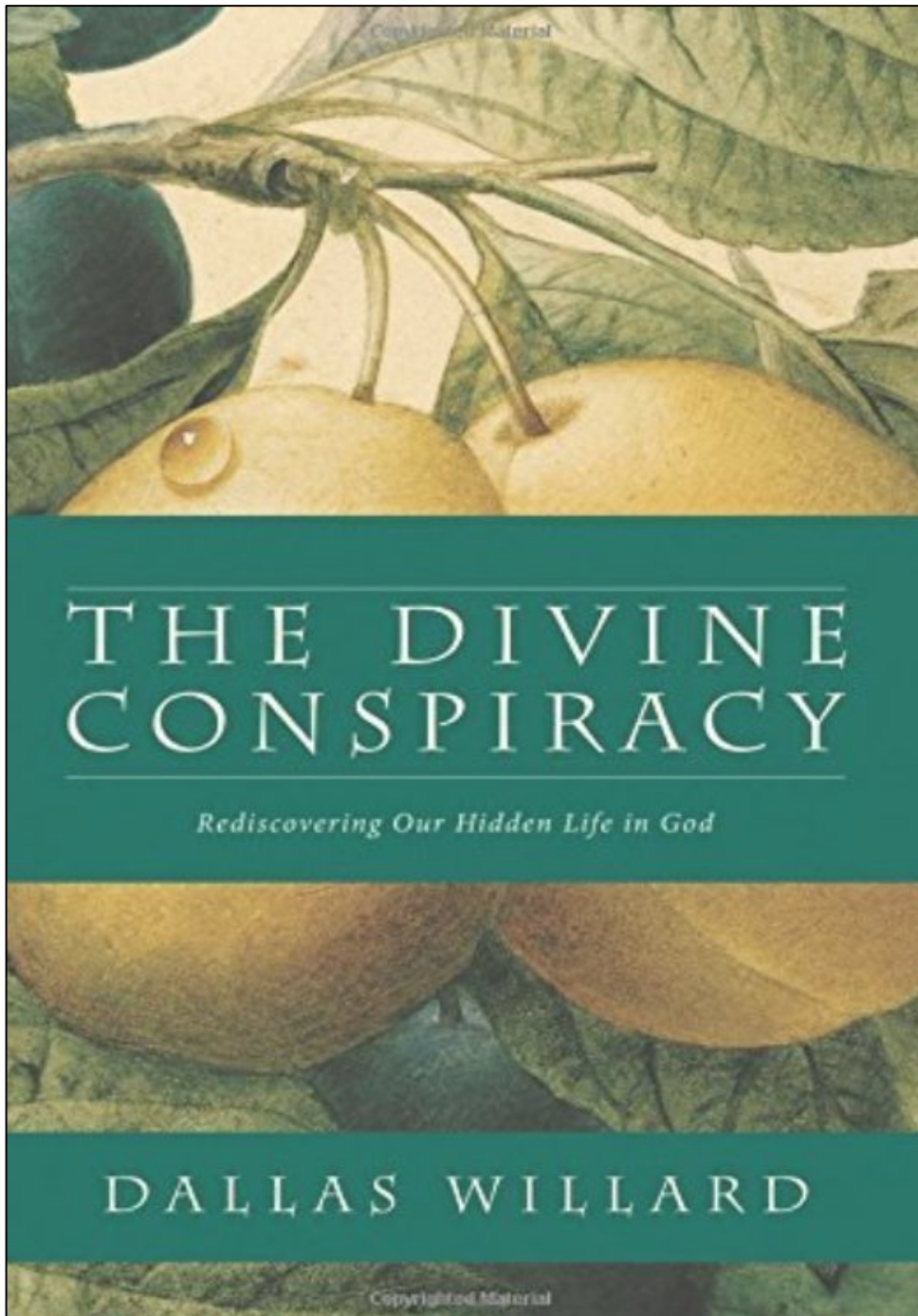


The Growing Faith Foundation

The Church of England

The Growing Faith initiative informs our approach to ***uniting the Dawpool community in fulfilling our clear and uncompromising vision.*** Growing Faith promotes a partnership between the three communities of church, school and household to enable the discovery, exploration and growth of faith for all in those communities. The partnership is imagined as intersections of a set of overlapping spheres to find and promote ways to help faith grow with children and households. Three principles shape the approach to Growing Faith:

- ❑ **Connected Communities** - looking for the meaningful connected community of faith in the intersection between church, school and households.
- ❑ **Spiritual Encounters** - engaging in conversations about and expressing faith as people encounter God as individuals and together.
- ❑ **Imaginative Practices** - searching for 'new ways of being church' and creating new thinking and new doing in relation to children, young people and households.



