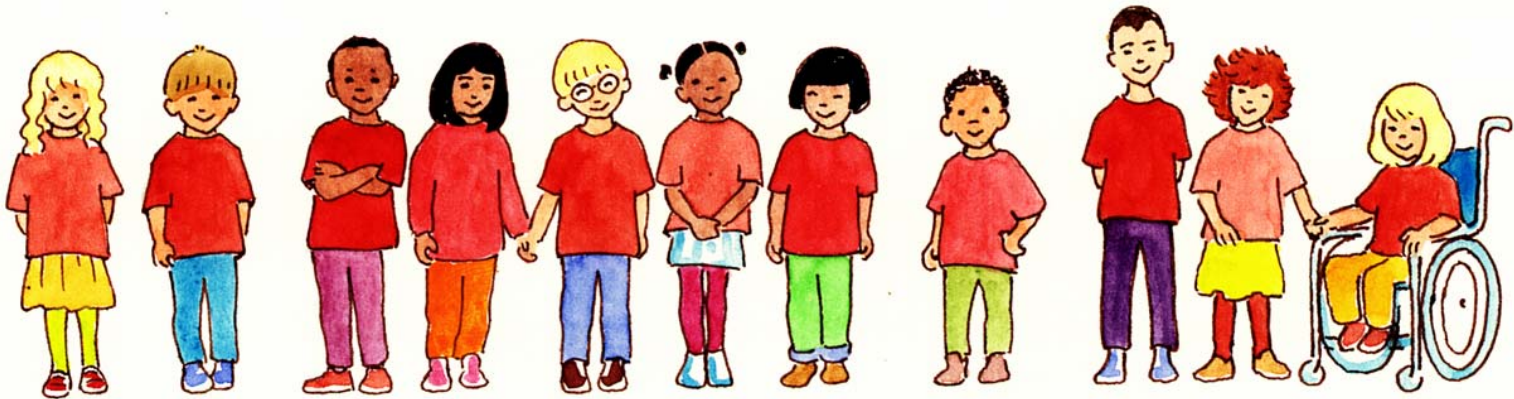




Department for Schools and Colleges

Every Child Matters

A Catholic perspective



***“Let us build our schools
Where all are named
Their songs and visions heard
And loved and treasured taught and claimed
as words within the Word”***

“All are Welcome” by Marty Haugen

Every Child Matters

Introduction

The Every Child Matters agenda is not a new one for Catholic schools. This has always been part of our original mission;

'At the heart of the Catholic school is the Christian vision of the human person'



Already Catholic schools, recognising the unique potential of each individual, try to help students to achieve the highest educational standards of which they are capable and to fulfil their potential in every area of their lives. Catholic schools try to address issues raised in the Every Child Matters agenda: tackling bullying and discrimination, running healthy schools programmes and putting policies in place to raise attendance where necessary. Believing that parents are

the first teachers of their children, the Diocese encourages families to value education and actively supports the work schools undertake with parents. Strong links between home, school and parish is one of the fundamental principles of Catholic education. As well as addressing cognitive development, Catholic schools have always aimed to develop the whole person. In particular, they emphasise spiritual development and the inter-personal and intra-personal areas of life.

Perhaps the most fundamental impact of the Children Act 2004 will be the merging of most local authority education services with children's social services to form new children's services divisions under a Director of Children Services. The Act also sees the creation of Children's Trusts, "to secure integrated commissioning leading to more integrated service delivery". These will be formed by the pooling of budgets and other resources across LAs, children's social services, Connexions, certain paediatric health services and possibly youth offending teams. They need to be in place by 2008. A cornerstone of the new Act will be the creation of the new Children's Commissioner with overarching UK wide powers but with prime responsibility for services within England. Other changes include: a statutory duty to safeguard children, to promote their welfare and prevent abuse or neglect; new inspection arrangements, a common assessment framework (again in place by 2008), and a new database to facilitate contact between the different practitioners involved.

