

Appendix 1

What Sort of People Do you Want our Children and Young People to Be and to Become?

This discussion activity can be used with staff/governors and parents to draw together ideas. It can be adapted for use with learners.

You will need an A3 size paper with an outline drawing of a person on it plus a marker pen for each group and three or four different coloured highlighter pens for each group.

- 1 Introduce the activity/discussion by saying something like... 'This activity is aimed at drawing together ideas about what we want to achieve as a school. We will be doing this by thinking about our young people when they leave us at the end of Year 6/Year 11. What do we want them to have achieved, what skills and attitudes (dispositions) do we want them to have, what sort of people do we want them to be? Use the outline drawing to record your group's ideas.'

Try not to give the groups any more ideas at this stage as you do not want to be seen to be manipulating the outcome. If a group appears to be 'stuck' then say something about how, for example, you might want a child/young person to be resilient or happy or to have self-esteem or to be confident.

- 2 Once each group has got ideas down around and inside the figure ask them to begin to categorize their thoughts. They can use the highlighter pens (a different colour for each area). If they are having difficulty in categorizing their discussions into different types you could prompt them—it is likely that groups will have come up with elements that fit into for example at least two categories—academic achievement and skills (behaviours for learning, 'performance character') and personal/character development (moral decision making—virtues—'moral character'). Some groups may also have come up with ideas to do with behaviour and social awareness, which could be regarded as a subset of personal development/character. One group I worked with came up with the categories of spiritual, moral, social and cultural development.

- 3 Groups share their discussions—at this point the whole group facilitator could summarize discussions on a new piece of paper or by using an interactive white board.

This ‘picture’ of what you, as a school, think is important in terms of the sort of young person you want to ‘produce’ is important in expressing your school’s Christian foundation as shown for example, through your mission statement, aims and values. Some questions to think about...

- a How does your vision for those in your care reflect your school’s current mission statement, aims and values? How does it relate the Church of England Vision for Education: Deeply Christian, Serving the Common Good?
- b How do you need to adapt your school’s vision?
- c How does your vision reflect an explicitly Christian view of the value of the individual and their place in the world today, especially in terms of their place in British society? Is this view based explicitly on the life and teaching of Jesus? Does it have a biblical focus?
- d What have you already in place that helps you achieve these outcomes for your learners?
- e What do you need to tweak, adapt or introduce to make sure you more explicitly plan for and achieve these outcomes for your children and young people?

Appendix 2

SMSC Development Supported By and Supporting the Christian Foundation of the School

10 questions to think about:

- 1 Is there reference in school documentation to how SMSC development opportunities explicitly support its ethos, mission and values?
- 2 How is SMSC development clearly and appropriately linked to British values?
- 3 Are there shared, basic definitions of each dimension of SMSC development so that they provide a common view of what the

school is trying to achieve within its remit of Christian service to its learners?

- 4 Can staff (at all levels) articulate the importance of SMSC development in school life and work and in expressing the institution's Christian ethos, mission and values?
- 5 Within the context of the school's Christian foundation:
 - How is the curriculum, through its content and approaches to teaching/learning, supporting and promoting SMSC development?
 - How specifically does RE, PHSE and Citizenship support SMSC development?
 - How does the worship programme contribute positively to SMSC development?
 - How does extra-curricular provision contribute positively to SMSC development?

How are all the above monitored and evaluated?

- 6 What are the roles and responsibilities of:
 - senior leaders (including governors)
 - teachers
 - other staff

in promoting a range of opportunities for SMSC development to take place within the context of the school's Christian foundation?

- 7 What support/training is provided for staff (induction and ongoing) in enhancing SMSC development within the context of the school's Christian foundation?
- 8 How are parents informed and engaged with understanding SMSC development across the school?
- 9 How do learners respond to SMSC development as part of their life in a school with a Christian foundation? How is their response monitored and evaluated?
- 10 How is the parish church (and other faith communities as appropriate) involved in supporting/promoting SMSC development for learners across the school?