

What it means to be a Roman Catholic State School (Draft for discussion)

Annex.

Version: 30thth May 2017

Theme 1. What mandates do Church and State have in Roman Catholic state schools in Scotland?

Mandate from Church and State

The Catholic Church handed its schools over to the state in Scotland in the Education (Scotland) Act 1918 with certain guarantees as to their Catholic ethos* and practice. The provisions from the 1918 Act have been replicated in education legislation ever since and are now manifest in the Education (Scotland) Act 1980. A RC School is held, maintained and managed as a public state school subject to special safeguarded provisions resulting from particular links with the RC Church 'in whose interests the school has been conducted' (s21 1980 Act).

Funding

There is no direct financial link between the Catholic Church and a Catholic School, with schools being funded through local council in the same way as non-denominational schools.

Charter for Catholic Schools in Scotland

There is a protocol between the Bishops of Scotland and Local Authorities that is safeguarded by the 1980 Act. The Scottish Catholic Education Service (SCES) (www.sces.org.uk) is the arm of the Bishops Conference of Scotland that issues guidance for RC schools. This guidance is detailed in the Charter for Catholic Schools in Scotland (available at the SCES website). The Charter provides detailed guidance about delivering the mission of RC schools, which is 'to develop as a community of faith and learning, providing the highest quality education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good'. The Charter lists 5 themes and 10 characteristics that all RC schools should possess in order to deliver the mission. A 5-yearly cycle of audit is recommended ('The Catholic School: Developing in Faith') so that schools can monitor and evaluate delivery of the themes and characteristics listed in the Charter.

Religious Observance

The Education (Scotland) Act 1980 imposes a statutory duty on local authorities to provide 'Religious Observance' in Scottish schools. This was defined in a national Religious Observance Review Group report published in 2004 as comprising 'community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community'. It is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance and examples are set out in the guidance.

Religious Observance

11. The Scottish Government welcomes the tradition that, in Roman Catholic denominational schools, Catholic Liturgy will largely shape the nature and frequency of RO activities in the classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes to lead, prayer and reflection in classrooms and at assemblies. At

other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

13. In recognition of Scotland's Christian heritage, non - denominational schools are also encouraged to draw upon the rich resources of this tradition when planning RO. However, school communities typically include pupils and staff from a variety of faiths and belief perspectives, and this must be taken fully into account in supporting spiritual development. It is of central importance that all pupils and staff can participate with integrity in forms of RO without compromise to their personal beliefs.

18. As explained in Curriculum for Excellence Briefing Paper 16, school handbooks should describe the provision of Religious Observance and also explain arrangements for those who wish to exercise the parental right to withdraw a child or young person from Religious Observance . To support parents in making decisions about Religious Observance, schools are expected to set a clear rationale for the approach taken and to involve parents and children and young people in decisions about the Religious Observance programme.

Provision of Religious Observance in Scottish Schools - March 2017

<http://www.gov.scot/Resource/0051/00516155.pdf>

Updated Provision of Religious Observance in Scottish Schools - March 2017

2. This guidance clarifies the current position regarding the provision of RO and supersedes that previously contained within Circular 1/2005 (<http://www.gov.scot/Publications/2005/03/20778/53820>) and the letter of 22 February 2011. It reflects Curriculum for Excellence and applies to all primary and secondary schools, including special schools. It is intended to assist local authorities and schools in the planning and delivery of RO. It should be read in conjunction with the Curriculum for Excellence (CfE) Briefing Paper 16 – Religious Observance (Time for Reflection), (<https://education.gov.scot/improvement/Documents/rme26-cfe-briefing-religious-observance.pdf>) which supports planning and delivery of RO in practice.

3. It should further be read alongside paragraph 6 of schedule 1 of the Education (School and Placing Information) (Scotland) Regulations 2012 (http://www.legislation.gov.uk/ssi/2012/130/pdfs/ssi_20120130_en.pdf) , which provides for what a school's handbook should say about how the school plans and provides its curriculum, including RO.

