

YOU WILL BE MY WITNESSES

Diocesan Schools Mission Strategy



Catholic Diocese of
PORTSMOUTH



*Bringing people closer to
Jesus Christ through His Church*

"Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good, acceptable, and perfect."

Romans 12:2



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A VISION FOR OUR DIOCESAN CATHOLIC SCHOOLS

in the light of You Will Be My Witnesses - Bishop Philip Egan

1. You Will Be My Witnesses is a Ten-Year Mission Plan for the Diocese of Portsmouth.

It is a plan for the renewal of every aspect of Christian life and an invitation to join in a renewed missionary effort to bring the Gospel to everyone around, especially the poor and needy. It is based on three principles:

- Putting **Christ at the Centre**: becoming a more Christ-centred Church, with deep personal/communal, spiritual renewal and love for the faith;
- **Mission and Outreach**: becoming a truly missionary, outward-looking Church on mission to all (proclamation) and in service/charity of the poor and needy;
- Being wise and **prudent stewards** of resources (human, financial, estates), that is, making choices that will leave a sustainable legacy for future generations.

You will be My Witnesses is a plan that opens up a new and exciting vision for the Diocese. What is said here about schools, therefore, should be read in conjunction with the main document, especially with the Bishop's Foreword 'We have a Plan.'

2. Education has always been central to the Church's Life and Mission.

Its purpose is the formation and development of the whole person. In Britain from the early Middle Ages, the Church established schools and universities. Many of these were re-founded after the Reformation. When the Catholic hierarchy was restored in the nineteenth century, the Church entered a unique partnership with the State and began establishing elementary

schools for the education of the poor. With the 1944 Education Act, the network of Catholic schools expanded into secondary, and later, tertiary education. Today the Diocese of Portsmouth has 68 schools, serving 30,000 pupils. In the light of You Will be My Witnesses, schools present the Diocese with a remarkable opportunity to bring children and their parents, all staff and governors into a closer relationship with Jesus Christ. You Will be My Witnesses opens up new directions, new roles and new responsibilities for schools within the Church's mission.

3. Parents are the primary educators of their children.

According to the Rite of Baptism, parents are "the first teachers of their children in the ways of faith." Education is a three-way partnership between the parish, the school and the family and especially in religious education neither the parish, the school nor the family can act in silos. Schools exist to assist parents in their Christian duties. As Pope Benedict XVI said: "A good school provides a rounded education for the whole person. And a good Catholic school, over and above this, should help all its students to become saints."

Evangelisation Today:

4. The Church's fundamental purpose is to evangelise.

As St. Paul VI said "[The Church] exists in order to evangelise, ..to preach and teach, to be the channel of the gift of grace." To evangelise means 'to proclaim the Good News' of Jesus Christ so that others might freely seek to become His disciples, within His Body the Church. In this way all can find salvation and be drawn

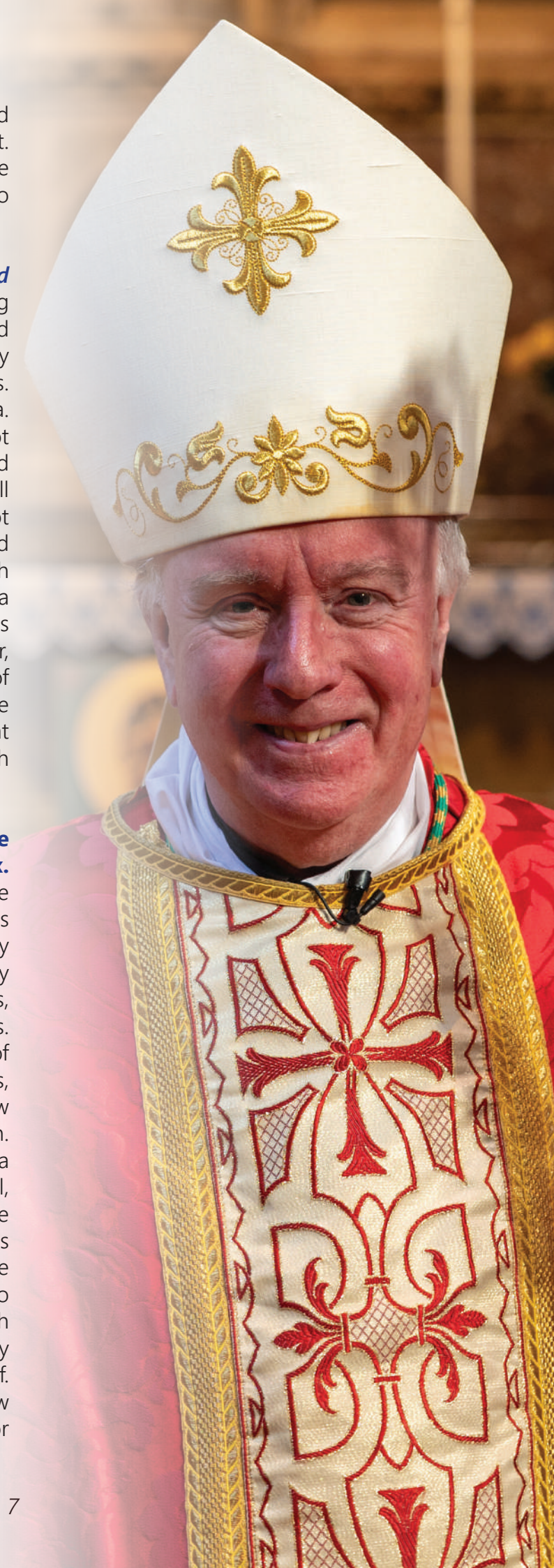
into an eternal relationship with the Blessed Trinity, the Father, the Son and the Holy Spirit. Every member of the Church is called to take part in this work of bringing people closer to Jesus Christ through His Church.

5. Evangelisation is a two-way activity: *ad intra* and *ad extra*.

It is about oneself being evangelised (*ad intra*) - a life-long effort - and about reaching out to others (*ad extra*) by prayer, example, words and charitable deeds. There is no programme nor a magic formula. As St. John Paul II said: "We are certainly not seduced by the naive expectation that, faced with the great challenges of our time, we shall find some magic formula. No, we shall not be saved by a formula but by a Person, and the assurance which he gives us: I am with you!" Evangelisation is about developing a personal-passionate relationship with Jesus Christ, Our Lord and Saviour, He the Master, we, His disciples. The immediate goal of evangelisation is the individual, but the ultimate goal is to evangelise culture, so that the world can be leavened and infused with the Gospel.

6. In the West today, the Mission of the Church has become difficult and complex.

Less than 10% of Catholics participate in the Sunday Eucharist, whilst over the last 50 years a religious revolution has occurred in society by which Britain has become secular. Many people have dropped their Christian beliefs, church connections and religious practices. Surveys shew that, despite high levels of immigration and the influx of other religions, notably Islam, over half the population now say they are 'nones,' people of no religion. This situation presents the Church with a truly unique combination of cultural, moral, practical and intellectual challenges on a scale that she has never encountered before. Mass attendance is in serious decline and the large number of children in Catholic schools no longer translates into participation in parish life. Clergy and laity need to take seriously this phenomenon of secularity and unbelief. The Church thus finds herself in a new apostolic age. Yet this is a *kairos* moment. For



whilst many today do not manifest faith, others implicitly or silently wonder about the meaning of life and the possibility of God, finding the idea of faith attractive. The sheer 'noise' and busyness of modern living, the lack of political and economic certainties, personal and family tragedy, all demonstrate that never have people been in such need of the Gospel. This is the right time to engage the world and its needs, to embrace what is true and good, whilst challenging the world with the counter-message of Christ.

Schools and Evangelisation:

7. Schools are 'the parish on mission' within the local community. Schools and parishes form the two principal agencies of the diocesan mission. They are part of the three-way partnership - the parish, the school and the family - supporting parents. Catholic families are rightly called 'domestic churches,' for it is in the home that the foundations of faith are laid. Schools have a wide remit to society as well as to the Church, but the central aim of a Catholic school is to make Jesus Christ better known and better loved, so that everyone in the school community might "have life and have it to the full" (John 10: 10). Schools exist to support parents form their children as eucharistically-committed disciples of Christ, in love with Him and the Gospel, filled with missionary zeal. This call to evangelise has wide-ranging implications for school priorities, for heads and governors, for leadership and succession-planning, for staff development, for chaplains, for supporting parents and families, for relations with the parishes, for academies and for the school curriculum.

