



CHRISTIAN DISTINCTIVENESS WITH OUR RESPECT VALUES AND 6Cs

The vision of the Diocese of Coventry is, **'Together, pursuing life in all its fullness'** based on John 10:10 and reflects the Church of England's vision for education: human flourishing for all, one that embraces **excellence** and academic rigour, but sets them in a wider framework.

Our **RESPECT** values are grounded in the story of God through history and the belief that God through Christ wants to bring us life in all its fullness (John 10:10).

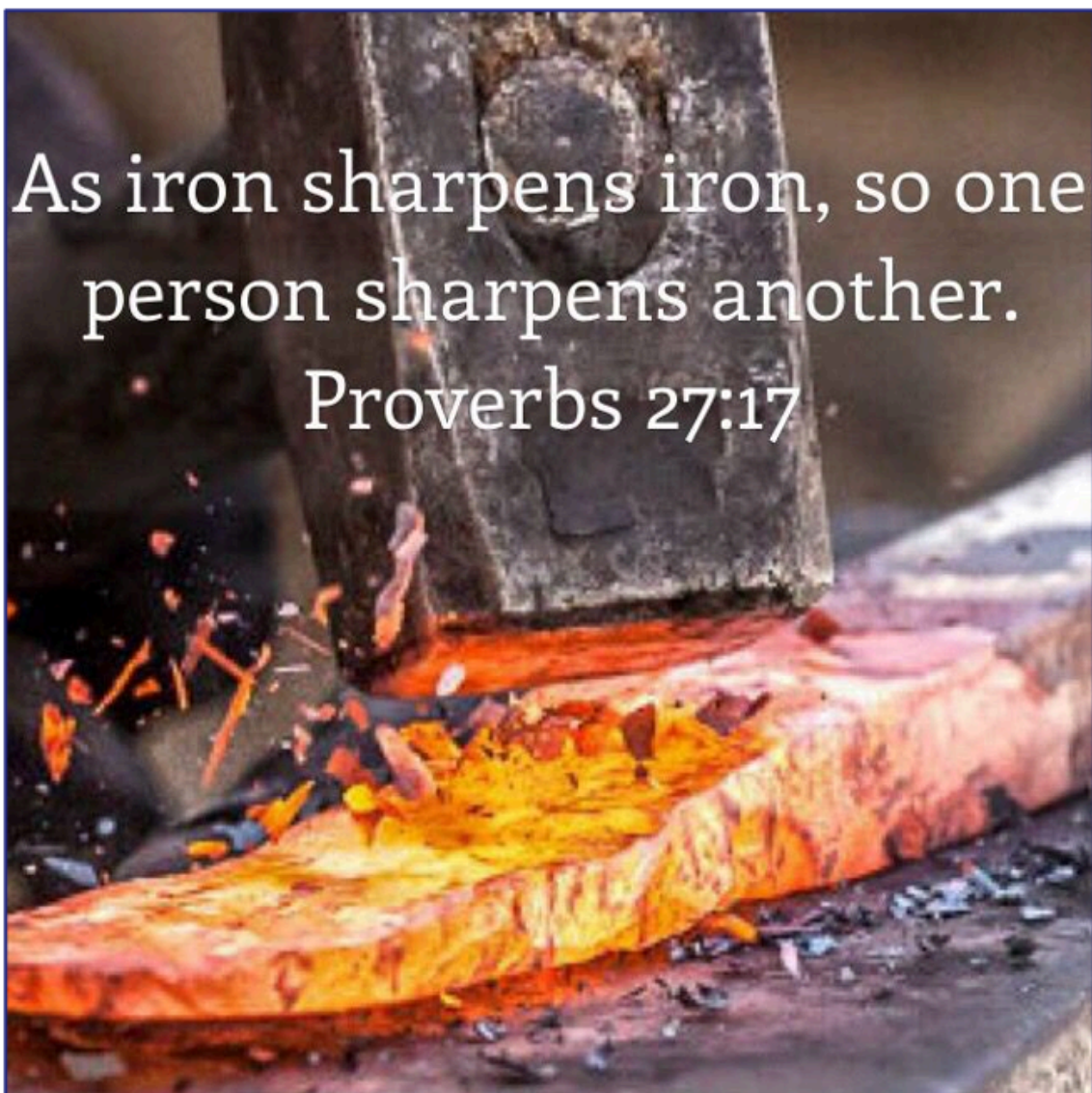


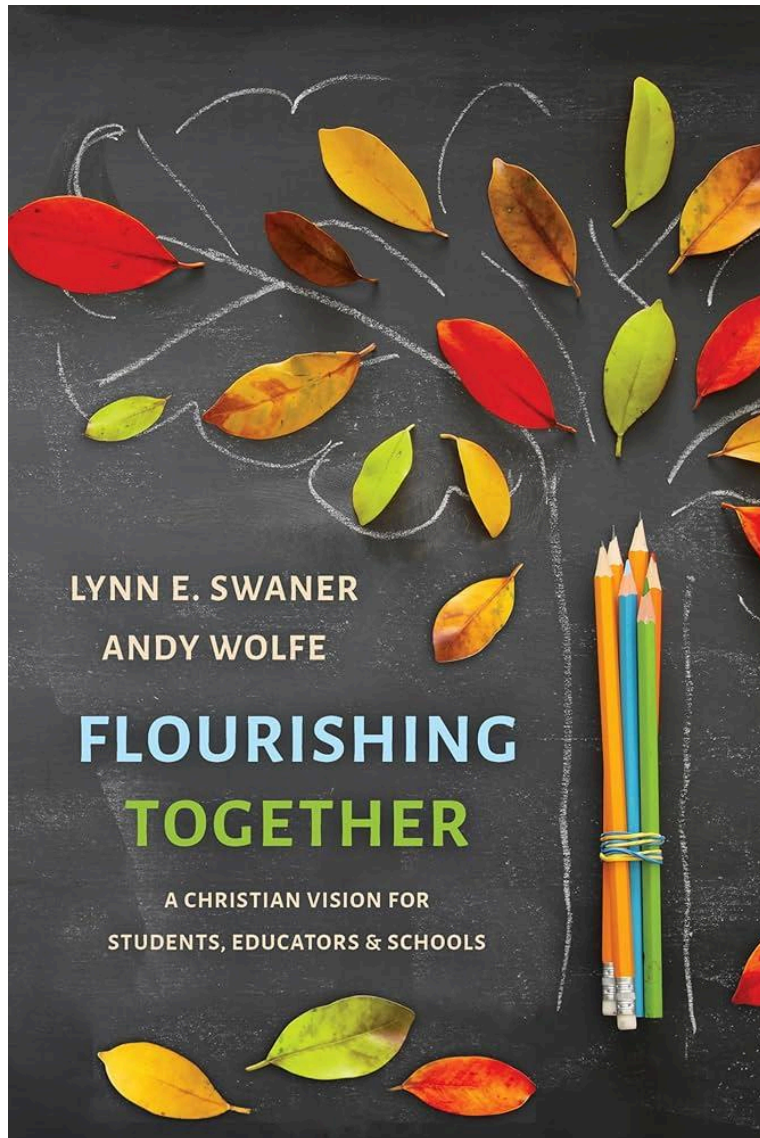
In our schools, we seek to see each person as bearing the image of God, unique and precious with talents and gifts to celebrate. We value each individual, seeking the best for everyone and building up the common good. We offer opportunities for each person to flourish and pursue their interests with **passion** and find in school a place to belong.

Followers of Christ are called to build the kingdom of God together, and we encourage a culture which cares for others, works for inclusion and values integrity in relationships and behaviour. Our common life together recognises our interdependence and the need to build a community based on **trust** and **ethics** and rooted in the love of God for everyone.

As Jesus modelled servanthood by washing his disciples' feet, so we too are called in **service** to one another (Philippians 2:3-4).

Our **relationships** are built on the understanding that we belong together as the family of God, and that each of us has talents and gifts that are unique to us (1 Corinthians 12). This means that we **collaborate** together for the common good, recognising that we need one another.

















A Christian vision for educational flourishing holds that an education which does not attend to all dimensions of human experience is “impoverished,” because it fails to serve the holistic educational needs of children. It is also anaemic, in that it cannot adequately nurture students or those who teach them. An incomplete education can have little hope of making a significant and positive contribution to the wholeness of mind, body, emotions, and relationships that contribute to flourishing.

School leaders and teachers know flourishing when they see it - in children who are exuberant in their learning and are growing socially, emotionally, physically, and spiritually; in educators who love their pupils and their craft, and who are ever improving as professionals and serving well together with colleagues; and in schools whose shared energy, creativity, authenticity, and hope overflows and blesses their communities. Flourishing is not an external ideal, or something that is completely foreign to us as educators. Instead, flourishing is something that we intuitively know ought to be the goal of education for children and young people, the purpose of our lives as professionals, and something we desire ultimately for our schools.

