

SACRED HEART CATHEDRAL
SCHOOL THORNDON
TE AHUREWA O TE NGAKAU
TAPU



Guidelines For:

- School Values
- Religious Education
- Special Character

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Values at



SACRED HEART CATHEDRAL SCHOOL

It is expected that the behaviour of the students will reflect the Gospel message of 'love one another.'

All those at Sacred Heart Cathedral School live by the fruits of the Holy Spirit, our school Gospel Values.

Ngā Hua o te Wairua Tapu – The Fruits of the Holy Spirit

- Aroha - Love
- Harikoa - Joy
- Rangimārie - Peace
- Manawanuitanga - Patience
- Atawhai - Kindness
- Piripono - Faithfulness
- Hūmārire - Gentleness
- Tikanga whakahaere - Self-Control
- Ngākaunui - Generosity

This booklet is designed as a guide to assist teachers in integrating the Gospel Values into their class programme. It is expected that:

- All classes will contribute regular examples of work/art/photos to their values wall in their rooms
- The values will be integrated into class programmes

Rangimārie – Peace

Looks like at SHCS

Contentment, quiet times, happiness, having time out, making peace after arguments. Forgiveness and reconciliation.

Years 1 – 5: Playing nicely, taking turns, sharing equipment, learning to work well as a group.

Years 6 – 8: Accepting others diversities, taking part in meditation/quiet prayer, considering conflicts in the wider world, learning about organisations that support peace, being a peaceful member of your family and school community, promoting peace within families and communities.

Scriptures about peace - Rangimārie

When Jesus is going up to heaven the gift he gives to his friends is peace.

John 14: 27 "I give you peace, the kind of peace that only I can give. It isn't like the peace that this world can give. So don't be worried or afraid."

The storm on the lake. Mark 4

Galatians 5:22-23

Matthew 5:9 "Blessed are the peacemakers, for they shall be called children of God."

Matthew 11:28-30 "Come to me, all who labour and are heavy laden, and I will give you rest. Take my yoke upon you, and learn from me, for I am gentle and lowly in heart, and you will find rest for your souls. For my yoke is easy, and my burden is light."

John 14:27 "Peace I leave with you; my peace I give to you. Not as the world gives do I give to you. Let not your hearts be troubled, neither let them be afraid."

John 16:33 "I have said these things to you, that in me you may have peace. In the world you will have tribulation. But take heart; I have overcome the world."

John 20:19 "On the evening of that day, the first day of the week, the doors being locked where the disciples were for fear of the Jews, Jesus came and stood among them and said to them, "Peace be with you."



Joy - Harikoa

Looks like at SHCS

Having fun, making the most of all situations, focusing on the positive, feeling happy within, being content with what you have, spreading the joy to the benefit of others – cheering others up, finding the beauty in surroundings – to appreciate, take care, being happy.

Years 1 – 5: Understand how fortunate they are to be part of a loving family and community. Finding joy in helping others, the environment, experiences. Aiming to bring joy into the lives of others through their actions and attitudes.

Years 6 – 8: Understanding that joy is intrinsic not extrinsic. By being a positive, caring, honest individual and living a happy life they will feel joyful. Finding joy through worship. Bringing a joyful attitude to life and work.

Scriptures about Joy - Harikoa

God the father is full of joy when we turn to him.

The father of the two boys loves the son who returns after wasting the father's money. As much as he loves his other son who stays working on the farm. He is joyful at the return of his 'lost' son.

John 15:9-11/ John 15:11-32/ Matthew 5:13-16

Luke 15:7 Just so, I tell you, there will be more joy in heaven over one sinner who repents than over ninety-nine righteous persons who need no repentance. (Jesus speaking in the parable of the lost sheep)

Psalms 16:11

You have shown me
the path to life,
and you make me glad
by being near to me.
Sitting at your right side,
I will always be joyful



Love - Aroha

Looks like at SHCS

Caring for all, respect, sharing resources, being kind and thoughtful, thinking of others, being inclusive of all.

Years 1 – 5: To feel loved, secure and included not only in your family but also in the school community. To understand that although people are different everybody deserves to be loved. To show love to animals, nature, people and the environment. To love God even though you can't see him. Realise that God's love is constant.

