



Bilton C of E Junior School



International Cross of Nails Schools

Our aim through all we do is to be 'lights to the world' Matthew 5:14

"Empowering children to make a positive impact on the world"

Care, Honesty, Respect, Co-operation, Forgiveness and Resilience

IQ1: How does the school's theologically rooted Christian vision enable all pupils and adults to flourish?

- Our vision is at the heart of all we do and underpins decision making
- Six core values with Bible quotes provide a gateway into understanding the vision
- Use of THRIVE to model those core values and vision
- Partnership with St Marks and DBE and ICONS
- Home/School Support Worker to enable families to access or be signposted to appropriate support
- We celebrate each child's unique self, diversity and develop mutual respect (No Outsiders)
- Effective monitoring of impact by subjects leaders, SLT and governors
- Range of external services (SEND, MHST et.)
- Parents are supported with Early Help, signposting for practical parenting support.
- Parent are informed of our vision and values through our weekly newsletter, Facebook posts
- https://www.facebook.com/BiltonCofEJNR/?locale=en_GB
- Assemblies led by staff, worship leads and outside visitors link to the values and deepen understanding
- Our worship leads show strong leadership and responsibility for their roles and contribute widely across the school
- Vision and values boards are visible in all learning spaces and are referred to through teaching and learning
- Our vision and values have been reviewed to meet the federation aims; however, church distinctiveness has been retained
- Our school prayer and collective worship give biblical context to our values

Dear God

Thank you for our school, our friends and all those who **care** for us.

Help us to be **respectful, co-operate** with others and **take care** of the planet.

Help us to **always be honest and resilient** when things are hard.

Thank you for **forgiving us** and help us to **work with others to think and repair.**

May we be lights To the world by

Our school prayer

Amen

OUR AIM THROUGH ALL WE DO IS TO BE 'LIGHTS TO THE WORLD'

OUR vision

Values and Scripture

RESILIENCE GALATIANS 6:9 "So let's not get tired of doing what is good. At just the right time we will reap a harvest of blessing if we don't give up."

HONESTY EPHESIANS 4:25 "So stop telling lies. Let us tell our neighbours the truth, for we are all parts of the same body."

COOPERATION HEBREWS 10:24 "Spur one another on toward love and good deeds."

RESPECT MATTHEW 7:12 "Do to others as you would have them do to you."

CARE EPHESIANS 4:32 "Be kind and compassionate to one another, forgiving each other, just as in Christ forgive you."

FORGIVENESS COLOSSIANS 3:13 "Make allowances for each other's faults, and forgive anyone who offends you. Remember, the Lord forgave you so you must forgive others."

| Creation Resilience | Incarnation Care | The Trinity Cooperation |
|---|---|---|
| Galatians 6:9 "So let's not get tired of doing what is good. At just the right time we will reap a harvest of blessing if we don't give up." | Ephesians 4:32 "Be kind and compassionate to one another, forgiving each other, just as in Christ forgive you." | Hebrews 10:24 "Spur one another on toward love and good deeds." |
| At BJS, we provide an ambitious, creative curriculum, challenging all children to aspire to 'have a positive impact on the world. Children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We see God's creation as a source of inspiration for resilience. We encourage our community to persevere with faith and strength. By honouring wisdom in adversity, beginning resilient. | At BJS, the Incarnation reminds us of God's deep care and love for humanity, inspiring us to reflect that care in our daily lives. Just as Christ became one with us, we are called to be present for one another, showing compassion, kindness, and support. Through our actions, we strive to create a nurturing community where everyone feels valued. | At BJS cooperation reflects the essence of the Trinity—unity in diversity. Just as the Father, Son, and Holy Spirit work harmoniously as one, we strive to collaborate with mutual respect and shared purpose. Through teamwork and a spirit of togetherness, we embody the love and unity that the Trinity inspires, creating a community where everyone contributes to our common goals. Each person is |

