

Diocese of Carlisle Board of Education

www.carlislediocese.org.uk/education

Weekly Communication: 8th July 2021

Reflection:

May you remember that a winding path is not pointless. When your journey is longer than you wanted and your destination seems further away than you can manage, may you be given the gift of faith to believe again that God walks with you and finishes what He starts #niteblessing @niteblessings



Feedback from Headteachers: themes of the week

Exhaustion and Burst Bubbles: you don't need me to tell you that you are exhausted and that bubbles are having to close all over the Diocese, ruining end of term plans and adding to anxiety and workload for staff. Six more get-ups. Hang in there.

Hope and Joy:



This week I was fortunate enough to spend some time in the real-life in-person company of Ian Nicholl, Headteacher at Leven Valley School.

I had heard on the grapevine about some of the amazing projects which Ian has implemented at the school. It was wonderful to be able to find out more from the horse's mouth about improvements involving natural and sustainable materials and how fund-raising has enabled projects which have resulted in cost-savings and, thus funded further projects. I heard about the phenomenal savings which the school is now enjoying through having fully insulated the building, adding solar panels and a ground-source heat pump. Ian also told me about the next exciting project in the pipeline.

As we work towards being a net zero Diocese by 2030, if you are considering what your next step or project should be, Ian is an inspiration and would be happy to offer you the benefit of his experiences.

Equally, if you've got a success story from your school, we'd love to hear about it.

Christian Leadership Course, Ruth Houston writes:

"It was lovely to "meet" recently with this year's cohort for the Carlisle contingent of the Christian Leadership course. We have seven school leaders who are starting a year's course to develop and reflect upon their roles as leaders in a church school environment and how to "make a difference".

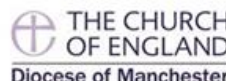


We work with other dioceses across the North West to provide a range of thought-provoking speakers, visits and activities to help you explore ways in which all members of our school communities can flourish."

If you would be interested in being part of next year's cohort (2022-2023) please contact Ruth Houston on ruth.houston@carlisle-diocese.org.uk and she can arrange for you to speak to someone who has already completed the course to find out if this is for you.



Diocese of Liverpool



Ever thought about joining the Diocesan Consultancy Team?

We have a great team of Consultants with whom we really enjoy working closely and deploying in a way that enables them to play to their strengths.

We would love to add to our existing team some more expertise from practising school leaders. Perhaps you have a particular area or areas which you are passionate about and would like to be able to share with others? Perhaps there's something you've encountered in your school which you might be able to help someone else to navigate? Perhaps you have a niche skill, qualification or area of expertise which you could use to support another school.

If you think this might be something you are interested in exploring further, please do get in touch.



Admissions

For Academy, Multi Academy Trust, Foundation and Voluntary Aided school colleagues

Further to the information about the new Admissions Code and the requirement to amend your **current** policy to be compliant from 1st September 2021, some of you have asked whether your current over subscription criterion wording which refers to pupils looked after from overseas is sufficient.

The change in the new Code is aimed at ensuring that those children who were in care in countries in which record keeping is not good are not discriminated against (it can often be very hard for adoptive parents to demonstrate that their child was, in fact, in care).

As a Diocese, aiming for our schools to be **scandalously inclusive**, we strongly support this change.

You can read the new Code here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/989176/School_admission_code_2021_slip.pdf

If it helps, you can use the following wording (lifted directly from the new Code) to replace your current over subscription criterion which refers to children looked after:

A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

The Summer break is within sight! After this last, incredible year and the challenges it has brought, it is essential that some of the holidays includes opportunities for some rest and restoration. For busy, committed people, it can be challenging to know how to rest and what to do in the spaces in between working; it is all too easy to lose the skill of investing in self-care or taking some time out.

If you need some ideas, have a look at the Teacher Wellbeing Ideas Chart below and choose some of the ideas from the suggestions offered. Why not see if you can tick all of them off by them time you return to school. 😊

Holiday well-being for teachers

Safeguard your health and happiness with these activities.



1 Reflect.

Take time to reflect on your classroom practice. What worked? What didn't? Is there anything you can change to make next year even better?

2 Get organised.

Do what needs to be done in the first few days, then forget work for the rest of the holidays.



3 Recharge.

Teaching can be draining. Rest when you can, maybe grab a cheeky nap!