8. Every school should develop its own strategy for evangelisation. The school strategy would reflect the vision of You Will be My Witnesses and be developed in collaboration with the home, the parish and the Diocese. This strategy should form

part of the standing agenda at governors' meetings as a way of reviewing and evidencing how the school is actioning and progressing this aim. Catholic schools comprise practising Catholics (minority), 'not yet practising' Catholics (a majority) and, what might be termed, 'people of good will', that is, those who belong to other Christian communities, those of other religions, those of no religion ('nones') and others, all within the school community yet recipients of the formation the school offers. Consequently, a strategy for evangelisation will need to take account of the school's 'tri-band' constituency:

- How might the school better evangelise the practising Catholics?
- How might the school better evangelise not-yet practising Catholics?
- How might the school better evangelise the unchurched and those of good will?

Putting Christ at the Centre:

9. Schools should be Christocentric. Schools should put Christ at the centre of their curriculum, ethos, life and mission. They should present Christianity not as a religion of the book, the Bible or the Catechism. Nor should they present Christianity as if it were based on doctrine, beliefs and Church teachings, and even less as if it were a moral code of do's and don'ts, practices and customs. Catholicism is first and foremost about a Person, Jesus Christ, God the Son, and about a personal relationship with Him within His Body the Church, and through Him with the Father and the Holy Spirit. It is from Christ and His Word that everything else flows: the Scriptures, the Catholic Tradition, the teachings of the Church and the moral life of the Christian.

10. The school week should begin on Sunday. Jesus Christ is really and truly present and active in Word and Sacrament in the Holy Eucharist and so the school week should begin and end with Sunday Mass. There, the parish, the school and the family unite in offering the Sacrifice of Christ to the Father by the power of the Holy Spirit. Everything in school during the week should prepare for and stem from Sunday Mass in the parish. The school week begins, so to speak, not with the school bell on Monday morning but with the sacristy bell on Sunday in church.

11. Schools should focus their resources on spiritual development. The schools of the Diocese of Portsmouth should be distinctive in helping children and staff to encounter God, enabling them to develop a deep and personal relationship with Him as their Father and Creator. The ethos, life and mission of the schools should take seriously the doctrine of the indwelling of the Holy Spirit and enable children and staff to enter into a real-time friendship with, and discipleship of Jesus Christ, Lord and Saviour, within His Body the Church. The aim would be to teach children to pray, to use silence, to undertake meditation and to practice contemplation. Students should also have an experiential knowledge of different types of prayer and spiritualities (e.g. the Franciscan, Dominican, Ignatian and Carmelite traditions) and be able to use those forms that help them. Schools should teach the Church's 'set-prayers,' but also how to practice lectio divina, to develop a love for the Sacred Heart, for the Blessed Virgin Mary, for St. Joseph and for the saints, to recite fruitfully the Rosary and to love Eucharistic Adoration. They should also help students find God within the Church's historical patrimony: e.g. architecture, Gregorian chant, icons, statues and religious art. Students should experience God's personal love for them in their fears, weaknesses, sufferings and discomforts. Periods in school should be scheduled for prayer, silence, meditation

and contemplation and teachers should acquire the skills to practice and pass on to students helpful ways of coming to encounter and know the Lord.

12. The curriculum should critique the four myths. The following are the principle myths or ideologies commonly held by contemporary culture: secularism, scientism, relativism and consumerism. Schools as formation-communities thus have a critical function in exposing:

- **Secularism.** This is the intention to drive religion and religious expressions out of the public domain and to ring-fence it into the private, that is, not freedom of religion but freedom from religion. It is the myth that religion and spirituality are not natural to being human and that religious expressions should not form part of everyday social life;
- **Scientism.** This is the philosophical falsehood that empirical science alone can yield facts and truths, whereas religion and other forms of knowledge are merely personal opinions. Science acknowledges its limitations, whereas scientism, does not. It distorts the totality of knowledge. Scientism also undermines ethics. Catholic schools need to demonstrate how faith and all forms of reasoning can collaborate for the common good;
- **Relativism.** This is the belief that each individual is the ultimate arbiter of the truth: "What's true for you is not true for me; what's good for you is not for me." Relativism often stems from an emotional subjectivism whereby a person appeals to conscience. In fact, rights and responsibilities go together. Relativism often leads to the weak and vulnerable paying the price. Catholic schools need to help pupils acquire sound and solid principles for moral decision-making;

- **Consumerism**, a way of life that idolises economics and material well-being. This leads to over-consumption and a wasteful use of resources that damages the environment. It can lead to hectic and busy life-styles and to unjust work-loads that impair parenting and a balanced and happy family-life.

13. Schools should become 'comprehensive formation communities.'

They should educate not only their pupils in the Catholic faith but also their teachers, governors and staff. As far as they are capable and in collaboration with the parish, they should attend as well to the evangelisation, catechesis and formation of parents and families. In this way, they will enrich their own staff and the families of their pupils as well as strengthen the life of the parishes. They should identify the gifts and talents of the school community. Every person working in the school, whether Catholic or not, should be offered a curriculum of continuous and ongoing formation in the religious faith, life and mission of the school. Those who make an outstanding contribution to Catholic education or in some way excel in their contribution to the faith, life and mission of a school should be honoured at an annual or biennial awards ceremony.

14. Teachers should develop a deeper understanding of their vocation.

To be a teacher is a noble and responsible calling from the Lord and a ministry within the Church, connected to Christ's prophetic mission. Formation for teaching staff needs to be offered to help teaching staff (re-)discover their vocation, deepen their awareness of the charisms God has given them and identify how they might live their vocation practically in daily life and work. Teachers, along with their professional development, should be given every help to grow in holiness, to be disciples of Christ, to be men and women of vibrant faith so that by word and example they can witness

to what they say, influence their students for the good, and connect the Message of Christ with the deep concerns that young people have. More, every vocation in the Church is by its nature ecclesial. Teachers therefore should be encouraged to give of their time, talents and skills to help with catechetical and sacramental programmes in the parish and with youth ministry, thus connecting with the parents and families of the young. The Diocese needs to provide on-going theological formation of teachers, to help them acquire and develop the skills and talents called for here, and to facilitate the sharing of good practice. Staff meetings especially should begin with a significant period of prayer and formation. In-service training, twilight sessions and INSET days need to be used well.

15. All members of the school community need ongoing Catholic formation.

This includes governors. Being a governor is a ministry. Every governors' meeting should begin with prayer and governors should undertake a curriculum of on-going formation. Attention also needs to be given to the Catholic formation of all the various staff who serve in a school: bursars, administrators, caterers, estates staff and so on. Attention should be given too, as noted, to the Catholic formation of parents.

Becoming Outward-Facing Servants:

16. Schools should undertake projects of charity and mission.

These might include organising environmental projects, hosting Alpha and Sycamore for parents, holding twilight sessions on prayer and spirituality, offering short catechetical courses, making use of social media, organising Bible study, etc. Some of these projects would work well in collaboration with the parish priest and the parish Evangelisation Strategy Team, such as leafleting a new housing development, operating a food-bank, visiting retirement homes, holding Q&A sessions, leading prayers and devotions,

doing a Catholic form of street witness such as a procession, singing and praying the Rosary. Breakfast and after-school clubs might offer evangelistic opportunities. At lunchtimes in a secondary school, the parish priest and/or his team might run a youth Alpha course or formation group. After school, volunteer work might be developed.

Using Resources Wisely and Prudently:

17. All eligible diocesan schools should be academised.

Two Catholic Multi-Academy Trusts (CMATs) should be established. Academisation provides a timely opportunity to preserve Catholic schools, to secure and deepen their identity, life and mission, and to embed them vitally and intrinsically into the culture, structures and life of the Diocese. Academisation could drive up standards and bring about school improvement, social mobility and the remedying of disadvantage. As with parishes being grouped into Pastoral Areas, grouping schools together into CMATs can help overcome 'silo' mentalities and foster mutual collaboration between schools, with common support, governance and other benefits for the sake of the whole. Staff, personnel and human resources can be shared more widely along with good practice. There can also be economic gains through the purchase of common services. More, the CMATs will facilitate structures, programmes and career-paths to help recruit, form, develop, retain and reward Catholic teachers and Catholic leaders. Leadership formation should be embedded early in the career of relevant teachers. Academisation can also enable school resources to be used in parishes for formation and catechesis, thus deepening the collaboration with parishes and with families, thus facilitating the partnership between the parish, the school and the family.