Years 6 – 8: Recognising their individuality and loving their unique qualities. To understand that love is unconditional. To love God even though you can't see him. Realise that God's love is constant.

Scriptures about Love – Aroha

Luke 10: The Good Samaritan CEV - blue bible pg: 1247

1 Corinthians 13 "Love is patient and kind."

1 Peter 1:8 "Though you have not seen him, you love him. Though you do not now see him, you believe in him and rejoice with joy that is inexpressible and filled with glory."

Deuteronomy 6:5 "So love the LORD your God with all your heart, soul, and strength."

Deuteronomy 7:13 "The Lord will love you and bless you by giving you many children and plenty of food, wine, and olive oil. Your herds of cattle will have many calves, and your flocks of sheep will have many lambs."

Psalms 5:11

Let all who run to you
for protection
always sing joyful songs.
Provide shelter for those
who truly love you
and let them rejoice.



Self-Control – Tikanga whakahaere

Looks like at SHCS

Developing self- management skills in daily life activities, developing a calm nature, treating others the way you want to be treated.

Years 1 – 5: Thinking before you speak, understanding the consequences of your actions, being considerate, focussing on learning and using the basic skills of sharing, being patient, learning not to retaliate.

Years 6 – 8: Understanding how your actions can impact others both through the spoken word and social media. Look at the world through the eyes of others and consider the impact of your actions and words. Not letting anyone have a negative influence on your behaviour and being true to your values.

Scriptures about Self-Control - Tikanga Whakahaere

Luke 4: 1-13. Jesus is tempted by the devil

Jesus was tempted in the desert for forty nights. During this time, Jesus did not eat. Jesus was full of the Holy Spirit, which means God helped him to be self-controlled. It is the same for us. If we ask God to help us, we can be strong and victorious like Jesus.

Genesis 2 – 3. The Garden of Eden

God planted a beautiful garden for Adam and Eve. Although he instructed them not to eat the fruit of one of the trees in the garden they failed to exercise self-control. As a consequence people came to know hardship and cruelty.

Proverbs 25:28 "Like a city whose walls are broken down is a person who lacks self-control."

Deuteronomy 31:6 "Be strong and courageous. Do not be afraid or terrified because of them, for the LORD your God goes with you; he will never leave you nor forsake you."

Psalms 37: 3

Trust the Lord and live right!
the land will be yours, and you will be safe



Patience - Manawanuitanga

Looks like at SHCS

Waiting your turn, listening attentively to others. Using a calm conversational voice. Being inclusive.

Years 1 – 5: Understand you won't miss out if you're not first.

We have to be patient with others and know that many things take time to achieve.

Years 6 – 8: Treat others how you would like to be treated, understand the importance of being a good listener, stand back and observe, develop an understanding of peers who take longer to master skills, understand we can't all be good at the same things.

Scriptures about Patience - Manawanuitanga

James 5:7 My friends, be patient until the Lord returns. Think of farmers who wait patiently for the spring and summer rains to make their valuable crops grow. Be patient like those farmers and don't give up.

Romans 8:25 "However, we hope for something we have not yet seen, and we patiently wait for it."

Luke 13:8-9 A Story about a Fig Tree

Romans 12:12 "Let your hope make you glad. Be patient in time of trouble and never stop praying."



Kindness – Atawhai

Looks like at SHCS.

Using a friendly voice, thinking of others' feelings, sharing, gentle hands and feet, including others, thanking others, being thoughtful.

Years 1 – 5: Being sympathetic when others hurt themselves, share, help others, be friends with everybody and include others.

Years 6 – 8: Help others without expecting anything in return, practise random acts of kindness, include others and look beyond your friendship group, be kind to your family members and acknowledge the things they do for you every day.

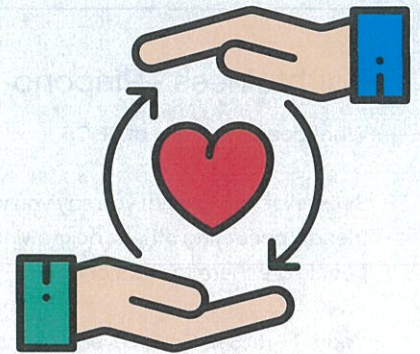
Scriptures about Kindness – Atawhai

Acts of kindness - Luke 5:17-26 and Matthew 6:1-4.

