



## **Do you want to demonstrate how effectively your school's distinctive Christian vision enables pupils and adults to flourish?**

Through a meaningful, global, charitable partnership with Child of Hope, nursery, primary and secondary schools in Uganda, you could help develop your children's understanding of faith in action, of disadvantage, deprivation and how to become courageous advocates for change in a global community.

Everything is Christ-centred. Child of Hope education, pastoral and medical staff work with children and their families to beat poverty through education. The schools provide free education for 600 children aged 3-18 from the Namatala slum and surrounding areas.

**Below are examples of the SIAMS evaluation schedule you could meet through developing a partnership with Child of Hope.**

### **Strand 1: Vision and Leadership**

How well the school lives out that Christian vision in relationships and partnerships with key stakeholders.

- The leaders have developed a Christian vision that reflects its local context.
- Leaders explain how the school's vision informs both the choice of, and relationships with, a range of local, national and global educational partners.
- Leaders ensure that worship celebrates difference and encourages respect and dignity. It raises aspirations.

### **Strand 2: Wisdom, Knowledge and Skills**

How well the school's staff and leaders apply their Christian vision wisely and sensitively to ensure that the curriculum and extra-curricular opportunities meet the learning and spiritual needs of all learners.

- The school has a clear and secure understanding of and approach to the spiritual development of all, that is distinguishable from social, moral, and cultural development. Equally rich spiritual opportunities, regardless of age, exist across the curriculum and these enable the development of curiosity through questioning that helps adults and pupils to explore and articulate spiritual and ethical issues. Pupils value learning and enjoy questioning, listening, and responding creatively across a range of subjects.

### **Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy**

How well the school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national, and global communities.

How do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask 'big questions', think globally about life, and develop an understanding of disadvantage, deprivation, and the exploitation of the natural world?

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?

- Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school's Christian vision.

- 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.
- 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

#### **Strand 4: Community and Living Well Together**

How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health and enables all to flourish and live well together.

- There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions.

#### **Strand 5: Dignity and Respect**

How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.

- Leaders are successful in ensuring that all curriculum areas encourage respect for difference, diversity, and ways of living.

#### **Strand 6: The impact of collective worship**

Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible ...

- Worship is creative and pupils talk about how it often inspires them to action.
- Staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes.
- Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world.

#### **Strand 7: The effectiveness of religious education**

How effective the school is in ensuring pupils flourish through the provision of high-quality religious education reflecting the Church of England Statement of Entitlement ... and the school's Christian vision.

How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?

How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?

- Curriculum planning for RE is effective, reflecting a good balance between theology, philosophy and human science.

**If you would like to know more about Child of Hope and how you could build a partnership with one of the schools please visit the website [www.childofhopeuganda.org/get-involved/schools](http://www.childofhopeuganda.org/get-involved/schools) or contact Lucy Swift, the education advisor, via email at [lucy.swift@childofhopeuganda.org](mailto:lucy.swift@childofhopeuganda.org)**