

# INFORMATION FOR PARENTS

DATE OF ISSUE: DECEMBER 2023



St. Peter's Primary



School handbook





FAITH

HOPE

RESPECT

HONESTY

LOVE



The purpose of this handbook is to help you understand more about St. Peter's R.C. Primary School. It provides essential information about the school which we hope you will find interesting and helpful. St. Peter's is unique, a small school which has a strong sense of community. Although Catholic we warmly welcome all children and their families from other faiths and none. At St. Peter's we aim to ensure that every child is valued and supported in achieving their potential. We encourage strong partnerships between home, school and the wider community and throughout the year we organise various events, activities and meetings that enable parents and the community to become fully involved in the life and work of the school. Newsletters are issued on a monthly basis to keep parents/carers informed and updated. By choosing to send your child to St Peter's you can be confident that your child will be given every opportunity to develop and progress in a happy, safe and secure environment.

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# INTRODUCTION

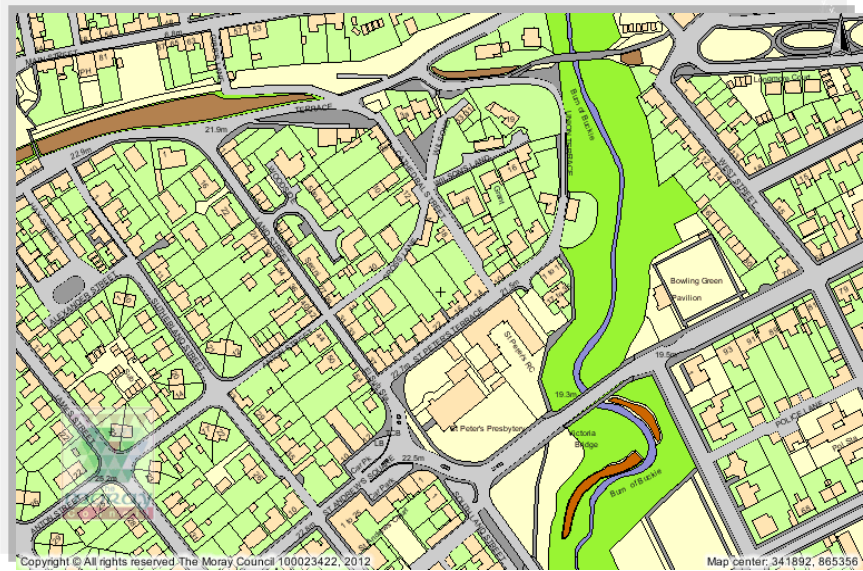
## SCHOOL INFORMATION

Head Teacher (Acting)	Mrs Michelle Mather
School Telephone Number	01542 831339
Email	admin.stpetersp@moray-edunet.gov.uk
School Address	37 St Peter's Terrace Buckie AB56 1QN

## SCHOOL TIMES

Primary	Morning	Interval	Lunch	Afternoon
P1/2 & P2/3	8.45-12.00	10.30-10.45	12.00-12.45	12.45-2.45
P4, P5/6 & P6/7	8.45-12.30	10.30-10.45	12.30-1.15	1.15-2.45

## WHERE TO FIND US



The information contained within this handbook is correct at the time of publication, and is updated annually. This handbook has been prepared by the Head Teacher and follows guidelines set out by The Moray Council.

## STAFF LIST

P6-7 Class Teacher	Miss Clark
P5-6 Class Teachers	Miss Monaghan & Mrs Robertson
P4 Class Teachers	Mrs Willox & Miss Cormack
P2-3 Class Teacher	Mrs Goldie
P1-2 Class Teacher	Mrs Hopes
Support for Learning Teacher	Mrs McWhirter
Inclusion Project Coordinator	Mrs Neill
Classroom Assistant	Miss Stephen
Pupil Support Assistants	Mr Moore
	Miss Duffield
	Miss Smith
	Mrs Mair
	Miss Cowie (Mon)
PSA/Children Supervisor	Mrs Bruce
	Miss Duffield
Administrator	Mrs Lawson
School Cook	Mrs Smith/Mrs
Janitor	Mr Crombie



## ABOUT OUR SCHOOL



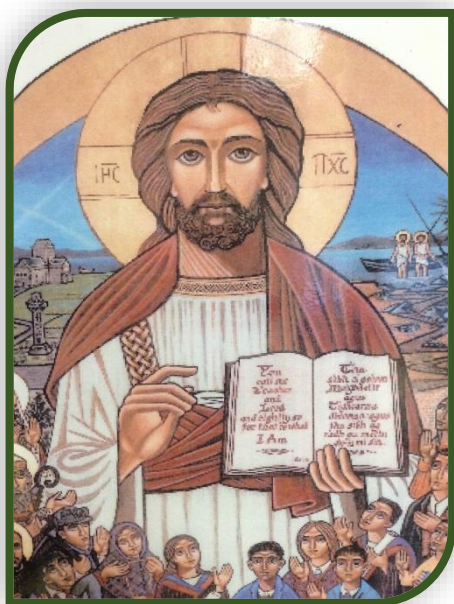
The school was built in 1846 on land adjacent to the church. This land was gifted by Sir William Gordon of Letterfourie. St Peter's has the distinction of being the oldest school in Buckie. Throughout its history it has served as the local school for children residing in the Buckpool area of Buckie. The original single classroom has been added to many times over the years, most recently in 1933 when the school was a Junior Secondary providing education for children up to fourteen years of age. Since 1972 the school has been a primary with an addition of a nursery class in that same year.

Currently the school has use of five classrooms, a general purpose room, a hall and access to the church hall. Our school nursery occupies a further two classroom areas. Our classrooms are spacious and well equipped to meet the demands of a modern curriculum. There is I.T. provision across the school with an interactive whiteboard in all teaching areas. The school continually updates and invests in new resources. There is an excellent provision of text books, materials, computers, audio visual aids, and sports equipment. To the rear and side of the school there is a walled enclosed playground providing a safe area for the children to play. There is also a grassed area within the church grounds that the school has been given to use as a play area.

Currently we have a Primary 1/2 class, a Primary 2/3 class, a Primary 4 class, a Primary 5/6 class and a Primary 6/7 class with children from more than one stage in the same class. We firmly believe the advantages of much smaller class sizes outweigh any perceived disadvantages.

Apart from the class teachers we have a large number of support staff in the school who help support learning and teaching across the curriculum. These include classroom assistants, pupil support assistants and children's supervisors. We also have a support for learning teacher. Throughout the year there is instrumental instruction available and input from active schools. We also have an administrator, janitor and catering assistants.

# CATHOLIC EDUCATION



The mission of a catholic school is to develop a community of faith and learning, providing the highest quality of education. At St. Peter's we aim through our ethos and practise to help pupils understand how to behave, how to make the most of their strengths and abilities and to recognise the gifts of prayer and faith. We teach respect, respect for self and others and demonstrate this through the ways in which we think about and treat others.

## A CHARTER FOR CATHOLIC SCHOOLS IN SCOTLAND

A commitment to the integrated education and formation of the whole person, in close partnerships with parents as the first educators of their children.

An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

A commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God- given talents.

A commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes.

The provision of religious education programmes which will enable young people to develop their understanding of Gospel values and how to apply them to life.

A commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church.

A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.

A commitment to ecumenical action and the unity of Christians.

The promotion of respect for different beliefs and cultures and for inter-faith dialogue.

A commitment to support the continuing professional and spiritual development of staff.

*All staff appointed to a catholic school are expected to support and promote the aims, mission, values and ethos of the school as illustrated in this Charter.*

*Introductory leaflet for Parents on This Is Our Faith is available at the end of the booklet as **Appendix D** or by clicking on the following link - <http://sces.org.uk/parent-introduction-to-this-is-our-faith/>*



# **ST PETER'S PRIMARY AIMS**

## **PUPILS**

To ensure that all pupils experience a safe, welcoming and caring learning community that is underpinned by Catholic values and traditions in which pupils feel valued and have the opportunity to develop their full potential socially, emotionally, physically, academically and spiritually.

To provide pupils with a broad, balanced and meaningful curriculum that best meets the needs of all learners and encourages them to develop skills for life, learning and work.

To support children in becoming respectful, confident and motivated learners with a belief in themselves and fostering a lifelong love of learning.

Develop a culture of ambition and achievement ensuring that pupils engage in high quality learning activities, are challenged to do their best and achieve highest possible standards across the curriculum in addition to developing competence in literacy and numeracy skills.

Ensure that social disadvantage is not a barrier to achievement, through inspirational teaching, appropriate use of resources including PEF, caring pastoral support and hard work all pupils will have opportunities to succeed.

## **PARENTS**

Ensure there is a welcome, open door policy for families of all faiths and beliefs and none and to nurture positive relationships between parents and staff.

Establish and maintain effective communication both informally and formally between home and school.

Provide parents/carers with opportunities to be actively involved in the life and work of the school through Parent Council, opportunities throughout the year to share in the learning and to be consulted and given opportunities to provide feedback.

## **STAFF**

Provide an environment which is supportive and conducive to learning and teaching in which staff are encouraged to be part of a collegiate learning community where skills, talents, abilities, interests and ideas are shared with colleagues.

All staff are provided with opportunities for ongoing training and support, annual PRD/ERPD and involvement in school planning and improvement.

Ensure that staff wellbeing is an ongoing priority, there is a commitment to tackling bureaucracy and a professional/home life balance is achievable.

