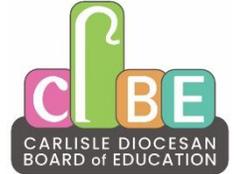


Weekly Communication: 27th January 2026



www.carlslediocese.org.uk/education

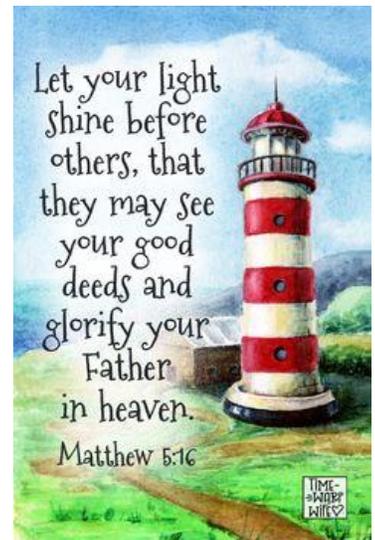
If someone has forwarded this communication to you and you would like to be added to the distribution list to receive one every week, please email: charlotte.tudway@carlslediocese.org.uk

Reflection:

Today's reflection is really more of an encouragement to you all to keep pressing on with the vital and challenging work you are doing to support your pupils in recognising injustice and understanding that the world is a better place because of difference.

Earlier today, one of our much-love colleagues was the victim of really unpleasant racial abuse. It was a really stark reminder of just how important your role in changing the world is, building schools that are places of belonging filled with hope and love.

Thank you. We appreciate it isn't easy, particularly in the current climate. Do reach out if you would value any support in tackling racial justice in your setting.

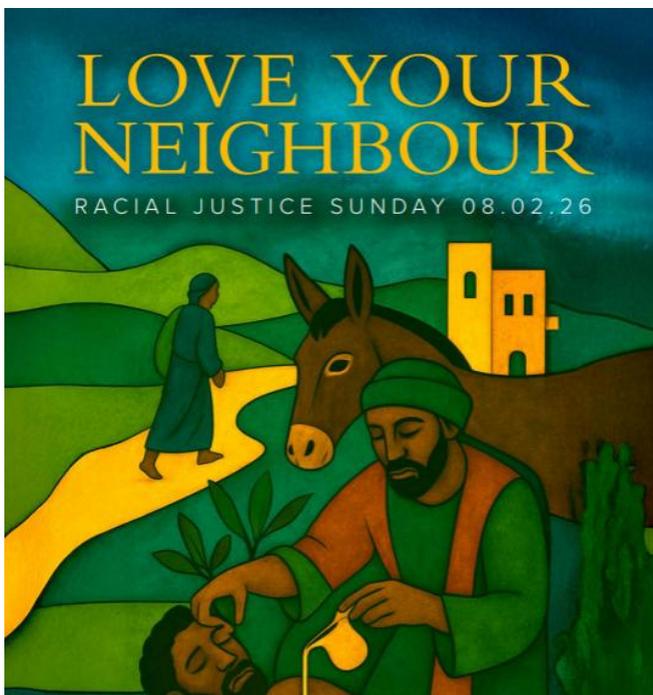


[Access our FREE Anti Racist Training for Schools & Educators](#) 🌱 🏠

NEW THIS WEEK!

Racial Justice Sunday 8 Feb

Churches Together in Britain and Ireland has provided here an introduction to the Racial Justice Sunday 2026 resources, shared directly by Richard Reddie, Director of Justice and Inclusion at CTBI.



"In these resources we explore what it really means to love our neighbour, especially given the current narratives of hostility, fear, suspicion and hatred of the 'other', particularly asylum seekers, refugees and anyone who is not British or Irish 'enough'.

We discuss how the Bible provides a blueprint for a world where everyone belongs; where everyone is loved, valued and affirmed for who they are, and not what they look like or have to offer. And one in which our identity is ultimately to be found in Christ, as brothers and sisters of one 'race': the human race. I believe that this message is 'for such a time as this' (Esther 4:14). It is one that speaks through the 'flags', banners, protests and invective, relaying a message of unity and hope.

Just as the greatest commandment speaks about loving God and one another, Jesus' sacrificial death on the cross offers us all the hope of being united with God and with one another.

Let us use Racial Justice Sunday (and other Sundays) to stand together in love, rejecting those words, actions and behaviours that go against Christ's teachings, and embracing those biblical principles that foment unity, cohesion, and engagement.

The [booklet](#) features a collection of readings, prayers, reflections etc that could be used by adults and with children in different ways."

Lent Resources



Generosity starts small...

With their natural energy and big heartedness, 40acts comes alive when children are part of the journey.