Key concepts: Four friends brought their paralyzed friend to see Jesus so he could be healed. Jesus healed the man to bring praise to God, not Himself. When we are kind, we should do it to honour God, not ourselves. For example, let's say you give some food to the food bank. God wouldn't want us to brag about our generosity. However, if someone did find out about it and said how kind you were, you could give honour to God by saying, "God has blessed my family with lots of food, and we wanted to share some of it with another family."

Love your enemies - Luke 6:27-36 and 1 John 3:16-18.

Key concepts: Jesus talked about a common saying, "Love your neighbour and hate your enemy." He said that He didn't agree. Instead, Jesus encouraged His followers to love their enemies and pray for those who were unkind to them. The Bible says that Jesus showed His love for us by "laying down his life" (dying on the cross for our sins). 1 John 3:16-18 also tells us that the best way to show we have God's love in our hearts is to share what we have with those who need it.



Faithfulness - Piripono

What does it look like at SHCS

Self-belief: doing what you say you will what you do, loyalty, sticking by your friends, accepting others, acknowledging God, doing the right thing whether people are there to see it or not.

Years 1 – 5: See God in everyday things, talk with others about what your faith means to you, be a reliable person, trusting others, to be faithful to God.

Years 6 – 8: Be a person that people can have faith in, support your friends, be proud of the way you live your life, have belief that even when you struggle God is always on your side, see God in the beauty of nature, show your faith by becoming involved in public prayer and worship, recognise your own abilities.

Scriptures about Faithfulness - Piripono

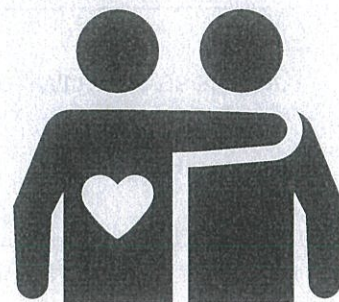
Matthew 6:25-34. Jesus said there is something very special about people like us who can have faith in him even though we haven't seen him.

John 20:24-29. The Story of Thomas

Luke 1:37 "To have faith is to be sure of the things we hope for, to be certain of the things we cannot see."

Jeremiah 29:11. "'For I know the plans I have for you,' says the Lord. 'They are plans for good and not for disaster, to give you a future and a hope.'"

Mark 4:35-40 A Storm



Generosity - Ngākaunui

Looks like at SHCS

Giving and sharing with others, not expecting anything in return, being generous with your time

Years 1 – 5: Being aware of the needs of others, sharing

Years 6 – 8: Sharing your strengths with others, being generous with your time for others, putting others needs before your own.

Scriptures about Generosity - Ngākaunui

Luke 3:11-12 "John told them, 'If you have two coats, give one to someone who doesn't have any. If you have food, share it with someone else.'"

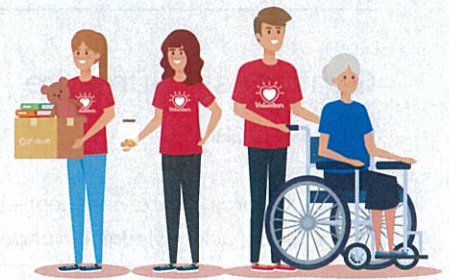
Mark 6:30-44 Jesus feeds five thousand

Acts 20:35 "In all things I have shown you that by working hard in this way we must help the weak and remember the words of the Lord Jesus, how he himself said, 'It is more blessed to give than to receive.'"

Luke 19:8. "Later that day Zacchaeus stood up and said to the Lord, 'I will give half of my property to the poor. And I will now pay back for times as much to everyone I have ever cheated.'"

Proverbs 11:24. "One gives freely, yet grows all the richer; another withholds what he should give, and only suffers want."

Luke 6:38. "For if you give, you will get! Your gift will return to you in full and overflowing measure, pressed down, shaken together to make room for more, and running over. Whatever measure you use to give -- large or small -- will be used to measure what is given back to you."



Gentleness- Hūmārire

Looks like at SHCS

Actions towards others, kind, gentle hands and feet, calm conversations, appreciation, acknowledging wonders of life and earth, others before self, humility.

Years 1 – 5: Being gentle towards people, nature, resources, sports equipment, property.

Years 6 – 8: Seeing the fragility in things including people's feelings. Understanding your own strength. Appreciating times of quiet, reflection, silence and mindfulness.