There are many things to welcome in the "new" agenda. However, there are some concerns, both practical and philosophical. On the philosophical side there is, firstly, a danger that education becomes a utilitarian activity with an emphasis on being useful, where 'useful' is defined as the ability to contribute to the market economy. Secondly, there is the risk that, in implementing the five outcomes, we accept uncritically the values of the state rather than the kingdom. What follows is the work of a voluntary group of Diocesan head teachers and Department for Schools and Colleges staff reflecting on the implications of the Act over a twelve month period, explores ways in which the agenda might best be adapted to Catholic Schools. It is in no way intended to be either definitive or exhaustive but merely to suggest questions to be asked and possible evidence that may be sought.



Where Are We Now?

In their seminal document on Catholic Social teaching, *'The Common Good'*, the Catholic Bishops of England and Wales defined the Common Good as *'the sum of all those social conditions which allow the human dignity of all to be respected, and their basic needs to be met, while giving men and women the freedom to assume responsibility for their own lives'*. It went on to state that *'It is, then, the task of every government, local and central, to ensure that their policies serve the common good by protecting the weak and vulnerable, and by promoting the integral human development of everyone'*.

The Bishop Conference, through the CES, produced a subsequent document *'The Common Good in Education'* which has had a profound influence on the practice in many Catholic schools since its publication.

As a result of theses and other initiatives, many resulting from self-evaluation by Catholic schools themselves and the sharing of good practice between them, most of proposals in 'Every Child Matters' are consistent with our existing practice and philosophy. In particular the emphasis on support for family life and a holistic view of the individual child are consistent with Catholic objectives and build on existing strong links with family and parish. There has been a strengthening of some areas, such as relationship education, where in the past provision in Catholic schools was patchy, and good and appropriate teaching materials are now available and in frequent use. The Catholic Children's Service is a valuable, but currently underused, resource available to support schools and, in the spirit of 'Every Child Matters', the service is keen to develop closer links with the Department for Schools and Colleges and individual institutions.

There appears to have been a lack of awareness in the Catholic community of the opportunities provided by 'Every Child Matters' to develop projects and of the funding available to do so. In some parts of the Diocese, the Catholic community has missed out on opportunities for early years family centres and there is little existing nursery provision attached to Catholic schools (although there is a flourishing pre-school sector). An appropriate philosophy for child care has not yet been formulated at Diocesan level, one which will support needy and vulnerable families but not undermine the relationship between parents/carers and their children. It is important in addressing this issue that schools enter into dialogue with local authorities and that a fortress mentality is avoided at all costs.

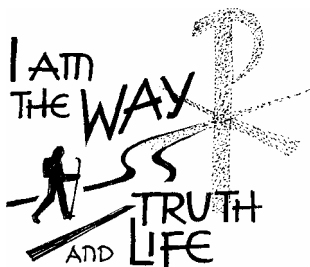
There is undoubtedly money available at present to fund projects which are consistent with Catholic educational philosophy. Despite sometimes conflicting moral values and confusion over the prevailing service ethos, it is possible to develop multi-agency working in our communities providing we are clear what is, and what is not acceptable practice. We must confront growing and increasingly vocal secularism and moral and religious relativism with a clear vision of our own, rooted in compassion, empathy for the vulnerable and faithful to Christian values. It is a considerable task but it can be achieved.

BEING HEALTHY

DEVELOPING SPIRITUAL HEALTH

On hearing this, Jesus said, "It is not the healthy who need a doctor, but the sick. I have not come to call the righteous, but sinners." (Mark 2.16-18)

We cannot divorce our physical and mental health from our spiritual well-being. To be fully alive and fully human we need to pay as much, if not more attention, to that element of our being which is eternal as to that which is not. St Paul reminds us to 'Make love your aim; but be eager, too, for spiritual gifts'. In a world which is becoming ever more materialistic and secular, the Catholic school, in partnership with parents and the parish, has a special role in monitoring, nurturing and developing the spiritual health of those young people entrusted to our care. Parents too may value or need support from the school in helping to develop their children's spiritual growth.



The relationship with God and with our fellow human beings is at the centre of spiritual health and Catholic schools should be systematic in providing regular opportunities for prayer, worship, celebration and reflection. Away Days and Retreat experiences at special places such as Kintbury are both enjoyable and spiritually challenging for young people. Pilgrimages to holy places such as Lourdes are especially valuable when undertaken in fellowship as part of the wider family of God and particularly in the company of the sick and disabled.

