

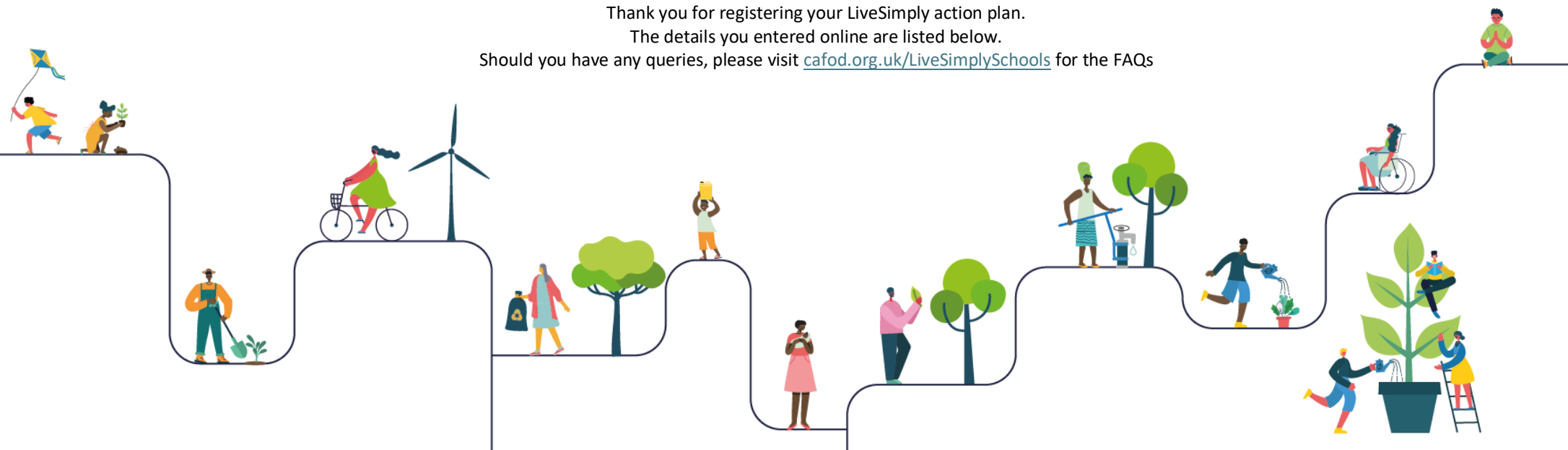
LiveSimply

SCHOOL NAME: St Clare's Catholic Primary School
CONTACT NAME : Michelle Smith

Thank you for registering your LiveSimply action plan.

The details you entered online are listed below.

Should you have any queries, please visit cafod.org.uk/LiveSimplySchools for the FAQs



Your LiveSimply action plan

Global Actions

Action 1 *Living in Solidarity main action*

1A) ___ We will take part in the CAFOD Big Lent Walk. The whole school will take part in a sponsored walk to raise funds for, and awareness of, CAFOD's work in supporting our global family. (Living in Solidarity)

Global Faith element 1

Faith often calls individuals to serve others and act in solidarity with those in need. The Big Lent Walk, typically linked to supporting charitable causes, aligns with the Catholic values of compassion and selflessness, living in solidarity with our Global neighbour.

Walking during Lent can be seen as an act of sacrifice and spiritual reflection and inspires children to believe in a brighter future for those in need.

CAFOD Big Lent Walk launch

Global Learning element 1

Faith emphasises unity and shared purpose, joining others in the walk fosters a sense of belonging to a faith community working together for a greater cause and it reminds children that collective efforts can lead to significant change.