Final Thoughts:

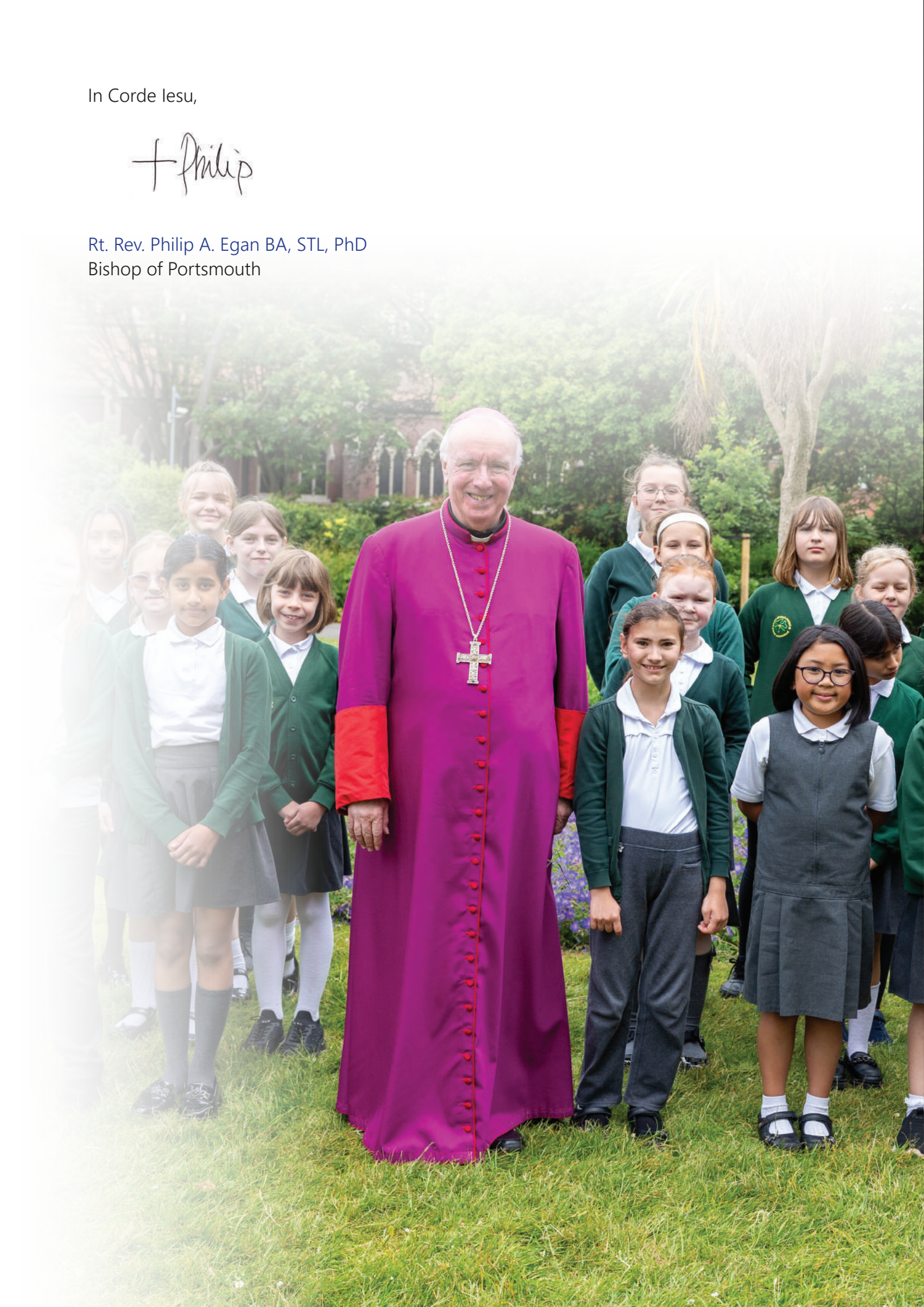
18. You Will Be My Witnesses is about reaching in and reaching out. It is about 'reaching in' to Catholics to fan into a flame the smouldering wicks, and 'reaching out' to the world around, religiously adrift and unchurched, and those who have fallen away. It's about engaging everyone in the Lord's saving mission and making room for them to contribute their own charisms, gifts and talents. It's about becoming outward-facing servants, servant-parishes and servant-schools that welcome the stranger and care for the poor, the lonely and those on the margins. It's about respecting and nurturing God's creation and living more simply. It's about connecting with young people and finding ways to help them encounter the Person of Christ. It's about prudent stewardship that means not spending all the available time, money and energy on buildings, plant and property, but directing resources more intentionally towards the mission.

19. Bl. Dominic Barberi, the Italian missionary who died in Reading in 1849, is reputed to have said "England will be converted one at a time." Even if he meant one person at a time, we might interpret this here as one family at a time. Catholic schools, working with their parishes, provide the Church with an excellent opportunity to propose the Faith over the many years of a young person's school career. Of course we cannot underestimate the challenges to mission today and to what the ten-year strategy *You Will be My Witnesses* seeks to achieve. But even so, this land is a fertile mission-field. It may at times be hard going, yet there is no need for despondency. For Christ is with us, and at this moment, the Holy Spirit is at work in hearts wooing them towards Him. It is not the 'product' on offer that is defective but the ability of people within a busy, noisy and affluent world, to hear the gentle yet thrilling voice of God's call.

In Corde Iesu,

+ Philip

Rt. Rev. Philip A. Egan BA, STL, PhD
Bishop of Portsmouth



Six Holy Habits:

- To keep Sunday special, as a family day, by attending Mass, the 'source and summit' of the Christian life, supporting your parish community.
- To resolve to spend at least five minutes a day in prayer, at whatever time you find best, using the Scriptures, maybe the Gospel of the day.
- To keep Friday as a day of penance in honour of the Lord's Passion, intentionally serving the poor and needy.
- At least once a fortnight, to pay a private visit to church for a short period of prayer before the Tabernacle.
- To go to Confession once a month or so, like a spiritual check-up when you can personally experience God's love and mercy.
- To join a small group for formation, prayer and fellowship, where you can share with others your own faith-experience and in turn hear what God is doing in the lives of others.

CONTEXT AND FOUNDATIONS

OUR CONTEXT AND FOUNDATIONS

The Catholic Church has a long and distinguished history as a provider of education in England, from the cathedral and monastic schools of the sixth century to the widespread system of Catholic schools established following the restoration of the hierarchy in 1850. This commitment to education reflects the Church's recognition of the vital role schools play in forming young people in the faith, preparing them for both life and eternity.

Today, the Diocese of Portsmouth is home to around 30,000 students across 68 Catholic schools, including 56 state-funded schools, of which 16 are academies within seven multi-academy trusts, and 12 independent Catholic schools. While the diocese holds direct responsibility for the governance and oversight of the state-funded schools and academies, it also plays a vital supporting role for the independent schools, helping to strengthen their Catholic ethos and ensuring they remain closely connected to the broader mission of the Church. For many families, these schools represent their primary encounter with the Church, making them critical to the mission of evangelisation.

In recent years, our schools have faced significant challenges, including the aftermath of the COVID-19 pandemic, rising costs of living, changing educational expectations, increasing number of pupils with complex needs, lack of funding and support services for schools and pupils, as well as shifting social, cultural and demographic trends. Many of our schools now serve diverse, multicultural communities, reflecting the broader changes in society. At the same time, we are confronted with a shortage of Catholic leaders and teachers, which, if not addressed, compromise our ability to sustain our distinctive Catholic ethos.

The future of Catholic education faces a

range of complex challenges that will require innovative responses and a renewed commitment to the Church's mission. Among the most pressing are falling birthrates, declining applications for leadership roles, rising operational costs, pupils with more complex needs, and increasing secularisation, which can erode the distinctive Catholic identity of schools. Financial pressures, including limited public funding, pose significant sustainability risks, while the need for strong leadership and effective governance becomes ever more critical.