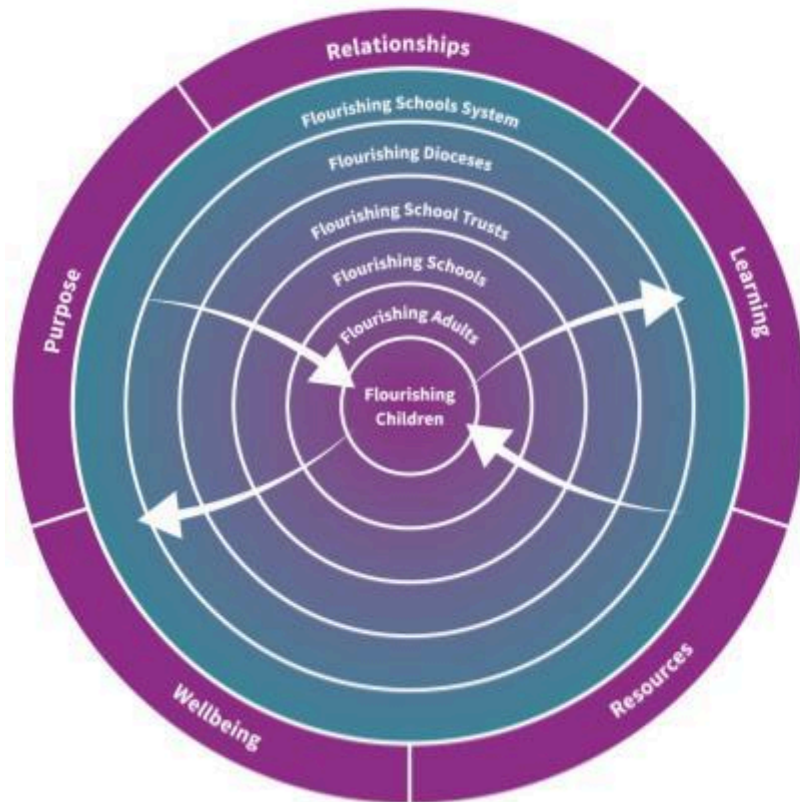
The Flourishing Schools research identified holistic learning as a key construct linked to student flourishing, which entails “teaching the heart and soul, as well as the mind.” In other words, holistic learning involves students’ spiritual and emotional growth and development, in addition to cognitive learning. Most educators recognize that children are complex individuals who think, feel, act, and relate to others, and faith-based schools have often led the way in attending to students’ spiritual formation and character development. People today are still engaged in creating, cultivating, developing, growing, and learning, all of which can be viewed through the lens of creation in the biblical narrative - and certainly an education that prioritises flourishing would also prioritise these human activities through holistic learning experiences.

Flourishing together demands that we lift our eyes and pursue broader, deeper, and wider outcomes for children and their communities, even though we may never get to see the result ourselves.

The world is changing fast. To prepare our children for the future they need to be able to do more than memorise facts and figures. They need a skillset to create, connect and use information in a variety of creative ways. At every school in The Stour Federation, we focus on helping children develop six global competencies, known as our 6Cs.

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|  <p>Character</p> <ul style="list-style-type: none"> • Proactive stance toward life and learning to learn • Grit, tenacity, perseverance and resilience • Empathy, compassion and integrity in action |  | <p>A discerning believer formed in the Christian faith community who celebrates the signs and sacred mystery of God's presence through prayer, forgiveness, reflection and moral living, developing resilience, humility and kindness.</p> |
|  <p>Citizenship</p> <ul style="list-style-type: none"> • A global perspective • Commitment to human equity and well-being through empathy and compassion for diverse values and world views • Genuine interest in human and environmental sustainability • Solving ambiguous and complex problems in the real world to benefit citizens |  | <p>A responsible citizen and engaged member of society who attends to family, school, parish, community and the wider world and promotes peace, justice, diversity and the sacredness of human life.</p> |
|  <p>Collaboration</p> <ul style="list-style-type: none"> • Working interdependently as a team • Interpersonal and team-related skills • Social, emotional, and intercultural skills • Managing team dynamics and challenges |  | <p>A collaborative contributor who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good, building on their unique abilities and building upon the strengths that others bring to the table.</p> |
|  <p>Communication</p> <ul style="list-style-type: none"> • Communication designed for audience and impact • Message advocates a purpose and makes an impact • Reflection to further develop and improve communication • Voice and identity expressed to advance humanity |  | <p>An effective communicator, who speaks, writes and listens honestly and sensitively, expressing thoughts, feelings and ideas in light of gospel values.</p> |
|  <p>Creativity</p> <ul style="list-style-type: none"> • Economic and social entrepreneurialism • Asking the right inquiry questions • Pursuing and expressing novel ideas and solutions • Leadership to turn ideas into action |  | <p>A self-directed, creative and resourceful lifelong learner who develops and demonstrates their God-given potential, taking ideas and turning them into reality.</p> |
|  <p>Critical Thinking</p> <ul style="list-style-type: none"> • Evaluating information and arguments • Making connections and identifying patterns • Meaningful knowledge construction • Experimenting, reflecting and taking action on ideas in the real world |  | <p>A reflective and holistic thinker who makes connections, solves problems and makes responsible decisions with an informed moral conscience for the common good.</p> |

SIAMS Flourishing Schools System Model



Our six recommendations for **SCHOOL TRUST LEADERS** as part of a flourishing schools system:

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| <p>1.3 To embed a vision for the trust that prioritises formation of character and spiritual/moral/social/cultural development, all of which enhances its focused pursuit of the best academic outcomes for every child.</p> | <p>3.3 To develop and sustain a unique vision for each individual school in the trust to meet the very specific contextual needs of the particular community it serves.</p> | <p>4.1 To embed school trust leadership teams in vibrant professional networks, peer review activities and systemic and deep collaboration between school trusts, that bring benefit to the region and the system beyond.</p> |
| <p>1.4 To lead and resource learning experiences for all children which relentlessly and intentionally celebrate equity, diversity, belonging, inclusion and justice at every opportunity.</p> | <p>3.4 To proactively address the greatest challenges of school improvement by embracing schools in need of the greatest support.</p> | <p>4.2 To work closely with other school trusts and dioceses, to co-construct a coherent vision and strategy for the sustainable flourishing of small schools.</p> |