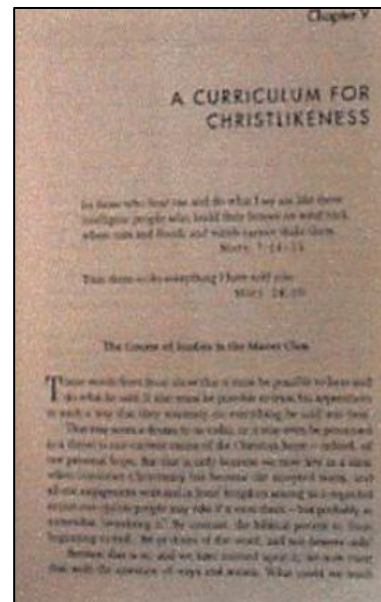
The Divine Conspiracy: Rediscovering Our Hidden Life in God

Willard, D., 1998

- A book which informs Dawpool's ambition to ***“Create a school which embodies the person, love and work of Jesus Christ.”*** It asks us to consider:
 - Who we learn from? Who teaches us? Who do we follow?
 - A fresh hearing for Jesus as someone of vital relevance and who we can learn from in the 21st Century.
 - The relevance of the teachings of Jesus in the modern world.

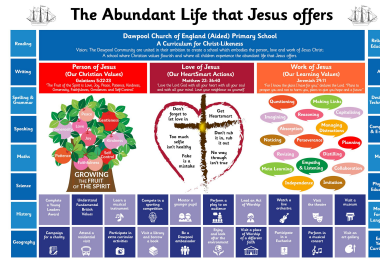
Dawpool Church of England (Aided) Primary School A Curriculum for Christ-Likeness

- Key messages:
 - We are built to *‘learn by imitation’*.
 - We are called to be *‘Disciples or Students of Jesus’* (Chapter 8)
 - A *‘Curriculum for Christ-Likeness’* is both possible and necessary (Chapter 9).



