

DBE: Birmingham Church of England Guarantee

This document mirrors documents from local authorities in that it states expectations for pupil experience, but it is specific to the church school context. It is informational and aspirational. It should inform policy at leadership and governor level, shaping strategy with operational outcomes in the classroom and community. It forms a response from the Board of Education to the Church of England's *Church School of the Future Review*.

In Anglican schools in the Diocese of Birmingham, pupils should encounter:

Religious Education	<ul style="list-style-type: none"> ✓ Clear presentation of the Christian story and Jesus Christ as Christians understand him to be, within Trinitarian theology ✓ Positive portrayal of the multi-cultural and global nature of the Christian faith ✓ Teaching about the two Church of England sacraments (baptism and holy communion) ✓ Promotion of key gospel themes: e.g. love, worth, stewardship, justice, forgiveness, sacrifice, hospitality, grace, acceptance, growth / change etc... ✓ Regular use of Bible stories within the curriculum to explore these themes and link them to Christian values, so that every child will achieve some biblical literacy. ✓ Accurate, sympathetic teaching about beliefs and values in other faiths ✓ Visitors to the school who are effective communicators about faith ✓ Visits to places of worship of major faiths during school life
Prayer and worship	<ul style="list-style-type: none"> ✓ A distinctive appreciation of time, that there is more to life than busyness, which should be put aside for prayer at least once a day. ✓ High quality Collective Worship which is engaging, inspiring and transformational ✓ Invitations to contribute to worship ✓ Where possible, <i>at least</i> annual services in local parish church
Spirituality	<ul style="list-style-type: none"> ✓ An encounter with Christian spirituality which is more than awe and wonder; to include facing fears and failures and experiencing confession, forgiveness, and thankfulness for good things not deserved. ✓ The rhythm of the Christian calendar ✓ Presentation of a Christian understanding of what it means to be a person ✓ Encouragements to consider how what they most value affects their commitments and choices

Valuing pupils	<ul style="list-style-type: none"> ✓ The message that their value is independent of their achievements or success – that it derives from being God's child and that every child matters to God ✓ Freedom to express or practice their faith without fear of prejudice or bullying, as appropriate ✓ Enjoying praise and recognition through achievement assembly or similar (gifts and talents) each year, as well as private praise ✓ Having a piece of their work on display during the course of the year – something they can be proud of.. ✓ Teaching which enables them make at least 2 sub-levels of progress annually – or be in receipt of targetted support. ✓ Teaching across the curriculum about relationships and health in the light of faith values
Opportunities	<ul style="list-style-type: none"> ✓ The natural world, as God's creation, as a key resource onsite and during study visits out of school ✓ Full access to extra-curricular activities including peripatetic music on offer – regardless of personal means ✓ The chance to have a residential visit ✓ Opportunity to learn a musical instrument, regardless of family means ✓ Chances to experience and participate in the arts ✓ Encouragement to serve others
In order to achieve the above, the school should undertake :	<ul style="list-style-type: none"> ✓ To make Christian ethos and distinctiveness evident throughout the school ✓ To commit the governors to reviewing this ethos annually ✓ To reappraise this ethos every 3 years in a way that seeks to engage the whole school community. ✓ To commit to attracting and retaining staff members (including linking with Initial Teacher Training) who will actively support the Christian character of the school ✓ To make the development of Christian ethos a key focus for governor training – alongside standards and progress agenda ✓ To offer guidance, resourcing and evaluation to all who regularly lead Collective Worship whether a member of school staff or a visitor ✓ To ensure that competence in leading Collective Worship and teaching Religious Education are key elements in continuous professional development for all staff

The intended purpose of the document would be to articulate, for internal and external audiences expectations of church schools. It is being sent to all schools and placed on the Church of England Birmingham website.

It is commended to governing bodies for discussion and for placing on school websites or to be included in the prospectus.