Central to achieving this is the development of Chaplaincy in the school. Chaplaincy can be seen as the mechanism through which the Christian dimension of a Catholic school is nurtured, developed and delivered. It is not primarily the responsibility of the RE co-ordinator (or RE department in a secondary school) and all, particularly the leadership team, need to be part of it. It must come from within the community and cannot be left solely to the Parish Priest or Chaplain.

As human beings we are all imperfect and need love, understanding, forgiveness and reconciliation when we fail or let ourselves down as we inevitably do. Each of these qualities must be found in abundance if the school wishes to think of itself as a truly Christian community. Behaviour and relationship policies should be underpinned by both inclusion and exclusion, particularly permanent exclusion, should only be considered when all else has failed.



Relationship Education must be an important part of the PSHCE programme provided by the school and the sanctity and dignity of human life should underpin it as should the joy in being able to participate actively in the God's creation of new life within the context of married life.

Within the community itself, the building up of good relationships between staff and students is important in the spiritual health of everyone. Student counselling (by employed adults and/or trained peers) is a valuable tool in developing positive relationships between young people and repairing damaged ones.

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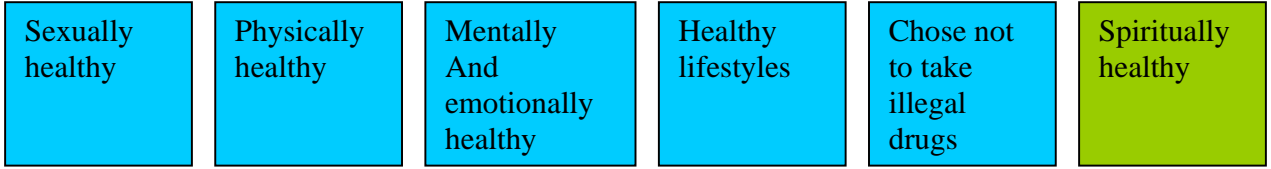
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OUTCOMES FRAMEWORK BE HEALTHY

Children and young people



Parents, carers, families, **schools and parishes** promote healthy choices

Priority national targets and other indicators

<p>Infant mortality rate</p> <p>% Obese U11</p>	<p>Death rate from suicide and undetermined injury</p> <p>Improvement in access to CAMHS</p>	<p>U18 contraception rate</p> <p>Diagnostic rate of new episodes of STI'S among U16 &U16-19</p>	<p>Average alcohol consumption</p> <p>% children who are regular smokers</p> <p>% children consuming 5 portions of fruit & veg a day</p>	<p>Harm caused by illegal drugs has 3 Components including reduced use of Class A drugs by under 25</p>
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How the inspectorates will judge the contribution of services to improving outcomes

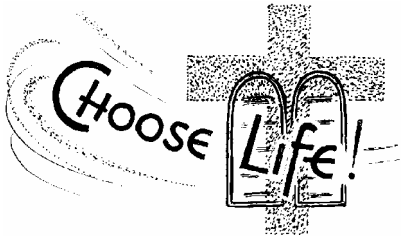
1. There are opportunities for pupils to experience a variety of forms of prayer, worship and retreats
2. Spiritual and moral development is developed across the whole curriculum
3. Chaplaincy provision within secondary schools is available to support the spiritual development of students
4. There are strong links in place between school/parish/home
5. Parents are helped to ensure their children are healthy
6. Healthy lifestyles are promoted to children & young people (having due regard for the Church's teaching)
7. Action is taken to minimise environmental health risks for children & young people
8. Children & young people's health needs are identified & assessed at an early stage
9. Children & young people's physical, mental, emotional, moral & spiritual health is supported
10. Children & young people who are looked after or who have learning difficulties & disabilities are helped to be healthy

- A retreat programme is evident
- Schemes of work reflect opportunities for spiritual and moral development
- In secondary schools provision has been made for chaplaincy
- Breast feeding is promoted
- Children & young people are discouraged from smoking and substance abuse and supported in giving up
- Disabled children and children with long term health conditions receive coordinated services which allow them and their families to live as ordinary lives as possible

NB Green text above has been added to the government document by the working group