ON *practicing faith in the classroom* CHRISTIAN TEACHING

DAVID I. SMITH

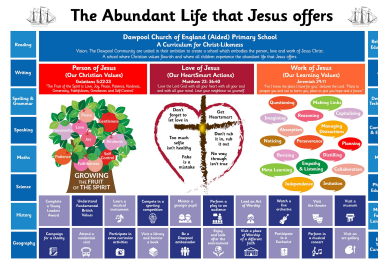
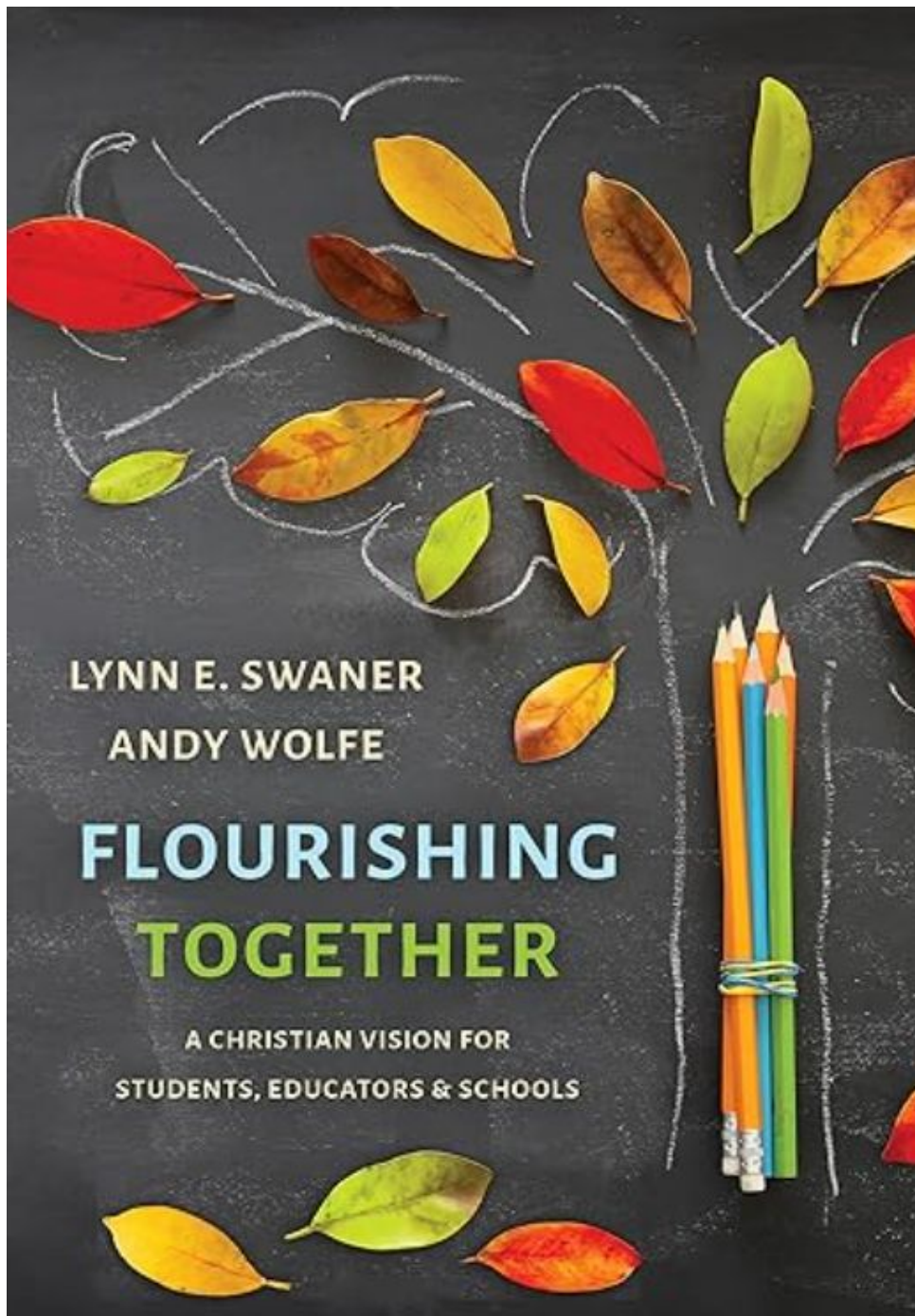


On Christian Teaching: Practicing faith in the classroom

Smith, D. I., 2018

- A book which explores how the **person, love and work of Jesus informs classroom practice**. It asks us to consider:
 - How faith forms the actual process of teaching – the ‘*how*’ rather than the ‘*what*’ or the ‘*why*’
 - A Christian approach to classroom pedagogy – ‘*teaching Christianly*’.
 - An emphasis on creating Christian ‘*ethos*’ – ‘*a hospitable environment for learning.*’

“We should step away from seeing teaching as a set of techniques, as something done to students by a teacher. When we teach, when we design learning, we offer a temporary home, in which students will live for a while, and we shape the patterns of life together within which they will grow. A pedagogy is a home in which teachers and students can live for a while, a place to which students are welcomed as guests and in which they can grow. Like any home, it involves resources for and patterns of interaction, both intended and unintended, that shape how those within it grow and imagine the world. (p.12).”



Flourishing Together: A Christian Vision for Students, Educators & Schools

Swaner E. & Wolfe A., 2021

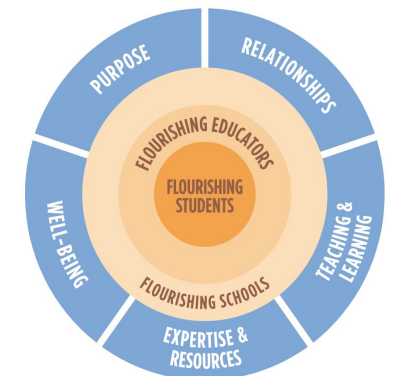
This book asks us to consider?