Catholic schools must navigate changing societal expectations, integrating modern educational approaches while maintaining a focus on faith formation and moral development. The advances of technical innovation, rise of digital learning and the impact of artificial intelligence will present further challenges and opportunities within the next decade. To navigate this complex landscape Catholic education must prioritise mission-driven leadership, deepen its engagement with local parishes and families, and find new ways to connect with young people, ensuring that each student is formed as a whole person, deeply rooted in the love of Christ and committed to the common good.

Yet, despite these challenges, our schools remain places of profound opportunity. They provide a unique environment for encountering Christ, forming young people as committed disciples, and nurturing the whole person, academically, spiritually, socially and emotionally. Our school leaders, teachers, governors, and staff continue to go above and beyond, fostering environments of compassion and inclusion, where every child is valued and supported.

Central to this strategy is the ongoing academisation of our schools. By becoming part of strong, supportive Catholic Multi-Academy Trusts, our schools can better share resources, enhance educational standards, strengthen their Catholic ethos, and secure their long-term viability. This model is essential for protecting Catholic education in the decades to come.

A SHARED VISION FOR CATHOLIC EDUCATION

Catholic schools in the Diocese of Portsmouth are a vital part of the Church's mission to evangelise, form disciples, and serve the wider community. As Bishop Philip's ten-year mission plan, *You Will Be My Witnesses*, outlines, this mission is rooted in three interconnected principles:

- To be a **Christ-centred Church**; putting Christ at the centre of our hearts and our lives.
- To be **missionary communities**; going out on Christ's service and mission.
- To be **prudent stewards** of Christ's Church; making wise choices to leave a sustainable legacy for future generations.

Each of these three themes are linked and interdependent on each other to realise our core vision of **bringing people closer to Jesus Christ through His Church**.

Within each of our overarching principles are three priorities for focus. These have emerged through our consultations and learning from other dioceses across the world.

"According to his great mercy, he has caused us to be born again to a living hope through the resurrection of Jesus Christ from the dead to an inheritance that is imperishable, undefiled, and unfading, kept in heaven for you, who by God's power are being guarded through faith for a salvation ready to be revealed in the last time. ..."

1 Peter 1:3-5



Since the publication of the first draft of *You Will Be My Witnesses*, each of our parishes and central functions have been encouraged to:



PRAY

and reflect on Christ's mission and its relevance today; and on how that mission is currently expressed in the actions and priorities of local faith communities and central functions.



DISCERN

and decide how to respond to God's call for renewal; what we continue, what we change, and what we leave behind.



ACT

and implement plans, starting with small steps leading to ambitious outcomes.

This cycle of prayer, discernment and action will continue over the next ten years as we work together to realise the vision and goals of our Mission Plan.

LOOKING FORWARD

This strategy and its accompanying implementation plan are central to the diocesan mission, recognising that the work of the Church extends into the daily life of our schools, where the next generation of Catholic leaders and disciples is formed. This is the essence of our mission – to witness to the Gospel, serve our communities, and form a generation of young people prepared to face the challenges and opportunities of an uncertain world and inspired to make a difference.

‘Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ’s teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest.’

Address to Catholic Educators, Pope John Paul II, September 12, 1984.

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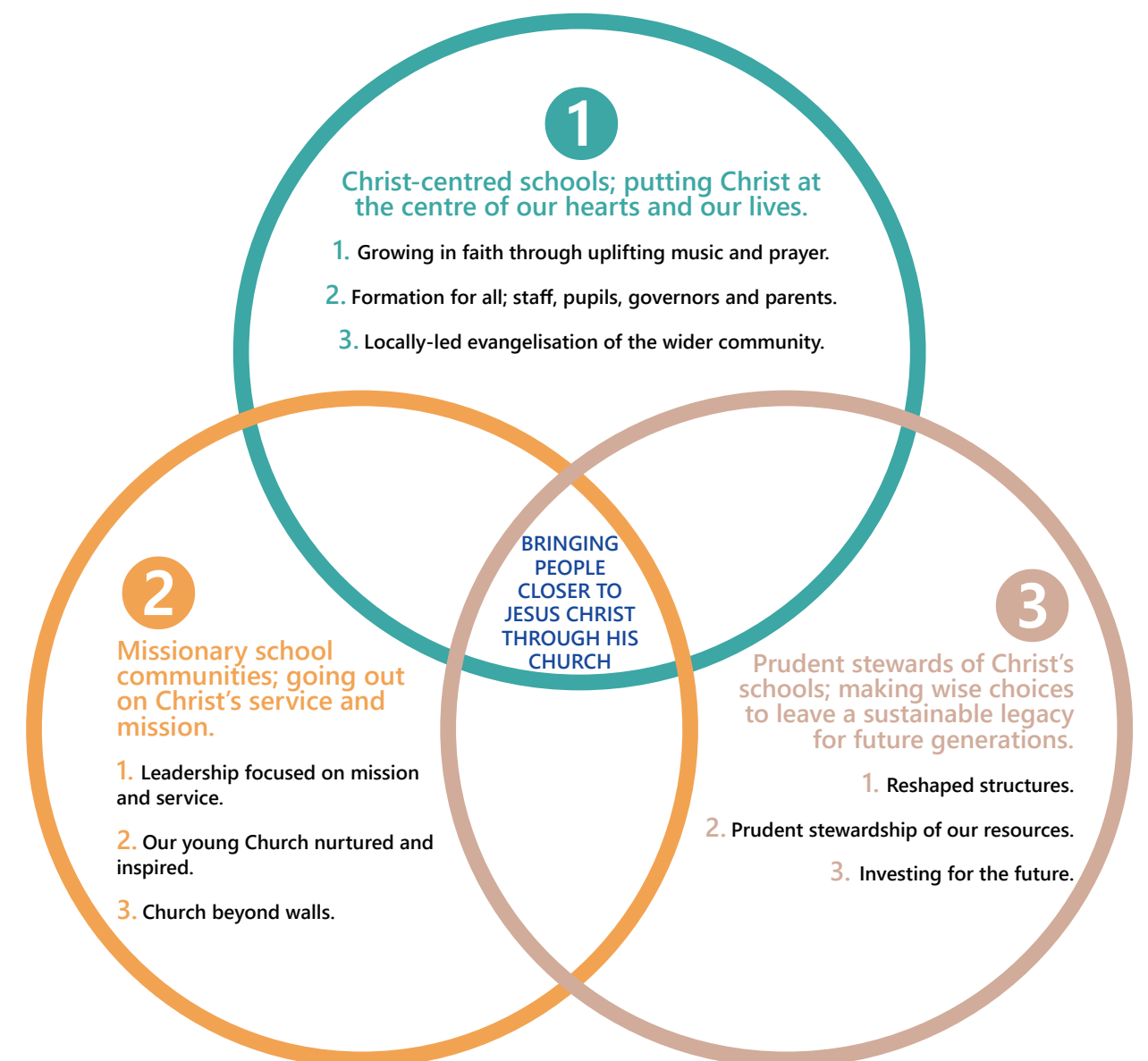


OUR MISSION

The mission and work of our parishes and schools is to ***Bring People Closer to Jesus Christ through His Church.***

Reflecting the Diocese Mission plan, this means strengthening our schools to be:

- 1 Christ-Centred Schools:** Putting Christ at the centre of our hearts and our lives.
- 2 Missionary School Communities:** Going out on Christ's service and mission.
- 3 Prudent Stewards of Christ's Schools:** Making wise choices that leave a sustainable legacy for future generations.



CHRIST-CENTRED SCHOOLS

'Education is integral to the mission of the Church to proclaim the Good News. First and foremost, every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.'

Pope Benedict XVI, Address to Catholic Educators, Catholic University of America in Washington, D.C., April 17, 2008.

1.0 CHRIST-CENTRED SCHOOLS

Putting Christ at the centre of our hearts and our lives.

Our Catholic schools are places of faith and learning where Christ is at the heart of every aspect of life. They serve three key constituencies: practising Catholics, not-yet practising Catholics, and those of good will. It is often through our schools that many encounter Christ for the first time, beginning a lifelong journey of faith through ongoing education and formation, leading them to know Jesus Christ better and to love Him more. The partnership between our schools and the parish is key if we are to draw our families into the life of the Church beyond school.

"I can do all this through him who gives me strength. For I can do everything through Christ, who gives me strength. I can do all things through him who strengthens me."

Philippians 4:13

1.1 Growing in Faith through Prayer and Liturgy

"Teach us to pray."