CAFOD Big Lent Walk resources will show children how their fundraising impacts the lives of others living in other parts of the world

How will you involve the wider community taking part in the action i.e. governors/families/parishioners/local people

Parents, governors and members of the local Parish to be invited to take part in the Big Lent Walk, they will also be invited to the assemblies that children deliver, highlighting the work of CAFOD and the principles of Catholic Social Teaching

Would you like a CAFOD visitor to deliver an assembly/workshop to support your CAFOD fundraising action? Yes we would like a CAFOD visitor

Action 2

2C) ___ We will engage with Fairtrade and introduce actions to support it (e.g. hold a Fairtrade stall, switch to Fairtrade products in the tuck shop, ask each family to swap at least one item for a Fairtrade product). (Living in Solidarity)

Global Faith element 2

By helping them understand its connection to core values like fairness, kindness, and justice, linking Fairtrade values to their faith, children can be inspired to take meaningful actions that support Fairtrade principles

Sharing stories of how choosing Fairtrade helps children and families in other countries. Personalising the impact can inspire empathy and action. (CAFOD resources)

Bible stories about fairness and generosity (e.g., the Good Samaritan, sharing of loaves and fishes) will draw parallels with Fairtrade principles.

Help them create posters or presentations (Year 6) explaining why Fairtrade matters.

Fairtrade week resources

Global Learning element 2

Children will learn that Fairtrade ensures farmers and workers receive fair pay and treatment, aligning with the biblical call to "act justly". This mirrors the actions of Jesus, loving and caring for others, especially the vulnerable. Fairtrade supports people in developing countries, demonstrating love in action. Catholic Social Teaching principle of Stewardship, teaches respect for God's creation. Fairtrade practices promote environmental sustainability, aligning with the idea of being caretakers of the earth. Children will learn how small actions, like choosing a Fairtrade chocolate bar, can make a big difference in someone's life.

Action 3

3C) ____ We will take part in Refugee Week, raising awareness and spending time in prayer for our fellow brothers and sisters forced to flee their homes overseas. (Living Simply)

Global Faith element 3

Children to engage with Refugee Week by connecting its themes of compassion, hospitality, and justice to their spiritual and moral values. By using participation as an opportunity to live out their faith, children can feel both motivated and empowered to take meaningful action.

Biblical teachings like "I was a stranger and you welcomed me" (Matthew 25:35) highlight the duty to offer care and hospitality to strangers, including refugees.

Faith often calls for justice and the protection of the vulnerable. Refugee Week allows children to act on these teachings by advocating for fair treatment and support for refugees.

Refugee week resources

Global Learning element 3

Children will see that their faith calls them to stand up for what is right and to bring hope to others. Learning that small actions, rooted in love and kindness, can reflect God's care for all people, especially the displaced.

By linking participation in Refugee Week to their faith, children will understand that supporting refugees is not only an act of kindness but also a way to live out the core values of love, justice, and compassion taught in their spiritual tradition.

Local Actions

Action 1

1B) ___ Pupils will write prayers and we will invite parents/parishioners and the local community to share time with us in prayer in our school (e.g. in a prayer garden or a special part of the school grounds/building). (Living Simply)

Local Faith element 1

Incorporating prayer and inviting parents, parishioners, and the local community to share in these moments creates a profound foundation for inspiring pupils to take meaningful action. Writing and participating in prayers encourages pupils to reflect on their blessings and the needs of others. This reflection fosters empathy and a sense of responsibility, motivating them to act in service of those less fortunate.

Prayers that focus on global and local challenges (e.g., poverty, environmental care, refugees) can deepen children's awareness and spur them to engage actively in solutions.

Local Learning element 1

Regular communal prayer helps pupils see their faith as integral to who they are and how they engage with the world. This sense of identity gives them the confidence to take faith-inspired actions, both within the school and beyond. Children develop lifelong habits of prayer and reflection. They grow in compassion and are inspired to act on their prayers seeing how faith can build bridges across generations and different parts of the community. Publicly sharing their prayers strengthens their confidence and reinforces the importance of their voice in their faith community.

Sharing prayer spaces with diverse community members helps children see prayer as a unifying practice that brings people together.

Action 2

2A) ___ Inspired by Laudato Si' pupils will organise a litter pick in the community to protect wildlife and keep the local area tidy. Where possible, litter picked will be recycled appropriately. (You may wish to start your litter pick with a prayer.) (Living sustainably)

Local Faith element 2

Laudato Si' teaches that humans are stewards of God's creation, entrusted with its care. Organising a litter pick helps pupils live out this responsibility by actively protecting wildlife and maintaining the beauty of their local environment. By keeping the local area tidy, pupils contribute to a cleaner, healthier space for everyone, particularly those who may lack the means to live in pristine environments.