- How do children, educators and schools **'flourish'** together?
- How do we create a journey towards **'life lived more abundantly?'**

"We take our cue from Jesus, who declares in the Gospel of John, "I came to give life - life in all its fullness." If this was Jesus' purpose in his life and ministry and in the incarnation itself, we would reasonably expect that communities, organisations, and institutions bearing his name would reflect this abundant life." (p.2)

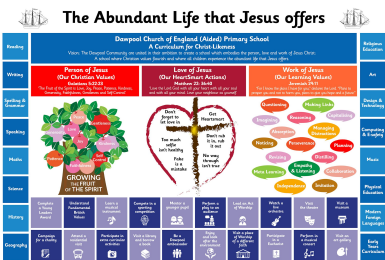
The book explores:

- Practical ideas to enable schools to flourish together in a community of abundant life.
- **'The Five Domains of Flourishing'** as outlined in the Flourishing Schools Culture Model (ACSI 2019): *Purpose, Relationships, Teaching & Learning, Resources, Wellbeing.*



Our Hope for a Flourishing Schools System:

Deeply Christian,
Serving the
Common Good



Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good

The Church of England Education Office, 2023

- A document which provides a broader definition of ‘**Abundant Life**’ in the context of flourishing which is central to Dawpool’s vision.

‘ZOE’ Greek	‘UBUNTU’ Zulu
<p>“ZOE life is the full, abundant, broad, deep, rich sense of living together through all the ups and downs, twists and turns, joy, pain, elation, depression, dancing, weeping, singing and mourning.”</p>	<p><i>‘I am because we are’.</i> “Flourishing is never an individual pursuit, but a collective endeavour, released in relationship and communities that live well together . . . This means children flourishing with other children, adults with other adults, schools with other schools.”</p>

“Whilst learning involves acquiring knowledge and refining skills, it is the deepening of wisdom that truly demonstrates flourishing, through ethical thinking, character development and spiritual formation.”

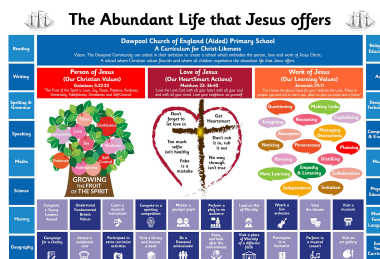


The Fruit of the Spirit

A Church of England Discussion Paper on Character Education



October 2015



The Fruit of the Spirit: A Church of England Discussion Paper on Character Education

The Church of England Education Office, 2015

A discussion paper produced in partnership with the Jubilee Centre for Character and Virtues which informs Dawpool's ambition *to 'Create a school which embodies the Person & Work of Jesus and enables Christian values to flourish.'*

The paper includes:

- An overview of civic, moral and performance virtues at the heart of character education.
- An explanation of virtues good for society (prosocial) and important for learning (epistemic).
- Helpful case studies highlighting different approaches to character education in Church of England schools.

Person of Jesus (Our Christian Values)

Galatians 5:22-23

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'

Prosocial Character Virtues

Work of Jesus (Our Learning Values)

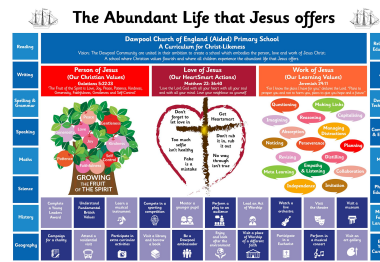
Jeremiah 29:11

"For I know the plans I have for you," declares the Lord. "Plans to prosper you and not to harm you, plans to give you hope and a future."

Epistemic Character Virtues

Leadership of Character Education

Developing Virtues and Celebrating Human Flourishing in Schools



Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools

The Church of England Foundation for Educational
Leadership (CEFEL), 2019

This report provides the Church of England's definition of Character Education which is central to our school vision of embodying ***the person, love and work of Jesus Christ***.