STAYING SAFE BEING MORALLY SAFE

'Can you not buy two sparrows for a penny? And yet not one falls to the ground without your Father knowing. Why, every hair on your head has been counted. So there is no need to be afraid; you are worth more than many sparrows.' Matthew 10:29-31



In the Lord's Prayer we ask God to, '*lead us not into temptation*'. This is a request to our creator to keep us morally safe. Some might argue that the best way to do so is to try to cocoon ourselves and our children from the world. Yet as educators we wish our children to see the world with eyes fully open for we know that innocence is not protected by ignorance. We need to try to establish the right balance

between protecting the young from the morally harmful and allowing them to access information which will help them to flourish and grow intellectually and spiritually

Much of this is about the age appropriateness of the material to which we expose our children and the value system within which it is seen. It is about controlled risk taking. We are encouraged to be brave in this regard by Jesus in the gospel extract above. However, it is important that due regard is given to the suitability of teaching and learning materials used and books, videos etc. must be checked in advance to ensure that they do not undermine the central mission of the Catholic school. Mixed messages are difficult for young people to interpret. The internet brings exciting possibilities to the classroom but it also brings its dangers.

Our moral values are shaped by the second commandment, '*you must love one another just as I have loved you. It is by your love for one another, that everyone will recognise you as my disciples*'. Recognising that we are all unique yet equally loved in the eyes of God is central to keeping our young people morally safe. Any behaviour which undermines the respect and dignity of others cannot be acceptable in a Catholic school. This is particularly true of the adults in the community. Most behaviour is learned and staff should, by their personal witness, demonstrate Christian values in action. For this reason governors and Headteachers must always ensure that the staff they appoint understand their responsibilities in this regard.

In the beatitudes, Jesus encourages us to, '*hunger and thirst for what is right*'. This surely must be our aim for those we teach, so that, throughout their lives, they will remain morally and spiritually safe not simply because they remain ignorant, or shy away from taking risks, but because within them there is a genuine hunger for what is right.



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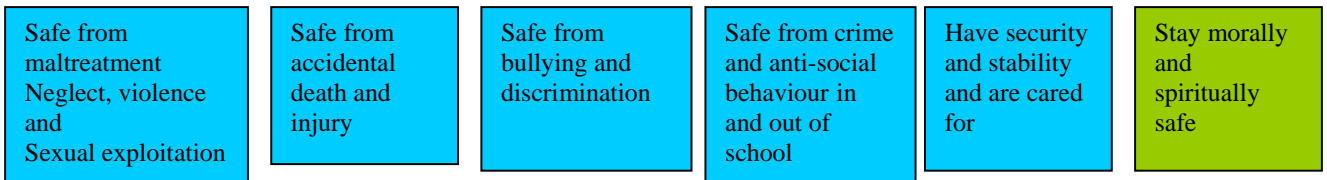
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OUTCOMES FRAMEWORK STAYING SAFE

Children and young people



Parents, carers, families, schools and parishes provide safe environments and stability

Priority national targets and other indicators

Re-registration on Child Protection Register	Number of 0-15yo injured or killed in road traffic accidents	% 11-15yo who state they have been bullied in the last 12 months	Fear of crime and anti-social behaviour	%U16 looked after for >2.5 years living in same placement for >2 years or placed for adoption % Care Cases completed in the courts within 40 weeks
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How the inspectorate will judge the contribution of services to outcomes

1. All materials used should be age & morally appropriate including the appropriate safeguards in place for internet use
2. Children, young people & staff should be encouraged and helped to show dignity and respect for themselves and others
3. Children, young people & staff should have access too, and be helped to understand the Church’s moral teaching and the reasons for this teaching
4. The importance of forgiveness, the value of the sacrament of reconciliation and the ability to take a non judgemental approach should be demonstrated in school life
5. Children & young people and their carers are informed about key risks and how to deal with them
6. Steps are taken to provide children & young people with a safe environment
7. Steps are taken to minimise the incidence of abuse and neglect
8. Child protection arrangements meet the requirements of “Working Together to Safeguard Children” (and any diocesan regulations)
9. Children & young people who are looked after or who have learning difficulties & disabilities are helped to stay safe