This Lent, we are delighted to release a range of creative, faith-filled resources that help children engage daily with generosity and gladness.

[Access the children's resources](#)

Our 2026 children's resource partners:



You are very welcome to join us to:

hear from
Pam Lawson
on the importance of music in connecting communities.

Discussion question...
'Where have you seen music have a positive impact in your school community?'

Please come prepared to show/talk about this and share your experiences.

Network

Support
Advice

Share ideas
& resources
Q&A

Headteachers,
senior leaders,
RE leads &
teachers

please join
Laura Watson

Monday 2nd
February

4:00pm –
5:00pm

Online

[Book here](#)
or via the events schedule

Receive updates
on national and
regional news &
initiatives



Spring Distinctiveness Network Meeting RE, Collective Worship and more...



Governor Peer Support Network

delivered by Victoria
Burnside, Ofsted Senior HMI

Victoria will:

- Share an overview of the new Ofsted framework, specifically tailored for governors;
- Provide some feedback from schools inspected under the new framework; and
- Give you an opportunity to ask any questions you may have.

Any governors are welcome!

Join us online on 4th
March at 5:30pm

BOOK HERE



Termly Heads and Clergy Breakfast

Come and join us for breakfast, mutual support and encouragement from others in your role in our diocese.

Wednesday 4th February
8am-10am

at Beaconside CE Primary School, Penrith

The title of this session will be: **Wonder - a stepping stone to faith led by Peter Barfoot**

Book [here](#) - £15 per person

Contact for more information:

ruth.houston@carlisediocese.org.uk
maggie.cole@carlisediocese.org.uk
bjones@stmarys-kl.cumbria.sch.uk



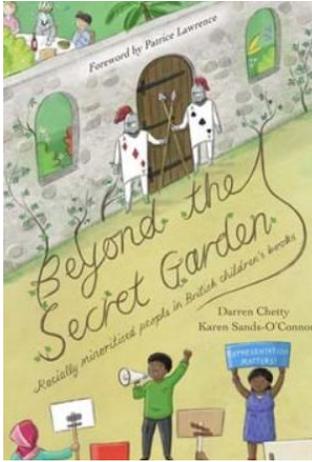
January Racial justice spotlight

Starting this month, we will be including in our Weekly Comms a monthly feature to support and develop the racial justice work within the diocese. We aim to share resources; to offer stimulus ideas, activities and reflections and to shine a light on work being undertaken by schools and partnerships across Cumbria.

To start us off, Education Office team member Lisa Pettifer reflects on a talk she attended by Darren Chetty and Professor Karen Sands-O'Connor which encourages teachers to critically evaluate the racial messages held – sometimes unintentionally – within children's books. The reflection is for teachers and other adults within school teams, not necessarily for sharing with children.

Please contact your link adviser of the office team if you have any questions about racial justice work in our schools.

January Racial Justice Spotlight: Beyond the Secret Garden



Why does this matter?

Genesis 1:27 says 'God created humankind in his own image'. [The Church of England Vision for Education](#) says 'Our commitment to the dignity and ultimate worth of each person, rooted in each being created in the image of God and loved by God, is further shaped by the person, teaching and example of Jesus.' This is just one of the reasons why racial justice matters. As part of our monthly Racial Justice Spotlight, we will, alongside some useful and thought-provoking resources, unpack a little of the theology behind why racial justice matters in a Church school.

What we can think about this month?

Writer and teacher Darren Chetty worked with researcher Professor Karen Sands-O'Connor on '[Beyond the Secret Garden](#)', which examines and challenges racial presentation in children's literature from 'the classics' to books being used in schools currently such as 'Amazing Grace' by Mary Hoffman and Caroline Binch and 'Granny Came Here on the Empire Windrush' by Patrice Lawrence and Camilla Sucre

[The English and Media Centre](#) tells us that this book traces "how Black and racially minoritised characters have been represented in 'the secret garden' of British children's literature from its earliest stages. Examining how children's literature has both been shaped by, and shaped, prevailing attitudes towards people of colour, they take a thematic approach that offers teachers and parents contextual knowledge that will enrich how books are discussed with children."

Teachers can dig deeper into racial representation by asking further questions about the books. For example:

In 'Amazing Grace', did we notice that Grace draws on white representation of people of colour in her own imaginative play – this is where we see stories handing racial representations down the generations.

Did we notice that Grace faced a racial judgement from her friend Natalie – a sign of handed-down systematic racial prejudice – but did the story make Grace herself responsible for countering this? A small child against the whole system! We read the story of Grace's triumph – the little black girl who acted the part of character usually played by white boys – but do we see this as a drop in the ocean or as part of a wave of change?