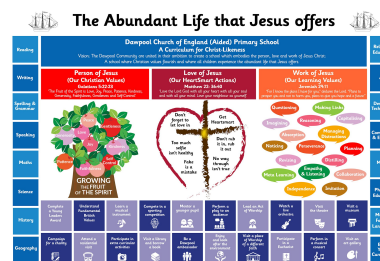
“Character education seeks to develop and celebrate the flourishing of individuals, communities, families and societies, through the cultivation and encouragement of an expansive range of moral, spiritual, intellectual, civic and performance character virtues. It is central to a Christian vision for education for ‘life in all its fullness’ and is concerned with developing virtues seeing them as ‘character in action’, grown through experience and demonstrated over time in word and deed.

Character education equips young people to grow in wisdom, hope, community and dignity and is shaped by an understanding of God at work in the world, present and active in shaping each individual’s developmental story. It is fundamental to the pursuit of academic excellence, and stands at the heart of all aspirational teaching, learning and pastoral care.

Effective character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees, benefitting both the individuals themselves, their wider communities and broader society” (p 15)

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Department for Education, 2021

- Statutory Guidance for Relationships and Health Education (RHE) which is essential to the flourishing of our school community.
- An overview of what children need to know to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education¹ (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So God created humankind in his image, in the image of God he created them, (Genesis 1:27, NRSV)
I have come in order that you might have life—in all its fullness. (John 1:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of thought and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated and where they are free to be themselves and fulfil their potential without fear.

Some key principles

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches², especially in relation to LGBT+ people, which provide helpful context and principles for schools.

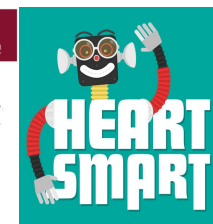
Church of England schools should ensure that their RSHE³ curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.

¹Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.
²https://www.churchofengland.org/media/1000/2019-07-07-relationships.pdf
³The use of the acronym RSHE to replace Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.
© The Church of England Education Office November 2019

Guidance for Church of England Schools which calls for faith sensitive and inclusive Relationships and Health Education which informs the **‘Love of Jesus’** Actions at the heart of our school curriculum.

Love of Jesus (Our HeartSmart Actions) Matthew 22: 36:40

‘Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself.’

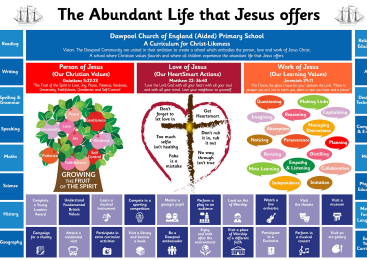


NO OUTSIDERS: EVERYONE DIFFERENT, EVERYONE WELCOME

Preparing Children for Life in Modern Britain

ANDREW MOFFAT

A Speechmark Book



No Outsiders: Everyone Different, Everyone Welcome. Preparing Children for Life in Modern Britain. Moffat A., 2020

- An approach which informs Dawpool's ambition to ensure '***all children experience the abundant life that Jesus offers***' in accordance with The Equality Act 2010.

The approach aims to:

- Develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
- Develop and deepen pupils' understanding of fundamental British values of democracy, individual liberty. the rule of law and mutual respect and tolerance.
- Promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make a person unique.
- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

Inclusive Invitational Inspiring

A Statement of Entitlement and Expectation

Introduction

Church of England schools are committed to offering high quality collective worship. They are places that recognise and value collective worship as central to fostering a sense of community and to expressing the school's Christian vision. In practice this means that structure, planning, evaluation, participation, collaboration, and inspection of worship are all taken seriously by the school and by diocesan authorities.

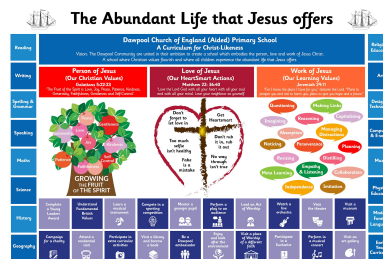
This document has been produced to challenge, to guide and set expectations for Church school communities and diocesan authorities encouraging them to reflect on their practice and to ensure that collective worship remains the relevant and essential component of an education that enables all pupils to flourish and to 'live life in all its fullness' John 10:10.

In Church of England schools, collective worship is seen as more than a daily 'awe and wonder' moment. It is the unique heartbeat of the school and is offered as part of a wider opportunity for pupils and adults to encounter faith by engaging in conversations about God, both as individuals and together.