## PRACTICAL INFORMATION

All visitors to the school must report to the school reception and sign in before proceeding further into the building. All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form.

## SCHOOL UNIFORM

At St Peter's we are proud to be part of our school community and we have an agreed school uniform that we are proud to wear. We recognise that through wearing our uniform we are ready to work and learn. We believe that our uniform gives everyone a sense of belonging – it is an important symbol that we are a community and each one of us has an important part to play in making it great. We encourage all parents/carers to ensure that children come to school each day wearing school uniform.



Our school uniform is well priced and hard wearing and can be purchased by going to the website [www.myclothing.com](http://www.myclothing.com) or from <http://www.leonardhudson.co.uk/>

Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms.

**Why do we encourage pupils to wear school uniform?**

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**What is our school uniform?**

Our school uniform consists of – green sweatshirt/fleece/cardigan/jumper/slipovers  
white polo shirt/shirt or blouse  
grey/black trousers or shorts  
grey/black skirt or pinafore/green gingham dress  
school blazer  
For special occasions and school photographs we ask that children dress in shirt and tie.

## ST. PETER'S UNIFORM POLICY

TOGETHER EVERYONE ACHIEVES MORE

**Where can uniform be purchased?**

We aim to ensure that our school uniform is reasonably well priced and hard wearing. Most items of school uniform can easily be purchased in any clothing or supermarket store. My School Clothing and Leonard Hudson offer uniform online with items that come with our school badge. Our Parent Council kindly gift all new P1 pupils with a school tie.

**What happens if my child misplaces their uniform?**

We ask that parents mark all items of uniform including shoes with their child's name. This makes it easier to return any lost items. Each class keeps a lost property box which children and parents can access to look for lost items. If your child takes home someone else's uniform by mistake we ask that you return it to the school.

We request that our younger pupils keep a spare pair of socks/tights and pants along with some bottoms in their school bag in case of accidents.

**What else might be needed?**

We ask that children come suitably dressed each day for the weather. Children will have opportunities for outdoor learning and a waterproof jacket and wellies are good to have in school. All pupils are required to wear appropriate P.E. kit on their allocated days to enable them to participate in all physical education lessons. This could include: T-shirt, shorts, Jogging bottoms or tracksuit trousers and trainers. P.E will often take place outside so please make sure children are suitable dressed. Long hair should be tied back and all jewellery removed.

We kindly ask that parents support the wearing of school uniform and refrain from sending children to school with items of clothing that have advertising or logos that promote a product or online game. There are opportunities throughout the year when children can dress as they please and these items of clothing should be kept for these days. The school has a stock of school uniform clothing that may be issued to children who do not have suitable clothing for school.

## SCHOOL LUNCHES



Moray Council now offer an online service (iPay Impact) for parents to pay for school meals online using a debit or credit card. Parents will need to register with MyAccount to access iPay Impact. You will also be able to see what meal choice your child has made.

School meals are served daily in the school hall and the menu for the week is posted on the hall door as well as weekly on our school Facebook page. A meal costs £2.30 for P6 and P7. School meals are free for pupils in P1-P5. If you choose to pay by cheque, your cheque should be made payable to 'The Moray Council'. All schools in Moray provide a wide range of healthy food in their menus. These meet the Scottish Nutrient Standards for School lunches, and offer choice and

variety. In addition the Moray Council has an on-going commitment to providing healthy options through its snack and vending provision. (See menu link at the end of this section)

If you prefer your child to take a packed lunch to school then provision is made for packed lunches to be eaten in the canteen. Please make sure that your child does not leave his/her packed lunch box at school. Every week a number of lunch containers are left lying unclaimed in the corridor. They soon become smelly and they will be disposed of if they are not claimed within a few days.

If you think your household income may mean your child is eligible for free school lunches then refer to Appendix B to access information and a claim form from The Moray Council.

<http://www.moray.gov.uk/downloads/file106142.pdf>

## WATER BOTTLES

In the interests of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water fountain available in the lower corridor which supplies drinking water and can be used to top up water bottles. Please bring a named water bottle to school.



## MEDICINES IN SCHOOL

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medicines with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request.

A copy of the "Supporting Pupils with Medical Needs in Schools including the Administration of Medicines" guidance document is available from the school.

# SCHOOL TERM DATES

School Term Dates are available on the internet at The Moray Council at school term and holiday dates –

<http://www.moray.gov.uk/downloads/file123291.pdf>

Autumn	Starts	Tuesday 15 August 2023
Term	Ends	Friday 6 October 2023
Autumn	Starts	Monday 9 October 2023
Holiday	Ends	Friday 20 October 2023
Winter	Starts	Monday 23 October 2022
Term		In-Service Closure: Monday 13 Nov 2023 In-Service Closure: Tuesday 14 Nov 2023
Ends		Friday 22 December 2023
Christmas	Starts	Monday 25 December 2023
Holiday	Ends	Friday 5 January 2024
Spring	Starts	Monday 8 January 2024
Term		Mid Term Holiday: Friday 9 & Monday 12 February 2024
Ends		Thursday 28 March 2024
Spring	Starts	Friday 29 March 2024 (Good Friday)
Holiday	Ends	Friday 12 April 2024
Summer	Starts	Monday 15 April 2024
Term		May Day Holiday: Monday 6 May 2024
		Buckie ASG Holiday: Tuesday 7 May 2024
		In-Service Closure: Thursday 16 May 2024
		In-Service Closure: Friday 17 May 2024
	Ends	Friday 28 June 2024



# SCHOOL ETHOS

## SCHOOL VISION

### Together Everyone Achieves More

Together we aspire,  
Together we achieve,  
Together we will make it  
if we do it as a team.

In 2018 we revisited our school values. Staff, pupils, family and friends and the parish community decided on the following – Faith, Hope, Respect, Honesty, Love.

Our school values are taught, experienced, lived and celebrated. They are central to and are shared by our whole school community.

#### RESPECT

Children are taught that respect is how we think about and behave towards others. From the beginning our children are taught to have respect for themselves and for others. This is very much part of our faith ethos. They are encouraged to show kindness to each other in all they do and say. They think about those less fortunate than themselves in prayer and charity work. There is an expectation that good manners and politeness is used across the school. Children are taught that it is ok to have different opinions or beliefs. Although a Denominational school St. Peter's welcomes everyone to our school community.

#### HONESTY

We invest time building good relationships between staff/parents/pupils and the wider community based on mutual trust and respect. The advantage of being the smallest school in Buckie is that staff are able to get to know pupils well. Pupils genuinely want to please their teacher. This has a positive impact on behaviour and effort. Children are encouraged to be true to themselves. They understand that making mistakes is part of learning and growing. We have an open door policy for both children and their families who are confident that any issues will be dealt with quickly and appropriately. We pride ourselves on being a small school with a family atmosphere and a strong sense of belonging.

#### FAITH

The Catholic Faith is central to the life and work of the school. It underpins all that we do. We create a positive, caring and inclusive environment based on Gospel values. Individuals are encouraged to develop a personal knowledge of Jesus Christ. Relationships with pupils, parents, staff and parish are firmly based on Christ's teachings. We work hard to develop and sustain the school's Catholic distinctiveness whilst appreciating the faith of others.

#### LOVE

We aim to provide a warm and welcoming environment for all children and their families. We have a positive ethos across the school. Every child is nurtured, supported and encouraged to do their best. Children are expected to treat each other with kindness in everything they say and do. Children are taught how to build good relationships with others. As a school we know that for a child to reach their potential they must be in a good place to learn and we work hard to let all children know that they are cared about and that their wellbeing is at the heart of all we do.

#### HOPE

Children are encouraged to develop a positive attitude to self and others as they grow and learn from the challenges they encounter. We work hard to ensure that all pupils enjoy a positive school experience and that they develop ambition, confidence and self belief. Through continual support and encouragement children become healthier, happier, and more fulfilled. By giving children hope we empower them. They recognise that their efforts can make a difference not only for themselves but for the wider school community.

At St Peter's we aim to provide a safe, welcoming and caring community founded on Catholic beliefs and traditions. We are committed to nurturing the growth of every individual socially, emotionally, physically, academically and spiritually. We recognise the God given uniqueness and wonder of everyone and seek to achieve our full potential through the commitment of all. We are proud to belong to St Peter's R C Primary School.

## ADMISSION, ENROLMENT AND TRANSFERRING



At St. Peter's Primary School we recognise that the transition from nursery into primary one is an important step in a child's school life. We are fully committed to making this a positive experience for both parent and child. We aim to build upon each child's pre-school experience and make starting school a time of excitement and anticipation. We have an effective transition programme which is regularly reviewed and updated. Our new primary one pupils are gradually introduced into their new learning environment through a series of carefully planned events and activities that help them to feel very much part of our school community. Parents are invited into school for information meetings and there is the opportunity to meet up informally with other parents. To provide additional support we have a well-established Buddy System with our senior pupils allocated a younger pupil to look after in the first few weeks of school.

The 1981 Education (Scotland) Act gives parents rights in choosing the schools at which they would like their child to be educated. Information can be obtained from the head teacher.

Each year during the month of January parents are requested to enrol their child for education at their local primary. All children who will be five years of age on, or before the last day of February of the following year are eligible for admission to school. A notice is placed in the local newspapers advising parents of enrolment dates. At the time of registering parents can request to have their child educated in another school of their choice. They will then be asked to complete a Placing Request form. Placing requests are sent to the Director of Education, Communities & Organisational Development and a decision will be made by 30th April. Once we have all the information about the children who will be joining primary one we will invite parents and children into the school to meet staff and other children in their class.