4. The policy on Religious Education in Roman Catholic schools (RERC) is covered in separate guidance, issued February 2011 (<http://www.gov.scot/Resource/Doc/920/0113849.pdf>) .

Provision of Religious Observance in Scottish Schools - March 2017

<http://www.gov.scot/Resource/0051/00516155.pdf>

Religious Obligation and Diversity

9. Scotland is a society with a longstanding Christian tradition. However, Scotland has for many generations also been home to other faith and belief traditions, never more so than at present. Scotland remains a country where people continue to be welcomed and we can expect Scotland to become increasingly diverse in the range of faith and belief traditions represented. RO in schools needs to be developed in a way which reflects and understands this diversity. It should be sensitive to our traditions and origins and should seek to reflect these but it must equally be sensitive to individual spiritual needs and beliefs, whether these come from a faith /belief or non - faith perspective.

13. In recognition of Scotland's Christian heritage, non - denominational schools are also encouraged to draw upon the rich resources of this tradition when planning RO. However, school communities typically include pupils and staff from a variety of faiths and belief perspectives, and this must be taken fully into account in supporting spiritual development. It is of central importance that all pupils and staff can participate with integrity in forms of RO without compromise to their personal beliefs.

Provision of Religious Observance in Scottish Schools - March 2017

<http://www.gov.scot/Resource/0051/00516155.pdf>

SCES provides guidance and exemplar material to support legislation

Note: 30. The Scottish Catholic Education Service offers guidance and exemplar materials to support denominational schools on aspects of RO and School Chaplaincy.

Provision of Religious Observance in Scottish Schools - March 2017

<http://www.gov.scot/Resource/0051/00516155.pdf>

Religious Observance within the Curriculum for Excellence

Introduction.

This briefing for practitioners is intended to explore the aims and purposes of Religious Observance (RO) within Curriculum for Excellence but can also be used to inform partners, learners, and their parents and carers, about RO.

Curriculum for Excellence (CfE) is taking a fresh approach to what, how and where children and young people learn. It aims to raise standards, improve knowledge and develop skills for learning, life and work. It seeks to improve achievement for all and reduce inequity in educational outcomes by helping every individual to be successful, confident, and to contribute effectively, including as responsible citizens. At the heart of RO in CfE is this aspiration to develop every learner as an individual. This means helping them to grow and develop their own sense of themselves, to be confident in expressing their own beliefs and values, and to develop an understanding of and empathy towards others. This briefing, then, provides background information about the role of RO and explores how it is developing across educational establishments as part of CfE.

Curriculum for Excellence briefing paper 16 - Religious Observance (Time for

Reflection). <https://education.gov.scot/improvement/Documents/rme26-cfe-briefing-religious-observance.pdf>

Theme 2. Curriculum

There is no obvious difference between the Curriculum in a denominational and a non denominational school.

RE is taught in a different way in Catholic Schools (see The Annex for more specification)

The formal Nat 5 and Higher syllabus for Religious, Moral and Philosophical Studies Course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views.

There is no set resources by SQA who's view is that by not prescribing sources school are free to choose what works best for your learners and the religious context you are teaching.

*Catholic ethos is defined as the structure and content of how Catholicism is taught. It is detailed in the SCES document 'This is Our Faith', which is the syllabus for Catholic religious education in Scotland that governs the teaching of religious education in Scotland's Catholic schools.

Provision of religious education

5. It remains that schools and local authorities must provide religious and moral education to every child and young person in accordance with their legal requirements. Religious and moral education in non-denominational schools and religious education in Roman Catholic schools is a statutory core subject for all pupils attending primary and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way.

Curriculum For Excellence - Provision Of Religious And Moral Education In Non-Denominational Schools And Religious Education In Roman Catholic Schools

<http://www.gov.scot/Resource/Doc/920/0113849.pdf>

Time for religious education

12. All Catholic schools are expected by the Bishops' Conference of Scotland to follow guidelines established by the Catholic Education Commission on the provision of adequate time for religious education within the school curriculum. These guidelines indicate a requirement for a minimum of 2 hours per week in all stages of secondary school. In all secondary stages this minimum time allocation is expected by the Commission to be provided through 2 periods of religious education classes per week and enriched by additional activities throughout the school year.