4 Clean up your social media.

Mute, block and unfollow negativity and follow positive, optimistic accounts. Next time you log in, it'll be a nicer place to be.

5 Reconnect!

Set aside time to disconnect from your device and reconnect with a friend, family member or work colleague that you don't get time for usually.

6 Be grateful.

Being aware of all that is good in your life helps cultivate positive feelings. Keep a gratitude journal or make a list of anything that you feel grateful for.

7 Brain food!

Eat real food; not too much; mostly plants. Nourish the brain as well as the body.



8 Switch off from work.

Turn off school related emails and notifications from your personal devices.



9 Read, read, read!

Reading makes us feel better and feel more positive too. Find yourself a good book and make time to chill.



10 Make plans.

Take some time to plan out your day, week, or term. A clear plan makes it easier to focus on priorities. Make sure you plan lots of fun, non-work activities too!

11 Use technology for good!

Download positive apps or visit sites that help you in some way. Perhaps you could learn something, a new language or skill.

12 No more notifications.

Turn off non-essential notifications so you're not a slave to your device. Just check-in when the time is right for you.

13 Move!

Whatever suits you, do it. A stroll, run, swim, or cycle - just move. 10-15 minutes each day will help you feel energised.



14 Unplug.

Not just from technology, but from everyday distractions. Make a conscious decision not to answer calls or emails or even listen to music.

15 Focus.

Set realistic goals. Don't get overwhelmed with long to-do lists, focus on a maximum of three main tasks to complete each day.

16 Close the tabs

Physically and mentally. Clear your inbox or to-do list, then switch off.



17 Do not disturb...

Ensure you take time for yourself; self care is essential.



18 Healthy spaces.

Make your environment more positive. Whether it's your classroom or home, a clean up can reframe your outlook and reduce stress.

19 No guilt rewards.

You deserve a treat! Watch your favourite show, take a nice bubble bath or enjoy some retail therapy.

20 Productivity planning.

Where in your life are you not productive? How can you change to improve your productivity?

21 Enjoy yourself!

Do something you love that you don't normally have time for. A hobby can help you refocus on what matters and switch off from stressful thoughts.

22 Find support.

There are groups online for every aspect of life. Find and join groups that promote and support you in work and day-to-day life.

23 Ditch the negativity.

Not very productive? Don't sweat it! Have a break, do something else and come back when you're ready. Try to keep a positive outlook.

24 Let go...

There are some things that are out of your control like other people's thoughts, attitudes and actions. Put these out of your mind.

25 Be mindful.

Deliberately pay attention to things you normally wouldn't notice. Become aware of your present moment or experiences as they arise.

Collective Worship Resources:

The Church of England has published guidance for Collective Worship.

The document sets out minimum expectations which all pupils in all Church of England schools can expect to enjoy.

It also provides guidance relating to training for staff (and ministers) and the need to have a named person responsible for Collective Worship for example.

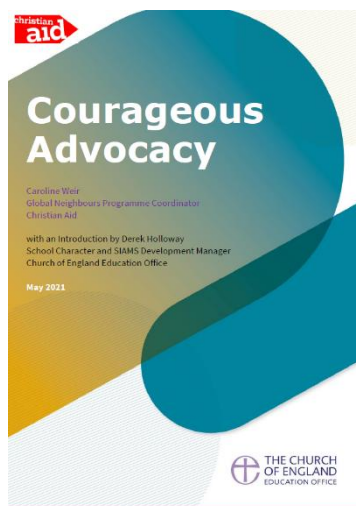
We will be leading some training during the Autumn Term – look out for our new Events Schedule with all our diary dates for 2021-2022.

You can read the full guidance document [here](#)

If you have developed or found collective worship resources which you would be happy to share with colleagues in other schools, please do get in touch. We know that high quality collective worship materials and inspiration for how to find awe and wonder whilst COVID restrictions remain in place is something many of you are grateful to receive.



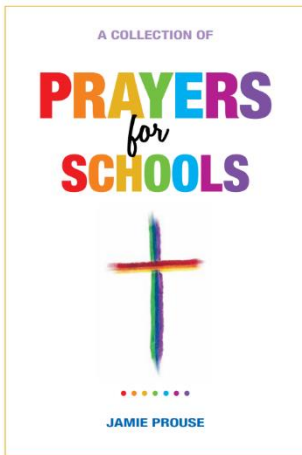
Other information and resources:



Courageous Advocacy

Although the current SIAMS schedule feels very different in a number of ways to its predecessor, the only brand new concept is **courageous advocacy**.