Parents are asked to register online for their primary 1 place and are advised to have a copy of their child's birth certificate and proof of address at the time of registration. Parents of R.C. children should also provide a copy of their Baptismal certificate.

We are always happy to welcome new pupils and their families. Anyone considering placing their child at St Peter's can telephone, or call into the school office to request an appointment to visit the school. You will be given the opportunity to look around the school as well as visit classes and meet staff.

When children are transferring from other schools their records and previous work will be sent on from their previous school. This helps the new class teacher place them in correct groups and ensures continuity in learning. We advise that children should be allowed to settle over a period of time, unless there are any major concerns and then request that a meeting is arranged to discuss how the transfer has gone.

## NURSERY INTO PRIMARY ONE

At St. Peter's we recognise the importance of play and believe that all children should have the opportunity to play every day.

As a Silver Rights Respecting School we are guided by The UN Convention on the Rights of the Child which states (Article 31) that every child should have:

“The right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”



Through a play based curriculum we aim to provide smooth transitions from nursery into primary one. Through play we promote children's physical health and mental wellbeing. Children are able to learn new skills and work collaboratively with others. The primary one classroom is set up to enable children to have a choice of play activities such as construction, role play, sand and water, puzzles and games. Where possible children can access the nursery setting and have regular opportunities for outdoor play.



At St Peter's, play supports the four capacities of the curriculum for excellence in the following ways -

- Successful Learners -

Through the use of imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating and following their own interests.

- Responsible Citizens -

Through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions.

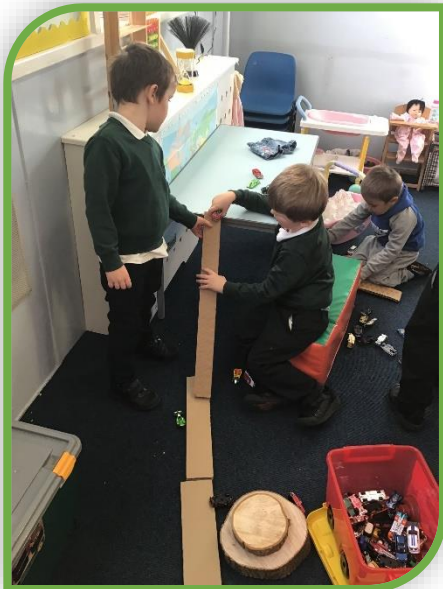


- Confident Individuals -

Through succeeding in their activities, having the sense of satisfaction of a task accomplished, learning about bouncing back from setbacks and dealing with safety risks.

- Effective Contributors -

Through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.





# ST. PETER'S TRANSITION POLICY

TOGETHER EVERYONE ACHIEVES MORE



## How do we build on children's pre-school experience?

Children are gradually introduced to their new learning environment through a series of planned events and activities. This helps them feel part of our school community. Class visits are organised for the summer term. During these visits children take part in activities that help them become more familiar with the P1 classroom and to more formal learning. They get to know their new class teacher and meet with other children who will be in their class.

## How do we ensure progression in learning?

Throughout the year the P1 teacher visits the nursery getting to know all the children. Nursery profiles, assessments and other relevant pieces of information are given to the P1 teacher by the nursery staff. As we are fortunate to have a nursery within the school there is always ongoing and close liaison between school and nursery staff ensuring continuity in learning.

## How do we create a familiar and welcoming learning environment?

We have established routines and experiences that continue from nursery into P1. These include an active start, self-registration, story time and snack time. Support staff are timetabled to be in P1 throughout the year.

## How can we ensure there is a smooth transition and that all children settle quickly into school routines?

At the end of the first week parents are invited to come with their child to the lunch hall for a school dinner. This can be a packed lunch or a cooked meal served by the school dinner ladies. All children in P1-5 are entitled to a free school dinner. In the mornings the children line up and wait for their teacher in the playground. At the end of the day they are collected from the playground. Parents are welcome to come into the class at any time to come into the class to look at wall displays, their child's profile and speak to the teacher. Transition continues through to September when parents are invited to attend and a Meet the Teacher event in the P1 classroom. Throughout the year children will continue to bring home a focus child report.

## How do we provide additional support and reassurance for our new pupils?

Children get to meet our children's supervisor Mrs Bruce who is in the playground mornings and lunchtimes. She will encourage our new P1 pupils to join in with play activities and to make friends. She is on hand to help if your child is reluctant to leave you in the mornings. Senior pupils (big buddies) are allocated new P1 pupils (little buddies). They make welcome cards with their photographs on the front and visit the nursery to get to meet their little buddy and read them their welcome card. These cards will go home with the little buddies so the parents know who their big buddy will be when they start school. During the first term the big buddies will join the little buddies during their soft starts in the morning and be on hand at break and lunchtimes.

## How do we keep parents fully informed and involved throughout the transition process?

In November we hold Information Meetings for parents of pre-school children. This is an opportunity to visit the P1 classroom, tour the school and find out from staff and members of the Parent Council what the school can offer. Once enrolment is completed and places have been allocated, we begin our formal meetings and school visits. Dates are issued at the start of the summer term. A further Parent's Information Meeting is held in May. On the first day of school we have Tea and Tissues for all our new P1 parents in the G.P. room.



## MOVING ON TO SECONDARY EDUCATION



At the end of primary seven our primary seven pupils prepare to move on to secondary school. Most children who attend St. Peter's transfer to Buckie High School. Throughout the year the P7 pupils will take part in small projects and activities that help them become familiar with the High School and staff from the different departments. Guidance staff also visit the children and answer any questions the children might have about

moving to the High School. Towards the end of primary seven there are a series of information meetings for pupils and parents. In June there are induction days at the school to enable pupils to become familiar with the school and its layout and meet their new teachers.

### CONTACT DETAILS FOR BUCKIE COMMUNITY HIGH SCHOOL:

Head Teacher - Mr Neil Johnson

Buckie Community High School

West Cathcart Street

Buckie

AB56 1QB

Tel: 01542 832605

Fax: 01542 835758

Email: [admin.buckiehigh@moray-edunet.gov.uk](mailto:admin.buckiehigh@moray-edunet.gov.uk)

# CONTACTING THE SCHOOL

## SCHOOL OFFICE

Our school Administrator is Mrs Shelley Lawson who can be contacted on 01542 831339.

Mrs Lawson works at the school every day from 8.00am until 1.00pm.

You may also wish to speak to the Head Teacher – Mrs Michelle Mather - who is always willing to arrange a time to meet parents.

## SCHOOL TELEPHONE INFORMATION LINE

You can access the School Telephone Information Line at any time. When severe weather warnings are received the Head Teacher will keep the system updated. School information is also broadcast by Moray Firth Radio.

This service also offers the following facilities:

### TELEPHONE INFORMATION LINE



Dial: **0870 054 9999**

Enter your school's PIN number: **031490**

You will get a confirmation message: **"You have selected St Peter's Primary School"**

You will then enter a menu system:

Press 1 – to hear severe weather information

Press 2 – to leave a non-urgent message

Press 3 – to hear general school information

School Closures information can also be obtained from the following website,

<http://www.moray.gov.uk>

## **ABSENCE**

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office in the morning, prior to 9am to explain the reason for absence. If we do not receive a message to explain your child's absence we will attempt to contact you via a phone call. If we are unable to contact you we will then attempt to contact the emergency contact number you have provided. This is in line with the Moray Council policy.

## **FAMILY HOLIDAYS DURING TERM TIME**

Advice from the Scottish Executive is that holidays taken during the school session, other than in exceptional circumstances, should be considered as unauthorised absences. Parents need to inform the school about such holidays, and each case will be considered on its merits.

## **CONCERNS AND COMPLAINTS**

St Peter's has an open door policy, which means that parents are welcome in the school at any time, signing in at reception first.

If you ever have any problems or concerns, we prefer you to let us know straight away. Problems are best dealt with promptly and you should feel free to contact us as soon as possible. You will generally be offered an appointment to see the teacher or Head Teacher at the end of the school day. Casual visits during the day are not encouraged as we regard teaching and learning time for the class as something which should not be disrupted. If you cannot manage the end of a day then prior warning will enable us to make other arrangements.

## **SCHOOL SECURITY & ACCESS THROUGH MAIN DOOR**

If when entering the main door the office is unoccupied please push either the top buzzer for the office or the bottom button on the intercom which will sound in the nursery. You will be asked for your name and reason for entry to the building and once this is given a buzzer will sound indicating the door is open.

St. Peter's School, along with all other schools in Moray, has been obliged to adopt a visitor control system to improve the security of children and staff in the school. All visitors to the school (including parents) must enter the school through the gate and by the door near the school office. Any visitors who wish to go beyond the reception area outside the office must first sign in and wear a visitor's pass. Before you leave, your time of departure should be recorded and your pass should be returned to the reception.

## PUPIL LEADERSHIP GROUPS

At St. Peter's we currently have five pupil leadership groups which meet a number of times each term. At the beginning of every academic year, pupils are invited to nominate which group they would like to be a part of. This year we have the choice of:

Pupil council

Eco group

Rights respecting group

JRSO

Book group

Every member of our school, including staff belong to a group. During the first meeting, the pupils will create an action plan for their group. Throughout the year they are given opportunities to share their goals, actions and successes during assembly and class time. Updates are put up on the large display board in the lower corridor for all to see. We value everyone's voice at St. Peter's



# PARENT COUNCIL

St Peter's has a well-established Parent Council. Elections take place every year. The school sends information to all parents prior to the Parent Council AGM in October. We are fortunate in being very well supported by a great team of parent representatives on our Parent Council.