- A relationship policy and course should be in place which is in accordance with Diocesan policy
- Opportunities should be available to celebrate the sacrament of reconciliation
- Children affected by repeated domestic violence are identified, protected and supported
- Guidance and training is provided to staff, carers, and the public on how to recognise and raise child protection concerns and the training needs are regularly reviewed
- There are secure arrangements for the recording and sharing of information on children & young people at risk, including those moving across council boundaries and between countries

NB Green text above has been added to the government document by the working group

ENJOY AND ACHIEVE **ACHIEVE PERSONAL, SOCIAL AND SPIRITUAL DEVELOPMENT**

'To everyone who has will be given more, and he will have more than enough'
Matthew 25:29

Catholic educators have always believed that education is about developing the whole person – body, mind and spirit and that educational achievement needs to be judged in the round. It is also about educating individuals who are unique (though equally loved) in the eyes of God. We are all 'called by name' and this commits Catholic schools to 'personalised learning' in the truest sense. The Church also believes that education is primarily the duty of the parent, so Catholic schools should do all they can to involve and communicate with the family throughout the young person's school career.



Enjoying and achieving in school is primarily promoted by developing the self-esteem of our pupils and students. Welcoming everyone genuinely and warmly to our school communities and celebrating and nurturing their special gifts and talents should be our goal. Giving plentiful opportunities for joyful prayer and liturgy, meditation and reflection and the development of emotional intelligence moves a school community towards recognising our individual and eternal value to God. Balancing challenge and support and giving a high priority to pastoral care are also central to this objective. Young people need to take ownership of their learning so negotiating personal goals and targets with staff and parents is an important aspect of their personal development.

Links between school, home and parish can be positively exploited in encouraging young people to attend regularly, to enjoy their education and to encounter God in others.



The educational journey through school should be a journey of faith and, as with academic development, this may move at a different pace for different individuals. We must recognise and cater for this in our religious, personal, social, moral, cultural, health and spiritual educational programmes.

Where children require additional support, either because of particular learning difficulties or because they have a special gift or talent, this should be generously given. In the Parable of the Talent, Christ recognises that individuals are blessed in different ways but stresses that God expects us to use the particular attributes he has given us for our benefit and the benefit of others. Excellence in any area of school life provides the opportunity for praise and celebration by the whole community. Celebration should be at the core of our learning communities. Liturgical celebration should be affirming, relevant, age appropriate, participatory and joyful. It is good to involve all areas or departments of the school positively in our liturgies.

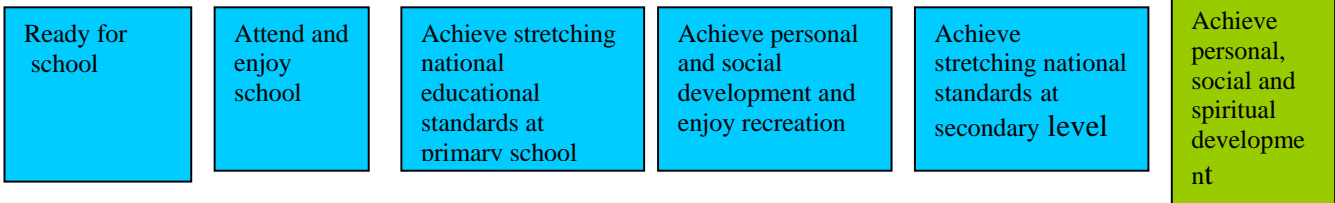
In preparing young people for life after school, the Catholic school or college should promote vocation as an ideal. God calls us all, in our own particular way, to make our contribution to his Kingdom here on Earth. We should encourage those in our care to view our society with a critical, but un-cynical, eye and to adopt an awareness of a wider world vision than is often apparent in contemporary life. In order to fully achieve their potential, young people should fully understand the value of controlled risk taking and be equipped to deal with the failures that are part of everyday existence.