Our values and the six core theological concepts

| Love Respect | Salvation Forgiveness | Reconciliation Honesty |
|---|--|--|
| Matthew 7:12 "Do to others as you would have them do to you." | Colossians 3:13 "Make allowances for each other's faults, and forgive anyone who offends you. Remember, the Lord forgave you so you must forgive others." | Ephesians 4:25 "So stop telling lies. Let us tell our neighbours the truth, for we are all parts of the same body." |
| All children learn to love and recognise the goodness in everyone, make a positive contribution and develop their own spiritual understanding. All children are supported to take | At BJS, forgiveness and salvation are cornerstones of our community values, shaping a nurturing and inclusive environment. Forgiveness empowers our school community to resolve conflicts with empathy, fostering stronger bonds and a sense of mutual respect. Salvation symbolises hope and renewal, reminding everyone that mistakes are part of the learning journey and every day offers a fresh start. | At BJS, reconciliation and honesty are at the heart of our community. We believe in fostering open dialogue, mutual respect, and accountability to build strong relationships. Through reconciliation, we work to heal misunderstandings and strengthen our commitment to unity and trust, ensuring every voice is heard and valued. Together, we build a culture of integrity and connection. |

BJS shines very brightly as a church school. Its commission to be 'lights to the world' radiates through. SIAM 2020

Visual evidence across the school

- Next Steps:**
- New logos for the values and model for vision, values and scripture (IQ1)
 - Further evidence against the Six Core Theological Concepts for the values (IQ1)
 - Governor monitoring linked to realising our vision. Outcomes to be shared with full governing body.



Bilton C of E Junior School

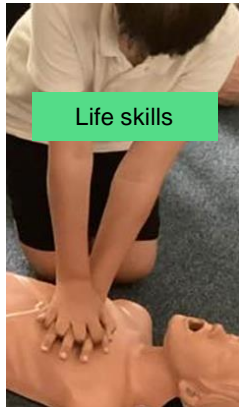
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IQ2: How does the curriculum reflect the school's theologically rooted Christian vision?

- Broad and balanced curriculum with lots of enrichment opportunities
- Regular visits and visitors enhance the curriculum, inspire and engage and encourage children to see real life purpose
- Range of extra-curricular clubs – football, Eco-team, allotment, science etc.
- PP funded places at extra-curricular clubs, music tuition, subsidised trips
- Subject leader progression subject progression documents are rooted in our vision
- Our vision and values are embedded across all subject areas and identified in curriculum progression documents
- A strong focus on sustainability and promoting stewardness of the Earth (Let's Go Zero and other environmental aspects as a thread throughout our curriculum)
- School garden/allotment
- Our PSHE curriculum – Jigsaw- teaches the children how to keep themselves physically and mentally
- Our curriculum provides opportunities for children to learn about cultures and individuals from diverse backgrounds
- We are ambitious for our pupils and encourage them to consider future aspirations e.g. The Maya topic allows for the children to learn about the roles architects, builders, artists, archaeologists, anthropologists and astronomers and the knowledge and skill involved.
- By explicitly teaching skills such as first aid we are guiding them to become a part of a caring community.



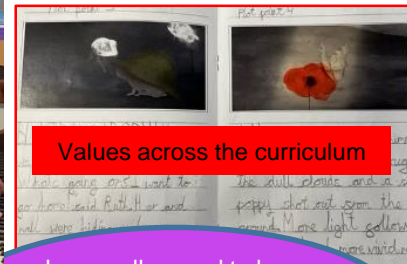
Life skills



Stewards of the Earth



Enrichment



Values across the curriculum

I am really proud to be a member of the Eco-team. We are working hard to make a difference.



International Cross of Nails Schools

Our Christian Values

Care: we encourage our children to express empathy and compassion through their artwork.

Honesty: art provides a platform for self-expression and we find the freedom to truly be ourselves.

Respect: we teach the children about diverse art forms and artists from various cultures.

Co-operation: we provide opportunities for collaborative artwork and children to value the artwork of their peers.

Forgiveness: we encourage the children to explore forgiveness and healing through self-expression.

Resilience: We teach children to experiment and face creative challenges. We teach how to persevere and how this contributes to artistic development.

Art

Our Christian Values

Our core Christian Values underpin everything we do at BIS and are woven across all subjects. These values may be taught explicitly within a subject or as a thread throughout everyday school life.

In geography we encourage respect for the environment both locally and globally. We do this through explicit teaching of contrasting localities and how people around the World live. Resilience and co-operation are part of the learning about climate change and other problems faced by the planet so that children feel they are able to make a positive impact on the World, starting with small changes in their local locality.