We recognise that parents are the first and foremost educators of their children and know them best. We strive to promote parent and school partnership. The objectives of the Parent Council are -

- To Promote partnership between the school, its pupils, all parents and the Catholic Church to ensure that all pupils develop their full potential leading to their lifelong activities being guided by the Holy Spirit and presence of Christ in the service of God and others.
- To work in partnership with the school to create a welcoming community which is inclusive for all parents.
- To develop and engage in activities which support the education and welfare of the school and other matters affecting the education and welfare of the pupils.
- To help pupils from all faiths, religions and cultures to integrate into the school curriculum.

Copies of minutes of all meetings are available to any parents. Anyone who has any query or matter they would like discussed, please see any member of the Parent Council.

## MEMBERS

Emma Clark	Chairperson
Sharon Innes	Treasurer
Donata Findlay	Secretary
Rebekah Bremner	Parent Member
Adhelie Grant	Parent Member
Claire Smith	Parent Member
Leahanne Hendry	Parent Member
Kerrie Duncan	Parent Member
Kylie Webster	Parent Member
Belen Castaneda	Parent Member
Councillor S Warren	Councillor
Father Kingsley	Church Representative
Miss Lauren Stephen	Support Staff Member
Mrs Heather Willox	Teaching staff member
Mrs Michelle Mather	Acting Head Teacher



## PARENTAL INVOLVEMENT



At St. Peter's we encourage parents/carers to be actively involved in the school and in their child's education. The size and nature of the school allows for greater opportunities for parents/carers to participate in a wide range of groups and activities. Parents, staff and friends of the school share their interests and expertise with children through a variety of extra-curricular activities. Class teachers may also ask parents/carers to help with excursions or management of class activities.



We ask that parents/carers continue to support their child at home and help maintain the high standards set by the school. Please allow time for your child to complete homework activities in an environment that is free from distractions. Discuss with your child what they are learning. We welcome any comments you wish to provide in your child's reading record or home/school diary. The Homework Policy is available on the school website on request from the school office or please see overleaf.

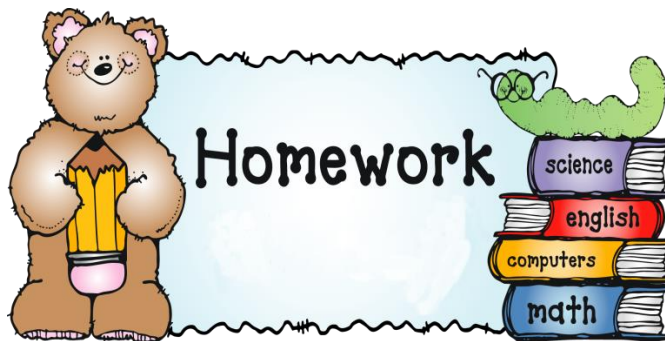
## INFORMATION FOR PARENTS

Parents can have access to the School Improvement Plan and annual Standards and Quality Report available on request from the school office.

Please see **Appendix A** at the rear of this handbook for information on links to the Moray Council Internet site

# ST. PETER'S HOMEWORK POLICY

TOGETHER EVERYONE ACHIEVES MORE



## What are our aims?

We aim to provide pupils with a good, well managed homework programme. Homework is an essential part of good education. It is a range of activities planned by the school that gives pupils the opportunity to practice at home the skills taught in class. It helps raise attainment; consolidates and extends class work; enables pupils to become more confident and independent in their learning and to develop good work habits for the future.

## What do we expect of pupils?

At St. Peter's we have high expectations of pupil work. This includes homework. Pupils should set aside time to complete homework and it should be completed to the best of their ability. Completed homework should be handed in on time. Children who fail to complete /hand in homework may be asked to complete the work during the school day.

## How can parents support homework?

Parental support can make a huge difference to a child's education. Helping your child complete a homework task will show that you value what they do at school. It is important that as a child gets older they become more independent in their learning and there may be times when the class teacher wants to see what they can do on their own. This helps to prepare them for secondary education. Please check and sign/comment on homework as appropriate. Please contact the school if you have any concerns.

## How do we support homework?

Each class teacher will set up regular homework. He/she will ensure that it is purposeful and links directly to the curriculum. Homework will be checked and feedback given either individually or in groups. Feedback may be given in different ways including a written or verbal comment. Class teachers will give an explanation of homework tasks to parents as required and give guidance on how best to support their child. To support parents/children pupils in primaries one to three may attend an after school Homework Club (information leaflets available from school office). Children participate in a range of activities that will support their classroom learning.

## What to expect

The nature and type of homework will vary depending on children's age and stage. The amount and frequency of homework will increase as children get older. Homework will not be issued until the second week back of each new term and there will be no homework in the final two weeks of term.

### Primary One-

In terms one and two homework will be phonics and some maths. At the end of term two pupils may have early reading books in addition to phonics revision activities. Homework should be handed in on a Friday. Homework may be up to one hour a week.

### Primary Two and Three-

Homework may include reading and spelling, information finding, designing and making and games designed to practise literacy and numeracy skills. Homework will be given out during the week and the class teacher will advise when it should be returned. Homework may be up to one and a half hours a week.

### Primary Four to Seven-

Homework may include reading, preparing for a class presentation, personal projects, research, design and making, completing work started in class, literacy and numeracy activities. Reading and spelling homework will be given out weekly and the class teacher will advise when it should be returned. There may be additional set maths homework if required. Homework may be up to four hours.

# SCHOOL IMPROVEMENT PLAN

At St. Peter's we continually aim to improve the educational experiences for all our pupils. For 2023/2024 we have identified and are working on the following priorities –

A recovery curriculum and planning post covid-19.

Ensuring excellence in learning and teaching.

Raising attainment in literacy.

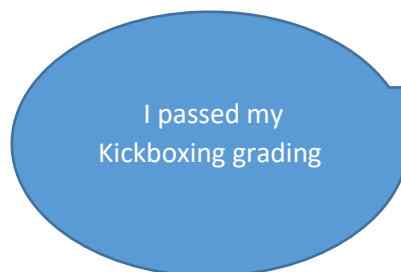
Raising attainment in maths and numeracy.

Full details are available in the school's full "School Improvement Plan" (Available on request from the school ).

## SCHOOL SUCCESS

Achievements and successes are regularly recognised and celebrated in our weekly school assembly. Certificates and awards are presented and special mentions given out. Children often share their successes and achievements outside of school with their classes during check-ins and circle times and with the whole school during assembly. Pupils who have demonstrated good effort or outstanding achievement are sent to the Head Teacher for reward and recognition. At the end of the year we hold our School Prize Giving in St Peter's Church, We recognise the efforts and achievements of our primary 7 pupils. In 2015 we re-instated our Dux award for pupil/pupils with academic excellence. We

have a trophy cabinet in the lower corridor to display our many cups and shields including local events and activities such as basketball and Inter School Sports.



## ASSEMBLIES



Assemblies are held every Friday afternoon in the school hall. They are led by the Head Teacher. We use assemblies not only for religious observance but also to promote moral values. During assemblies we celebrate pupil successes and achievements through our St Peter's Spotlight. These are displayed on our notice board and a postcard sent home to inform parents. Children who receive a special mention are rewarded with a Friday treat. In 2018 we introduced a Playground Special Mention to encourage helpfulness, responsibility and positive behaviour. Throughout the year we hold special assemblies including Remembrance in November and celebrate the Jesse Tree in December.

Throughout the year children will have the opportunity to attend services at St. Peter's R.C. church. Parents, family and friends are welcomed and encouraged to attend assemblies and church services. Services may include start of Year, Harvest, Christmas, Ash Wednesday, Easter & Leaver's Mass.

## FUND RAISING

At St. Peter's fund raising activities are ongoing throughout the year. They are an expression of our faith. Children are encouraged to think about others and be active

in the ways in which they can provide help and support. Some fund raising activities are part of the annual school calendar. We try and make fund raising fun through activities such as dressing up or wearing a onesie to school, holding cake sales or having a themed event. To ensure that everyone who wants can take part in these activities children put whatever they would like to donate or can afford into a collection. Over the last few years we have worked with the parent council to raise funds for school trips.





## EXTRA CURRICULAR ACTIVITIES

We have a range of different extra-curricular activities that take place throughout the year.

These may include:



Breakfast Club.  
Daily in the hall  
from 8.20am

P1/2 LUCHTIME  
ACTIVITY CLUB LED  
BY OUR P6/7  
PUPILS



**BASKETBALL**  
**CRICKET**  
**CROSS COUNTRY**  
**ATHLETICS**  
**HOMEWORK CLUB**  
**DANCING**



WE WELCOME PARENTAL SUPPORT TO RUN THESE CLUBS



### What is Behaviour?

Behaviour is the way we act and conduct ourselves towards people and the situations we find ourselves in.

### Aim

To ensure a consistent approach to teaching and managing behaviour.

### Establishing Good Routines

Good routines are agreed and established across the school and shared with children. Children are taught routines through repetition and positive reinforcement rather than blame. Staff will model, remind and reinforce routines ensuring good order and discipline in the classroom and around the school thus creating a safe and inclusive learning environment.