Curriculum For Excellence - Provision Of Religious And Moral Education In Non-Denominational Schools And Religious Education In Roman Catholic Schools

<http://www.gov.scot/Resource/Doc/920/0113849.pdf>

Parental right to withdraw

Under section 9 of the Education (Scotland) Act 1980, the conscience clause advises that parents have a statutory right to withdraw children from participation in religious and moral education and religious education in Roman Catholic schools. Schools should provide parents with sufficient information on which to base a decision, and ensure that parents are aware of the content of the religious and moral education or religious education that the school wishes to undertake. This is especially relevant within the context of Curriculum for Excellence since this area of their education contributes to pupils thinking for themselves and making their own decisions about what they believe to be true about human living. Without this aspect of their education, learners will not enjoy the full benefits of Curriculum for Excellence.

<http://www.gov.scot/Topics/Education/Schools/curriculum/ReligiousObservance>

21. There is a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in RO. This right should always be made known to parents and their views respected. Parents should be provided with sufficient information on which to base a decision about exercising this right.

Provision of Religious Observance in Scottish Schools - March 2017

<http://www.gov.scot/Resource/0051/00516155.pdf>

Teaching of other religions

In addition to study of Christianity, decisions have to be made about which world religions will be selected for study to develop depth of understanding. It is important to acknowledge local circumstances and community expectations and to involve parents in decision making.

Curriculum for Excellence. Religious and moral education Principles and practice

<https://education.gov.scot/Documents/rme-pp.doc>

Note: Religious and Moral Education (and Religious Education in Roman Catholic Schools) is one of the eight core areas of Curriculum for Excellence and Religious Observance in both contexts is an important whole-school activity

<http://www.gov.scot/Topics/Education/Schools/curriculum/ReligiousObservance>

Teaching of other religions

When planning for religious and moral education, schools will take account of the communities and the context in which the children and young people live and learn. Through their learning in religious and moral education all children and young people will develop an understanding of Christianity, which has shaped the history and traditions of Scotland and continues to exert an influence on national life. It is also a fundamental principle that all children and young people throughout Scotland will consider a range of faiths and views, whatever their own situation and local context. Indeed, the

experiences and outcomes will lead to children and young people, as they develop, extending their learning far beyond the local context to national and international contexts

Curriculum for Excellence. Religious and moral education Principles and practice

<https://education.gov.scot/Documents/rme-pp.doc>

Note: Religious and Moral Education (and Religious Education in Roman Catholic Schools) is one of the eight core areas of Curriculum for Excellence and Religious Observance in both contexts is an important whole-school activity

<http://www.gov.scot/Topics/Education/Schools/curriculum/ReligiousObservance>

External engagement in teaching RE

The role of the wider parish community plays an important part in the delivery of religious education. Active learning approaches to learning and teaching, including collaborative learning, will encourage children and young people to discuss and share ideas, experiences and moral challenges in a variety of ways. Such opportunities are not only provided by the teacher but by parents and families and in local parish and community settings. Schools are encouraged to use the rich resources available from the local, national and global community when planning their programmes of study.

Curriculum for Excellence briefing paper 16 - Religious Observance (Time for

Reflection). <https://education.gov.scot/improvement/Documents/rme26-cfe-briefing-religious-observance.pdf> via

RE Curriculum should be developed with parents, learners and the wider community. "This is our Faith" provides guidance but is not mandatory.

6. Religious education in Roman Catholic schools is one of the eight core curriculum areas within Curriculum for Excellence. It should contribute to the totality of the curriculum through the delivery of the experiences and outcomes as part of a broad general education and as a continuing core subject throughout the senior phase S4 to S6. The principles and practice papers for religious education in Roman Catholic schools and the corresponding experiences and outcomes enable local authorities and individual schools to take full consideration of local circumstances and community expectations and to involve parents, learners and the wider community when planning for teaching and learning. In Roman Catholic schools the experiences and outcomes should be delivered in line with the guidance provided by the Scottish Catholic Education Service.