Geography



As part of our Let's Go Zero actions, our allotment club has been developing a wilding area in the school garden. By creating a wilder space, we aim to enhance biodiversity in our garden. We are also continuing to support our local hedgehog population by ensuring they can move freely through specially

Sustainability

Next Steps:

- Improving the provision and outcomes of disadvantaged pupils and lowest achieving 20%
- Continue to further develop spirituality through our curriculum
- Raise attainment in all year groups so that it is line with or exceeds national expectations



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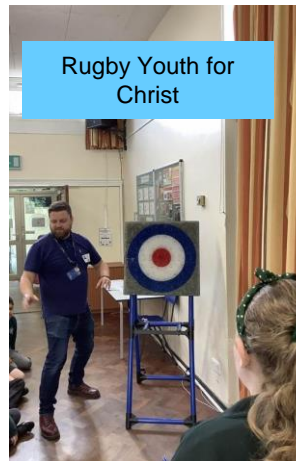
Care, Honesty, Respect, Co-operation, Forgiveness and Resilience



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IQ3: How is Collective Worship enabling pupils and adults to flourish spiritually?

- Celebration assemblies weekly
- Daily collective worship which is inclusive
- Visitors in Collective Worship from our local churches and communities
- Linked to the value of the half term which links with our vision
- Our worship leads plan and deliver assemblies e.g. Posada
- Collective worship is evaluated, with a chance to reflect by our worship leads. This is evidenced in our reflection book.
- Reverend Glenn and Reverend Dan contribute to the planning and delivery of collective worship which deepens children's understanding of biblical scripture
- Each class leads worship based around the value of the half term
- Regular services to church for Christmas, Leavers
- Picture news and I Sing Pop are used to enhance worship and add variety
- Opportunities for reflection offered through the whole school prayer and reflection areas
- We have an outside prayer garden which is used as a reflection space
- Bible stories and hymns have been linked to our Christian values to promote spiritual development
- Children are encouraged to create their own prayers and to lead others through this
- We have dedicated Prayer Weeks which involve many members of our Christian community.



Rugby Youth for Christ



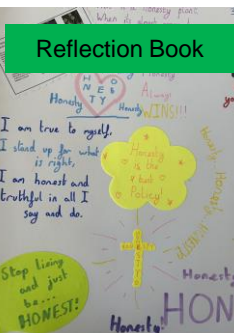
Our Christian Community



Prayer Space



Worship Lead Assemblies



Reflection Book



Rugby YOUTH FOR CHRIST

A massive thank you to Chris for his wonderful assembly this morning. It prompted us to reflect deeply on the influence our words carry and how we can foster greater positivity in others.

Words Are Like Toothpaste, Once They Are Squeezed Out You Can't Ever Squeeze Them All Back In Again.



St Marks Church



Prayer workshop



Reflective Space

I love my role as a worship lead and have now become more confident to speak out in assembly.



Reflection Book

Next Steps:

- Develop further reflection/prayer spaces
- Develop the prayer garden and ensure that it is more accessible
- Involve the community further in enabling pupils and adults to flourish spiritually.



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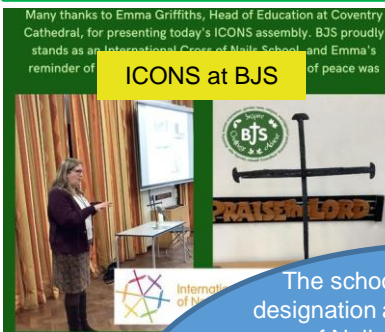
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IQ4: How does the school's theologically rooted vision create a culture in which pupils and adults are treated well?

- Our behaviour policy (Restorative Practice) is rooted in our vision and implemented consistently. Regular reviews are carried out based on community voice
- Our positive behaviour policy celebrates children from demonstrating our values
- Celebration assembly – weekly certificates for 'Lights of the World' linked to values
- Class reward systems
- Wellbeing ambassadors (pupils)/pupil voice
- Wellbeing team (supporting staff)
- Think and Repair 'TARS' through our restorative approaches
- Transition work across year groups and schools
- Our golden rules (be ready, be safe, be respectful) encourage children to treat others well in school
- We actively take part in anti-bullying learning opportunities and children know what to do should they have concerns
- Home/School Support worker provides highly effective guidance and signposting for a range of areas
- We have created videos that have been shared to celebrate ICONS titled 'Reconciliation'
<https://www.facebook.com/watch/?v=1417324402276315>
- Our school dog 'Pickle' has had great impact on our school community's wellbeing. She supports children to come into school and has a calming influence on dysregulated children.