Scriptures about Gentleness - Hūmārire

Matthew 11: 28 – 30. Come to me and rest

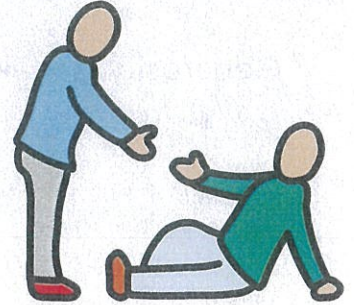
Read 1 Kings 12:12-17, Zechariah 9:9 and Matthew 11:28-30.

Key concepts Rehoboam was a harsh and cruel king. The Israelites, also known as Jews, had become used to living under the authority of harsh kings or rulers. In fact, at the time that Zechariah lived, the Jewish people had just been released from living in slavery in Babylon and had been allowed to go back to Jerusalem. Zechariah encouraged the people by telling them that they could look forward to the coming of another king. He told them the coming king would bring salvation, and righteousness. He also said the new king would be gentle and come to them riding on a donkey. He was talking about Jesus.

When Jesus did come, the Jews were still waiting for their "Messiah" or "Saviour." They were expecting an earthly king, but God sent a heavenly king. Jesus told the people He was gentle and humble and that He would carry their burdens and give them a light "yoke." He was reminding them that He would not be a harsh and cruel ruler, but a kind and gentle leader. Jesus came to save the Jewish people from their sins and He came to do that for us, too.

Philippians 4:5 "Let your reasonableness be known to everyone. The Lord is at hand."

1 Peter 3:15 "But in your hearts honor Christ the Lord as holy, always being prepared to make a defense to anyone who asks you for a reason for the hope that is in you; yet do it with gentleness and respect."



PRAYERS IN THE CLASSROOM

A sacred place in your classroom requires:

- Prayer table
- Altar cloths that match the Liturgical Calendar
- Electric candles
- Copies of prayers
- Prayer book
- Bible
- Values displayed
- Cross displayed
- Hands-on prayer resources eg. shells, ornaments, symbolic item

This table is to be placed where children can gather around it for prayer and is to be cared for and always tidy. Each classroom must have an up-to-date RE display that follows the classroom program. They may also tie in with the Liturgical Year.

Karakia/prayer structure in the classroom

Karakia Prayer is an essential part of the daily routine. The set times are at the start of the school day (straight after the morning roll), grace before lunch, and at the end of the day. Part of classroom karakia prayer will include meditation. This will happen twice a week, on Thursday and Friday.

At the beginning of the day we invite God to be part of the day. It is important that we place an emphasis on fostering that relationship by the timing of prayer and our own positive attitude towards prayer.



PRAYERS IN THE CLASSROOM

A structure for morning prayer

Create a prayerful atmosphere (light candle, play quiet music)

1. Me Īnoi tātou, let us pray.
2. Followed by the Sign of the Cross – Ki te ingoa o te Matua, o te Tamaiti, o te Wairua Tapu, Amene.
3. Followed by lighting the candle, “nau mai haere mai e Hehu Karaiti, ko Koe te rāwhiti o te ao Welcome Jesus, you are the light of the world.”
4. Then a combination of the following or all...

- Acknowledgement of the Saint of the day (found on your Columban calendar)

- A formal prayer
- A reading from the scriptures/Sunday Gospel readings
- A story reflecting the values/Gospel reading showing the value

5. The prayer leader closes prayers by:

- Inviting the students to share their own prayers
- Finishing with the Sign of the Cross

Morning Karakia/prayer would normally take about 10 minutes. It is really important to model classroom karakia and then have your students rostered on to lead prayers.