Pope Francis encourages ecological actions as expressions of faith. A litter pick becomes a prayerful act of care and gratitude for God's creation, helping pupils see their work as a form of worship.

Laudato Si materials

Local Learning element 2

By cleaning the local area, pupils learn that they are part of a broader community, fostering solidarity and a sense of collective responsibility for shared spaces, that their actions, even on a local scale, contribute to the well-being of the global ecosystem.

By linking their litter-picking efforts to the teachings of Laudato Si', pupils are inspired to see their actions as more than just environmental care--they become acts of faith, stewardship, and solidarity with the earth and their community.

Action 3

3B) ____ We will support our local foodbank. Pupils will be involved with organising, promoting, and checking the donations. Where possible we will visit a local foodbank or invite a representative to school to share more about their work. (Living in Solidarity)

Local Faith element 3

Faith provides a powerful foundation for inspiring pupils to support a local foodbank by connecting this initiative to Catholic Social teaching of Human Dignity, emphasising the faith-driven motivations behind such actions, pupils can see their involvement as a meaningful expression of their beliefs.

Supporting a foodbank directly reflects Jesus' teachings in Matthew 25:35-40: "For I was hungry, and you gave me food." Pupils can see their work as a way to live out Christ's call to serve those in need.

By organising and promoting donations, pupils embody the principle of treating others as they would want to be treated (Luke 6:31). Faith teaches that material blessings should be shared with those who have less.

Invite a foodbank representative from Frontline to school to help pupils understand the human stories behind food insecurity.

Local Learning element 3

Pupils learn that their faith calls them to give selflessly and to see their contributions as acts of love and care. They learn to see the struggles of others not as distant problems but as shared responsibilities. Supporting the foodbank fosters a sense of connection and solidarity and teaches that service should come from the heart, with humility and without judgment.

Pupils learn to approach their work with respect and care for those they are helping, with their local community.

School Actions

Action 1 – Living Simply main action

1A) ____ We will create/develop a prayer garden/outdoor spiritual space involving all pupils in some way (e.g. design, creation, prayer stones, planting bulbs, scattering seeds, creating prayers, leading worship). (Living simply)

School Faith element 1

The creation of an outdoor spiritual space connects children to the spiritual principles of reflection, stewardship, and community. Such a space becomes a living expression of their faith, fostering a deeper connection to God, nature, and one another. Many faith traditions emphasise that nature reflects God's beauty and glory and for us, as a multi faith school, it is particularly relevant. Pupils are inspired to honour this gift by creating a sacred outdoor space where they can encounter God in the natural world (e.g., Psalm 19:1: "The heavens declare the glory of God; the skies proclaim the work of His hands").

Faith teaches that humans are caretakers of creation. Designing and maintaining an outdoor spiritual space encourages pupils to care for their environment as an act of faith and responsibility (Laudato Si').

School Learning element 1

An outdoor spiritual space offers a dedicated area for prayer, reflection, and quiet time, helping pupils grow in their personal relationship with God. Pupils can incorporate biblical elements, such as stones for a "prayer cairn," verses on plaques, or a simple cross, connecting the space to the stories and teachings of their faith. Creating and using this space teaches pupils that faith includes stillness, gratitude, and attentiveness to God's presence in the world.

Working together to create the space teaches pupils about teamwork and the joy of contributing to a collective goal rooted in faith, regular upkeep of the space reinforces responsibility and the ongoing nature of faith practices. Pupils learn that sacredness isn't confined to a church building but can be experienced anywhere, especially in God's creation.

Pupils deepen their sense of God's presence in their lives and the natural world.

How will the school be involving the wider community in their Living Simply action

Representatives from other denominations will be invited to contribute to the design of the outdoor space, parents will be welcome to take their children there themselves as an act of personal reflection.

