

Bishop Wood CE Junior School

Wisdom- Hope - Community - Dignity



SIAMS SEF (Summary)

Theologically Rooted Christian Vision

'He has come so that we can... *be the best version of ourselves, enjoying life in all its fullness.*'

Our vision is inspired by John 10:10 – *"I came that they may have life, and have it abundantly."* At Bishop Wood we seek to ensure that everyone flourishes and thrives spiritually, socially and academically, whatever their need, ability or status. Our core values are **Wisdom, Hope, Community, and Dignity**, which underpin all policies, curriculum planning, and daily life.

Context of the School

- Church of England, Voluntary Aided Junior School (NOR ~243).
- Maintained school serving a relatively affluent area (Tring West and Rural ward).
- Predominantly white community (94.61%), with 47.11% identifying as Christian.
- SEN support ~13.6%, EHCP ~2.5%, Pupil Premium ~14.4%.
- Leadership: Headteacher, Deputy Head, two Assistant Heads, SENCo, subject leadership across staff.
- Strong partnerships with the Diocese of St Albans, Tring Team Parish (Rev Huw Bellis), High Street Baptist Church (Eco links), Goldfield Infant School (feeder), and Tring Secondary School.

We address the relative lack of local diversity through curriculum initiatives supporting anti-racism, Black History Month, and promoting global citizenship.

Expression of Vision

Our vision was reviewed collaboratively with governors, staff, pupils, and parents. It is clearly articulated and rooted in theology. It shapes:

- Policies (including behaviour policy).
- Collective worship themes and values.
- Curriculum design.
- Daily school life, with visible displays and references in worship and classrooms.

Governors (with a Church majority) actively monitor how the vision is lived out, including regular collective worship evaluation.

Spirituality

Spirituality at Bishop Wood is the search for meaning, purpose, and connection. It involves helping every member of our community explore and understand their values, beliefs, and the world around them, while also fostering a sense of awe, wonder, and moral reflection. It means thinking about what is special and important, enjoying the wonders of the world, and learning to make good choices.

- Wows- the amazing moments in our lives when we feel full of wonder
- Ows- the times that are hard or hurt, when things don't go our way
- Nows- pausing, noticing, and enjoying the moment we are in
- Hows- the ways we can make a difference by helping and caring
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Collective Worship

- Daily collective worship involves all teaching staff on a rota, with Rev Bellis leading weekly clergy worship.
- Structured around Diocesan plans with Christian values, Bible readings, and hymns.
- Inclusive, invitational, and inspiring – accessible to those of all faiths or none.
- Parents and clergy regularly participate; special services held at church (e.g. Harvest, Carol Services).
- Pupil worship group plans and evaluates worship.

- Staff offered monthly prayer and meditation sessions.

Curriculum

Our curriculum is shaped by our Christian vision and core values:

- Designed for progression from feeder schools and breadth across subjects.
- Focus on developing wisdom, dignity, hope, and community, preparing children to be the best version of themselves.
- Emphasis on spiritual development through reflection, prayer, mindfulness, and discussion of big questions.
- Promotes understanding of diversity beyond the local context.
- RE taught weekly in all classes following the Hertfordshire Agreed Syllabus, supported by Jigsaw RE and Understanding Christianity materials.
- Strong focus on Christianity with balanced introduction to all principal world religions and non-religious worldviews by the end of KS2.
- Regular RE subject monitoring, staff training, and resources updated as needed.

Enabling Flourishing and Wellbeing

- Christian values embedded in behaviour policies, certificates, and everyday interactions.
- Pupil leadership (e.g. eco-warriors, school council) empowers pupils to advocate for change, support charities, and care for the environment.
- Mental health and wellbeing prioritised:
 - Family liaison officer, worry boxes in classrooms.
 - Staff wellbeing initiatives (surveys, breakfasts, wellbeing agenda item for governors).
 - Strong safeguarding culture with regular training and updates.

Justice, Responsibility, and Courageous Advocacy

- PSHE curriculum includes celebrating difference and teaching responsibility, dignity, and hope.
- Pupil leadership roles: School Council, Worship Group, Eco Warriors, Sports Leaders.
- Pupils encouraged to be agents of change: e.g. eco-initiatives, charity work.
- Partnerships with local churches, Tring Together, and plans for international links with a French school.
- Ofsted (May 2024): pupils *“develop a sense of justice... respect differences... demonstrate empathy.”*

Religious Education Quality

- Weekly RE lessons across all year groups.
- Carefully sequenced curriculum ensuring coverage of Christianity and other world religions, building on prior learning from feeder schools.
- Formative assessment practices inform teaching and learning.
- Subject leadership includes monitoring, learning walks, staff training, and updates shared in meetings.