Lunch Grace

1. Me Īnoi tātou, let us pray.
2. Followed by the Sign of the Cross – Ki te ingoa o te Matua, o te Tamaiti, o te Wairua Tapu, Amene.
3. Leader chooses prayer to say together.
4. Leader closes with the Sign of the Cross



PRAYERS IN THE CLASSROOM



Possible prayers to bless our food

May the Grace of Our Lord

May the Grace of our Lord Jesus Christ
And the love of God our Father
And the fellowship, the fellowship of the Holy Spirit be with
us
For ever more, and ever more, and ever more.
Amen

Karakia mō te kai

E te Atua, whakapaingia ēnei kai
Hei oranga mō ō mātou tinana
Whāngaia hoki ō mātou wairua
Ake, ake, ake
Amene

Lord God, bless this food
For the goodness of our bodies
Feeding our spiritual needs also
Forever and ever
Amen

Brown Cow

Thank the brown cow for the chocolate milk
Thank the pig oink oink for the bacon on the grill
Thank the egg for the chicken, and the chicken for the egg
Thank the Lord for our daily bread
Amen
Click Click
Hum... click click (click your fingers twice)
Hum.. click click
I'm thirsty and I'm hungry I need to fill my tummy so thank
you Lord

Hum... click click. Hum.. click click. Hum, hum, hum. AMEN!

PRAYERS IN THE CLASSROOM



End of the day prayer

This time provides an opportunity to:

- reflect upon the day; the high points and the low;
- have an opportunity to acknowledge a prayer of thanks for something learnt or enjoyed;
- allow the teacher to publicly praise students for individual efforts

1. Me Īnoi tātou, let us pray.
2. Followed by the Sign of the Cross – Ki te ingoa o te Matua, o te Tamaiti, o te Wairua Tapu, Amene.
3. Then a combination or all of the following:
4. As leader, recall out loud the timetable, being specific about teaching points.

- Identify individual students who did something special at that time and give thanks to God for them.
- Encourage the students to thank God for something they have enjoyed and learnt that day. Say 'We thank you Lord' after each prayer.
- Recite a prayer together.

1. The teacher may end with "ma te Atua koutou, e manaakitiamai matou, may God bless you all." To which the students can respond "ma te atua koe, manaakitiamai, God bless you."
2. Make the Sign of the Cross to close.

Traditional Karakia

The Lord's Prayer

Our Father, who art in Heaven, hallowed be Thy name;
Thy kingdom come, thy will be done on earth as it is in heaven.

Give us today our daily bread, and forgive us our trespasses,

As we forgive those who trespass against us.

And lead us not into temptation, but deliver us from evil.

Amen

PRAYERS IN THE CLASSROOM



School Karakia

Dear God,

You come to us in Jesus who teaches us that the way to happiness is through our love for one another. Watch over the teachers, students and families of Sacred Heart Cathedral School as we try to be faithful to this teaching. Help us to be a welcoming and joyful community, so that others may come to know your love and peace.

We ask this through Jesus Christ our Lord,
Amen.

Hail Mary

Hail Mary, full of grace, the Lord is with you.

Blessed are you among women, and blessed is the fruit of your womb, Jesus.

Holy Mary, Mother of God, pray for us sinners,

Now, and at the hour of our death.

Amen.

Glory Be

Glory be to the Father, and to the Son, and to the Holy Spirit,

As it was in the beginning, is now, and ever shall be, world without end.

Amen.

Māori Karakia- Kia tau

Kia tau ki a tātou katoa

Te atawhai o tō tātou Ariki, a Ihu Karaiti

Me te aroha o te Atua

Me te whiwhingatahitanga

Ki te wairua tapu

Ake, ake, ake

Amene

May the grace of the Lord Jesus Christ,
and the love of God,

and the fellowship of the Holy Spirit be with you all

Forever and ever

Amen

PRAYERS IN THE CLASSROOM



He Honore

He hōnore, he korōria ki te Atua
He maungārongo ki te whenua
He whakaaro pai ki ngā tāngata katoa
Hangā e te Atua he ngākau hou
Ki roto, ki tēnā, ki tēnā o mātou
Whakatōngia to wairua tapu

Honour and glory to God
Peace on Earth
Goodwill to all people
Lord, develop a new heart
Inside all of us
Instil in us your sacred spirit
Help us, guide us
In all the things we need to learn today
Amen

Karakia Timatanga

Kia hora te marino
Kia whakapapa pounamu te moana
Hei huarahi mā tātou i te rangi nei
Aroha atu, aroha mai,
Tātou i a tātou katoa,
Hui e! Tāiki e!

May peace be widespread
May the sea be like greenstone
A pathway for us all this day
Let us show respect for each other
For one another
Bind us all together!

Staff

PRAYERS

Each teacher will be timetabled to lead Wednesday morning prayers. Staff prayers take five minutes.

