



St Clare's Catholic Primary School and Nursery
Catholic Life & Mission Policy

2025-2026

Written: September 2025

Review date: September 2026

Governor Approval Date: December 2025

Mission & Vision

Mission statement:

At St Clare's we let our light shine by Learning together and serving others.

We place Christ at the centre of school life. We commit to the dignity of every child and adult, seeking excellence in formation, learning, love of neighbour and joyful service.

Core Gospel values at St Clare's:

Faith Respect Aspire

and 5 wider school values of **Curiosity, Determination, Forgiveness friendship and trust**

Purpose & Scope

This policy sets out how St Clare's faithfully responds to the Church's educational mission through:

- Catholic Life & Mission (ethos, culture, CST, pastoral care, partnerships)
- Religious Education (the RED: *To Know You More Clearly*)
- Prayer & Liturgy (daily prayer, class/whole-school worship, sacraments)

It complements the RE, Prayer & Liturgy, and RSHE policies and supports Catholic School Inspection (CSI) descriptors and the Archdiocese of Liverpool guidance.

Our Context (why this policy matters here)

- St Clare's serves a highly diverse, high-EAL community; very few pupils are baptised Catholic. Many pupils arrive mid-year and/or new to English.
- A small number of parents request that children do not attend church; some Muslim pupils refrain from singing or certain activities during Ramadan or for reasons of conscience.
- We provide an authentically Catholic education that is welcoming and inclusive, ensuring access to formation, RE and worship in ways that respect conscience and safeguard dignity, while keeping Catholic identity at the heart of our mission.

Aims

We will:

1. Form children in Gospel values and Catholic Social Teaching (CST) so they become hopeful, respectful, responsible citizens.
2. Ensure RE has the status and rigour of a core subject and follows the RED in year Nursery to 4 and Come and See in Years 5 – 6.

3. Provide high-quality prayer and liturgy that fosters reverence, silence, reflection and pupil leadership.
4. Build a pastoral culture (Liverpool Hearts, trauma-informed) where every child is known and loved.
5. Work in partnership with parents, parish, Archdiocese and local Catholic schools.
6. Celebrate the diversity of faiths represented in our community and teach about other religions with respect.
7. Use data, monitoring and pupil voice to drive improvement and evidence impact.

Roles & Responsibilities

Governing Body / Foundation Governors

- Safeguard Catholic character; monitor RE/CW/Catholic Life; receive termly HT reports; approve policies; visit and evaluate.

Headteacher

- Ensures Catholic identity permeates all policies; allocates 10% curriculum time for RE; secures resources, staffing and CPD; leads culture and partnerships.

Catholic Life & RE Leaders (including CW Lead)

- Lead the mission, RE curriculum (RED), assessment and moderation; coordinate prayer & liturgy; curate evidence; plan staff formation; coordinate charitable/CST action.

All Staff

- Model Gospel values; deliver RE to RED expectations; plan class worship using school proforma; uphold inclusion/EAL/SEND adaptations; promote CST across the curriculum.

Pupil Leaders (Eco Council, School Council, House Captains, Reading Ambassadors etc)

- Lead worship, service projects, CST initiatives, pupil voice and go-forth actions.

Parish Priest/Parish

- Supports RE, sacraments, prayer & liturgy; strengthens school–parish links.

Environment & Ethos

- Catholic signs & symbols: crucifix/cross and cared-for prayer area in every room; liturgical colours; scripture and mission displays; sacred spaces indoors and outdoors (including prayer garden/quiet spaces).
- Mission visible: “Let Our Light Shine” is lived in language, displays, celebrations and awards linked to Gospel values.
- Pastoral spaces: calm, welcoming areas supporting wellbeing (e.g., sensory/prayer/quiet spaces).

Catholic Curriculum & CST (across all subjects)

- RE follows the RED with scripture central, progression secured, vocabulary taught explicitly (visuals/actions for EAL), and writing/oracy developed to high standards.
- CST (dignity, common good, solidarity, subsidiarity, stewardship, option for the poor, peace) is mapped across curriculum and year-group themes (e.g., Laudato Si' in Science/Geography; justice in History/PSHE).
- Charitable outreach & social justice: pupil-chosen charities (e.g., CAFOD, Nugent, Mary's Meals/foodbank), Live Simply actions, campaigning/letters to MPs where appropriate.
- Other Faiths: taught respectfully in RE; visits/visitors where possible; celebrates the faith diversity of our school.
- RSHE: delivered through Journey in Love, aligned with Catholic teaching and statutory guidance.