### Home/School Partnership

Children achieve best when there is a partnership between home and school. This applies particularly to behaviour. Parents are asked to support the school in encouraging children to make good behaviour choices and to respect the rights of others within the school community.

*This policy is supported by the following –  
\*Restorative Approaches and Nurture Policies and Practice.*

## ST. PETER'S POSITIVE BEHAVIOUR POLICY



Article 28 - Right to Education.

Discipline in schools must respect children's dignity and their rights.

### Class/Playground Charters

There is an expectation that each class will work together to produce a class charter. This is a democratic process in which children agree on what should happen in the classroom rather than have a set of rules imposed on them. The charter is displayed in the classroom as a reminder of shared values. Charters are based on children's rights. Children are taught that they have rights but how they choose to behave affects the rights of others. Children will also work collaboratively to agree on a separate charter for the playground.

### Consequences of Inappropriate Behaviour

When children choose to persistently behave in an unacceptable way sanctions may be used but only as a last resort and within a process of nurture and repair.\* Parents will be contacted and asked to meet with staff to look for positive resolutions. For incidents of bullying, racial, physical or sexual abuse, carrying a weapon, having non-prescription drugs or openly defying an adult a pupil may incur further sanctions including an exclusion period.

### Use of Rewards

We use praise and reinforcement to encourage children to choose acceptable ways to behave. Rewards are available to all children and may include verbal or non-verbal praise, written comments, certificates, stickers, special mentions and small prizes. Each class will have its own reward system which best meets children's needs and can be reviewed and updated across the year. Each class will have an "Over and Above" board recognising children who have exceeded expectations. Whole school rewards include special mentions in assembly, postcards home and a treat/celebration for those who have received a special mention. The school also has a house point system with pupils being grouped into four house teams. Pupils earn points and the winning house team is rewarded.

### Managing Inappropriate Behaviour

All staff have an agreed plan to deal with inappropriate behaviour –  
Reminder/reference to class or playground charter.  
Verbal caution making child aware of behaviour and consequence if they continue. Remind child of previous good behaviour choices.  
Two minute time out to calm down and think about behaviour and what they could do differently.  
Repair/quick chat or check-in.

### **Aim**

The aim of a restorative approach is to create an environment where everyone feels happy, safe and secure.

### **What is a Restorative Approach?**

It is a fair and consistent approach for dealing with incidents of unacceptable behaviour. It is designed to put matters right and encourage better behaviour in the future. It recognises that harm has been done to people and relationships and focuses on healing and restoring. It is used to enhance not replace school Positive Behaviour Policy.

### **Rationale**

Children seek fairness from adults who are dealing with disciplinary issues. They need to have a system that is fair and they need to feel listened to. When children experience a response they feel is unfair they are often angry and resentful and unable to reflect on their behaviours. A Restorative approach encourages reflection and reduces resentment.

## **ST. PETER'S RESTORATIVE APPROACHES POLICY**

**TOGETHER EVERYONE ACHIEVES MORE**



"When you say sorry not only does the other person feel better but you feel better as well"

### **What are the Benefits of a Restorative Approach?**

It teaches behaviour.  
Children learn how to express feelings and emotions in an acceptable way.  
It increases children's ability to negotiate and resolve problems and issues.  
Children appreciate fairness and the way in which difficulties can be resolved without blame.  
Teaching and learning can take place with less disruption and maximum engagement.  
Builds staff confidence in dealing with behaviour.

Remember a restorative conversation should never include questions that begin with "why" as this implies blame.

It is not a quick fix it takes time and commitment.

It should not be used excessively.

### **Restorative Approach- Practice Framework**

Children are invited to have a dialogue, "no one is in trouble we need to talk about what has happened."

Pupils given turns to describe what has happened. Important to remind children that they will have their turn to talk and it is important that they listen to each other. "What happened and what were you thinking?" "How are you feeling now?"

Encourage children to come up with solutions to resolve what has happened. "How can we make this right?", "How can we stop this from happening again?"

If pupils are struggling to come up with a solution it may be helpful for staff to offer some suggestions.

A restorative conversation should always end on an agreement acceptable to all pupils. "Would that be okay?", "Is that fair?"

Staff may arrange a follow up to check with pupils that they have resolved the issue or acted on the solution they have agreed on.

### **Rationale**

At St. Peter's we are committed to providing a safe, supportive environment for all pupils. We aim to promote a culture that encourages respect, values opinions, celebrates differences and builds relationships. We recognise that bullying is wrong and no one has the right to hurt others by hitting, kicking, name calling, excluding, spreading rumours, malicious gossip or sending nasty texts or e-mails.

### **What is bullying?**

Bullying is any unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

### **Aims**

To ensure a consistent approach to dealing with bullying behaviour.

### **How do we use preventative measures?**

As a school we use pro-active approaches and strategies to prevent bullying from developing in the first place. Through R.C.R.E. we teach children the importance of compassion, kindness, reconciliation, tolerance and respect. These are continually demonstrated and encouraged. Showing a Christian commitment by living the way Jesus asked us to is positively reinforced and children's acts of kindness are recognised and praised.

## **ST. PETER'S ANTI-BULLYING POLICY**

**TOGETHER EVERYONE ACHIEVES MORE**



This policy applies on school premises, on trips or residential visits and at any other time only at the H.T. discretion.

### **How do we support vulnerable children?**

At St. Peter's we recognise that there are some children who may be more vulnerable to bullying. This may be due to ethnicity, emotional vulnerability, EAL, disability, learning or behavioural needs. We ensure that all pupils, particularly those who are vulnerable know that the school cares about bullying and will put in extra support for those who need. Additionally we closely monitor children from these groups who may display bullying behaviour themselves due to their vulnerability. Children who are new to the school are given a "buddy" to help them feel included in our school community.

### **Procedures for dealing with bullying**

Children are given regular reminders that bullying is not acceptable.

Class teachers have a duty of care and will watch out for signs of bullying. Pupils are supervised going in and out of classes and in the playground. Support staff who have any concerns should note their concern and pass on to the class teacher. Class teachers who have any concerns should again note and depending on the seriousness of the incident deal with it themselves or refer to the Head Teacher.

Appendix A- Recording a Bullying Incident  
Children should tell of incidents of bullying. They should be able to approach school staff and should be listened to.

Parents are encouraged to inform the school if they have any concerns about bullying behaviour. They should not approach the parents of the other child/children.

### **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. Through restorative approaches we help children learn how to repair relationships.

This policy is designed to support the way in which our school can live and work together in a supportive way. It should be read together with our Positive Behaviour Policy and Restorative Approaches Policy.

# ST. PETER'S CYBER BULLYING POLICY

TOGETHER EVERYONE ACHIEVES MORE



## Rationale

At St. Peter's we are committed to providing a safe, supportive environment for all pupils. We aim to promote a culture that encourages respect, values opinions, celebrates differences and builds relationships. We recognise that bullying is wrong and no one has the right to hurt others by hitting, kicking, name calling, excluding, spreading rumours, malicious gossip or sending nasty texts or e-mails. As a school we have a commitment to ensuring that pupils benefit from using information and communication technology whilst understanding the risks.

## Aims

To ensure a consistent approach to dealing with all types of bullying behaviour including cyber bullying.  
To teach children how to use technologies appropriately and know the risks and consequences of misusing them.  
Teach children what to do if they or someone they know is being bullied online.  
To inform children of how to report any problems with bullying and know they can contact for advice and support.

Everyone has the right to an education in a supportive, caring environment without fear of being bullied or harassed.

As a school we will encourage children to take responsibility for their behaviour online and not to hurt others or cause them to be bullied by someone else.  
If a child reports to a member of staff that they are being bullied online the following actions will be taken. Firstly they will be reassured that it is not their fault and that it can be stopped and usually traced. Staff will contact the parent or advise the child to speak to a parent or call an advice line. Encourage the child to try and stay calm and if they are frightened try not to show it and not to get angry as it will make the person doing the bullying want to do it more. Ask the child to save and keep any e-mails, texts or images to show to their parent.

## What is Cyber Bullying?

Cyber bullying is any form of bullying that takes place online or through smartphones or tablets; social media sites, messaging apps., gaming sites and chatrooms such as Facebook, X-Box live, Instagram and YouTube. Technology allows users to bully anonymously; 24 hours a day; 7 days a week. It invades home and personal space. Online bullying is less evident but is highly intrusive and the hurt it causes can be severe. Online bullying includes-

- Sending offensive, rude and insulting messages.
- Making nasty comments on posts, photos and in chatrooms.
- Being explicitly offensive on gaming sites.
- Sending messages about another user that is untrue.
- Sharing photos that make fun of someone else.
- Spreading false rumours or gossip.
- Using offensive language.
- Getting involved in online fights or arguments online.
- Sharing someone's personal information/secrets.
- Deliberately excluding someone from a game or a group.

# CURRICULUM DRIVERS

Alongside teaching the requirements of a curriculum for excellence key drivers have been identified upon which our curriculum is based. These key drivers are personal to our school and reflect the social and educational needs of local area. They make our curriculum unique.

## Faith



As a Denominational school we provide a faith based education based on the life and the teaching of Jesus Christ in which the values of the Gospel underpin all aspect of school life. We provide an environment in which the dignity of each person as a child of God is recognised and developed. We recognise R.E. as a core subject and adhere to a Scottish national R.C.R.E. curriculum based on “This is Our Faith” and “God’s Loving Plan”. We work alongside parents and the wider faith community to develop and embed our faith and to further support the spiritual, academic, social and emotional growth of each child.