Staff prayers could be based on the current value, reflect their personal spirituality and may relate to topical things that are happening in our community or wider world. It is also lovely to share the Sunday Gospel or the weekday reading.

You may include scripture, quotes or inspiration, stories, music, YouTube clips. The structure is the same as your morning karakia routine in the classroom.

A structure for morning prayer

Create a prayerful atmosphere (light candle, play quiet music)

1. Me Īnoi tātou, let us pray.
2. Followed by the Sign of the Cross – Ki te ingoa o te Matua, o te Tamaiti, o te Wairua Tapu, Amene.
3. Followed by lighting the candle, "nau mai haere mai e Hehu Karaiti, ko Koe te rāwhiti o te ao Welcome Jesus, you are the light of the world."
4. Then a combination of the following or all...

- Acknowledgement of the Saint of the day (found on your Columban calendar)
- A formal prayer
- A reading from the scriptures/Sunday Gospel readings
- A story reflecting the values/Gospel reading showing the value

5. The prayer leader closes prayers by:

- Inviting the students to share their own prayers
- Finishing with the Sign of the Cross



THE RELIGIOUS EDUCATION PROGRAMME

The programme has been developed by a national working party and has the imprimatur of the NZ Bishops. The teachings are those of the Catholic Faith.

It is expected that each teacher, teach the stated aims and achievement objectives for each lesson. If any teacher has concerns about teaching any part of the programme they can discuss this with the DRS who will work towards an acceptable outcome for all involved.

The DRS will create an annual plan to be discussed in your syndicate to suit your whole class programme.

Timetabling:

The RE programme is central to the life and purpose of the school. It is expected that timetabling of the RE programme reflects its importance and is integrated where possible across the curriculum.

"The Catholic Bishops' Conference Guidelines"

Weekly Time Spread of Lessons

- Years One and Two 1 Hour 40 minutes 5 x 20
- Years Three and Four 1 Hour 40 minutes 5 x 20 or 4 x 25
- Years Five and Six 2 Hours 4 x 30
- Years Seven and Eight 2 Hours 30 minutes 4 x 40



THE RELIGIOUS EDUCATION PROGRAMME

Assessment:

Teachers are expected to carry out their own assessment in Religious Education. The DRS will collect in assessments for two strands each year including formative/diagnostic assessment, summative assessment and affective domain (this is what I know, so what does it mean for me personally?)

Religious Education Lesson Suggested Format Sequence:

- Prayer.
- Prior learning checked.
- LO and SC shared.
- Teacher input- e.g. use of digital resource, Bible reading, modelling, etc. Use the cooperative learning techniques noted in teacher manuals. Avoid this part of the lesson being a teacher student question and answer activity.
- Child response- e.g. oral response, drama, art, co-operative activity, answering or asking questions, etc.
- Follow up activity- e.g. art, written exercise, poster, prayer, etc. (not necessary every lesson)
- Assessment- e.g. oral, questioning, marking of written exercise, observations, affective domain.

Good practice:

- Use of Te Reo Māori.
- Focus for prayer, e.g. candle, symbols.
- Linked to other curriculum areas and Inquiry



THE RELIGIOUS EDUCATION PROGRAMME

Resources

- Strand RE books and resources- stored classrooms.
- RE Bridging Document
- Faith Alive - password is primaryRE
- Caritas - Lent and Social Justice Week in particular
- Twinkl
- Look to Him and be Radiant
- Bible Project YouTube Channel



OUR SCHOOL ASSEMBLY

Whole school assemblies happen once a week on Mondays. The time can vary as we rely on St Mary's College school hall as a venue.



Each Assembly is led by a class or syndicate this will be outlined on the assembly roster.

Every five weeks a new School Gospel Value will be introduced

Each classroom will have a turn introducing a School Value at the start of the assembly this includes:

- Opening Prayer
- Bible reading relating to the Gospel value
- A definition of the value
- A short video, skit or song about the value
- Affirmation
- Signs of Success
- Value certificate
- Principal notices
- Teacher notices
- Closing Prayer

Resources can be found in the school virtues folder in the staffroom.

MASSSES AND LITURGIES

Masses and liturgies are both prayerful celebrations and public displays of worship. During Mass, the Eucharist (body and blood of Christ in the form of bread and wine) is celebrated. If a celebration does not include the Eucharist it is simply a liturgy. There are three different occasions whereby the students have an opportunity to celebrate the Eucharist within the school community.