Grace's experience can be compared with that of Ava in 'Granny...' – both girls engage in imaginative play and dressing up, both stories consider role modelling and figures "we admire" – we can read critically and ask questions about the explicit and implicit messages being presented in these stories.

Look back to the 'Why does this matter?' section above – do we see these principles in action in these stories, and in the ways we present these and other books in the classroom?

Training Schedule

We have a variety of training sessions running each month. Most of the sessions are online and are cost-free if you are part of the partnership agreement.

Want to attend a session but can't? Get in touch and we can arrange for it to be recorded for you.

You can find a copy of the training schedule [here](#). Booking is quick and easy just click the link and follow the on screen steps.

Any queries then please email Anna – anna.lea@carlisle-diocese.org.uk



Governor Zone



Governor Peer Support Network delivered by Victoria Burnside, Ofsted Senior HMI

Victoria will:

- Share an overview of the new Ofsted framework, specifically tailored for governors;
- Provide some feedback from schools inspected under the new framework; and
- Give you an opportunity to ask any questions you may have.

Any governors are welcome!

Join us online on 4th
March at 5:30pm

BOOK HERE



Education Office Team

As always, if you have any questions about any of the information contained in this week's communication, need any help or support or want to arrange a visit, don't hesitate to get in touch



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Let’s Build Empathy

Sanctuary Foundation is proud to present an exciting new art and poetry competition that invites 7-19 year olds to reflect on what life is like for the 43.3 million children around the world who are

displaced. Schools, families or community groups should digitally submit their top 3 pieces in each category.

Students can create either a piece of artwork or a piece of poetry illustrating their empathy with or experience of being separated from the place they call home. These creations will be judged by a fantastic panel of celebrities, refugees, and journalists with the top 30 entries going on display in The British Library during National Refugee Week (Monday 15 – Sunday 21 June 2026). They will also be featured in a special national online assembly, in the press and elsewhere. The prize ceremony will be at the British Library on Monday 15 June 2026.

[Enter the competition here](#)

The competition is open from Wednesday 12 November 2025.

Any student aged 7–19 can enter a single submission.

Closing date is: *Wednesday 15 April 2026 (11.59pm)*

Judging will take place following the closing date.

Artwork should be produced on A4-sized paper, in landscape format, as two-dimensional submissions, in any appropriate media.

Poetry should be no longer than 14 lines.

Schools, families or community groups should submit a .jpg image of the artwork or a .pdf file of the poem with the student's name, year group and school/guardian/parent contact details via a link on the Sanctuary Foundation website. (see below). Each submission should not be larger than 4MB.

For reference, here's a quick summary of the relevant Key Stages in the UK education system:

Key Stage 2: 7–11 years old

Key Stage 3: 12–14 years old

Key Stage 4: 15–16 years old

Key Stage 5: 17–19 years old

Schools families or community groups should retain physical copies of artwork and poetry submitted for potential display.

Schools, families or community groups will be notified of shortlisted finalists by the middle of May 2026.

More information can be found [here](#)



Cumbrian SACRE newsletter

You should have received a copy of the Cumbrian SACRE newsletter however we are attaching a copy to this email as well.

New Grove Book

Attached to this email you will find a PDF copy of this Grove books.

grove education

Treasuring the Earth

Inspiring Heads, Hearts and Hands in School Communities for People and Planet



Online Safety and Safer Internet Day



Safer Internet Day 2026 – Live Lesson

Join us on **Tuesday 10 February 2026** at 11am for a Safer Internet Day Live Lesson where your class will need to think like responsible AI designers as we work together to design a safe and reliable chatbot.



Use **Online Safety and Safer Internet Day** as an opportunity to share factsheets, staff briefings and eLearning with staff. If you are a member of The Key they have a range of resources

that can be found [here](#)

Children’s Mental Health Week – Live Assembly

Wednesday 11th February, 9.15–9.45am

Join Picture News and special guest, children’s author and mental wellbeing advocate, Katie Hopper for a live assembly during Children’s Mental Health Week, as we explore why feeling included matters. Katie will share one of her stories live and children can reflect on how their words and actions can help others feel welcome and supported. Suitable for: Children in KS1 and KS2



[Register here](#)

Celebrating Lunar New Year – Live Assembly (with very special guests!)

Wednesday 25th February, 9.15–9.45am

Join us for a special online event as we explore how the Lunar New Year is celebrated. We’ll learn about traditions, stories and symbols, and hear from two children who will be sharing their own experiences of celebrating this special time.

A lovely opportunity for pupils to discover how different cultures welcome a new year with joy, family, and hope!