Curriculum For Excellence - Provision Of Religious And Moral Education In Non-Denominational Schools And Religious Education In Roman Catholic Schools- February 2011

<http://www.gov.scot/Resource/Doc/920/0113849.pdf>

Curriculum other than RE

The education authority shall have the sole power of regulating the curriculum and of appointing teachers except with regards to appointment of teachers (who are required to be approved as regards religious belief and character by representatives of the church) and regarding Religious Observance.

Education Scotland Act 1980 Chapter 44: Section 21

<http://www.legislation.gov.uk/ukpga/1980/44>

The Higher Religious, Moral and Philosophical Studies Course enables learners to investigate, critically analyse and evaluate religious, moral and philosophical questions and responses, and to develop the ability to express detailed, reasoned and well-structured views.

<http://www.sqa.org.uk/sqa/47911.html>

Theme 3 Pastoral

Values and Ethos

The school has worked hard to put its Pastoral Care at the centre of its work; and initiatives such as “Behaviour is for Learning- in the classroom” Cylinder and the “Bullying and Discrimination: Supporting positive Ethos & Equalities” Cylinder are entirely consistent with what parents believe a Catholic School and Ethos delivers. We believe that the school, in promoting this attitude to Ethos & Values are mirroring the gospel values. As parents we want to better understand what and how the school can meet the modern day challenges that face teenagers in the 21st century. We also want to know what we as parents can do to contribute to this. How do the school encourage “inclusivity” in an environment where pupils are struggling with social media, understanding sexuality and other pupils have no faith.

Relationship, Sexual health and Parenthood (RHSP) or Relationship and moral education in St Thomas

RHSP education forms a key part of Health and Wellbeing within Curriculum for Excellence. In St Thomas as per other Catholic schools in Scotland the Called to Love programme is used. This was developed based on guidelines by the Catholic Education Commission (CEC) in partnership with Scottish Catholic Education Service (the operational arm of CEC) and Healthy Respect (Scottish Government funded national project hosted by NHS Lothian established to examine ways of supporting young people in choices about relationships, sexual health and wellbeing). In non denominational schools in the Lothians the programme used is called SHARE.

Called to Love 'offers a coherent programme of relationships education based on a Christian vision of human life, love and sexuality'. It is centred on the church teaching on relationships and marriage, and the value of human life, with sexual intercourse as part of a committed married heterosexual relationship only. The programme does offer advice on issues which can be challenging for schools and teachers: sexual attraction and activity, sexual orientation/homosexuality, pregnancy, abortion, sexually transmitted infections/HIV/aids, contraception and natural family planning, all within the context of Catholic teaching. The SHARE programme provides some similar content but with more detailed advice on contraception, access to it and the use of condoms which is not included in Called to Love. The SHARE programme provides more detail on bodies/genitals, advice against dangers of sexting/videoing, homosexuality, pregnancy/pregnancy testing, first sexual experiences/ different expressions of sexual experience which from the resources accessible do not appear to be included in Called to Love.

Parents wishing to understand more about what their young people are being taught in Called to Love can have a look at the brochure at <http://sces.org.uk/called-to-love-2/>. The programme has a series of parent leaflets for each year group 'information for parents and carers' which could be requested from SCES or the school.

Resources

Should parents feel they wish further resources to help them support their young people (including non Catholic parents or those who do not subscribe in full to all aspects of Catholic teaching in this area) Healthy respect have suggested the following :

Healthy Respect Website- www.healthyrespect.co.uk and you can also find the information on Healthy Respect drop ins on the website.

The Fife toolkit for parents 'small talk v's big talk' -

<https://www.nhsfife.org/nhs/index.cfm?fuseaction=nhs.servicedisplay&p2sid=E6DB0169-918C-1DC9-51CCA0AD9E388234&themeid=3B984BF2-65BF-00F7-D42941481355468F>

LGBT <https://www.lgbtyouth.org.uk>

Resource for parents on Sexting: <http://policyhubscotland.co.uk/sexting-information-pack-for-parents-and-professionals/>

Theme 4. Governance

Requirements for staff. Religious belief and character

13. The relevant legislation on the management of denominational schools in Scotland states that: " A teacher appointed to any post on the staff of any such [denominational] school by the education authority shall be required to be approved as regards religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted ". For those teaching posts which impact on the teaching of religious education, teachers will, in addition, be expected to have obtained an appropriate teaching qualification in Catholic Religious Education.