We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.¹

This form of encounter through worship should be truly welcoming, inclusive and exemplifying the principles of Christian hospitality. This is an approach that seeks to meet the needs of all, wherever they may be on their journey of faith and belief.

¹ The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good*. (The Church of England Education Office 2016) page 10



Collective Worship in Church of England Schools: Inclusive, Invitational, Inspiring.

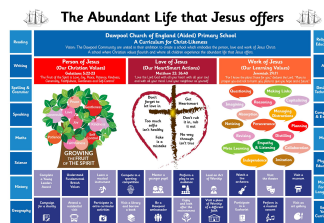
Church of England Education Office, 2021

- This document places emphasis on the importance of Collective Worship in Church of England schools. Collective Worship should:
 - Explore the school's vision and how that underpins shared values and virtues. In doing so, it will reflect on moral values and develop epistemic virtues that build character and contribute to academic progress.
 - Help pupils and adults to appreciate the relevance of faith in today's world by encountering the teachings of Jesus and the Bible and developing understanding of the Christian belief in the trinitarian nature of God.
 - Offer the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
 - Enable all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, as well as through the varied liturgical and other traditions of Anglican worship, festivals and, where appropriate, the Eucharist.
 - Enable pupils to develop skills through engaging in the planning, leading and evaluation of collective worship in ways that lead to improving practice.

Flourishing together



A collective vision for the education system



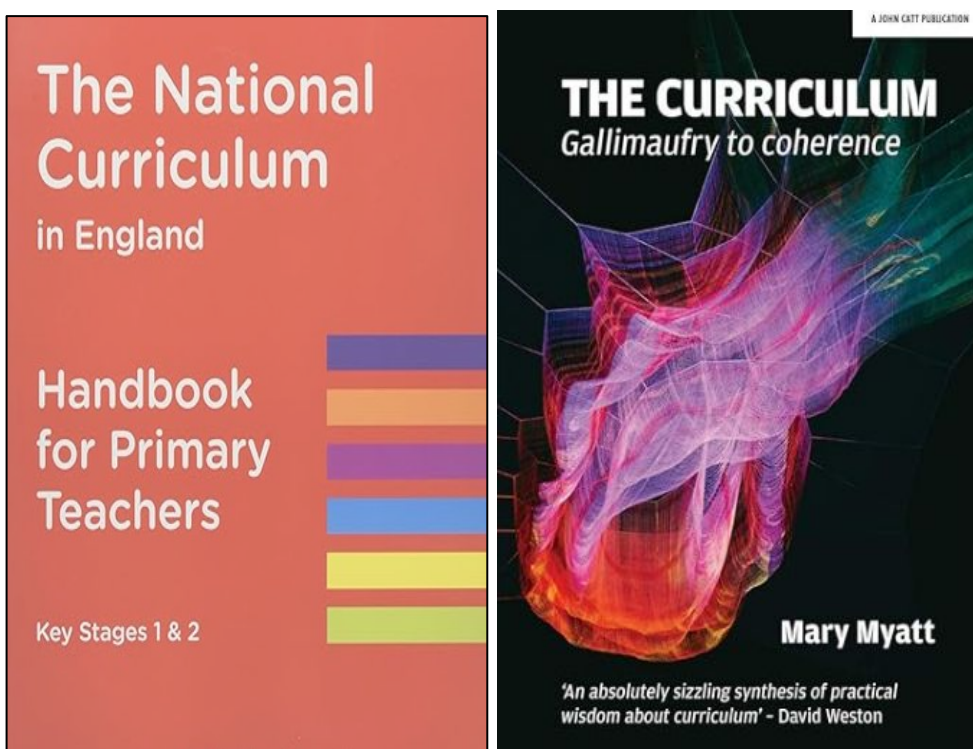
Flourishing Together

The Confederation of School Trusts, Church of England and Catholic Education Service, 2024

The Flourishing Together report builds on shared values of dignity, inclusion, and holistic development, drawing from the traditions of virtue ethics, Christian teaching, and the African concept of “ubuntu”—“I am because we are.” The report’s vision identifies ten “seeds” of flourishing, calling for shifts across various domains that include:

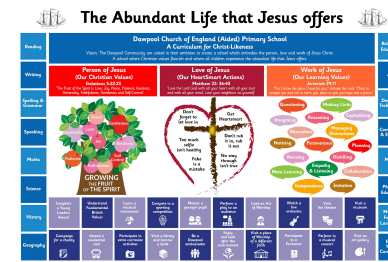
- ☐ Eradicating Childhood Poverty – Prioritising resources and support to ensure that no child is left behind due to socio-economic circumstances.
- ☐ Elevating Student Voices – Developing systems to genuinely listen to, and act on, the perspectives of young people.
- ☐ Reshaping Accountability – Creating a system that values trust and professional accountability, reducing fear and enabling teachers and schools to focus on what truly matters.

These principles align with the Church of England’s commitment to serving the common good and supporting human flourishing, encapsulated in its Vision for Education. Flourishing Together seeks to bridge the divide between different educational philosophies, inviting schools, trusts, dioceses, local authorities, policymakers, and communities to collaborate.



The National Curriculum in England

Department for Education, 2014



- Sets out the framework for the National Curriculum.
- Outlines the core knowledge around which Dawpool has developed lessons to promote the development of pupils' knowledge, understanding and skills.
- The starting point for Dawpool's Subject-Specific Curriculum.

DAWPOOL

A Dawpool Mathematician

Maths

Person of Jesus (Our Christian Values)

Love of Jesus (Our HeartSmart Actions)

Work of Jesus (Our Learning Values)

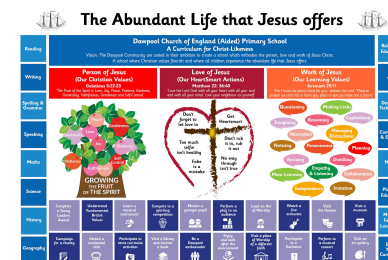
A Dawpool Musician

Year 3 Curriculum

Wisdom, Knowledge and Skills

The Curriculum: Gallimaufry to Coherence

Myatt, M. 2018



- A book to encourage conversation and debate about curriculum theory and day-to-day practice in the classroom.
- Has supported the design of Dawpool's curriculum intent and implementation as outlined in Dawpool's Curriculum Handbook.

DOUG LEMOV
Author of Teach Like a Champion
COLLEEN DRIGGS
ERICA WOOLWAY

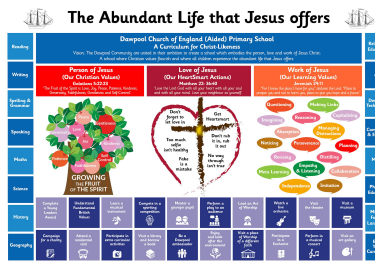
READING RECONSIDERED



A Practical Guide to
**RIGOROUS LITERACY
INSTRUCTION**

Uncommon
Schools | Change History.

JOSSEY-BASS
A Wiley Brand



Reading Reconsidered: A Practical Guide to Rigorous Literacy Instruction

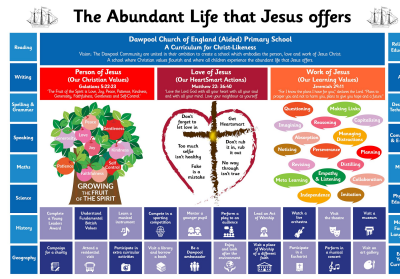
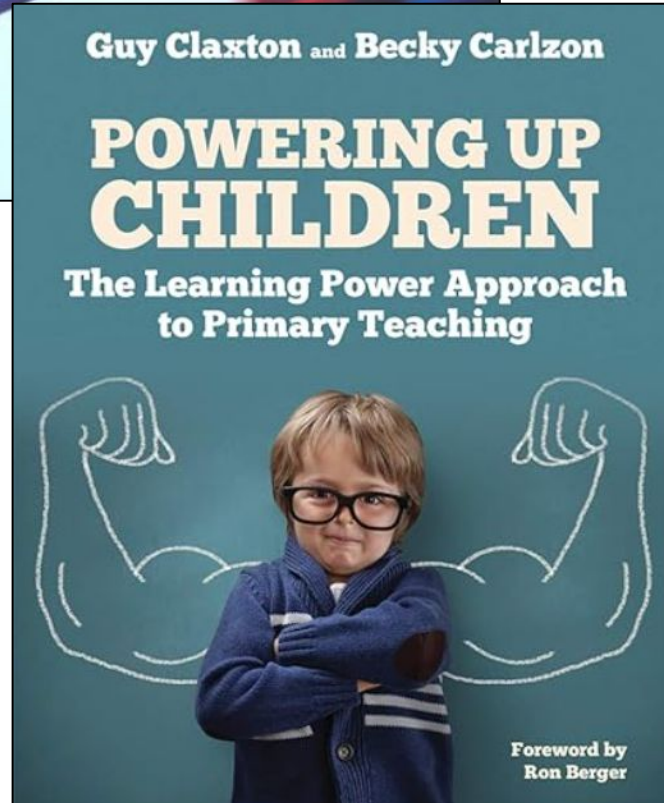
Lemov, D., 2016