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OUTCOMES FRAMEWORK ENJOY & ACHIEVE

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Children and young people



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Parents, carers, families, schools and parishes support learning

Priority national targets and other indicators

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<p>Level of development reached at the end of the foundation stage, incl narrowing the gap in the 20% most disadvantaged areas</p>	<p>Half days missed through absence</p>	<p>% 7 yo achieving 12+ at KS1 % 11 yo achieving L4+in Eng & Maths incl floor target. educational achievement of 11 yo compared with peers</p>	<p>Take up of sporting opportunities by 5-16 yo Take up of cultural & sporting opportunities among > 16yo LAC compared with peers</p>	<p>% 14yo achieving L5+ in Eng, Maths, Sci & IC, incl floor target % 16yo achieving the equivalent of 5A*-C GCSE, incl floor target Educational achievement of 16yo LAC compared with peers</p>
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How the inspectorates will judge the contribution of services to improving outcomes

1. The whole range of school life and the opportunities it provides are celebrated
2. Strategies are in place for promoting the self esteem of children & young people
3. There are clear and effective links in place between home/ school/ parish
4. RE is held in high regard
5. Educational programmes cater for the faith development of all irrespective of where they are on their faith journey
6. Liturgical celebrations are joyful, prayerful, appropriate and inclusive
7. There is a recognition that as humans we will at times fail and learning from failure is important
8. Parents & carers are supported in helping children & young people to enjoy and achieve
9. Early years provision prepares children for school and helps them meet early learning goals
10. Children & young people are enabled and encouraged to attend and enjoy school
11. Children & young people are supported in developing personally and academically (emotionally, spiritually, morally)
12. Action is taken to ensure that education provision is of a good quality
13. Educational provision is made for those children unable to attend school
14. There is a range of accessible (and appropriate) recreational provision for children & young people
15. Children & young people who are looked after or who have learning difficulties & disabilities are helped to enjoy and achieve

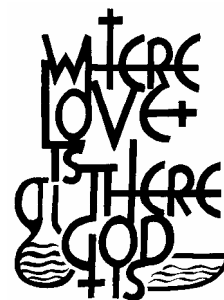
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- At least one inset day per year is provided on the catholic ethos of the school
- Strategies are in place for welcoming and meeting the needs of vulnerable children, including looked after children, those with learning difficulties or disabilities and those whose first language is not English
- A record, (visual, auditory etc) of celebrations is kept
- Examples of parish/family links can be demonstrated
- Training is provided for early years staff with particular attention to the needs of vulnerable and underachieving groups
- Steps are taken to ensure that children & young people who have been excluded from school attend appropriate alternative settings aimed at ensuring re-integration into mainstream provision or work (where possible arrangements should be made for the continuing provision of opportunities to continue their faith development)
- A range of affordable, accessible, challenging and rewarding voluntary learning and recreational opportunities is provided

MAKE A POSITIVE CONTRIBUTION **DEVELOPING A SENSE OF CHRISTIAN WITNESS**

The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favour (Luke 4:17-18)

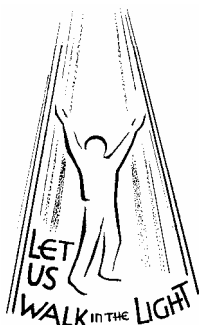
This is an aspect of education which will find a ready response in Catholic schools if it is not central to a school's mission already. Since love for our neighbour is at the centre of our faith, we are required to have an awareness of the needs of others both within our own community and outside it.



Conscious of God's goodness and mercy, Catholic schools should strive to be beacons of hope and virtue, filled with optimism for the future. They will wish to promote a sense of ownership of and pride in the school community

Christian witness requires us as individuals to make a positive contribution to our communities and through our actions to make others aware of the 'good news'. We must be seen to be inclusive communities and forgiveness and reconciliation should underscore our relationships within the school and be central to behaviour and discipline policy making. We would seek to encourage positive initiatives to develop enterprising and responsible behaviour in all our pupils together with a strong moral purpose and a strong sense of Christian values informing their everyday lives. The idea of vocation is one that we should seek to instil in our pupils whether to the religious life, public or community service or a worthwhile career.

The recent focus of the Church on the importance of a consistent Catholic approach to the Common Good accords with the government's goal of encouraging thoughtful and responsible citizenship in all young people. Opportunities could be taken throughout the curriculum to promote the Common Good through developing an awareness of issues such as stewardship of the environment, the sanctity and dignity of human life, justice and peace, sustainability and the principles of fair trade and non-exploitative practices. Many of the Church's external and social agencies such as CAFOD provide excellent educational materials for pupils and teachers to use.