## Wellbeing



Wellbeing is at the heart of our curriculum. We recognise that it is important that all members of our school community are healthy both physically and mentally. When planning our curriculum we take an holistic approach to meeting the needs of each child ensuring they have opportunities to meet their potential. In recognising the development of the whole child pastoral support is given to children to enable them to access the curriculum. Nurture sits at the heart of the school allowing vulnerable children to access their learning and curriculum entitlements. The school has various systems for supporting the emotional and mental wellbeing of staff and children and works effectively with other agencies. Children with challenging behaviours who find it difficult to be in the classroom are given additional support and individual timetabling to meet their needs and requirements.

## Community



We recognise the potential of the school community to change and enhance lives. We provide opportunities for children and parents to be actively involved in the life and work of the school. We encourage our children to have pride in themselves and respect for others. Children are supported to develop their emotional literacy and good manners in order for them to experience and benefit from positive relationships. There is an open door policy and families are welcomed and valued. Parents are encouraged to be involved in their children’s learning. These opportunities enhance the learning experience of pupils and adults and enrich and support the curriculum. The building and maintaining of good school/home/parish/wider community links and the sharing of skills, values, experiences, cultures and expertise contributes to good attendance, attainment and raising of standards.

## Literacy



When planning our curriculum the school has taken into account the wider social and economic backgrounds of our families. Based on data analysis the school has identified the significant need to develop children’s literacy skills. We consider strong communication skills to be vitally important for our children to succeed now and in the future. The school is working hard to provide a literacy rich curriculum with opportunities for children to practice and apply their literacy skills across the whole curriculum. There has been significant investment in training and resources including staffing to support this aspect of the curriculum. Increasing confidence and developing children’s literacy skills will reduce barriers to learning and raise attainment across the curriculum.



# CURRICULUM FOR EXCELLENCE

**Curriculum for Excellence** (often shortened to CFE is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop their skills, knowledge and understanding they need to succeed in learning, life and work. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. All children and young people have an entitlement to a provision of an excellent education so they develop **skills for learning, life and work**.

CFE is not a “one size fits all” curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child’s needs, strengths and interests. CFE enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world leading, online network will support learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

A fact file about the “Curriculum for Excellence” for parents/carers which provides a more comprehensive overview of CFE (and an explanation of the terms used) is available from the school office. You can access further information about the curriculum and supporting your child on:

<http://www.LTScotland.org.uk/Parentzone>

CFE develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

## CURRICULUM LEVELS

These describe the progression in learning and development of children and young people from the ages of 3-18 years. In brief these are:

- **Early Level** – pre-school through to the end of primary one.
- **First Level** – through to the end of primary four.
- **Second Level** – through to the end of primary seven
- **Third and Fourth Levels** – secondary one to three
- **Senior Phase** - secondary four to six

As a very general guide, children are expected to be at second level, and beginning to learn and develop at Third Level, as they make the transition from Primary into Secondary Education. Children and young people progress through these levels at their own pace; and naturally some do so more quickly, or a little later than expected, dependent on individual circumstances and need.



## EXPERIENCES AND OUTCOMES (ES AND OS)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using interesting topics such as World War Two, Under the Sea, India and Bats. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills.

### Key areas of Education

**Literacy** across learning,

**Numeracy** across learning and

**Health and Wellbeing** across learning

**Experience** – describes the **learning activity** taking place.

**Outcome** – describes what the learning will achieve. E.g. knowledge, understanding, skills, awareness and attitudes.

CFE is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching will still focus on subjects and knowledge in addition to developing skills and understanding. The following website page has more information on other subjects and knowledge covered by the curriculum; <http://www.educationscotland.gov.uk/parentzone/cfe/subjectsandknowledge/index.asp>

The Seven <b>Principles</b>	The Eight <b>Curriculum Areas</b> -
All learning must take account of these principles: <b>Challenge and enjoyment</b> <b>Breadth</b> <b>Progression</b> <b>Depth</b> <b>Personalisation and choice</b> <b>Coherence</b> <b>Relevance</b>  This is to ensure children's development is useful and meaningful.	Contain a range of subjects:  <b>Expressive Arts</b> Art, Drama, Music and Dance. <b>Health and Wellbeing</b> Personal, social and emotional health and also P.E. <b>Literacy and English</b> Communicating with others. Reading, writing and Modern Languages. <b>Numeracy and Mathematics</b> Number work, Problem Solving. <b>Roman Catholic Religious Education</b> Religion, values and beliefs. <b>Sciences</b> Understanding our planet. <b>Social Studies</b> Scotland and the World; past, present and future. <b>Technologies</b> Food, Design and Computing.

## VARIED LEARNING METHODS

There are a variety of ways in which learning opportunities may be presented to children. The CFE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth.

Examples of how children will learn differently are:

### **Using technologies**

Find, research, communicate, create and present.

### **Active Learning**

Being actively engaged in the learning task, whether mentally or physically.

### **Cooperative Learning**

Encouraging thinking and talking together to discuss ideas and solve problems. Learning from each other.

### **Interdisciplinary Learning**

Using links between different areas of learning to develop, reinforce and deepen understanding.

### **Outdoor Learning**

Making use of the outdoor environment and surrounding community.

## SKILLS

The Curriculum for Excellence emphasises the development of skills for learning, life and work. These are wide ranging and include:

Higher Order Thinking Skills- thinking about complex issues, problem solving, analysis and evaluation and creativity.

Critical thinking skills- making judgements and decisions, communicating, co-operating with others, self-organisation.



## ASSESSMENT

Assessment of learning and teaching will be on-going throughout the year. It is used to help plan next steps as well as to inform parents of their child's progress. Formal and informal methods are used depending on the needs of the situation and the child. This can be achieved through discussion, questioning, written work, pupil self-assessment, observation and examining finished products, as well as more formal testing. In addition all schools in Moray carry out baseline assessments for all children starting in primary one, at the end of primary one and then in primary three and six.

## LITERACY AND ENGLISH

The skills required for communication are fundamental to the curriculum and to the needs of our society. The best teaching and learning results from the integration of the four elements of the larger curriculum.

**Listening and Talking:** Children need to be taught to listen well, especially to the opinions of others if they are to fit in socially. We aim to encourage good articulation skills so that children have the ability and confidence to express their ideas, opinions, questions and answers in any situation.

**Reading:** The ability to read is a basic requirement of an education for life. There is a high emphasis placed on developing good reading and comprehension skills. Children will have access to a wide range of reading materials.

**Writing:** The conventions of written language – punctuation, spelling, handwriting – are best taught from the children's own work so that the mistakes they make become the teaching points. It is also important for children to produce written work that is relevant, effective, functional and imaginative. This will come through topic work in the class and will be from first hand, imagined or created experiences.



## MODERN LANGUAGES

We aim to offer French and German to pupils across the school with taster sessions in other languages such as Spanish.

## NUMERACY AND MATHEMATICS

Mathematics is about solving problems not just doing sums. The ability to calculate quickly is essential. Children need to develop a high level of competence in addition, subtraction, multiplication and division so that they can apply these skills in real life. We teach the practical activities necessary for children to fully understand computation first. Children need to practise orally and in written form to ensure they can access mathematical facts quickly and accurately. Mental maths is given a high priority.



## EXPRESSIVE ARTS

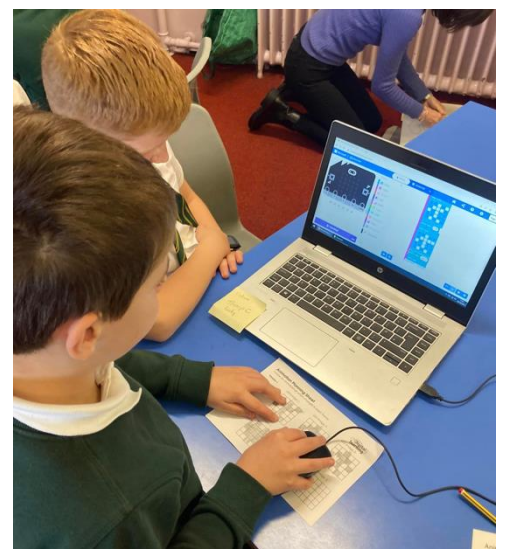
Through expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual. We encourage children to achieve high standards by displaying work around the school and by holding public performances, which allow the children to demonstrate their skills, abilities and talents. We have a visiting specialist P.E. teacher who teaches on a weekly basis. In Music we have the services of an instrumental instructor in recorder and senior pupils are offered the chance to take part in drumming tuition at the High School.



## TECHNOLOGIES

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning. They are-

- Technological development in society
- ICT to enhance learning
- Business
- Computing Science
- Food and textiles
- Craft, design, engineering and graphic





## SCIENCE AND SOCIAL SUBJECTS

These are often taught within cross curricular topics. They lend themselves to using interdisciplinary methods. However not all aspects will be covered this way so at times discrete lessons in these subjects will be undertaken.

## HEALTH AND WELLBEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing. Experience challenge and enjoyment.
- Experience positive aspects of healthy living and activity for themselves.
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- Make a successful move to their next stage of education or work.
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the next generation of healthy children.



## PERSONALISATION, CHOICE AND ACHIEVEMENT

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities. Thus, there may be different expectations of learning achieved for different children.

It is not only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community e.g. participation in events, extra-curricular and personal interest activities.



