

“Bee” long
“Bee” lieve
“Bee” have



Each bee plays a part in the hive

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.

1 Corinthians 12: 12-31



Stretton Sugwas Church of England Academy

Courageous Advocacy Policy



**Reviewed: Autumn 2023
Mr B Ford and B-Team Pupils**

Introduction: Our Vision

“Each bee plays a part in the hive.”

At Stretton Sugwas Church of England Academy, our Christian ethos is built upon the theme of the Body of Christ, which teaches us that we are all an important part of a team, have a unique role to play and must work together to help others. As a result, we encourage everyone in the school community to **belong** to a team, **believe** in themselves and **behave** in a compassionate way.

As part our vision that we must “bee”have in a compassionate way, we understand the need to foster “courageous advocacy” in our pupils.

What Do We Mean By Courageous Advocacy?

The term ‘courageous advocacy’ is the only new concept in the 2018 SIAMS schedule. It has been widely welcomed by schools and this resource has been produced to explain the idea and to help schools reflect on how this might help enhance the education they provide for their pupils. It is important to stress that this is not about meeting the requirements of SIAMS, or a way of getting a good or excellent grade, or a box ticking exercise. If schools approach it in that way, it will be a meaningless – ‘a chasing after the wind’ as Ecclesiastes puts it in Chapter 1 verse 11. Courageous advocacy is a long-term legacy, an endowment to future generations; it is about releasing the possibility of the pupils in our schools to serve the common good. This document is offered as a guide and a support to help schools, school leaders and SIAMS inspectors to explore the concept of courageous advocacy and what that might mean in the unique context of each school. ‘What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God’ (Micah 6:8).

(Church of England Education Office/Christian Aid 2021)

✱ “Bee”long: Which Communities Are We Part Of?

At Stretton Sugwas, we believe that we are all part of a bigger team. This not only refers to the classroom or school, but it also refers to the wider local and global community. As a result, we try to teach pupils about how they -as unique individuals- fit into a diverse interdependent group of people.

Just as a body has many parts, we teach pupils about how we must work together to use our skills to help others. Likewise, we may need to accept help when we do not yet have the skills or abilities we need to succeed. Everyone is part of our community at Stretton Sugwas and we must endeavour to help people feel included and part of the team. Therefore, we also believe that everyone is a *Courageous Advocate* in their own way- in accordance to their unique talents.

🐝 “Bee”lieve: What Skills And Abilities Do We Have?

Everyone has skills and abilities as well as the potential to learn new ones. Our curriculum and the extra-curricular opportunities that we provide has the intention of giving children a wide range of experiences, both academic and non-academic. As well as the National Curriculum content of our own interpretation of the curriculum (see Appendix 1), we also organise our skills under the following additional headings:

- Communication and pupil voice
- Teamwork and leadership
- Problem solving and critical thinking
- Social action and community involvement
- Global learning and sustainability.

This is to embed the necessary skills we believe are essential in helping pupils to apply what they learn in order to help others and make a positive difference in their communities and wider world. The skills within these sections of our curriculum are based on the OXFAM document *Education for Global Citizenship: A Guide for Schools*.

♥ “Bee”have: How Do We Use These Skills and Abilities?

Crucial to our Christian Vision and educational provision at Stretton Sugwas is the fact that skills and knowledge must be applied. We believe that pupils should be taught how to use their skills to impact the environment around them, wherever realistically possible. In terms of Courageous Advocacy, this means that the learning that pupils receive at Stretton Sugwas should be used to help others- whether in the school, local or global community.

To ensure that Stretton Sugwas pupils never lose sight of the need to help others and positively impact the world around them, we will try to promote certain behaviours.

Leading by Example- The staff and governors at the school will:

- Help create a school environment where every pupil feels that they belong.
- Promote diversity and tolerance.
- Promote and value the talents of all pupils.
- Actively seek opportunities for pupils to use their diverse talents to develop self-esteem.
- Actively seek opportunities for pupils to use their diverse talents to help others.
- Be outward looking in their approach, always looking to apply pupils’ learning to positively impact the community and the wider world.

B-Team and Pupil Voice: What Will The Pupils Do?

- Include others.
- Treat all people with kindness and respect.
- Treat the planet with kindness and respect.
- Treat people’s stuff with respect.
- Celebrate kindness (use the kindness jar in assembly)
- Listen to people and their opinions.
- Always try to see things from others’ points of view.

- Promote diversity.
- Love not hate.
- Help others.
- Ask people if they need help.
- Give people the time and do a little bit extra.
- Show people they're worth it.
- Speak out if things are unfair....with manners.

Team Effort: What Can Parents/Carers Do?

- Offer help and support to those who need it.
- Promote diversity and acceptance of others within the home setting.
- Communicate with school if there are any worries.
- Encourage the children's ideas.
- Encourage the children to do something about anything they see is wrong or unfair.

Complaints or Concerns

Any complaints or concerns regarding the courageous advocacy provision at Stretton Sugwas Church of England Academy can be directed to the Headteacher, or in extreme cases, the Chair of Governors. Contact details can be found on the school website.

We are a listening school.

Appendix 1: Example of subject curriculum plan.



3 Bees in Art
Our Framework for Flourishing



Year 1		Each bee plays a part in the hive - "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	Teamwork and Leadership	Discuss similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	Problem Solving and Critical Thinking	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
Believe 	Exploring, Evaluating and Responding	Respond to ideas. Develop their ideas in a sketchbook. Comment on colour and shape in artwork.	Give their opinion about artists' work. Describe what they think about their own and others' work.
	Drawing	Draw lines of different shapes and thicknesses. Draw with crayons and pencils.	Describe and copy the shapes and patterns they see. Colour in neatly, following the lines very carefully.
	Painting	Use thick and thin brushes. Paint pictures of what they see.	Name and use the primary and secondary colours. Mix colours together to investigate what happens.
	Collage	Explore lots of collage materials. Cut and tear paper, textiles and card for their collages. Sort collage materials for a purpose.	Use: paste, glue and other adhesives. Use shapes, textures and colours in their collages. Create a simple pattern.
	Sculpture	Make shapes from rolled up paper. Make shapes from clay or playdough. Cut materials.	Roll materials. Add lines and shapes to their clay work. Add lines and shapes to their clay work.
	Printing	Use printing tools such as fruit, vegetables and sponges. Print onto fabric or paper. Begin to make their own printing blocks eg: string patterns.	Print by pressing, rubbing and stamping.
	Textiles	Sort threads and fabrics Begin to make simple weavings with fabrics or threads with help.	Use glue to join fabrics. Use dip dye to produce fabric of contrasting colours with an adult.
	Creativity and Imagination	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
Behave 	Social Action and Community Involvement	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	Global Learning and Sustainability	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESCh