



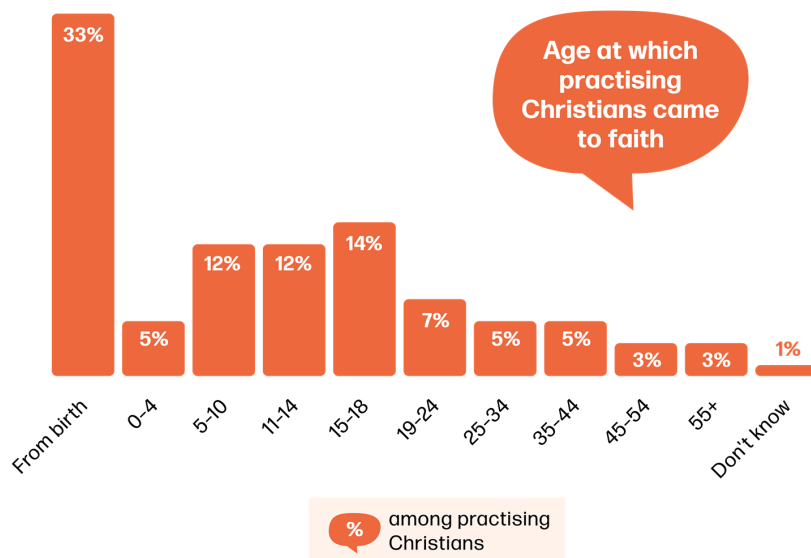
WORKING WELL WITH YOUR SCHOOL

TRAINING
MORNING
MAY 2024



FOUR OBSERVATIONS

1. MOST ADULT CHRISTIANS HAVE COME TO FAITH AS A CHILD



Source [Talking Jesus](#) research 2022.

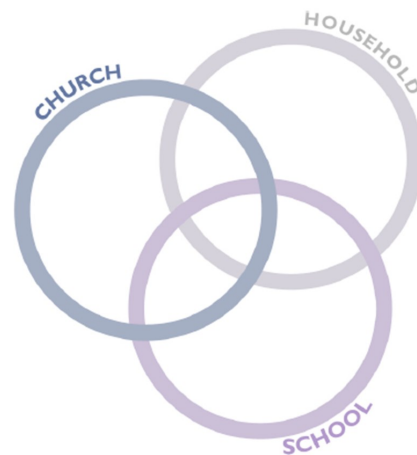
What lies behind this statistic—and will it remain the same in years to come as fewer children grow up in Christian homes?

Children and young people want to ask deep questions and are wrestling with questions of identity, purpose and hope.

2. MOST CHILDREN ARE GROWING UP OUTSIDE A CHRISTIAN FAITH CONTEXT

Theos report [Passing on Faith](#) revealed that just 36% of Christian parents want to pass on their beliefs to their children. (See also latest research in America from [Pew research](#) which shows parents preferring their children to be ambitious than share their religious beliefs. In the UK, [The Kitchen Table Project](#) which is part of Care for the Family, had similar findings.)

3. HOME AND SCHOOL ARE THE FRONTLINE OF CONNECTION



4. SCHOOLS ARE CURRENTLY VERY RECEPTIVE



FOR REFLECTION

What themes do you pick up? Does anything surprise you?



‘Spiritual development’ is a regularly recurring phrase in both the 2018 SIAMS schedule and also the 2023 update.

The inspectors arrive with a series of ‘Inspection Questions’ (IQ) that they are to focus on during their time with the school. Below is a selection where ‘spiritual development’ comes to the fore:

In IQ 2 part b, inspectors ask:

How is spiritual development an intrinsic part of the curriculum?

And almost the whole of IQ3 flows out of uncovering what a school understands by ‘spiritual development’ and what it is doing in light of this:

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- a) *How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?*
- b) *How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?*
- c) *In what ways is the worship life of the school inclusive, invitational, and inspirational?*
- d) *In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality and spiritual development? How does this enhance and enrich collective worship and individuals’ spiritual development?*
- e) *How does the trust contribute to and enhance the school’s worship and spiritual life?*

NB: Although today’s training session has focused upon children and young people, CE schools are required in IQ3(d) to have some form of shared understanding amongst adults as well as pupils about the meaning experience of spirituality and spiritual development. This is a significant ask, and no wonder that SIAMS encourages partnership between church and school in order to progress meeting it.

