

‘Wilder Schools’ and the SIAMS inspection in church schools and academies

(Section 48, Statutory Inspection of Anglican and Methodist Schools)

Looking through the SIAMS lens

These notes are designed to demonstrate how schools might meet some of the SIAMS criteria through their environmental work across the curriculum and the life of the school.

Strand 1: Vision and Leadership

- Consider how the school’s Christian vision might drive environmental thinking, care for the created world and opportunities for staff and pupils’ flourishing in mind, body and spirit. This might be explored in staff and governor meetings.
- Is there an environmental policy and action plan?
- Has the school considered the partnership between ‘Wilder Churches and ‘Wilder Schools’, as an outworking of their church/school partnership?

Strand 2: Wisdom, Knowledge and Skills

- Carefully chosen curriculum resources, time and extra-curricular activities can contribute to the school’s environmental impact e.g books, computer programmes, internet exploration
- Is there a gardening club, outside reflection areas, Forest School provision? Consider how care for the natural world and environmental activities might enable pupils enable pupils with special education needs and disabilities to flourish?

Strand 3: Character development: Hope, Aspiration, and Courageous Advocacy

- In a good school pupils have opportunities to explore the ‘big questions’ about life and to discuss and develop understanding of disadvantage, deprivation and the exploitation of the natural world (see grade descriptors)
- Pupils will have age-appropriate opportunities to engage in activities to combat this exploitation

Strands 4 and 5: Community and Living Well Together – Dignity and Respect

- ‘Wilder Schools’ and other activities in the school’s outside spaces will encourage good mental health and well-being
- There will be opportunities for team work and a sense of belonging that embraces and celebrates difference and diversity

Strand 6: The impact of collective worship

- There are plenty of opportunities to celebrate God's wonderful world and our responsibility for it. The church calls this 'Creation Care'

Strand 7: The effectiveness of religious education

- Schools using 'Understanding Christianity' can explore concept 2, Creation from EYFS to the end of KS3
 - Examples of UC learning objectives:
 - KS1: pupils will know that Christians believe that humans should care for the world because it belongs to God
 - KS3:humans have a responsibility to Creation, as stewards
- RE gives opportunity for pupils to explore global issues, including climate crisis
- RE gives opportunity to explore the impact of climate crisis on people – climate justice
- RE gives opportunity to explore creation stories from faiths and cultures other than Christianity
- There are many other resources that could be helpful, including this from Christian Aid
[Letters for Creation School Resources - Christian Aid](#)

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