Pickle, our school dog

Display of our values



The school is rightly proud of its designation as an International Cross of Nails (ICON) community. Forgiveness and reconciliation are understood by everyone through biblical teaching. The 'Think and Repair' approach ensures that any disagreements are positively resolved, and that behaviour is exemplary. SIAMS 2020

Participating in ICONS initiatives



Wellbeing Ambassador meeting

Our Wellbeing Ambassadors met with Johnathon from the Mental Health Schools Team (MHST) to discuss their important role and how they can build on what is already happening in school.

Next Steps:

- Make wider links with other ICONS schools
- Respond to recent pupil wellbeing survey outcomes
- Further develop spirituality throughout the school
- Create and respond to a wellbeing survey for staff across the school





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IQ5: How does the school's theologically rooted vision create an active culture of justice and responsibility?

- Student leadership team contribute to decision making and take responsibility for improving areas of school life for pupils and for representing the school in the wider community.
- Digital Leaders, Eco-committee, Wellbeing Ambassadors also impact on decision making in school
- Our worship leads have led on Charity work (Orphans and Vulnerable Children in Kenya, Children in Need)
- Supporting the local foodbank through harvest collections
- Our Worship leads have taken part in leadership training through 'Picture News'. This has developed their confidence and guided them on being effective ambassadors for BJS
- Our pupils independently organise fundraising activities for different charities (both locally and globally)
- Our Eco-team are holding the local community to account on their energy usage and constantly promote respect for the environment. We teach the children about the importance of sustainability and our responsibility to the global community to take steps to protect the climate to ensure a positive future for all
- An effective mentor/mentee system is in place to support children new to school
- Justice is promoted through school council elections and interweaving British Values throughout our curriculum.
- We take a restorative approach to resolving conflict and encourage children to develop skills of empathy and understanding. This allows them to take responsibility for their actions and to make reparations.



Worship lead meeting



Supporting a community in Kenya



Worship Lead training



Supporting and awareness



Fund raising initiatives



Supporting the foodbank/Harvest

I was worried about coming to such a big school, but my mentor in Y6 has helped me to feel safe and has been a good friend.

Next Steps:

- Develop a great understanding of courageous advocacy and focusing beyond 'giving'
- Strengthen links across the curriculum with teachers intentionally planning for spiritual development



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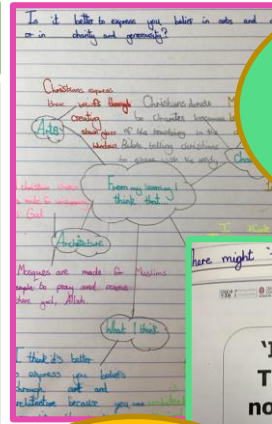
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IQ6: Is the religious education curriculum effective?

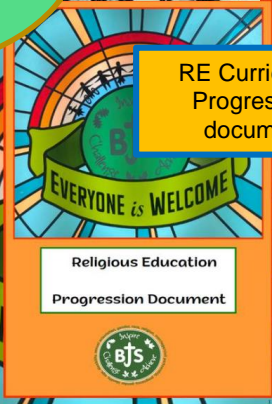
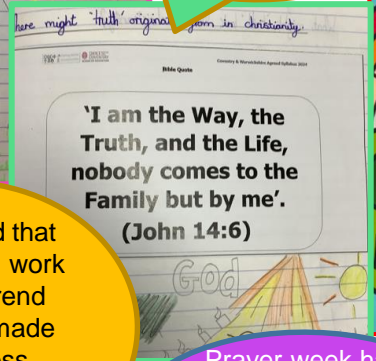
- Follow the Coventry & Warwickshire syllabus and Understanding Christianity
- Use of good quality resources and artefacts
- RE leads complete diocesan training and share with staff
- RE lead monitors termly – books, lessons, pupil voice
- RE is taught for one hour every week to all year groups
- All year groups visit places of worship which is matched directly to the RE curriculum
- There are reflective opportunities throughout and at the end of each topic. Emphasis is given on self-reflection. Pupils draw on their own experiences and consider relevant spiritual, moral, social and cultural issues in reflective and empathetic ways.
- The No Outsiders framework is used to develop the curriculum
- Lessons delivered in Y5/6 by Rugby Youth for Christ
- Additional RE lessons based around transition/journey for our Year 6 pupils
- Additional opportunities through the curriculum such as 'Prayer Week' (enrichment)
- Children are taught about the role of faith within communities and how values are used in daily life
- Key questions shape every unit, with the children thinking about Christianity and other religions in terms of philosophy, heritage and challenging questions around living purposeful, meaningful lives that contribute to today's society. Children are taught to appreciate diversity and explore theological interpretations of scripture from the Bible and other sacred texts.



I really enjoy our RE lessons. I have a good understanding of World views.

I have found that the transition work from Reverend Glenn has made me feel less anxious about leaving BJS.

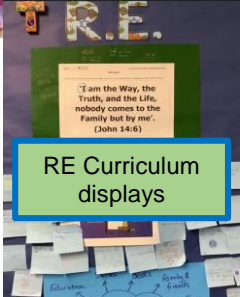
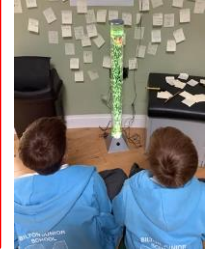
Prayer week has been great fun and encouraged me to be more reflective.



Prayer Week



RE Curriculum Progression document



RE Curriculum displays

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--|---|---|---|--|---|
| Year 3 | What does it mean to be a Christian in Britain today? (WS 12.7 - Living) | What do Christians learn from the Creation Story? (UC 2a.1 - Creation/Fall) | Why is the Bible so important for Christians today? (WS 12.2 - Believing) | What is the Trinity? (UC 2a.3 - Incarnation) | Why are festivals important to religious communities? (WS 12.4 - Expressing) | Why do people pray? (WS 12.4 - Expressing) |
| Year 4 | What is it like to follow God? (UC 2a.2 - People of God) | What does it mean to be a Hindu in Britain today? (WS 12.8 - Living) | Why is Jesus inspiring to some people? (WS 12.3 - Believing) / Why do Christians call the day Jesus died 'Good Friday'? (UC 2a.5 - Salvation) | What can we learn from religions about deciding what is right and wrong? (WS 12.9 - Living) | Why do some people think life is like a journey and what significant experiences mark this? (WS 12.6 - Expressing) | When Jesus left, what was the impact of the Pentecost? (UC 2a.6 - Kingdom of God) |
| Year 5 | Why do some people think God exists? (WS 12.1 - Believing) | If God is everywhere, why go to a place of worship? (WS 12.4 - Expressing) | What does it mean if God is holy and loving? (UC 2b.1 - God) | What did Jesus do to save human beings? (UC 2b.6 - Salvation) | What does it mean to be a Muslim in Britain today? (WS 12.6 - Living) | How can following God bring freedom and justice? (UC 2b.3 - People of God) |
| Year 6 | What matters most to Christians and Humanists? (WS 12.7 - Living) | What would Jesus do? (WS 12.2 - Believing, UC 2b.5 - Gospel) | Is it better to express your beliefs in arts and architecture or in charity and generosity? (WS 12.5 - Expressing) | What difference does the resurrection make for Christians? (UC 2b.7 - Salvation) | Creation and Science: conflicting or complementary? (UC 2b.2 - Creation/Fall) | What kind of King is Jesus? (UC 2b.8 - Kingdom of God) |

Our Curriculum Goals

- To recognise and apply the key values within Christianity
- To build a secure understanding of global religious and non-religious worldviews
- To understand the interconnected ideas within different religious and non-religious worldviews

Next Steps:

- Further monitoring of the RE curriculum by the governing body
- Review assessment processes for RE and develop further reflective practices of topics
- Seek external monitoring opportunities
- Share best practice and learn from other C of E schools