

Strand 3: Character development: Hope, Aspiration and Courageous Advocacy

In developing character, the school must evaluate:

- a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?
- b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask "big questions" and think globally about life and develop an understanding of disadvantage, deprivation and exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- c) How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

"Good" judgement	Christ Church actions	Impacts
There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be.	See School Christian Vision Ethos of excellence Going for GOLD with faith Celebration assemblies Curriculum for Excellence	Ongoing assessment tracking...
Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live, learn, approach difficult circumstances, and behave	Discussions based around Going for GOLD with faith - worship Reflections on Christian values Behaviour policy & practices Referencing Going for GOLD with faith during learning Book reviews following DR units	Pupil Parliament children were able to discuss the vision and give examples from the playground and in class/learning where the vision is lived out.
Leaders ensure that there are opportunities across the school curriculum to explore many 'big questions' about life and to discuss and develop pupils' understanding of disadvantage, deprivation and the exploitation of the natural world	RE curriculum units Newsround Geography units PSHE Thursday's Big Questions Visitors from community English curriculum – Book Themes	Children (including those who are developing their focus on learning) are taking part in discussions on a high level.

<p>Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school's Christian vision.</p>	<p>Budget set around curriculum for excellence Use of PP funding – used ethically Laurence Larder distribution to families Lockdown times – food deliveries to families</p>	<p>Children can connect their own lives and decisions to charitable giving and life in the wider world. They can articulate their enjoyment of being part of a wider community.</p>
<p>A demonstrable feature of the school is the way in which it encourages its pupils to think about wider global society, as appropriate to context</p>	<p>Newsround PSHE curriculum Big Questions International Food Day / Harvest REACH curriculum</p>	<p>Children have recently been engaging in discussions around COP26 and linking world leaders' decisions to their own future lives.</p>
<p>Pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extra-curricular activities to engage in social action projects. This goes beyond a sense of compassion to a concern for justice.</p>	<p>Conflict resolution – behaviour policy</p>	<p>Children are able to articulate the school values and how these are lived out in our daily lives – including in the playground. School has a low number of severe behaviour incidents and exclusions as children are able to discuss their behaviours in a constructive way. There is a good model in school of sharing food – the children are demonstrating they understand the value of this and are encouraged only to take what they need and therefore there is a small amount of waste daily from the kitchen.</p>

Next steps

- (as with Strand 2: Big Question – based worship. Year 4-6 project with “sharing upwards” of answers to the question... video recording response from classes
- JK – focus on Monday worship: Courageous Advocacy – how to engage with Environmental issue (local: pond area) and/or global issue – ???
- JK – talk with Mother Christine about Church Links locally/nationally/globally
- Link with Laurence’s Larder strengthening from Autumn 2021 – 2-way link – school advertise LL facilities and support and raise money for LL (gift-giving) – LL support school families with weekly food donations and Christmas food bags

Case for Excellence

- When children are out of school on trips & visits – their behavior is exemplary (re: Remembrance Day service)
- There is a rich cultural diversity within the school and this is embraced by all and respect is shared by all members (and seen by visitors and people outside). The children show that as a Christian community we respect other faiths and backgrounds
- Children speak clearly about the impact being at Christ Church has on their own faith – Christians and Muslims