

Mapping CAFOD activities to the CSI framework (Secondary schools version)

This document demonstrates how the CAFOD activities your school takes part in have the potential to contribute to many aspects of the Catholic life and mission of your school. It may also assist you in completing your School Evaluation Form and during diocesan Catholic School Inspections.

Statements from the Diocesan inspection guidelines (criteria and outstanding grade descriptors)

Catholic Life and Mission: Pupil outcomes	CAFOD activity
<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></p> <p>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 Caritas, CAFOD, Missio, ACN, SVP, Mini Vinnies - 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, LiveSimply, 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 	<p>Catholic Social Teaching resources</p> <ul style="list-style-type: none"> • CST in 3 Minutes animation • CST cards • Short films and animations • Online quiz and matching game <p>Laudato Si' resources</p> <ul style="list-style-type: none"> • Animation • Lesson activity • CPD <p>Young leadership programme</p> <ul style="list-style-type: none"> • Three-day training programme in some dioceses • CYMFed Faith in Action award opportunities <p>Fundraising for CAFOD</p> <ul style="list-style-type: none"> • Lent Fast Day • Harvest Fast Day • World Gifts • Emergencies <p>Campaigns</p> <ul style="list-style-type: none"> • Visit our website to find out about our latest campaigns <p>LiveSimply Award</p> <ul style="list-style-type: none"> • LiveSimply Award for schools •

<p>Catholic Life and Mission: Provision</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><i>Criteria</i> How well the school environment witnesses to its identity, mission, and charism.</p> <p>Evidence can include:</p> <ul style="list-style-type: none"> - 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 Bereavement GB, social justice groups, Eco groups and young leadership groups - 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>CAFOD posters</p> <ul style="list-style-type: none"> • Saint Oscar Romero • Fast Day posters • Emergency poster (generic) • Campaign poster (generic) • Romero cross • CST posters <p>Attending or receiving CAFOD CPD</p> <ul style="list-style-type: none"> • Mainly via Diocesan Heads of RE meetings • Chaplains' meetings • Some online CPD resources for use in school • Whole school or partnership schools CPD is occasionally possible • Email skambalu@cafod.org.uk for more details
<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> 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. 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"> • Mainly via Diocesan Heads of RE meetings • Chaplains' meetings • Some online CPD resources for use in school • Whole school or partnership schools CPD is occasionally possible.

<p>Religious Education: Pupil outcomes</p> <p>Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the Religious Education Directory.</p> <p>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.</p> <p>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.</p>	<p>RE curriculum resources</p> <ul style="list-style-type: none"> • KS3 resources • GCSE resources • Films • Worksheets • Presentations • cafod.org.uk/re
<p>Religious Education: Provision</p> <p>Teachers have a high level of confidence based on authentic subject knowledge and teaching expertise, appropriate to the phase in which they are teaching.</p> <p>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.</p> <p>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.</p> <p><i>Criteria</i> the depth of teacher subject knowledge and teaching expertise and how well teachers ensure this depth is constantly sustained and nurtured.</p> <p>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.</p> <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>	<p>Inviting in a CAFOD visitor to run a workshop on CST for KS3 or GCSE RE.</p> <p>Catholic Social Teaching resources</p> <ul style="list-style-type: none"> • CST in 3 Minutes animation • CST cards • Animations • Online quiz and matching game <p>Daily classroom prayers from Lent and Advent calendars</p> <p>LiveSimply Award</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>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>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>CAFOD prayer and assembly resources</p> <ul style="list-style-type: none"> • Prayers for young people • Pupil-led Celebration of the word pack • Collection of illustrated scripture passages • Assemblies • Celebrations of the word
<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>Celebration of the word planning sheet</p>