Curriculum For Excellence - Provision Of Religious And Moral Education In Non-Denominational Schools And Religious Education In Roman Catholic Schools

<http://www.gov.scot/Resource/Doc/920/0113849.pdf>

Catholic and non-Catholic teaching applicants

Applicant teachers are not required to be practicing Catholics. Non-Catholic applicant teachers must provide a reference from a suitable person who can testify to the teacher's personal "religious belief and character".

A Catholic teacher must provide a reference from the teacher's parish priest who should be able to testify to the teacher's personal "religious belief and character".

Scottish Catholic Education Service

<http://sces.org.uk/church-approval/>

Approval of teaching staff

(2A) A teacher appointed to any post on] the staff of any such school by the education authority shall satisfy the Secretary of State as to qualification, and shall be required to be approved as regards his religious belief and character by representatives of the church or denominational body in whose interest the school has been conducted;

(2B) Where the said representatives of a church or denominational body refuse to give the approval mentioned in subsection (2A) above they shall state their reasons for such refusal in writing.

Education Scotland Act 1980 Chapter 44: Section 21

<http://www.legislation.gov.uk/ukpga/1980/44>

Non-Catholic in senior management roles

A case brought under the Employment and Equality (Religion or Belief) Regulations 2003 by David McNab an atheist mathematics teacher, was successful in his discrimination claim after he had not been considered for an interview for the post of Acting Principal Teacher of Pastoral Care at his Roman Catholic school (which would have represented a promotion). The tribunal found that it was not essential for the position to be filled by a Roman Catholic, since only a few responsibilities of the job required knowledge of Catholic doctrine.

Section 18 of the tribunal finding concluded that it was not essential for a specific list of positions [the 1991 agreement] to be filled by a Roman Catholic, namely “head teacher, principal or assistant principal teacher of guidance or religious education, principal teacher of biology, teacher of religious education or senior teacher in a primary school”

EMPLOYMENT APPEAL TRIBUNAL. Appeal No. UKEATS/0037/06/MT

http://www.efbelief.org.uk/data/files/efbthelaw/eat_mcnab.pdf

Responsibility of local Education Authority in delivery a Catholic Education

54. Firstly, it is plain that an education authority in Scotland is not statutorily required to provide Roman Catholic education. S.16(1) of the 1980 Act, in common with its predecessors, requires such an authority to accept the transfer to it of a denominational school and once such a school has been transferred, it is obliged to hold, maintain and manage it unless and until, broadly put, the school is no longer required (see: s.22(4) of the 1980 Act) but the statute does not impose any direct obligation on an education authority to provide Roman Catholic education. Their obligation can, rather, be seen as one of facilitation. The Church is thereby enabled to afford such Roman Catholic education as it thinks fit through the relevant school as is any other denomination whose school is transferred to an education authority under the statutory provisions.

55. Secondly, it follows that the legislation does not require an education authority to protect Roman Catholic education other than indirectly in the facilitation sense to which we have referred

EMPLOYMENT APPEAL TRIBUNAL. Appeal No. UKEATS/0037/06/MT

http://www.efbelief.org.uk/data/files/efbthelaw/eat_mcnab.pdf

Faith/Belief Representatives

15. The Scottish Government value s the important and varied contributions that chaplains and other representatives of faith /belief or non - faith groups can make to the life of a school, through involvement in RO as well as sometimes in acts of worship, religious and moral education and a broader pastoral role. Headteachers are encouraged to engage in full discussion with any such representatives they wish to be involve d in the planning and the implementation of RO. When such representatives are involved in supporting RO, their own beliefs should be respected and they should not be asked, or expected, to compromise them

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<http://www.gov.scot/Resource/0051/00516155.pdf>

Role of ‘unpaid supervisor’

21. For each such [denominational] school the education authority shall appoint as supervisor of religious instruction, without remuneration, a person approved as regards religious belief and character as aforesaid, and the supervisor so appointed shall report to the education authority as to the efficiency of the religious instruction given in such school, and shall be entitled to enter the school at all times set apart for religious instruction or observance

Education Scotland Act 1980 Chapter 44: Section 21

<http://www.legislation.gov.uk/ukpga/1980/44>

Role of parent council.

