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| **Term** | **Focus** | **Suggested activities/questions to ask** |
| **Autumn 1** | School vision and Christian underpinning giving coherence and sustainability  Celebration of Harvest | * School leaders: Does this need revising with all stakeholders? * Explore with children in Collective Worship * Discuss in staff meeting or INSET to ensure all staff (especially new members) know, and understand the school’s vision its Christian underpinning * Discuss in FGB meeting to ensure all governors know and understand the school’s vision * Ethos group to monitor the above and ensure evidence is kept. To ensure the vision’s Christian underpinning is clear to all, clear on website and can be articulated – keep evidence of feedback to FGB * Note creative ways of celebrating Harvest and God’s creation – photos, letters etc. |
| **Autumn 2** | School values  Celebration of Christmas | * Activities as above * Ethos group and governors: talk with school leaders, staff, and children for examples of how the school’s vision and values are lived out. Check website. * If possible, conduct a focussed learning walk in school, looking for visual displays * Note creative ways Christmas is celebrated |
| **Spring 1** | Collective Worship and Spirituality    Celebration of Easter | * School leaders and governors to be aware of and following Church of England’s guidance on Collective Worship * Collective Worship leader to ensure songs chosen are inclusive and not too confessional – keep list as evidence * Is prayer offered and not enforced? * Are all CW leaders given some training? * Are external CW worship leaders welcomed and monitored? * Governors/ethos group to attend CW when possible – perhaps talk to children about what they learned/enjoyed * Learning walk to look at evidence of opportunities for spiritual development inside and outside – keep records of evidence * Note creative ways Easter is celebrated |
| **Spring 2** | RE and SIAMS Strand 2 ‘Wisdom, Knowledge and Skills’ | * School leaders to be aware of and following the RE Statement of Entitlement * Ethos group/ Governors (perhaps RE link governor) to discuss curriculum with RE leader (e.g. Agreed syllabus, Use of Understanding Christianity) how achievement and progress are monitored in classes * Govs to ask about staff training for RE leader and staff (e.g. diocesan training, LTLRE hubs) * RE leader to keep evidence of planning and assessment across the school, transition arrangements? * Governors to be aware of, and able to articulate how the school’s vision impacts on school improvement, especially opportunities for the most vulnerable children to thrive, including behaviour, admissions, and exclusion policies |
| **Summer 1** | SIAMS Strands 3,4,5   * Hope, Aspiration and Courageous Advocacy * Community and Living Well Together * Dignity and Respect | * School leaders and governors to consider how the school’s vision helps them choose the school’s charitable activities – be able to articulate this * Keep evidence of thank you letters etc. * Ethos committee to consider the school’s general ethos – evidence of acts of kindness, generosity * How is the school’s vision having an impact on the school’s RHE curriculum, PHSE, approach to inclusion and diversity? Discuss with school leaders. Report to FGB and keep notes |
| **Summer 2** | Review of the year | * School leaders to review in staff meeting – what needs focussing on before the end of the school year or planned for next? * Report to governors * Ethos committee and governors to carry out any identified gaps or necessary revisits. Encourage and thank school leaders and staff! |