Many Catholic schools are already deeply committed to community projects and encourage their pupils to participate in schemes such as the Community Awards and the Duke of Edinburgh scheme as well as to school or parish twinning in the Third World and elsewhere. Many have also sought to develop links with religious groups outside our own faith community in order to promote mutual understanding and to identify common ground.

The liturgical year provides opportunities (e.g. Lent and Advent) to give a Christian perspective to making a positive contribution and to understanding the part that prayer and reflection can play in this both by strengthening our personal resolve and through God's intercession in the lives of others.

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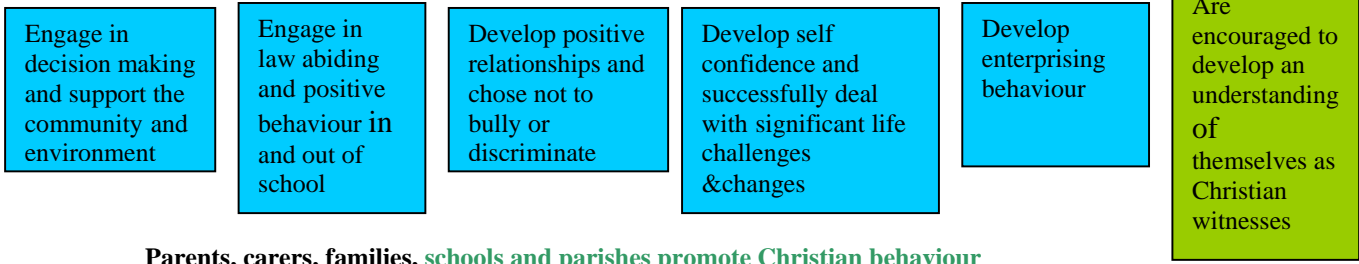
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OUTCOMES FRAMEWORK MAKE A POSITIVE CONTRIBUTION

Children and young people



Parents, carers, families, schools and parishes promote Christian behaviour

Priority national targets and other indicators

<p>% children in secondary schools participating in a) election of school/college council members b) mock general elections. Voluntary/community engagement</p>	<p>Reduce level of offending Crimes brought to justice Permanent & fixed exclusions</p>	<p>% 10-19yo admitting to a) bullying another pupil in the last 12 months, b) attacking, threatening or being rude due to skin colour, race or religion</p>	<p>Measure to be identified from children's perception survey</p>
			<p>% 18-24yo who are self employed manage their own business or have thought seriously about starting their own business</p>

How the inspectorates will judge the contribution of services to improving outcomes

1. The school has arranged opportunities for the students to make a contribution to the common good
2. Schools promote an awareness of issues such as stewardship, equality, justice etc
3. The liturgical year is celebrated and used effectively to promote issues
4. Children & young people are encouraged to build relationships bases on forgiveness and reconciliation. This behaviour is modelled by adults within the community
5. The school aims to be an inclusive community
6. Children & young people are helped to develop socially and emotionally. (Spiritually and Morally)
7. Children & young people are helped to manage changes and respond to challenges in their lives
8. children & young people are encouraged to participate in decision making and to support the community
9. Action is taken to reduce anti- social behaviour
10. Children & young people who are looked after or who have learning difficulties & disabilities are helped to make a positive contribution

- Fair Trade Materials are used
- Forgiveness and reconciliation are part of the school's behavioural policy
- Liturgy is inclusive and other faith groups are welcomed
- Children & young people are supported at key transitional points in their lives
- Children & young people are encouraged to participate in the planning and management of services and activities
- Action is taken to reduce bullying and discrimination by children & young people

NB Green text above has been added to the government document by the working group