Luke 11:1

At the heart of every Christ-centred school is a living relationship with Jesus Christ, nurtured through prayer, the sacraments, and the rhythm of the Church's liturgical life. In our Catholic schools, prayer and worship are not peripheral; they are central to who we are and how we live. They shape our identity, our community, and our mission. We believe that the liturgical and spiritual life of the school should embrace every child, member of staff, and the families they serve. It is through this shared prayer life that we grow together in faith, deepen our

love of God, and respond to the call to be missionary disciples.

Our Vision

When this vision is fully realised, schools are places where a living relationship with Jesus Christ is nurtured in every member of the community, children, staff, and families alike. Prayer and liturgy are the very lifeblood of school life. Every child has the opportunity to encounter Christ personally, to grow in love for Him, and to feel at home within the community of the Church.

Pupils grow in confidence as young people of faith, able to pray, reflect, and speak about what it means to follow Jesus. They see prayer as a natural part of daily life and are active participants in the liturgical life of both school and parish reading at Mass, serving at the altar, singing in choirs, and offering intercessions for their community and the wider world.

School communities experience a renewed sense of unity, reverence, and joy, bound together by shared worship and rooted in the life of the Church. Liturgical celebrations are true moments of grace and encounter, drawing in families and parishioners, building bonds across generations, and helping all to see themselves as members of one Body in Christ.

Prayer shapes decisions, relationships, and school culture forming communities that are spiritually alive, inclusive, and outward-looking. Staff model a life of faith and lead worship with confidence and reverence, supported by formation and rooted in their own spiritual growth.

Staff are given time and space for their own spiritual formation through retreats, twilight sessions, and regular moments of shared prayer. New and non-Catholic staff receive

supportive induction in the Catholic ethos, with time to reflect on their own beliefs and how they contribute to the mission of the school.

Teachers and chaplains will intentionally model faith-sharing—offering simple personal testimonies or reflections during liturgies and assemblies that build trust and make faith real and relatable.

Schools will continue to celebrate the faith of their community in creative and joyful ways, through storytelling, artwork, music, and service projects. This makes the faith visible and attractive, especially for families and children who may be encountering it for the first time.

Prayer corners and displays show how pupils are living out their beliefs. Acts of kindness and charity are intentionally linked to the call of the Gospel.

In our schools, Christ is not only spoken about, but loved and encountered. And through this, our children and young people are formed into disciples, joyful, rooted in prayer, and ready to share God's love with the world.

How We Will Get There

Creating a culture of prayer and worship in Catholic schools is not a task for one moment but a journey of formation, habit, and shared encounter. The following actions outline how schools, in partnership with the Diocese, can bring this vision to life in a coherent and integrated way.

Following the Prayer and Liturgy Directory ensures that prayer marks the rhythm of every school day. As children grow in confidence, they take increasing responsibility for leading prayer in age-appropriate ways. Teachers integrate moments of prayer and reflection into the wider curriculum, helping pupils to see the connections between faith and life. Silence and stillness become familiar companions in the school day, creating space for spiritual attentiveness.

Every school will have regular access to Mass, both in school and in the parish and will embrace the full richness of the Church's liturgical year, from Advent and Lent to Marian feasts and Saints' days. Pupils will be formed to participate confidently in their ministry as readers, servers, singers, and intercessors. Links with the local parish will be strengthened as children are encouraged to take part in choirs and liturgical ministries beyond the school walls.

Schools will nurture a rich devotional life that reflects both tradition and the cultural diversity of the Church. Pupils will have opportunities to pray the Rosary, for Eucharistic adoration, Stations of the Cross, and other forms of Catholic devotion. The devotions of Catholic communities from around the world or Marian processions will be honoured and celebrated, with families invited to share their traditions. The sacred spaces, prayer corners in classrooms, chapels, or prayer gardens, will be well maintained and of quality, inviting all to moments of encounter.

Opportunities for collective prayer, celebrations of the word and liturgies, bring together staff, pupils, and the wider community. Families and parishioners are actively welcomed into the worshipping life of the school, not only for seasonal events like Christmas and Easter, but throughout the year for Grandparents' Masses, liturgies for peace, or times of prayer for special intentions.

Liturgical music is an integral part of school life, enhancing the beauty and reverence of worship. Programmes such as the Diocese of Portsmouth's Schools Singing Programme will be available to support staff and develop children's musical and liturgical ministry. Schools will encourage pupils to belong to school and parish choirs and pupils will learn the Church's rich repertoire of hymns, chant, and contemporary worship music, expressing their faith with joy and reverence.

Formation in prayer and worship will ensure that staff can lead confidently and witness faithfully. Adult and pupil prayer and worship teams will be empowered to plan and lead worship across the school. The school community including leaders and governors will have access to retreats, quiet days, and resources to nourish their spiritual lives.

Pupils will be supported to take part in liturgies, explain feast days to their peers, and become leaders of prayer. The school's Liturgy Policy and Annual Provision Plan will be aligned with diocesan norms, best practice and the expectations of the Prayer and Liturgy Directory. Sacred spaces will be maintained and developed to reflect their purpose and beauty. And schools will share prayer resources with families, encouraging faith to be nurtured not only at school, but at home and in the parish.

In these ways, Catholic schools will ensure they are communities where prayer is not only practiced but lived and where prayer and worship are at the heart of school life and help every person to encounter Christ more deeply.

The Diocese will support schools by:

- Offering theological, liturgical and practical formation for all staff, especially those new to the Catholic tradition.
- Offering guidance on the implementation of the Prayer and Liturgy Directory
- Co-ordinating the Schools Singing Programme
- Providing information on retreats
- Providing formation on ministries

"The liturgy is the summit toward which the activity of the Church is directed; at the same time, it is the font from which all her power flows."

Sacrosanctum Concilium, §10

1.2 Formation for All: Pupils, Families, Staff and Governors

Catholic education is not just about the transmission of knowledge; it is about the transformation of lives. Formation lies at the heart of a Christ-centred school: shaping pupils, parents, staff, and governors to grow in holiness, discover their God-given vocation, and become witnesses to the Gospel in every aspect of life.

The Diocese is committed to working in partnership with its family of schools, supporting and enabling a culture of deep formation that reflects the unity of school, home, and parish as interdependent communities of faith.

"In the Catholic school, the prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals and as a community."

The Catholic School on the Threshold of the Third Millennium, §19

Our Vision

Staff and leaders articulate their vocation as Catholic educators with clarity, confidence, and joy.

Regular participation in faith formation, retreats, and theological learning is seen not as an obligation, but as an opportunity for growth and service.

Prayer and Gospel values visibly shape the way staff relate to pupils, families, and one another.

School leadership teams demonstrate a shared commitment to Catholic mission in strategic decisions, curriculum design, and pastoral care.

Parents and carers feel welcomed into the spiritual and communal life of the school. Opportunities such as Alpha, sharing of Sycamore resources, or parent faith evenings are attended and valued. Parents express a deepened sense of their role as first educators of their children in faith.

Governors demonstrate active engagement with Catholic formation and understand their responsibility as stewards of the Church's mission in education. Induction and ongoing training on the Catholic ethos are standard practice and evaluated for impact. Governors' support and challenge leadership to prioritise spiritual, moral, and educational formation of all members of the school community.

Formation is embedded in the curriculum, staff development, prayer life, and community outreach.

Pupil chaplaincy, liturgy teams, and Catholic leadership and service awards (e.g., JPIL Award) thrive.

Schools partner with parishes to support sacramental preparation and form intentional communities of missionary disciples.

The school is recognised locally as a place where faith is nurtured, formation is lifelong, and everyone is called to holiness and service.



How We Will Get There

Formation of Pupils and their Families

Each Catholic school has the unique opportunity to form pupils, guiding them to flourish academically, emotionally, morally, and spiritually.

Schools offer a holistic education that integrates faith and reason, reflecting the truth, beauty, and goodness of God revealed in Jesus Christ, crucified and risen.

Pupils are prepared to become responsible, faith-filled citizens, equipped to engage confidently with the challenges of 21st-century life, grounded in the Church's social teaching and moral vision.

The Diocese will support schools by:

- Providing faith-building resources and opportunities such as Alpha, Sycamore, or school-based catechesis appropriate to the school's context.
- Supporting collaboration between schools and parishes in sacramental preparation, especially First Holy Communion, First Confession and Confirmation, by offering resources and models for engaging parents in the process of faith formation.
- Promoting best practice to ensure families are welcomed, supported, and spiritually nourished, becoming active partners in the faith life of the school community.