- This book informs **Dawpool's Reading Spines** and **Reading for Pleasure curriculum**. It identifies that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These texts are complex beyond a lexical level and demand more from the reader than other types of books:

1. Books with **archaic language**.
2. Books with **non-linear time sequences**
3. Books that are **narratively complex**
4. Books that have **figurative/symbolic text**
5. Books that are **resistant**



- Whilst at Dawpool, each child will cover all 5 plagues of reading so that, by the time they reach Year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books expected of them in secondary schools. The children are also exposed to a good balance of topic-appropriate non-fiction to further develop their background knowledge of the subject they are studying.



Building Learning Power (BLP) Claxton, G., 2002

Powering up Children. The Learning Power Approach to Primary Teaching.

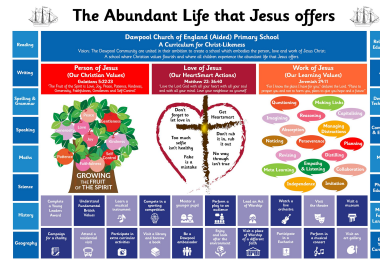
Claxton, G. & Carlzon, B., (2019)

- An approach to support teachers in helping children to become better learners both in school and out, fostering a growth mindset and cultivating habits and attitudes to face everything that comes their way
- Outlines the theory and research that underpins Dawpool's Learning Values and our approaches to formative assessment in the classroom.
- Supports an approach to teaching that builds children's character alongside delivering the traditional curriculum.
- Provides guidance to help teachers foster epistemic character in children, ***recognising that character development and wider flourishing are fundamental to any sustained academic success.***



IMPROVING BEHAVIOUR IN SCHOOLS

Guidance Report



Improving Behaviour in Schools Guidance Report

Education Endowment Foundation (EEF), 2019

- This EEF guidance report informs Dawpool's Behaviour Policies and strategies. Grounded in international research, it includes a number of practical examples of programmes and approaches that are helpful in schools and classrooms. The recommendations in the report focus on three areas:

□ Proactive strategies

Detailing strategies to prevent misbehaviour happening.

□ Reactive strategies

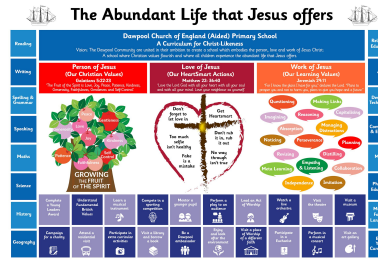
Focusing on how to deal with bad behaviour when it happens.

□ Implementation

Focusing on the importance of consistency and coherence when it comes to behaviour policies.

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Guidance Report



Special Educational Needs in Mainstream Schools Guidance Report

Education Endowment Foundation (EEF), 2020

Research which informs Dawpool's ambition to ensure ***'All children experience the abundant life that Jesus offers.'***

This guidance report emphasises the importance of:

- Creating a positive and supportive environment for **all pupils** without exception.
- An inclusive school that removes barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for **all pupils**.
- Promoting positive relationships, active engagement, and wellbeing for **all pupils**.
- Ensuring **all pupils** can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.