Suitable for: Children in KS1 and KS2

[Register here](#)



Learning Hub Applications 2026



Does your school, church, trust or Diocese have an idea which enables young people at the heart of what church and school do together? Find out more about this creative opportunity and apply.

We are delighted to be launching a third application process for our Growing Faith Learning Hubs. The Growing Faith Foundation is seeking to resource a further 14 Learning Hubs across the country starting in January 2026. They will act as strong developmental communities of practice from which schools and church leaders (both regionally and nationally) can learn.

The Learning Hubs will become centres of innovation, where schools/churches are resourced to further embed creative practices that build the strategic partnership between school, church and home. Hubs are creative spaces, with an emphasis on imaginative approaches that champion the voices of children and young people and embed inclusion and hospitality. as we seek to put children, young people and families at the heart of all the mission and ministry of the Church by changing the culture of the Church of England.



In 2026 The Learning Hubs will be funded in two different models:

- an annual grant of £10,00 each year for two years. There will be 10 location places available
- a smaller grant of up to £2500 for 3 months to 1 year projects, where local partnerships want to undertake a smaller piece of work as part of their wider Growing Faith shaped development. There will be 4 location places available in 2026 and 4 in 2027.

Please do consider whether your church/school partnership, whether based in a Diocese, a deanery, a school trust, an individual church or school or other iteration might become a suitable Hub. Read more about the application process in our [guidance document](#).

Please share with anyone who may be interested and submit applications by 31st October 2025

If you have further questions or an informal chat would be of help, please contact mandy.christopher@churchofengland.org

Laura is also very happy to chat with anyone who is interested.
Laura.watson@carlisle-diocese.org.uk

[Apply Now](#)



Governors



Open the Book – Regional Training and Development Officer

We are looking for an **Open the Book – Regional Training and Development Officer (Mid and North England)** to join the OTB Team

The aim of Open the Book is to equip people to share Bible stories with children in an accessible and enjoyable way for those of all faiths and none.

We are looking for a skilled communicator, with knowledge of and empathy with the churches in your region and proven experience of both delivering training and building excellent working relationships.

🏠 If you know of anyone in your **network or at your church** who would love to work for us, please can you direct them to our website to apply

📌 For more information you can view the vacancy here: [Open the Book – Regional Training and Development Officer \(Mid & North England\)](#)

School admissions

Please make sure that Governors (especially in VA schools) have had chance to discuss and plan for the next round of school admissions arrangements, details of which can be found [here](#).

Determination

All admission authorities must determine their admission arrangements, including their PAN, every year, even if they have not changed from previous years and a consultation has not been required by 28 February in the determination year.



Once admission authorities have determined their admission arrangements, they must notify the appropriate bodies and must publish a copy of the determined arrangements on the school's website or their own website (in the case of a local authority) by 15 March in the determination year and continue displaying them for the whole offer year (the school year in which offers for places are made).

Admission authorities must also send a copy of their full, determined arrangements to the local authority as soon as possible before 15 March in the determination year.

Admission authorities for schools designated with a religious character must also send a copy of their

arrangements to the body or person representing their religion or religious denomination.

Consultation

When changes are proposed to admission arrangements, all admission authorities must consult on their admission arrangements (including any supplementary information form) that will apply for admission applications the following school year.

Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period.

Consultation must last for a minimum of 6 weeks and must take place between 1 October and 31 January in the determination year. Admission authorities must consult with:

- a) parents of children between the ages of two and eighteen;
 - b) other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
 - c) all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
 - d) whichever of the governing body and the local authority is not the admission authority;
 - e) any adjoining neighbouring local authorities where the admission authority is the local authority;
- and
- f) in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.
-

For the duration of the consultation period, the admission authority must publish a copy of their full proposed admission arrangements (including the proposed PAN) on the school's website or its own website (in the case of a local authority) together with details of where comments may be sent and the areas on which comments are not sought.

CHECKLIST

1	<input checked="" type="checkbox"/>
2	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>



Admission authorities must also send, upon request, a copy of the proposed admission arrangements to any of the persons or bodies listed above inviting comment. Failure to consult effectively may be grounds for subsequent complaints and appeals



GOVERNORS FOR SCHOOLS

about wellbeing, and helping drive the changes that make school environments healthier and more sustainable.

Download the full report: <https://bit.ly/43cYK30>

Teacher wellbeing

From the charity [Governors for Schools](#): "Education Support's Teacher Wellbeing Index 2025 reveals an education workforce in crisis with staff wellbeing at its lowest level since 2019.

If we want every child to thrive, we must ensure those who teach and support them are thriving too. At a time like this, governors and trustees play a pivotal role - monitoring pressures on staff, asking the right questions