ACHIEVE ECONOMIC WELL-BEING **DEVELOPING AN ETHICALLY BASED** **UNDERSTANDING OF ECONOMICS**

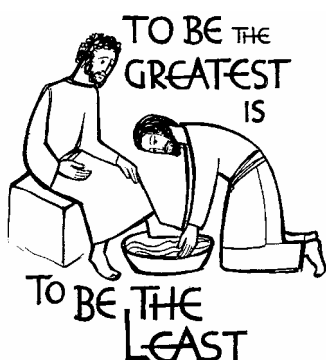
"No one can serve two masters. Either he will hate the one and love the other, or he will be devoted to the one and despise the other. You cannot serve both God and money"
Matthew 6:24

Contrary to popular opinion, the Gospels do not condemn wealth indeed Jesus refers to the sensible stewardship of wealth in the Parable of the Talents – *'Well then, you should have put my money on deposit with the bankers, so that when I returned I would have received it back with interest'*. Matthew 25:27. However we are warned in scripture that *'the love of money is a root of all kinds of evil (1 Timothy 6.10)'* and that *'it is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God (Matthew 19:24)'*.

Well-being is about more than economics and being at peace with ourselves and with God is central to achieving it. Whatever our economic situation, we are required to maximise the opportunities we have to help and support those around us in whatever ways we can. Achieving the best results that they can whilst at school empowers young people to do this.



Wealth is not a bad thing, indeed it provides ample opportunity for philanthropy, but it does not give life meaning and its acquisition is not a worthwhile end in itself. In acquiring wealth and in business and commerce an ethical approach is necessary and, in the spirit of Christian stewardship, sustainability will be an important issue for consideration in money-making ventures. In Citizenship lessons, in Business Studies and Economics, Christian ethics must have a central place.



As Christians we have a duty to ensure that wealth is shared and distributed and used responsibly. *'It is not that you ought to relieve other people's needs and leave yourselves in hardship; but there should be a fair balance- your surplus at present may fill their deficit, and another time their surplus may fill your deficit. (2 Corinthians 8.13-14)* Poverty, although often relative, is not a desirable state, and, Catholic schools have a tradition of working hard through organisations such as CAFOD to alleviate it and of engaging in charitable work in the local, national and global community.

In our own school communities, affordability should not be an issue in accessing the full range of curricular and extra-curricular activities and Catholic schools will wish to have in place charging policies which reflect this principle.

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OUTCOMES FRAMEWORK ACHIEVE ECONOMIC WELL BEING

Children and young people

Engage in further education, employment or training on leaving school	Ready for employment	Live in decent homes and sustainable communities	Access to transport and material goods	Live in households free from low income	Develop an ethically based understanding of economics
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Parents, carers, families, schools and parishes are supported to be ethically & economically active

Priority national targets and other indicators

<p>% 16-18yo not in education, employment and training</p>	<p>% 19yo achieving L2+in NVQ2 or equivalent % 18-30yo participating in higher education</p>	<p>% social housing & vulnerable households in the private sector in a decent condition cleaner, safer & greener public spaces and quality of the built environment in deprived areas</p>	<p>Level of material deprivation & low income</p>	<p>% of children living in relative low-income households incl % children living in workless households stock and take up of childcare for all families</p>
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How the inspectorates will judge the contribution of services to improving outcomes

1. Affordability should not be an issue in events planned by the school
2. Action should be taken to help young people understand the principles and reasons underpinning Christian economics
3. The ethical dimension of those subjects of the curriculum which involve economics should be taught
4. Childcare is available to meet the needs of parents in work or seeking work, (within the bounds outlined by Christian teaching on the family)
5. Young people are helped to prepare for a working life
6. Action is taken to ensure that 14-19 education is planned in a co-ordinated way. (And chaplaincy provision ensured)
7. Action is taken to ensure that good quality education is provided
8. Community regeneration initiatives includes action to address the needs of children, young people & their families
9. Steps are taken to give families & young people decent homes
10. Children & young people who are looked after are helped to achieve economic well being
11. Children & young people with learning difficulties & disabilities are helped to achieve economic well being

- Schemes of work address issues and reflect an understanding of ethics
- The school's charging policy reflects the principle of access
- The school demonstrates a range of charitable activities
- Steps are taken to ensure that young people are financially literate
- Initiatives are targeted at the most needed areas and address the broad range of family needs in an integrated way
- The use of temporary accommodation for families with children and young people is minimised

NB Green text above has been added to the government document by the working group

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