## REPORTING

There are many ways in which the school reports to parents throughout the school year. This may be through assemblies and performances, open afternoons and curriculum events or parent/teacher interviews. Some are informal and give parents the opportunity to come into the school ask questions, join in with activities and get to know staff whilst others are more formal and help inform parents on their child's progress.

### Reporting to parents

At St. Peter's we recognise the importance of sharing children's progress and next steps in learning with parents. In 21/22 we have reintroduced annual school reports that give information on the levels pupils are working towards and their progress across different curricular areas.

## CLASS NEWSLETTER-

In addition to the school newsletter which will be continued to be issued monthly each class will produce a termly class newsletter. This will provide information about the class and will include parental prompts which will give parent/carers information about how they can support their child's learning at home. This ensures that Family learning becomes a stronger feature of the school's practice. Newsletters will be shared on the school website.

### Annual Calendar-

An annual reporting calendar is put in place at the beginning of each year. This is issued to parents at the start of the academic year.

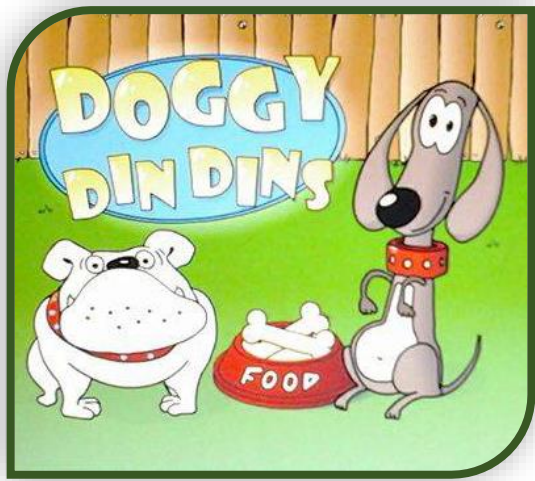
### SAMPLE REPORTING CALENDAR

<b>AUGUST</b>	Tea and Tissues Start of the year School Mass School Newsletter
<b>SEPTEMBER</b>	School newsletter Class newsletters Meet the Teacher/Informal Parents Evening IEP/Review Meetings ASN Tea and Talk



<b>OCTOBER</b>	School Newsletter Show and Tell Assembly/Literacy Tea and Talk Harvest Service Standards and Quality Report Issued ASN Tea and Talk IEP/Review Meetings
<b>NOVEMBER</b>	School Newsletter Class Newsletter Remembrance Day Liturgy New P1 Information Meeting Show and Tell Assembly/Numeracy Tea and Talk
<b>DECEMBER</b>	School Newsletter School carol concert Faith Activities- Christingles and Jesse Tree Christmas Service ASN Tea and Talk
<b>JANUARY</b>	School Newsletter Class Newsletter Tea and Talk IEP/Review Meetings
<b>FEBRUARY</b>	School Newsletter Ash Wednesday Service School report issued ASN Tea and Talk
<b>March</b>	School Newsletter World Book Day Family Faith Night Easter Liturgy Show and Tell Assembly/Faith
<b>APRIL</b>	School Newsletter Class Newsletter New P1 Parent's Meeting IEP/Review Meetings ASN Tea and Talk
<b>MAY</b>	School Newsletter Parent's Evening Sports Day Tea and Talk New P1/Transition activities
<b>JUNE</b>	School Newsletter Prize Giving Health Week Activities Show and Tell Assembly/Health and Wellbeing ASN Tea and Talk

## SUPPORT FOR LEARNING/ADDITIONAL NEEDS



We recognise that children do not progress at the same rate and provision is made within the school for children, who for a variety of reasons are experiencing difficulties.

Class teachers meet regularly with the SFL teacher to help identify children who may require additional support and programmes of work. Children may also be withdrawn for additional challenge within a particular curricular area to ensure they are making appropriate progress. Some children may have an IEP (Individualised Educational Plan) devised for them. Class teachers and the SFL teacher will contribute to the IEP.

This will be shared with parents and the programme will be monitored and updated on a regular basis. Staff also work in close partnership with other agencies such as Speech and Language, Occupational Therapy and the Educational Psychologist.

Mrs McWhirter our SFL teacher may work with an individual child or group of children in addition to supporting class activities. Sometimes children will be withdrawn from the classroom for a specific task e.g. Nessie Spelling on the laptops set up in the SFL room.

Some children may only require support for a short period of time whereas others may need a longer time requirement.

Any parent/carer who has concerns about their child's progress should make an appointment to speak to the class teacher.

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on the 14<sup>th</sup> November 2010. More information can be found on the Moray Council website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations via the Moray Council website. **Please refer to Appendix A.**

**Enquire** The Scottish advice service for additional support for learning offers independent, confidential advice and information on additional support for learning through:

Telephone helpline- 0845 123 2303

Email enquiry service- [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

# GETTING IT RIGHT FOR EVERY CHILD



**GIRFEC** is the national approach to improving outcomes through public services that support the wellbeing of children and young people. Based on children's and young people's rights, it supports children, young people and their parents to work in partnership with the services that can help them 1 Dec 2015

As part of the national Getting right for every child (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. In primary schools the Head Teacher – Mrs A Feeley, email address – [admin.stpetersp@moray-edunet.gov.uk](mailto:admin.stpetersp@moray-edunet.gov.uk) is the Named Person and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the Named Person. The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

The GIRFEC approach (which includes the Named Person Service) aims to improve outcomes for children and their families based on a shared understanding of wellbeing. Most children receive the support they need from their own families and their community, in partnership with universal services such as health and education. Where extra support is needed the GIRFEC approach aims to make that support easy to access with the child or young person at the centre. It looks at a child or young person's overall wellbeing to establish how safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI – wellbeing indicators) they are, to ensure that each and every child gets the right support, at the right time, from the right people.

The Named Person Service supports this approach, offering a single point of contact for children and their families at a time when support may be needed. It also serves as a way to coordinate multi-agency support (eg from health, social work, police etc) if required.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person by phone, email or alternatively a letter marked for the attention of your Named Person.

Information on GIRFEC (Getting it right for every child) is available at:

<http://www.scotland.gov.uk/topics/people/young-people/gettingitright>

# DATA PROTECTION

St Peter's R C Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn, and keep them safe. The type of personal data we will collect include:-

- **Data about our pupils/children and their families**

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately, and keep them safe

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens

- **Data about pupils/children at school/within ELC setting**

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best

- **Data about when and where they go after they leave us**

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success

There will be times where we also receive information about them from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil/child joins St Peter's R C Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes, and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision.

If a pupil/child moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at St Peter's R C Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and

follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Moray Council Archives. For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [Moray Council's Information Management webpages](#).

### **Sharing personal data to support Wellbeing**

In addition to the above, St Peter's R C Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child.

Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing, and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why – unless we believe that doing so may put the child at risk of harm.

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.



## Moray Council Education, Communities & Organisational Development

**Address:** Council Office, High Street, Elgin IV30 1BX

**Telephone:** 01343 563374

**Email:** [education@moray.gov.uk](mailto:education@moray.gov.uk)

**Hours:** 8.45am - 5.00pm Monday to Friday

**Website:** [www.moray.gov.uk](http://www.moray.gov.uk)

### Moray Council A-Z

Active Schools	Telephone:	01343 563890
	Email:	<a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>
Additional Support for Learning	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://schoolclosures.moray.gov.uk/">http://schoolclosures.moray.gov.uk/</a> <a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a>
After School Clubs	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_services/page_44889.html">www.moray.gov.uk/moray_services/page_44889.html</a>
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	<a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a> (Children's Education Advisory Service)
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>
Attendance and Absence	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>
Bullying	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>
Childcare	Telephone:	01343 563374
	Email:	<a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>
	Website:	<a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a>
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	<a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a>
Clothing Grants	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>

<b>Moray Council A-Z</b>		
Data Protection	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_75569.html">www.moray.gov.uk/moray_standard/page_75569.html</a>
Deferred Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a>
Disability Discrimination	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">www.moray.gov.uk/moray_standard/page_43019.html</a>
Early Entry to Primary School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_56925.html">www.moray.gov.uk/moray_standard/page_56925.html</a>
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_42682.html">www.moray.gov.uk/moray_standard/page_42682.html</a>
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	<a href="mailto:EMAMoray@moray.gov.uk">EMAMoray@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_40540.html">www.moray.gov.uk/moray_standard/page_40540.html</a>
Exclusion from School	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a>
Free School Meals	Telephone:	01343 563456
	Email:	<a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>
Grants and Bursaries	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>
Home Education	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>
Instrumental Instruction	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>
Placing Requests	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>
Racial Equality	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a>
School Meals	Telephone:	01343 557086
	Email:	<a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a>
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	<a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a>
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	<a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>
	Website:	<a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>

How are we improving our school in session 23/24



Please follow the link to view our school improvement priorities for this session:





**THIS IS OUR FAITH** is the title of the guidance which teachers in Catholic schools follow when planning and teaching programmes of Religious Education in Catholic schools in Scotland.

This leaflet provides an introduction to it. Further resources will provide more detailed information about what children and young people will learn and experience within Religious Education at various stages of their schooling.



**This Is Our Faith** is the curriculum for Religious Education in Catholic schools. It guides what children and young people are taught about the Catholic faith throughout their time in primary school and secondary school. It offers a vision of life which proclaims the world to be God's creation, and humans to be made in the image and likeness of God:

- God the Father who draws all people to fulfilment
- God the Son who became human to save us and guide us as we journey through life
- God the Holy Spirit who inspires us all towards fullness of life within God.