Formation of Staff and Governors

The formation of staff and governors is essential to sustaining a school's Catholic character and mission. They are not only educators or leaders, but they are also co-workers in the Church's apostolate of education.

Schools are encouraged to prioritise ongoing formation, with access to high-quality diocesan and national programmes that develop confidence in Catholic

teaching, liturgy, and moral leadership.

The Diocese will support schools by:

- Offering formation and induction support for governors, helping them to understand their role as stewards of the Church's educational mission and to contribute to strategic decisions that reflect the values of the Gospel.
- Ensuring that formation forms part of all training for new staff and leaders.
- Providing ongoing formation resources to support those who work in our Catholic schools.

Schools, Parishes and Families: Communities of Faith in Partnership

Catholic schools, parishes, and families form a single ecclesial community, each with a distinctive role but united in the mission of evangelisation and formation.

Schools, Parish clergy and parish lay leaders are encouraged to create regular opportunities for pupils, families, and staff to engage in parish life, including Mass, community events, and acts of charity or mission.

Schools, can enrich the wider parish by sharing their skills and talents through invitations to school Mass or celebrations of the word, choir performances, youth involvement, and sharing of catechetical and school resources and facilities, helping to build up the Body of Christ across generations.

Opportunities will be made for parishes and schools to create accessible invitations into the life of faith: welcome liturgies for new families, seasonal assemblies, parent prayer groups, and joint mission events. Collaboration with parish Alpha, Sycamore, or other formation initiatives will help bridge school and parish life. Chaplaincy, whether through lay chaplains or pupil teams, will be strengthened to

offer evangelising relationships, a sense of ongoing journey and where appropriate pastoral accompaniment.

The Diocese will support schools by:

- Promoting and supporting stronger collaboration between schools and parishes, especially in the celebration of liturgy, preparation for the sacraments, and shared acts of witness and service.
- Providing resources for formation for parents whose children are preparing to receive the sacraments.

"Christ gave some as apostles, others as prophets, others as evangelists, others as pastors and teachers, to equip the holy ones for the work of ministry, for building up the Body of Christ."

Ephesians 4:11–12

1.3 Locally Led Evangelisation of the wider community

"Let your light shine before others, that they may see your good works and glorify your Father in heaven."

Matthew 5:16

Catholic schools are uniquely placed to support pupils and staff in growing the confidence to share their faith, through everyday witness, kindness, courage, and clarity. Evangelisation begins with joyfully living out the faith and enabling others to recognise that witness and be drawn closer to Christ.

For many families and individuals who do not regularly attend Mass, or who have never encountered the Church, our schools are places of welcome, hospitality, and witness. In these settings, evangelisation is not about conversion but invitation: an

opportunity to encounter Christ through beauty, service, and joyful community. Anchored in their Catholic identity, schools are called to be missionary communities, outward-looking and locally rooted. This means building bridges between the school, the parish, and the wider community, and offering tangible expressions of the Gospel through service, encounter, and shared life. When this vision is realised, schools become trusted beacons of Gospel joy, extending welcome, offering prayerful presence, and creating opportunities for lives to be transformed by love.

"The Catholic school must be a community whose aim is the transission of values for living, and where teachers and pupils experience these values in their daily activity."

The Catholic School
(Congregation for Catholic Education),
§32

Our Vision

The Catholic identity of schools will be visible and authentic, expressed not only in signs and symbols but in the daily life, language, relationships, and outreach of the school community.

Schools will be known locally for their hospitality, joy, and contribution to the common good. Community events, performances, and celebrations will be moments of evangelisation, where the Gospel is experienced through welcome, beauty, and generosity.



Strong partnerships will exist between schools and parishes, with joint projects and, shared mission events.

How We Will Get There

Our schools will be a Visible Witness to Christ in the community, so that Catholic identity is not only symbolised through religious art and displays but lived out in every aspect of school life and interactions with others. Events open to the public such as concerts, feast day celebrations, and school liturgies, will be intentionally evangelising: welcoming, joyful, and Gospel-centred. Communications, including websites and newsletters, will share stories of faith, service, and hope.

Relationships will be built with the wider community. Schools will continue to develop active partnerships with local civic institutions, community groups, care homes, and charities. Staff and pupils will participate in community events, offering a respectful and confident Catholic presence. Where appropriate, schools may open their spaces to host events that support community cohesion, always reflecting a faithful Catholic ethos.

Curriculum content will link Gospel values to real-world challenges, encouraging pupils to apply faith to everyday life.

Initiatives like the John Paul II Award, Oscar Romero Award, Mini Vinnies, or student chaplaincy teams will nurture pupils identity as young missionary disciples.

The Diocese will support schools by:

- Providing formation for staff in evangelisation, welcome and witness.
- Encouraging collaborative planning between schools and parishes for outreach.

- Recognising and celebrating examples of evangelisation by schools in the wider community, sharing good practice across the Diocese.
- Providing formation resources to help staff develop skills in testimony, faith-sharing, and pupil evangelisation.
- Sharing models of pupil-led evangelisation projects and chaplaincy initiatives.
- Offering leadership development in faith communication for heads, RE leaders, and governors.

"The new evangelisation calls for personal involvement on the part of each of the baptised. Every Christian is challenged... to be actively engaged in evangelisation; indeed, anyone who has truly experienced God's saving love does not need much time or lengthy training to go out and proclaim that love."

Evangelii Gaudium, §120



ACTION FOR CHRIST-CENTRED SCHOOLS	School
Develop resources for key stakeholders to clarify understanding of a Christ-centred Catholic school.	
Develop induction materials for school staff.	
Develop resources for the faith formation of staff, pupils, governors and parents.	
Provide training and materials to support the implementation and embedding of the national Prayer and Liturgy Directory.	
Provide guidelines and a formation programme for liturgical ministries in schools.	
Provide guidance and resources to support family prayer.	●
Reappoint a Schools Singing Project Coordinator to support schools & young people in participating in a broad repertoire of high quality religious music.	
Develop a good practice resource for effective parish school working.	●
Develop, resources and implement a home, school, parish strategy.	●
Provide support and training on best practice in relation to the key areas of the Catholic School Inspection (CSI) framework.	
Provide training and resources for the implementation and embedding of the Religious Education Directory (RED).	
Work in partnership with others to share best practice and broker support for schools at all stages of their Ofsted, ISI or CSI journey.	●
Promote the successes of our Catholic schools to a wider audience.	●
Provide training and materials to support the implementation and embedding of the Joint Schools Inspection Framework criteria.	
<i>Provide guidance and age appropriate resources for Eucharistic Adoration, Rosary, Lectio Divina, and other devotions alongside different types of spirituality, Franciscan, Ignatian etc.</i>	●
<i>Work with schools to provide opportunities for participation in music ministry in local parishes.</i>	●
<i>Provide resources to promote the role of vocation in life with particular emphasis on the vocation of the teacher.</i>	
<i>Be involved in the implementation of the local plan to address the principles and priorities of the You Will Be My Witnesses Mission Plan.</i>	●
<i>Provide training and materials to support the embedding of the revised Catholic Schools Inspection Framework criteria.</i>	
<i>Ensure the Christ-centred curriculum remains a focus when implementing the new national curriculum.</i>	●
<i>Establish and resource a career pathway for staff within our schools and for Catholics currently teaching in non-Catholic schools.</i>	●
<i>Provide training for clergy to enable them to confidently fulfill their role with schools (e.g. governors, chaplains etc).</i>	●
<i>Provide training and resources for the implementation of the Catholic Life and Mission Directory.</i>	

Diocese	Lead Coordinator	Phase
●	Director of Education	Phase 1
●	Director of Education	Phase 1
●	Director of Education and Episcopal Vicar for Education	Phase 1
●	Director of Education	Phase 1
●	Director of Liturgical Formation and Director of Education	Phase 1
●	School Prayer and Liturgy Coordinator/Director of Education	Phase 1
●	Diocesan Head of Liturgical Music and Episcopal Vicar for Education	Phase 1
	Director of Education	Phase 1
	Headteacher, Parish Priest or Pastoral Area Coordinator	Phase 1
●	CSI Coordinator	Phase 1
●	Director of Education	Phase 1
●	Director of Education	Phase 1
●	Diocesan Communications Team and Headteacher	Phase 1
●	Director of Education	Phase 1
●	Director of Liturgical Formation	Phase 2
●	Diocesan Head of Liturgical Music, Schools Singing Project Coordinator, Episcopal Vicar for Education	Phase 2
●	Episcopal Vicar for Vocations and Director of Education	Phase 2
	Headteacher and Parish Priest or Pastoral Area Coordinator	Phase 2
●	CSI Coordinator	Phase 2
●	Director of Education	Phase 2
●	Director of Education	Phase 2
●	Director of Education	Phase 2
●	Director of Education	Phase 2

MISSIONARY SCHOOL COMMUNITIES

Catholic schools provide a broad and balanced education which will help children and young people grow to their full human potential and pay regard to the formation of the whole person, so that

'...all may attain their eternal destiny and at the same time promote the common good of society. Children and young persons are therefore to be cared for in such a way that their physical, moral and intellectual talents may develop in a harmonious manner, so that they may attain a greater sense of responsibility and a right use of freedom and be formed to take an active part in social life'.