- Celebrating Mass with buddy classes
- Celebrating whole school Masses
- Celebrating Mass with the SHCS school community

Expectations for School Masses and liturgies

- The celebration will be prepared by the DRS and Syndicates supported by staff and the Senior students in the Liturgy Leaders group. Where possible all students will have the opportunity to participate in some way.
- Parents and whanau are to be invited.
- The Liturgy must be appropriate to the age of the children. Readings can be simplified, songs echo the theme of the Gospel, art is included and students take on ministry roles in the Mass.
- Children are to be reminded of church protocol before the mass, e.g. genuflecting on entry and a silent 'Amen' after receiving the Eucharist and returning to quiet prayer in the pew.
- After Communion, for those children who have not made their First Communion will be given a blessing from our School Priest (as directed by him, either separately or as a whole school).



MASSSES AND LITURGIES

School Masses and Liturgies

Each syndicate will be allocated one Liturgy per year to prepare and oversee. As part of the planning, they will need to communicate with the Parish Priest to discuss plans. Dates for Liturgies are set at the beginning of the year.

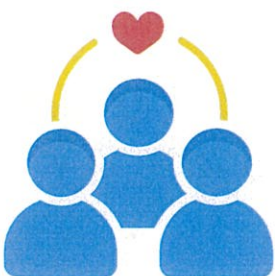
- Mother's Day Liturgy
- Grandparent's Day Liturgy
- Father's Day Liturgy
- Catholic Schools Day Liturgy
- Social Justice Liturgy
- Feast of the Assumption
- All Saints Day Liturgy
- Matariki Liturgy
- SHCS Feast Day Liturgy
- Pasifika Liturgy
- End of Year Mass



PASTORAL CARE

The Practical Signs of Pastoral Care

1. Acknowledge special events in staff, students, and families lives e.g. cards
2. Flowers to patients in hospital in time of need
3. Flowers in time of bereavement
4. Attend funerals with students as appropriate
5. Intercession on behalf of families to social welfare etc
6. Try to get support for pupils with special needs through any agents available
7. Confidential support by the principal of school pastoral care budget to aid families
8. To offer clothing through the uniform shop if necessary- Second-hand uniform is available in the resource room
9. Teacher to be aware and check that each child has food and nourishment. (Lunches are available to the staffroom)
10. To listen to a distressed parent- without an appointment (and be aware of how precious their child is to them)
11. To offer spiritual support in prayers to school families and staff during class or staff prayers.
12. Children encourage to share special intentions within class prayers for themselves and others.
13. To provide for the spiritual development of staff and pupils



PASTORAL CARE

14. To acknowledge special student achievements in the school newsletter.

15. To offer practical strategies rather than criticism when children have inappropriate behavior

16. To follow up on student injury

17. In sport, working for children's interests rather than to win

18. To look for students who may need social assistance with friendships. Make sure new children to the school or found support people to look after them out of class.

19. To make sure that students feel safe at school and on excursions

20. To assist in the organisation of sacramental programmes in the parish for our children.

21. To give the students a listening ear through the school council.

22. New entrants to feel secure with their big buddy system in place

23. To write school reports with honest remarks but with constructive strategies

24. To be aware of staff members and their needs e.g. to offer support in a practical way as required: e.g. release time, doing a duty etc.

25. For staff members to model caring attitudes

26. To facilitate staff and child reflection and prayer times

26. Teachers to encourage co-operative working skills and a caring attitude in the classroom



PASTORAL CARE

Pastoral Care of New Students

Before school starts:

When setting up their classroom teachers decide on a good pupil to seat new pupil with.

Children and parents meet and welcomed in the office area by the principal. The principal takes the child and parent to their classroom and introduces them to classroom teacher. After conversation with child and parent teacher shows child their desk and locker.

The teacher picks a suitable pupil from their class to look after the new child show them around school - point out toilets etc and introduce them to other children in the class

When the day begins:

Teacher introduces child during prayer time makes sure they are sitting next to someone who will enjoy helping someone new. The teacher goes over rules etc

Playtime/Lunchtime:

The teacher ensures that someone has been organised to look after the new child during the break.

Teacher checks child is not by itself before coming to morning tea/lunch.