Action 2 – Living Sustainably main action

2B) ____ We will take part in a whole school "disconnect to reconnect" day, switching off electrical appliances and using minimal energy to lower our carbon footprint. Pupils will be able to spend time connecting with nature and/or other people. Continuing after school with families encouraged to live sustainably by reducing power consumption, spending time together instead e.g. gardening, playing a simple game, or going for a walk/bike ride. (Living Sustainably/Living Simply)

School Faith element 2

Disconnect to Reconnect Day becomes an opportunity for pupils to live out their faith by prioritising stewardship, gratitude, and mindful living. In Laudato Si, Pope Francis calls for ecological conversion and the need to address overconsumption. By lowering their carbon footprint, pupils embody this teaching and contribute to the protection of the planet. Using minimal energy helps pupils recognise the value of the earth's finite resources, fostering a sense of gratitude and care for what they often take for granted.

Faith emphasises the importance of relationships--with God, others, and creation. Disconnecting from distractions allows pupils to focus on prayer, reflection, and meaningful interactions.

Pupils can use the quiet time to meditate on scriptures or prayers related to creation and stewardship, deepening their spiritual connection.

School Learning element 2

Pupils learn to embrace moderation as a spiritual and practical discipline by spending a day using minimal energy and in outdoor activities, reminding them of the beauty and joy found in God's creation. Pupils see that small, intentional changes in their daily lives can reflect larger principles of their faith.

Ultimately pupils learn how their energy consumption affects the planet and others, they deepen their understanding of how their faith calls them to act for creation. Disconnecting fosters habits of simplicity, gratitude, and mindfulness and reconnecting through shared activities strengthens relationships and fosters a sense of unity.

How will the school be involving the wider community in their Living Sustainably action

The Eco Council will hold an assembly to which parents and governors will be invited. They will talk about the need to reduce our energy consumption and reconnect with the world around us. From here all pupils will be encouraged to take the practises of using less into their homes.

Action 3

3C) ____ Inspired by Laudato Si' we will help protect the environment by cutting our carbon footprint, encouraging walking/scooting/cycling to school and appreciating our environment (e.g. pupils to look for God's creations on their journey and share what they have spotted). (Living Sustainably)

School Faith element 3

Faith, inspired by the teachings of Laudato Si', underpins and inspires efforts to protect the environment through actions like cutting carbon footprints, encouraging sustainable transportation, and fostering an appreciation of the natural world. This connection between faith and environmental care highlights stewardship, responsibility, and gratitude as central themes. Laudato Si' emphasises the responsibility of all to protect the earth, God's creation. Pupils are inspired to see walking, scooting, or cycling to school as practical ways to reduce harm to the environment and live out their faith. By taking simple steps to lower their carbon footprint, pupils embrace their role as stewards, honoring the earth as a sacred gift (Genesis 2:15: "The Lord God took the man and put him in the Garden of Eden to work it and take care of it").

Earth Day resources

School Learning element 3

Not only will children understand the need to take care of God's creation: walking, cycling or scooting to school, provides opportunities for pupils to experience the beauty of the natural world, fostering gratitude and reverence for God's work

(Psalm 104:24: "How many are your works, Lord! In wisdom you made them all; the earth is full of your creatures").

Encouraging pupils to notice and reflect on their surroundings helps deepen their connection to the environment as part of their spiritual life. Pupils also see how faith informs and motivates care for the earth, they develop long-lasting, eco-friendly behaviors and gain a greater appreciation for the environment. Ultimately they recognise the need to care for others, including future generations and the vulnerable.

Main Actions

Living Simply

1A) ___ We will create/develop a prayer garden/outdoor spiritual space involving all pupils in some way (e.g. design, creation, prayer stones, planting bulbs, scattering seeds, creating prayers, leading worship). (Living simply)

Living Sustainably

2B) ___ We will take part in a whole school "disconnect to reconnect" day, switching off electrical appliances and using minimal energy to lower our carbon footprint. Pupils will be able to spend time connecting with nature and/or other people. Continuing after school with families encouraged to live sustainably by reducing power consumption, spending time together instead e.g. gardening, playing a simple game, or going for a walk/bike ride. (Living Sustainably/Living Simply)

Living in Solidarity

1A) ___ We will take part in the CAFOD Big Lent Walk. The whole school will take part in a sponsored walk to raise funds for, and awareness of, CAFOD's work in supporting our global family. (Living in Solidarity)

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