Code of Canon Law, Can. 795



2.0 MISSIONARY SCHOOL COMMUNITIES

Going out on Christ's service and mission.

Our Catholic schools are not just centres of learning, but vibrant missionary communities, called to live the Gospel in every aspect of their work. They continue the proud tradition of the Church in providing educational opportunities for the poor and marginalised. Today, this mission extends to all those in need, including the materially, culturally, emotionally, and spiritually poor.

Inspired by the Eucharist, the source and summit of our Christian life, our schools strive to form young people who become what they receive – the Body of Christ for the world. This means assisting pupils and staff to grow in virtue, foster concern for social justice, and serve the poor and needy as true missionary disciples. Every member of our school community is called to reflect Christ's love and mercy, becoming a living witness to the Gospel in every aspect of life.

Our Missionary Priorities:

- Forming courageous, compassionate, and Christ-centred leaders.
- Nurturing a culture of service, solidarity, and justice within every school community.
- Promoting a deep sense of global responsibility and care for creation.
- Strengthening the bond between school, parish, and family, creating a seamless path of faith.
- Embracing the diversity of gifts within the Body of Christ, recognising that every individual has a unique

contribution to make.

2.1 Leadership Focused on Mission and Service

“Catholic schools should be able to offer an educational service of the highest quality... especially to the poor and those who are, for various reasons, disadvantaged.”

The Catholic School on the Threshold of the Third Millennium, §14

Catholic schools have always been places of hope, transformation, and encounter. From their earliest foundations, they have served communities in need, often providing education where none existed, and uplifting generations as places of faith, knowledge, and compassion.

The future of Catholic education depends on bold, faith-filled leadership that serves with humility, leads with vision, and never loses sight of the child before them. By forming leaders who are rooted in Christ, ambitious for the poor, and committed to building flourishing communities, we ensure that our schools remain true to their founding purpose: to be signs of God's love and hope for the world.

Today, while the state ensures educational access for all, Catholic schools continue to hold a distinctive mission: to be places where Christ is at the centre, where every child is cherished, and where leaders are formed not simply to manage systems but to serve communities in love and lead with Gospel vision.

Leadership in our schools must be shaped by this enduring mission. It is leadership that is ambitious for pupils, not just academically, but spiritually and personally. It recognises the dignity of every individual and promotes a culture where vocation, service, and witness are central.

“Whatever you do, work at it with all your heart, as working for the Lord, not for men.”

Colossians 3:23

Our Vision

When leadership rooted in mission and service is fully alive in a Catholic school, the entire community reflects a sense of purpose, hope, and identity. It becomes a place where Christ is not just spoken about but encountered daily, through relationships, decisions, liturgy, and learning.

The school's Catholic identity is clearly visible in everything it does. Leaders speak openly about their faith and shape their decisions through Gospel values. From policies, and improvement planning, to pupil support and curriculum choices, Christ is the reference point. Strategic conversations begin in prayer and flow from a desire to serve the common good.

There is a culture of high expectations for all pupils, including those who are vulnerable or disadvantaged. Every child is known, their dignity is respected, and their potential is nurtured. Catholic schools have always had a special vocation to serve the poor; today, that mission continues by ensuring children with special educational needs and their families are supported, included, and celebrated.

Our children and young people are confident, articulate, and joyfully involved in school life. They are given real opportunities to lead, through chaplaincy

teams, charitable initiatives, public speaking, peer mentoring, and parish engagement. Awards such as Faith in Action and the Pope John Paul II Award are actively used to recognise and develop pupil leadership and commitment to faith in action.

Leadership development is part of the culture. Teachers and support staff are encouraged to see their work as a vocation and are supported to grow into future leaders of Catholic education. There are clear pathways for progression within and beyond the school. Talented staff are given responsibility early, mentored well, and formed spiritually as well as professionally to grow as servant leaders.

Schools and parishes are intentional about identifying and supporting future governors and trust board members. They actively seek out individuals willing to serve and equip them with the knowledge, confidence, and theological understanding they need to steward the mission.

These are places where people want to work not just because of strong results or reputation, but because they recognise something deeper: a shared purpose, a sense of belonging, and the joy of being part of a Catholic community that truly lives its values. New staff are welcomed and formed; experienced colleagues are valued and nurtured; everyone is reminded that they matter, and that their work contributes to a greater mission. Through its leadership, it quietly transforms the world around it.

How We Will Get There

Ensure the school's Catholic mission and identity are clearly lived, celebrated, and visible.

Make Christ the reference point for decision-making, school improvement, and daily life.

Be ambitious for all children, especially the disadvantaged, marginalised, and those with special educational needs and disabilities.

Promote high expectations, where every pupil is seen, known, and enabled to flourish.

Help pupils discern their unique vocation through guidance, leadership opportunities, and pastoral care.

Support staff in recognising their role as Catholic educators and witnesses to the faith.

Identify emerging leaders and support them with mentoring and faith-informed CPD.

Encourage participation in diocesan leadership courses.

Celebrate and model servant leadership at every level.

The Diocese will support schools by:

- Providing access to leadership training courses and resources
- Promoting recruitment, talent management and succession planning with CMATs and governing bodies.
- Facilitating networking across Catholic schools.

"You are the light of the world. A city built on a hill cannot be hidden... let your light shine before others, so that they may see your good works and give glory to your Father in heaven."

Matthew 5:14–16

2.2 Our Young Church

Catholic schools are called not only to nurture the faith of young people, but to inspire them to go out and make a difference. They are places where children and young people are formed as leaders, equipped with courage, compassion, and conviction to live the Gospel and transform their communities. Faith is not a private matter—it calls each of us to action, to service, and to be salt and light in the world.

"The Church has always had a special attention for the young, believing that they are not only the future but also the present of the world. They are called to be protagonists of social change and renewal in the Church and society."

Christus Vivit, §174

Our Vision

When this vision is realised, schools are places where young people emerge not just well-educated but empowered to serve. Parishes will be enriched by their energy, communities will be transformed by their actions, and the Church will be renewed by a new generation of faithful witnesses who live out the Gospel not only in words, but in deeds.

Our schools provide a Christ-centred curriculum that not only cultivates academic excellence but also forms the hearts and minds of young people, helping them to discover their God-given gifts and prepare for their unique vocations. This formation is deeply rooted in Catholic social teaching and includes:

Recognising the inherent worth of every individual, created in the image and likeness of God. Schools promote inclusive education, ensuring children of all abilities and backgrounds are valued and supported.

Our young people are confident outward-looking pupils inspired to engage with the world, speak out for justice, serve their communities, and lead lives of meaning and purpose. This begins by helping every young person to understand that they are created in the image of God, called to live in relationship with others, and sent into the world to love and serve.

Through volunteering, outreach, social action, and public witness, our children supported by their families, bring Christ's love to those at the margins.

How We Will Get There

To achieve this, schools intentionally embed social action, global citizenship, and Catholic social teaching into the curriculum and culture. They ensure that pupils have the opportunity and support to participate in awards such as Oscar Romero, Faith in Action and JPPII.

The Diocese will support schools by:

- Providing formation, resources, and networks that help schools to inspire, connect, and equip young people to be the Church in the world.
- Encouraging schools to participate in the Oscar Romero, Faith in Action and JPPII awards.
- Promoting and resourcing models of local mission, especially those led by young people.
- Working with the Education Team in Bamenda to provide opportunities for students to share learning.