The duty teacher walks around talking to new children making sure no one is by themselves
(if someone finds a person to look after them and encourages the reluctant child to play)

After Playtime/Lunchtime :

Teacher checks with the child that they have been fine at playtime - discreetly checks with other children that everything was okay. If there is a problem classroom teacher to follow up



PASTORAL CARE

Home Time :

Before the child leaves, teacher takes a couple of minutes to talk with the child about the day and take action if any is needed.

Follow up:

The teacher repeats day one until they feel the child is secure and happy.

Big Buddy Programme/ Tukana Teina

Rationale: To develop a feeling of security for the New Entrants and a sense of responsibility in the older children. To create a family feeling at Sacred Heart School.

1. Each New Entrant is allocated a Year 7 or 8 child to be their Big Buddy when starting school
2. Children are allocated only after discussion between Senior and Junior Team Leaders as to who would best meet the child's needs
3. If a child has special needs teacher informs the Big Buddy of the needs as much as is possible without breaking confidentiality
4. Each week the Big Buddies and Little Buddies get together for an activity. This is usually an art activity based around the topic being studied
5. At times, if a need is identified in the New Entrant group, we set up an Alphabet/ Reading Peer Tutoring Programme

This involves training the Year 7 and 8 children in exactly what is required. They then work with their little buddy for a ten-minute slot each day. They record the children's progress on a graph each day.



CONNECTIONS WITH OUR PARISH AND COMMUNITY



Sacred Heart Cathedral Parish

We have very close links to the Sacred Heart Cathedral Parish. We are privileged to have a supportive relationship with the priests and other members of the parish.



Father James Lyons

Fr. James supports Sacred Heart Cathedral School with Liturgies and Masses.



Debbie Matheson

Our Lay Pastoral Leader –
Debbie.matheson@wellingtonsouthcatholic.org



CONNECTIONS WITH OUR PARISH AND COMMUNITY



St Mary's College

St Mary's College are our neighbours we work closely with them and often use their school hall for assemblies and iturgies

DRS - Maria Fouhy maria.fouhy@stmw.school.nz



Mercy Sisters

The Sisters of Mercy live and work right next store to our school.





Be it known to all who enter here that Jesus is the reason for this school. He is unseen yet ever-present teacher in our classes. He is the model of community and the inspiration of its children and teachers.

Sacred Heart Cathedral School prides itself on the role the staff and community play in the shaping of our students. Our aim is to ensure that every student is cared for both within a formal and informal structure. The pastoral dimension of Sacred Heart Cathedral School is based upon the premise that all members of our community are created in the image of God and thus students encounter the love of God through their experiences of being treated with, and treating others with, compassion, love and forgiveness. It is hoped that by celebrating the giftedness of all our students, they may grow into self-confident young adults, capable of acting with honesty and integrity and ready to serve others.

Pastoral Care integrates the religious, academic and social spheres of the school and provides an environment which promotes the physical, emotional, social, spiritual and intellectual well-being of all students. Our implicit and explicit interactions, our rituals and ceremonies, the way in which we facilitate teaching and learning, the way in which we design and implement policy and protocols are all a reflection of the quality of pastoral care at our school.

All members of our community including staff, students and parents are encouraged to support each other in the context of our pastoral dimension. It is the responsibility of all staff members to be active in the provision of pastoral care to students and their families in the spirit of the school vision which states that as a community Sacred Heart Cathedral School will provide a Catholic environment where children are encouraged to develop their spiritual academic, physical and social potential.

Sacred Heart Cathedral School promotes resolution and restorative practices rather than punishment. A positive approach, which seeks to bring about change in the behaviour and thinking of the student(s) will be used wherever possible.

Pastoral Care at Sacred Heart Cathedral School

Our Pastoral Care structure at Sacred Heart Cathedral School aims to:

- develop quality processes of care for students
- build up continuity of care
- develop a strong bond for students
- all of the children are all of ours
- create an increased sense of community and belonging by providing a framework within which quality and lasting relationships are fostered between students and teachers thereby ensuring that a healthy discipline is fostered in students individually and the student body as a whole
- enhance the development of Restorative Practices within the school to give students an opportunity to develop sustained and nurturing relationships with their peers
- enable parents to develop a strong and on-going personal relationship with others