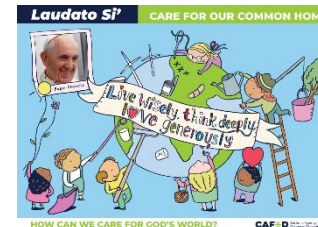


This document demonstrates how CAFOD's education resources and programmes contribute to the CSI Framework.

<p align="center">Statements from the Diocesan inspection guidelines (criteria and outstanding grade descriptors)</p>	<p align="center">CAFOD activity</p>
<p>Catholic Life and Mission: Pupil outcomes</p> <p>Pupils have a clear understanding that the school community is committed to following the teaching and example of Jesus as expressed in the Gospels, the social teaching of the Church and the school's own particular charism. As a result, pupils flourish as they seek opportunities to grow in virtue. They gladly embrace their personal responsibility to care for our common home, pursue the common good and serve those in need.</p> <p>Pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of responding, locally, nationally, and globally. They can clearly articulate the theology underpinning their actions.</p> <p><i>Criteria</i> How well pupils respond to Catholic Social Teaching. Evidence can include:</p> <ul style="list-style-type: none"> • records of pupil involvement in charitable activities and campaigns, for example CAFOD • records of pupil involvement in advocacy work and campaigning work and transformational action for the poor, the marginalised and the unjustly treated, for example writing to MPs, sending Christmas cards to prisoners, work for climate concerns • records of pupil involvement in activities that contribute to the life and mission of the school, such as choirs, prayer groups, Bible studies, school chaplaincy teams, Growing in Faith Together (GIFT) programme, social justice groups, Eco groups and young leadership programmes • records of pupil involvement in those awards that further the Catholic life and mission of the school, such as the Faith in Action, Live Simply, and John Paul II and Oscar Romero awards. • record of pupil involvement with acts of solidarity with the poorest and most vulnerable in the world, such as water saving, Fairtrade or recycling schemes • international links with other schools, particularly in developing countries 	<div data-bbox="1413 502 1749 742" data-label="Image"> </div> <p align="right">Catholic Social Teaching resources</p> <ul style="list-style-type: none"> • CST animation • CST poster • CST teacher's notes • CST embedding CST in your school • CST display posters KS1 • CST display posters KS2 • CST animal stories • CST prayers • CST song and lyrics • CST writing frame • CST nursery rhymes • CST certificate



[Laudato Si' resources](#)

- [Laudato Si animation](#)
- [Laudato Si' reflection cards](#)
- [Laudato Si' poster](#)
- [Laudato Si'pledge postcard](#)
- Laudato Si' [song](#) and [lyrics](#)
- Laudato Si' Celebration of the word [script](#) and [PowerPoint](#)
- [Laudato Si colouring sheet](#)
- [Prayer for our earth by Pope Francis film](#)
- [A prayer from St Francis film](#)
- [Our wonderful world game](#)
- [Children taking care of creation films](#)
- [CPD](#)



[Fundraising for CAFOD](#)

- [The Big Lent Walk](#)
- [Brighten Up](#)
- [World Gifts](#)
- [Emergencies](#)

[Campaigning resources](#) for children

[Refugee resources](#) including an animation, stories, prayer and an experiential activity

[FairTrade resources](#) including games, films and activities

[LiveSimply Award with CAFOD](#)

Catholic Life and Mission: Provision

Staff embrace the mission statement and readily implement it across the curriculum and the whole of school life. They enthusiastically participate in and contribute to those activities which reflect the life and mission of the school and the service it offers to the community.

The school environment effectively witnesses to its identity, mission, and charism through explicit and effective signs of the school's Catholic character. The care and attention given to the quality of the space reflects the dignity of each person and contributes positively to their formation.

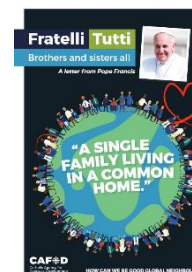
The chaplaincy provision is a central and celebrated aspect of the life and mission of the school. It witnesses to the school's commitment to the flourishing of every member of the school community, to the education of the whole person and to helping each discern their own unique vocation. As a consequence, the school has a dynamic and well-planned chaplaincy programme that provides extensive, creative and high-quality opportunities for the spiritual and moral development of pupils and staff.

Criteria

How well the school environment witnesses to its identity, mission, and charism.

Evidence can include:

- the record of school **staff development opportunities** both historical and planned
- records of staff involvement in activities that contribute to the life and mission of the school, such as choirs, prayer groups, Bible studies, school chaplaincy, the Growing in Faith Together 31 (GIFT) programme, Rainbows





CAFOD posters

- [Fratelli Tutti poster](#)
- [Laudato Si' poster](#)
- [A better world poster](#)
- [St Oscar Romero poster](#)
- [Lent and Harvest posters](#)
- [Catholic Social Teaching poster](#)
- [We are there in emergencies poster](#)
- [Romero cross](#)
- [CAFOD academic year wallplanner](#)



[CAFOD clubs](#)

<p>Bereavement GB, social justice groups, Eco groups and young leadership groups</p> <ul style="list-style-type: none"> evidence of school commitment to the environment and care for our common home, e.g. wildlife gardens or Laudato Si' prayer gardens records or plans relating to working together on joint global learning projects or charitable activities and campaigns with other schools within a multi academy trust or other partnership 	 <p>Attending or receiving CAFOD CPD</p> <ul style="list-style-type: none"> Online CPD resources for use in school Staff-led CPD resources Whole school or partnership schools CPD
<p>Catholic Life and Mission: Leadership</p> <p>Leaders and governors are inspirational witnesses to the Gospel and to Catholic Social Teaching in their direction of the school at every level. They embody the Church's preferential option for the poor by ensuring that resources are consciously and effectively targeted at those in greatest need, both materially and educationally. In every one of their decisions, they demonstrate an exemplary commitment to care for our common home, to the pursuit of the common good and to service of those in greatest need.</p> <p><i>Criteria</i></p> <p>The commitment of leaders and governors to Catholic Social Teaching. The frequency and quality of professional development opportunities devoted to the Catholic life and mission of the school .</p> <p>The effectiveness of induction of new staff into the Catholic life and mission of the school.</p> <ul style="list-style-type: none"> evidence of the commitment of leaders to those enrichment activities that further the Catholic life and mission of the school, such as promoting and resourcing schemes that reward pupils for putting faith into action (for example, the GIFT programme, Live Simply and the Faith in Action, John Paul II and Oscar Romero awards) the record of school professional development opportunities both historical and planned 	<p>Attending or receiving CAFOD CPD</p> <ul style="list-style-type: none"> Online CPD resources for use in school Staff-led CPD resources Whole school or partnership schools CPD  <p>LiveSimply Award with CAFOD</p>
<p>Religious Education: Pupil outcomes</p>	

Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the **Religious Education Directory**.

Pupils, relative to their age and capacity, are religiously literate and engaged young people; they use their knowledge, understanding and skills effectively, **to reflect spiritually, and to think ethically and theologically**. As a consequence, they are particularly aware of the **demands of religious commitment in everyday life**.

Pupils enjoy their learning and approach lessons with great interest, passion, and enthusiasm. As a consequence, behaviour in lessons is outstanding because almost all pupils enjoy religious education, and they remain fully engaged even in extended periods without direction from an adult.



[RE curriculum resources](#)

Religious Education: Provision

Teachers have a high level of confidence based on **authentic subject knowledge** and teaching expertise, appropriate to the phase in which they are teaching.

Teachers have a profound understanding of the impact religious education has on the moral and spiritual development of pupils and their ability to meaningfully make sense of their experience of the world. Therefore, teachers give pupils **space and time for purposeful reflection in lessons**.

Teachers plan carefully to ensure that pupils are given extensive opportunities to present their learning using a wide variety of forms of expression to meet the differing needs of all pupils. **High quality resources, including other adults, are used very effectively to optimise learning for all pupils**.

Criteria

the depth of teacher subject knowledge and teaching expertise and how well teachers ensure this depth is constantly sustained and nurtured.

how well teachers understand the contributions religious education makes to moral and spiritual development and the amount and quality of time set aside to allow for personal and spiritual reflection in the classroom.




[Inviting in a CAFOD visitor to run a workshop or assembly](#)



[Catholic Social Teaching resources](#)

- [CST animation](#)
- [CST poster](#)
- [CST teacher's notes](#)
- [CST embedding CST in your school](#)
- [CST display posters KS1](#)

<p>how good teachers are at creating, selecting, adapting, and utilising resources to produce high quality learning experiences for all pupils, including how well they make use of the support provided by other adults.</p>	<ul style="list-style-type: none"> • CST display posters KS2 • CST animal stories • CST prayers • CST song and lyrics • CST writing frame • CST nursery rhymes • CST certificate <p>Daily classroom prayers from Lent and Advent calendars.</p>
<p>Religious Education: Leadership</p>	
<p>Leaders and governors ensure that the school curriculum for religious education is a faithful expression of the Religious Education Directory. Religious education programmes and/or other resources are used imaginatively and creatively to enhance the delivery of the Directory.</p> <p>Leaders and governors are committed to securing regular, high quality professional development in religious education for all practitioners in relation to both subject knowledge and pedagogical development.</p> <p>Excellent links are forged with other appropriate agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with religious education.</p>	<p>Attending or receiving CAFOD CPD</p> <ul style="list-style-type: none"> • Online CPD resources for use in school • Staff-led CPD resources • Whole school or partnership schools CPD <p>RE curriculum resources</p> <p>Inviting in a CAFOD visitor to run a workshop or assembly</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="text-align: center;"> <p>LiveSimply Award with CAFOD</p> </div> </div>
<p>Collective Worship: Pupil outcomes</p>	
<p>Pupils work collaboratively with others, such as teachers, other pupils, and chaplains to prepare creative and well-constructed experiences of prayer and liturgy. Due to the school's provision of liturgical formation for its pupils, they can undertake liturgical ministries with confidence, understanding and skill. Pupils have a developed capacity for evaluating the quality of the prayer and liturgy they have planned and can identify how to improve next time.</p>	<p>CAFOD prayer and assembly resources</p> <ul style="list-style-type: none"> • Pupil-led assemblies • Children's prayer films • Celebration of the word resources

<p>Pupils demonstrate confidence in articulating the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the school. They make connections with ease and speak about them in their own language.</p>	
<p>Collective Worship: Provision</p>	
<p>Well-chosen Scripture passages that are informed by the liturgical season form the heart of prayer and liturgy and there are intrinsic links between these passages and the whole of the celebration. They are carefully and thoughtfully chosen to ensure that all present can fully and actively participate.</p> <p>Relevant staff are highly skilled in helping pupils to confidently plan and lead well-constructed prayer and liturgy. They have a thorough and comprehensive understanding of the liturgical norms of the Church and are adept at helping pupils to faithfully reflect these norms in their preparation.</p>	
<p>Collective Worship: Leadership</p>	
<p>Leaders, including governors, place the highest priority on inspirational professional development of all staff that focuses on liturgical formation and, for relevant staff, planning of prayer and liturgy; it happens frequently and is of a consistently high quality. As a result, all staff understand the centrality of prayer and liturgy to the life of the school and relevant staff are highly skilled and well supported to lead it.</p> <p>Leaders, including chaplains, are highly effective in facilitating others to plan and lead experiences of prayer and liturgy. As a consequence, pupils and staff are able to provide prayer and liturgy opportunities that are engaging, of a consistently high quality and are accessible, meaningful, and relevant for the whole community.</p>	<p><u>Attending or receiving CAFOD CPD</u></p> <ul style="list-style-type: none"> • <u>Online CPD resources for use in school</u> • <u>Staff-led CPD resources</u> • Whole school or partnership schools CPD