Inclusion, EAL & Parental Requests

- We differentiate and scaffold RE and worship access for EAL/new-to-English (oracy-before-writing, visuals, bilingual supports) and SEND (reasonable adjustments).
- Where parents request that a child does not attend church or refrains from singing (e.g., during Ramadan), we respect conscience, provide equivalent formation in school, and maintain inclusive participation in ways consistent with Catholic identity.
- We communicate in advance with families about visits/liturgies and invite dialogue to agree respectful alternatives where necessary.

Prayer, Liturgy & Sacramental Life (summary; see full Prayer & Liturgy Policy)

- Daily prayer in every class; weekly class liturgy; whole-school worship for seasons/feasts; parish Masses as appropriate.
- Planning proforma: Call to Worship → Scripture → Silence (taught and purposeful) → Response (spoken/spontaneous/art/action) → Go-forth (named action).
- Pupil leads planning, stillness, intercession and evaluation, age-appropriately.
- Evidence: termly portfolio with plans, photos, pupil reflections, governor feedback.

Partnerships

- Parish (St Clare/St Hugh): shared liturgies, sacramental prep support, priest in classrooms/assemblies where possible.
- Cluster/Archdiocese: moderation, CPD, retreats, mission reviews.

- Local/community: foodbanks, SVP/charities, civic links; respectful engagement with other faith communities.

Staff Formation & CPD

- Induction on Catholic mission for all new staff.
- Ongoing CPD: RED, Catholic Life/CST, Collective Worship, RSHE, inclusion/EAL/SEND; CCRS supported where appropriate.
- Spiritual formation opportunities (retreat/prayer days, diocesan events).

Monitoring, Evaluation & Evidence

We use a golden thread of evidence:

- Catholic Life: mission/culture, CST in action, pastoral logs (Liverpool Hearts), charitable outreach, parent/community links, pupil leadership.
- RE: 10% time audits, long/medium-term plans, work scrutiny, moderation (internal/cluster), Insight data (ARE/GDS by group), pupil voice.
- Prayer & Liturgy: proformas with silence/response/go-forth, photos/videos, pupil reflections, governor visit notes.

Cycle (each term):

- Aut 1: Baselines; environment/mission relaunch; RE planning check; CW proformas refresher.
- Aut 2: Internal moderation; Advent portfolio; governor visit.
- Spr 1: Data review & PPMs; staff CW training; pupil leaders development.
- Spr 2: Cross-phase/cluster moderation; Lent portfolio; parent voice.
- Sum 1: External dip-sample; Live Simply/Eco evidence; RE writing deep dive.
- Sum 2: Annual review; SEF update; CSI evidence set complete.

Safeguarding & Pastoral Care

All Catholic Life activity is underpinned by safeguarding (KCSIE), Liverpool Hearts trauma-informed practice, Equality and SEND duties. The dignity and safety of each person comes first.

Implementation Plan (one-year overview)

- Mission & Ethos: Autumn mission assemblies & class charters; termly values awards; displays refreshed (Owner: HT/CL Lead).

- RE Quality: RED curriculum maps updated; 10% audit; termly moderation (internal→ cluster→ external) (Owner: RE Lead).
- CST & Outreach: Live Simply actions calendar; pupil-chosen charities; evidence of impact (Owner: CL Lead/Eco).
- Prayer & Liturgy: Proforma in use every class; silence and go-forth evidenced; governor observations termly (Owner: CW Lead).
- Inclusion/EAL: Oracy-before-writing, visuals, bilingual supports; reasonable adjustments logged (Owner: RE Lead/SENDCo/EAL Lead).
- CPD: RED/CW/RSHE twilights; CCRS encouragement; staff spiritual formation (Owner: HT/RE Lead).
- Evidence & Reporting: Termly HT report to FGB (Catholic Life/RE/CW); SEF updated half-termly (Owner: HT/Leads).

Communication

- Website pages for Catholic Life/RE/Prayer & Liturgy kept current; newsletters and socials share mission stories; parent workshops for RSHE/RE/faith-encounters.

Policy Review

This policy is monitored by the Headteacher and evaluated by SLT and Foundation Governors at least biennially, or earlier if guidance changes. Evidence of implementation is reported termly to the FGB.

Signed (Chair of Governors): _____ Date: _____

Signed (Headteacher): _____ Date: _____

Related policies: Religious Education; Prayer & Liturgy; RSHE (Journey in Love); Behaviour/Relationships; Safeguarding/Child Protection; Equality; SEND; Attendance; Curriculum; Inclusion & EAL.