The attached document has been produced to help schools to think about ways in which they might encourage their pupils to be courageous advocates for change and great global citizens.



'A Collection of Prayers for Schools'.

Jamie Prouse, Author writes:

"These are prayers that I have written and collected for over 10 years, as an experienced teacher and leader of Spiritual development in a church school. They are intended and have been used for assemblies, celebrations, class acts of worship and times of reflection for all school ages."

Academisation of schools

Many of you are beginning to reflect on the implications of Gavin Williamson's recent confirmation of his renewed vision for all schools to be part of a multi-academy trust.

We fully appreciate that the responsibility of making a decision which will commit your school to a new structure and way of working, way beyond your period of tenure, is daunting and not something you would want to do hastily (or at all if you didn't feel it was the right move for your school).



Working with the Board of Education, our Church of England clergy colleagues and the Regional Schools Commissioner, we are currently taking advice and exploring options to enable us to support you and ensure that you feel confident about taking decisions with the long term interests of your school at heart.

You can read the full speech [here](#).

Let's think about friendships:

A new guide for children in Church of England primary schools

The Children's Society and the Diocese of Sheffield have produced a new resource aimed at children in Church of England primary schools, especially in Key Stage 2.



**The
Children's
Society**

The resource, ***Let's think about friendships***, draws on The Children's Society's work in listening to what young people say about their well-being and factors that influence that, such as having good friendships. This resource has been adapted from a guide for older children by Huw Thomas, Diocesan Director of Education for Sheffield Diocese, and includes new quotes from children across Sheffield, Christian content and activities. There is also an accompanying teachers' guide.

Both resources can be viewed at and downloaded from these links:

Friendship guide

https://www.flipsnack.com/CA7CFEBBDC9/2021109a-chu-friendship-guide-a5_v3.html

Teachers leaflet

https://www.flipsnack.com/CA7CFEBBDC9/2021109b-chu-teachers-leaflet-a5_v3.html

Supporting Belonging and Believing in EYFS:



The Books at Press team has produced some free resources to support the requirements of the new EYFS Development Matters relating to RE.

[Development Matters 2020: Linking EYFS 2017 and 2020/21 Understanding the World to Religion and Worldviews Education \(England\)](#)

This document highlights the most relevant ELGs for Religious Education from both the EYFS 2017 and EYFS Early Adopter Framework. It then provides advice on implementing RE at the various stages of development in line with the Development Matters 2020 document.

[Curriculum Map for RE from Nursery to Year 2](#)

This map illustrates how the Books at Press and other resources can be used alongside a wealth of popular topics from Nursery, Reception, Year 1 and Year 2.

[Using the Accredited Puddles Resources with Understanding Christianity](#)

This detailed document shows how each of the Puddles books support the relevant units within Understanding Christianity.

Resources to support Community and Living Well Together:

“We have produced a series of resources for primary and secondary schools to help with this – through our ‘Faith at Home’ Series 2 which is entitled ‘Flourishing Together’, with collective worship/tutor programme films for all ages focusing on:

- Why do we belong together? (Community and Interdependence)
- How do we know we are loved? (Self-Esteem and Security)
- How do we get back on track? (Character and Renewal)
- How do we make sense of our feelings? (Mental Health and Wellbeing)
- How do we face our fears? (Anxiety and Failure)
- How can we have hope for tomorrow? (Faith and Confidence)



They're all available at [I am a School Leader | The Church of England](#) and we'd commend them to you to support this work.” **Andy Wolfe**, Deputy Chief Education Officer.

Training, Courses and Events:

Please contact: education@carlisle-diocese.org.uk to book a place on any of our courses or events.

Further information is available [here](#)



Massive thanks to those who have been part of a working party to review our RE scheme of work. It won't be a quick job as there's lots to do but it is wonderful to have begun this process. If anyone else had thoughts or material to share, please do get in touch.



HUDDLES THIS HALF TERM



Tuesdays 3.45pm

Do come along when you can

Join Zoom Meeting

<https://us02web.zoom.us/j/87570589949?pwd=M2lyUjFaWjJLNERCaXYrREhPMWtLZz09>

Meeting ID: 875 7058 9949

Passcode: 721391

If you have any questions about any of the information contained in this week's communication, don't hesitate to get in touch:

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