But it is more than another document. It goes to the heart of what makes Catholic schools distinctive. Not only does it set out the content for Religious Education, it also captures the values and practices that come from the Catholic faith.

**This Is Our Faith** provides a set of experiences for children and young people, experiences that will build their skills and practice in the faith. So it is a rich resource for teachers to use when they are planning how to help children and young people to encounter Jesus, to meet Him in the midst of everything that they are learning at school. It builds on the experience of pupils and helps them to understand, live and celebrate what the Catholic community believe and profess.



There are two reasons for parents to be familiar with **This Is Our Faith**. The main reason is that it is an important part of what their children and young people will learn and experience at a Catholic school.

However, another reason is that it can help you to grow in your own faith and your own understanding of what you believe. Your experience as a parent within the school community will be all the richer if you are able to participate fully in the faith-life of the school.

#### STRANDS OF FAITH

The content of Religious Education is organised under eight Strands of Faith. Woven together, these strands express the main teachings of the Catholic Church. In any one lesson a teacher might cover learning which comes from more than one strand, each of which tells something "of God"

When each of the strands is defined in the text of **This Is Our Faith**, an excerpt of the Creed is included to show that it relates to what Catholics believe. The 8 Strands of Faith are:

- |                         |                |
|-------------------------|----------------|
| › Mystery of God        | › Signs of God |
| › In the Image of God   | › Word of God  |
| › Revealed Truth of God | › Hours of God |
| › Son of God            | › Reign of God |



## MYSTERY OF GOD refers to the mysterious presence of God in our lives.



- We can develop an awareness of the mystery of God through contemplation of the wonders of creation.
- The universe was created in a state of 'journeying' towards its creator.
- Evil has entered the world through the misuse of freedom by God's creatures.
- The Good News of salvation is that God has made it possible, through Jesus Christ, to know him, love him, serve him and be happy with him forever.

*I believe in one God,  
the Father Almighty,  
maker of heaven and  
earth,  
of all things  
visible and invisible*

## IN THE IMAGE OF GOD



expresses our understanding of each person being created in God's image and likeness, called to live "life to the full".

- All human beings are created in the image and likeness of God and are created equal.
- We are created with talents, characteristics and capacities which are the basis of our unique vocation.
- Through original sin we have the inclination to sin, but through the Holy Spirit we can avoid it.
- Union with God, both now and forever, is possible through Jesus Christ.
- Union with God is the dignity, vocation and purpose of human life.

*Through him all things  
were made. For us men,  
and for our salvation, He  
came down from heaven.*

## REVEALED TRUTH OF GOD



explores how God is revealed in the Trinity of Father, Son and Holy Spirit and how we are called to relationship with Him in and through each other.

- God has revealed himself gradually through history.
- Revelation is complete in Jesus but not explicit.
- The Holy Spirit works through the Church to bear witness to the truth.
- The teaching office of the Church acts with authority in the name of Jesus Christ.

*I believe in the Holy Spirit,  
the Lord, the Giver of Life,  
who proceeds from the  
Father and the Son, who  
with the Father and the Son  
is adored and glorified, who  
has spoken through the  
prophets.*

## SON OF GOD



shows the significance of the life, death and resurrection of Jesus Christ

- Jesus is both fully divine and fully human.
- Through baptism we enter into the life of God and are called to continue the work of Jesus.
- The resurrection is central to our Christian faith because, when God raised Jesus from the dead, Jesus overcame sin and death and enabled us to live as God's sons and daughters.

*I believe in the one Lord Jesus  
Christ, the only begotten  
Son of God. . . begotten not  
made, consubstantial with the  
Father; through Him all things  
were made. For our sake he  
was crucified under Pontius  
Pilate; he suffered death and  
was buried and rose again on  
the third day in accordance  
with the Scriptures. He  
ascended into heaven and is  
seated at the right hand of the  
Father. He will come again to  
judge the living and the dead.*



## STRAND of FAITH

### SIGNS OF GOD



covers learning about the Church and the Sacraments as signs of God's active, continuing and sustaining presence in our lives

- The faith we profess is first professed by the Church, which is our teacher in the faith.
- Through the seven sacraments we enter most deeply into the mystery of the death and resurrection of Jesus.
- The sacraments were willed and instituted by Christ and entrusted to the Church.
- Through the sacraments we receive God's grace to nurture our Christian life.

## THE CREED

*I believe in the Holy Spirit, the Lord, the Giver of Life, who proceeds from the Father and the Son, who with the Father and the Son is adored and glorified. I believe in one, holy, Catholic and apostolic Church. I confess one Baptism for the forgiveness of sins.*

### WORD OF GOD



explores the forms and the meaning of the Bible, the texts of Sacred Scripture, as God's message to all people in all times.

- Written under the inspiration of the Holy Spirit, Sacred Scripture contains the truth of salvation.
- Sacred Scripture and the Tradition of the Church are intimately related because they come from the same source and together constitute the Word of God.
- Through the Word of God we find nourishment and strength and deepen our awareness of the mystery of God.

*I believe in the Holy Spirit... who has spoken through the prophets. I believe in one, holy, Catholic and apostolic Church.*

### HOURS OF GOD



considers the importance of prayer, devotion, sacred time and spaces so that we can develop a personal relationship with God.

- We are baptised in the name of the Father and of the Son and of the Holy Spirit. Our prayer is primarily adoration and praise of the Holy Trinity.
- Our prayer is a response to God's love and God's call.
- Liturgy makes present the events which saved us.
- In the Eucharist the sacrifice of Christ is made present in sacrament and unites the praise, suffering, prayer and work of the members of the body of Christ.

*I believe in the Holy Spirit... who with the Father and the Son is adored and glorified.*

### REIGN OF GOD



relates to our belief that we are called to holiness in our lives, to transform the world into God's kingdom of justice, love and peace.

- Jesus brought about the Kingdom of God through his miracles, his teaching and through his death and resurrection.
- The values of the kingdom are summarised in the Beatitudes.
- Christians have a vocation to bear personal witness to the Good News, beginning with an inner conversion from sin.
- Responding to their vocation, Christians make the Reign of God known in the world.
- Conversion is characterised by acts of self-sacrificing love, peace, reconciliation and solidarity with the poor.

*He will come again in glory to judge the living and the dead and his Kingdom will have no end. I confess one baptism for the forgiveness of sins and I look forward to the resurrection of the dead and the life of the world*

## HOW PARENTS CAN HELP TO SUPPORT LEARNING IN RELIGIOUS EDUCATION

IT IS IMPORTANT THAT PARENTS TAKE AN ACTIVE INTEREST IN WHAT THEIR CHILDREN ARE LEARNING IN RELIGIOUS EDUCATION AND TRY TO OFFER SUPPORT IN VARIOUS WAYS. SOME OF THE IDEAS SUGGESTED BELOW ARE FOR INDIVIDUAL PARENTS; OTHERS WILL REQUIRE THE INVOLVEMENT OF PARENT COUNCILS.

### HOMEWORK

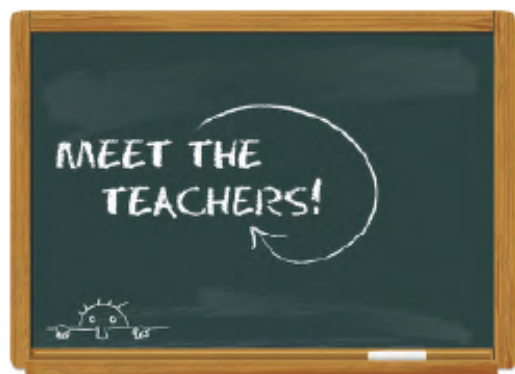
Ask the school about the Religious Education homework which your child will be expected to complete at different stages. Take an interest in this homework when your child is completing it.

### SCHOOL REPORTS

Make a point of paying attention to teachers' reports on your child's progress in Religious Education. Regards it as important as any other subject.

### SCHOOL PARENTS' MEETINGS

At curriculum meetings and workshops make a point of talking to teachers about Religious Education. Discuss how much time is allocated to Religious Education each week. Look over some of the school's classroom materials.



### POPE FRANCIS FAITH AWARD

Parents of Primary school children should enquire about the school's involvement with this award for pupils in P6 & P7. It promotes active involvement in the local parish and helps pupils to make use of the Gifts of the Holy Spirit.

### PARENT COUNCILS

Parent Council members should discuss aspects of the school's Religious Education programmes and offer any support to ensure that these are as good as possible.

### CURRICULUM SESSIONS

In partnership with the school, organise some curriculum sessions to provide parents with information about what pupils are learning in Religious Education.

### ADULT EDUCATION IN FAITH

In partnership with your parish try to organise some sessions in which adults can learn more about their own faith. Some of these could be based on the 8 Strands of Faith.



### CARITAS AWARD

Through this scheme pupils in their final year of secondary are encouraged to offer service to others in school and in their local parish. Parents should enquire about how the school and parish are involved and about how they might offer assistance.



Your children's years in education are the most important years of their lives. No parent can afford not to take a close interest in their education. That starts with keeping yourself informed about what and how they are learning.

This leaflet on [This Is Our Faith](#) will be the first in a series of leaflets about various aspects of Catholic education. It has been produced with the support of the SCES Parental Involvement Working Group (PIWG). PIWG members also organise events to advise parents on important issues affecting Catholic schools.

If you would like to know more about the work of this group, or wish to contribute to it, simply use the contact details below to get in touch (without commitment).

### Scottish Catholic Education Service

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