SIAMS was written in light of [The Church of England Vision for Education—Deeply Christian, Serving the Common Good](#).

It concludes on p13:

“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.”

OFSTED

Within Ofsted there is a strand of inspection concerned with SMSC progress in pupils (SMSC = ‘Spiritual, Moral, Social and Cultural’)

SMSC is defined in the Ofsted School inspection handbook November 2019:

The spiritual development of pupils is shown by their:

- *ability to be reflective about their own beliefs (religious or otherwise) and perspective on life*
- *knowledge of, and respect for, different people’s faiths, feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them*
- *use of imagination and creativity in their learning*
- *willingness to reflect on their experiences*

5. IT IS ALL ABOUT RELATIONSHIPS

- (i) This is not always easy
- (ii) Headteacher/Clergy is significant
- (iii) But not where it ends
- (iv) 'How can I help?'
- (v) Ministry of blessing and prayer



FOR REFLECTION

What other connections do you have with your school?

Aside from pupils and teachers, how many other people/roles can you list who orbit the school community?

6. CONTEXT IS EVERYTHING: UNDERSTAND THEIRS AND BE CONFIDENT OF YOURS

- 'Spiritual Development' ≠ 'Christian Formation' / 'Christian Discipleship'
- Curriculum Vs Extra-Curricular
- Allow the headteacher to lead—ask for guidance
- Collective worship should be invitational and inclusive
 - You might like to... if not...
 - Christians believe... / The Bible teaches...
 - 'I wonder...'
 - The power of stories and questions

~~"We cannot talk about Jesus here because every opinion is valid"~~

7. HISTORICALLY BETTER AT CONNECT THAN RESPOND



Source [SU 95 Project](#).

NOTES

NOTES

NOTES

FOR ACTION

What are you going to do as a result of our time together?

RESOURCES

THERE ARE MANY USEFUL PARACHURCH ORGANISATIONS — Why reinvent the wheel!?

- [Archbishop's Young Leaders Award](#)
- [Centre for Chaplaincy in Education](#)
- [iSingPop](#) / [Soul Children UK](#) / [Choir church](#) —using Christian music to build community, uncover the meanings of the lyrics and to explore worship
- [Open the Book](#) Support for bringing Bible stories to life in school contexts.
- [Prayer Spaces in Schools](#)
- [Pupil Chaplaincy](#)
- [School Ventures](#) subsidised residentials for churches and schools
- [Scripture Union](#) - [Training](#), resourcing and ongoing contextual [Support](#) for churches to serve and partner with schools effectively including the spiritual development of children.
- [Transforming Lives for Good](#) Their 'early Intervention' mentoring scheme is very popular with schools but takes significant volunteer commitment.

There is an almost unlimited number of possibilities for how to partner well together. Check out [this link](#) for some ideas to inspire you in your context.



Lead On

A free monthly email with articles, resource recommendations, reviews for all interested in improving their leadership. Sign up at www.cpas.org.uk/leadon.



Leading Evangelism Learning Hub

Want to see the ministry of evangelism central to church life rather than on the periphery? Then sign up for our 16 month Hubs for incumbents to attend with others involved in leadership. www.cpas.org.uk/hub.



How to Nurture a Faith Sharing Culture

An exciting and accessible new church resource to help leaders nurture a faith-sharing culture in their church, congregation, fresh expression or church plant. www.cpas.org.uk/faith-sharing.



School Ventures

CPAS supports the running of term-time residentials for churches and schools to share together. There is an accredited RE teaching programme, a timetable of risk-assessed activities and support with publicity, coms, safeguarding, leader recruitment and more. www.schoolventures.org.uk.



Making Mission Possible

CPAS enables churches to help every person hear and discover the good news of Jesus. We are a registered charity working with individuals, churches and dioceses to resource local churches for mission in the UK and Republic of Ireland. To support our work or find out more, please visit www.cpas.org.uk or contact 0300 123 0780.