The Scottish Schools (Parental Involvement) Act 2006

(http://www.legislation.gov.uk/asp/2006/8/pdfs/asp_20060008_en.pdf) sets out the requirements for a Parent council.

Scottish Parent Teacher Council website

<https://www.sptc.info/sptc-leaflets/what-is-a-parent-council/>

Role of parent council.

18. As explained in Curriculum for Excellence Briefing Paper 16, school handbooks should describe the provision of Religious Observance and also explain arrangements for those who wish to exercise the parental right to withdraw a child or young person from Religious Observance . To support parents in making decisions about Religious Observance, schools are expected to set a clear rationale for the approach taken and to involve parents and children and young people in decisions about the Religious Observance programme.

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<http://www.gov.scot/Resource/0051/00516155.pdf>

Representative on the parent council.

7. Restrictions as to composition and chairing of a Parent Council

(2) In the case of a denominational school, the constitution of the council must provide for at least one of the council's members to be so co-opted and to be a person nominated by the church or denominational body in whose interest the school is conducted.

<http://www.legislation.gov.uk/asp/2006/8/section/7>

Scottish Schools (Parental Involvement) Act 2006, section 7

<http://www.legislation.gov.uk/asp/2006/8/contents>

Guidance on the Scottish Schools (Parental Involvement) Act 2006

<http://www.gov.scot/Publications/2006/09/08094112/13>

Communication

18. As explained in Curriculum for Excellence Briefing Paper 16, school handbooks should describe the provision of Religious Observance and also explain arrangements for those who wish to exercise the parental right to withdraw a child or young person from Religious Observance . To support parents in making decisions about Religious Observance , schools are expected to set a clear rationale for the approach taken and to involve parents and children and young people in decisions about the Religious Observance programme.

19. The Education (School and Placing Information) (Scotland) Regulations 2012 (paragraph 6 of schedule 1) , make s provision for what a school's handbook should say about how the school plans and delivers its curriculum, including RO. That includes: ☐ how a pupil's parents will be consulted about what pupils learn at the school; ☐ how a p upil's parents will be informed of any sensitive aspects of learning; ☐ how a parent can arrange for a pupil to be withdrawn from RO.

Provision of Religious Observance in Scottish Schools - March 2017

<http://www.gov.scot/Resource/0051/00516155.pdf>

Partnership

31. Local authorities and schools are invited to work with school communities to plan and deliver high quality RO, in line with this guidance and CfE Briefing Paper 16 in particular, and taking into consideration the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012. Schools should use their self - evaluation and the school improvement plan to ensure arrangements for RO are regularly reviewed and continually improved, taking account of the views of staff, parents, pupils and partners

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<http://www.gov.scot/Resource/0051/00516155.pdf>

Theme 5. How can parents, as ‘first educators’ of their children, work with the school to foster a coherent message in the faith domain?

SCES defines an important role for parents of students in RC schools:

‘Recognising the important role of parents as first educators of their children, the Church has always encouraged them to take responsibility for educating and forming their children in accord with their beliefs. In expecting Catholic schools to develop as communities of faith and learning, the Church, encourages teachers to work closely with parents in support of their children’s learning. The Church regards the parish as a vital link in contributing to the partnership of home, school and Church in forming children in faith. This partnership can include activities such preparing children to receive the sacraments, providing education about loving relationships and participating in prayer and liturgical celebrations.’

A number of parent resources are available from SCES (http://sces.org.uk/catholic_school_parents/) including: information leaflets about the Charter for Catholic Schools, This is Our Faith, God’s Loving Plan; advice for parent councils; and information about the Parental Involvement Working Group of SCES.

Recommendation

The sub-group proposes that parental involvement in the following ways could further cement the relationship between school and parents in the faith domain:

1. Parent contribution to working groups setting school policy on inclusion, embracing diversity, pastoral care, and combating bullying.
2. Participation of parents within the chaplaincy team.
3. Opportunities for parents to join Religious Observances offered by St Thomas of Aquin’s to students.
4. Expand parent involvement in activities that promote citizenship and contribute to the ‘common good’ e.g. fund-raising, charitable giving.
5. Share information about the implementation of ‘This is Our Faith’ and ‘Called To Love’ so that parents can complement these activities in the home if they choose to do so.

References

Education

Curriculum For Excellence - Provision Of Religious And Moral Education In Non-Denominational Schools And Religious Education In Roman Catholic Schools- February 2011

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<https://education.gov.scot/Documents/rme-pp.doc>

Curriculum for Excellence: Religious Observance (Time for Reflection). CfE Briefing 16

<https://education.gov.scot/improvement/Documents/rme26-cfe-briefing-religious-observance.pdf>

Education (Scotland) Act 1980 CHAPTER 44

<http://www.legislation.gov.uk/ukpga/1980/44>

<http://www.legislation.gov.uk/ukpga/1980/44#commentary-c9693151>

The Education (School and Placing Information) (Scotland) Regulations 2012

http://www.legislation.gov.uk/ssi/2012/130/pdfs/ssi_20120130_en.pdf

Scottish Schools (Parental Involvement) Act 2006

<http://www.legislation.gov.uk/asp/2006/8/section/7>

Scottish schools (parental involvement) act 2006 guidance

<http://www.gov.scot/Resource/Doc/148166/0039411.pdf>

Guidance on the Scottish Schools (Parental Involvement) Act 2006

(<http://www.gov.scot/Publications/2006/09/08094112/13>)

Scottish Parent Teacher Council website

<https://www.sptc.info/sptc-leaflets/what-is-a-parent-council/>

Education (Scotland) Act 1980

Standards in Scotland's Schools etc. (Scotland) Act 2000

Education (Additional Support for Learning) (Scotland) Act 2004

Children (Scotland) Act 1995

Pastoral and Parental Involvement

Healthy Respect Website

www.healthyrespect.co.uk and you can also find the information on Healthy Respect drop ins on the website.

The Fife toolkit for parents 'small talk v's big talk' -

<https://www.nhsfife.org/nhs/index.cfm?fuseaction=nhs.servicedisplay&p2sid=E6DB0169-918C-1DC9-51CCA0AD9E388234&themeid=3B984BF2-65BF-00F7-D42941481355468F>

LGBT

<https://www.lgbtyouth.org.uk>

Resource for parents on Sexting:

<http://policyhubscotland.co.uk/sexting-information-pack-for-parents-and-professionals/>

People, contacts and for Catholic Education

In School:

1. **School Chaplain** : Father Nick Welsh, Priest at St Marys RC Cathedral contact him via Cathedral or Twitter [<https://twitter.com/frnickwelsh>]
2. **School Chaplaincy Team** : Mrs Winders; Mrs Patrick; Mr Whyte
3. **Curriculum Leader Teacher for RE** : Mr Wotherspoon

In Archdiocese:

1. Archdiocese of St Andrews & Edinburgh : <http://www.archdiocese-edinburgh.com>
2. Patricia Carroll is Director of Pastoral Resources with responsibility for the Religious Education department of the Archdiocese 0131 623 8942
Patricia.Carroll@staned.org.uk
3. Margaret Murray RE Advisor and Chaplaincy Co-ordinator in Catholic High Schools Gillis Centre 100 Strathearn Road EH 91BB
margaret.murray@staned.org.uk
- 4.

Other

5. Healthy Respect : NHS : Sexual Health & Relationships Information : Advice & support for Young people in Lothian
<http://www.healthyrespect.co.uk/Pages/default.aspx>