2.3 Church Beyond Walls

"Education must help young people to grow in solidarity, responsibility and care, all rooted in a firm foundation of faith. They must become active participants in the building of a more just and fraternal society."

Laudato Si', §131

Our Catholic schools are not just centres of learning, but vibrant missionary communities, called to live the Gospel in every aspect of their work. Today, this mission continues to extend to all those in need, including the materially, culturally, emotionally, and spiritually poor.

Inspired by the Eucharist, the source and summit of our Christian life, our schools strive to form staff and young people to become what they receive, the Body of Christ for the world. This means assisting pupils and staff to grow in virtue, foster concern for social justice, and serve the poor and needy as true missionary disciples. Every member of our school community is called to reflect Christ's love and mercy, becoming a living witness to the Gospel in every aspect of life.

"The Spirit of the Lord is upon me, because he has anointed me to proclaim good news to the poor... to set the oppressed free."

Luke 4:18

Our Vision

Pupils will stand with the poor and the oppressed through initiatives like outreach projects, food banks, and charitable fundraising and prioritising the needs of the disadvantaged through mentoring, pastoral support, and care for refugees and migrants.

Pupils engage in projects that focus on caring for creation, recycling schemes, and sustainability education to foster environmental stewardship.

Young people are passionate about fairness and equity and link to CAFOD and fair-trade campaigns.

Our schools are deeply interconnected with the life of the local Church. They seek every opportunity to work collaboratively with their parishes, forming vibrant missionary communities that support and serve one another. This includes community events and joint social outreach such as visiting care homes or litter picking in the neighbourhood.

As part of their missionary outreach, our schools are proud to support the Archdiocese of Bamenda an enduring diocesan partnership. Through this relationship, pupils develop a global perspective and a spirit of solidarity.

Activities include:

- Fundraising for educational and healthcare projects in Bamenda.
- Digital exchange programmes to build friendships across borders.
- Learning about the culture and history of Cameroon, deepening global awareness and respect.

When fully realised, this vision means our schools are known not only for academic success, but for transforming their communities through compassion, courage, and commitment. Pupils become active citizens of faith who are equipped to serve the world and challenge injustice. Staff are inspired by a shared mission. Parishes are renewed by the presence and participation of young people. And together, we live out the Gospel beyond

the walls of our buildings, bringing hope, healing, and light to the world.

How We Will Get There

To achieve this, schools intentionally embed social action, global citizenship, and Catholic social teaching into the curriculum and culture.

Schools and parishes will seek opportunities to work together on joint ventures to serve the needs of the local and wider community.

The Diocese will support schools by:

- Providing formation, resources, and networks that help schools and parishes to inspire, connect, and equip people to be the Church in the world.
- Encouraging schools to participate in the Oscar Romero, Faith in Action and JPPI awards.
- Working with the Education Team in Bamenda to provide opportunities for students to share learning and for professional dialogue to take place between staff in both dioceses.



ACTION FOR MISSIONARY SCHOOL COMMUNITIES	School
Be involved in the development of the pastoral area plan to address the principles and priorities of the You Will Be My Witnesses Mission Plan.	●
Establish Evangelisation Strategy Team to include school leaders, university chaplains and at least two people aged 16-30	●
Ensure the curriculum, including the RE programme, reflects and develops pupils' understanding of Catholic social teaching	●
Establish a Diocesan Youth Council, comprising at least 12 people aged 16-30, meeting at least twice a year	
Develop and promote Faith in Action, JPPI, and Oscar Romero Award	●
Work with Caritas to develop and promote their work with schools	
Share best practice on developing Catholic Social Teaching (CST) in schools.	●
Promote the participation of our schools in mission projects including social action in their locality and wider world alongside the parish community.	●
Further develop our partnership with the schools in the Archdiocese of Bamenda.	
Develop and implement a communications plan to increase visibility and broadcast good news.	
<i>Be involved in the implementation of the pastoral area plan to address the principles and priorities of the You Will Be My Witnesses Mission Plan.</i>	●
<i>Work with the Evangelisation Strategy Team to develop a school evangelisation strategy</i>	●
<i>Share good practice in relation to evangelisation</i>	●
<i>Develop and share materials to support schools in delivering prayer and liturgy linked to the wider community.</i>	
<i>Provide age appropriate opportunities for involvement in parish life and the wider Church</i>	●
<i>Develop resources for key stakeholders to support them in living as a witness to the teachings of Christ.</i>	
<i>Develop resources to assist staff and pupils in understanding secularism, scientism, relativism and consumerism to enable them to make morally based decisions.</i>	

Diocese	Lead Coordinator	Phase
	Headteacher and Parish Priest or Pastoral Area Coordinator	Phase 1
	Parish Priest or Pastoral Area Coordinator	Phase 1
	Headteacher	Phase 1
●	Episcopal Vicar for Education	Phase 1
●	Episcopal Vicar for Education and Parish Priest or Pastoral Area Coordinator	Phase 1
●	Head of Caritas and Director of Education	Phase 1
●	Director of Education	Phase 1
●	Episcopal Vicar for Education and Parish Priest or Pastoral Area Coordinator	Phase 1
●	Portsmouth Bamenda Committee and the Episcopal Vicar for Education	Phase 1
●	Diocesan Communications Team and Headteacher	Phase 1
	<i>Headteacher and Parish Priest or Pastoral Area Coordinator</i>	<i>Phase 2</i>
	<i>Headteacher and Parish Priest or Pastoral Area Coordinator</i>	<i>Phase 2</i>
●	<i>Episcopal Vicar for Evangelisation, Director of Education and Headteachers</i>	<i>Phase 2</i>
●	<i>Episcopal Vicar for Education</i>	<i>Phase 2</i>
	<i>Parish Priest or Pastoral Area Coordinator</i>	<i>Phase 2</i>
●	<i>Episcopal Vicar for Evangelisation</i>	<i>Phase 2</i>
●	<i>Director of Education</i>	<i>Phase 2</i>

Phase 1: 2026-2029
Phase 2: 2030-2032

PRUDENT STEWARDS OF CHRIST'S SCHOOLS

"Well designed, constructed and maintained school buildings that are accessible to all as far as possible, will create a learning environment that reflects the Church's teaching regarding the dignity of the human person and our obligation to care for the human needs of one another."

Bishop Marcus Stock
'Christ at the Centre' 2012

3.0 PRUDENT STEWARDS OF CHRIST'S SCHOOLS

Making wise choices to leave a sustainable legacy for future generations.

Many of our Catholic schools were established before the parish churches were built. It is this legacy that we seek to preserve by ensuring that our schools meet the needs not only of the current pupils but of the next generation too. As buildings are maintained and developed further to meet the ever-changing educational landscape, it is important that we do so with a cognisant awareness of the need to protect and sustain the environment too.

'And he who had received the five talents came forward, bringing five talents more, saying, "Master, you delivered to me five talents; here, I have made five talents more." His master said to him, "Well done, good and faithful servant. You have been faithful over a little; I will set you over much. Enter into the joy of your master.'

Matthew 25:20-21



3.1 Reshaped Structures: A Vision for Sustainable Catholic Education

In accordance with the canonical norms concerning Catholic schools, it is the responsibility of the school leadership to collaborate with the entire school community and in close dialogue with the pastors of the Church. This in order to make explicit, along with the official educational project, the guidelines on the school's educational mission.

The Identity of the Catholic School for a Culture of Dialogue. Congregation for Catholic Education

Catholic schools are more than places of education; they are communities of faith, formation, and Gospel witness. To ensure they thrive in an evolving educational landscape, we are reshaping our structures to support long-term sustainability, mission integrity, and collaborative growth. Central to this is our commitment to the establishment of two Catholic Multi-Academy Trusts (CMATs), rooted in Catholic identity and guided by a shared vision of excellence.

"As each has received a gift, use it to serve one another, as good stewards of God's varied grace."

1 Peter 4:10

Our Vision

When this vision is realised, Catholic education in our Diocese will be visibly strengthened. Schools within CMATs will operate as a family, sharing resources, specialist expertise, and formation opportunities. Pupils will benefit from an enriched curriculum and broader opportunities. School leaders will be supported by central teams that reduce administrative burden and provide professional expertise in school improvement, special educational needs, chaplaincy, finance, estates, HR, and compliance.

Each school will retain its unique character, but all will be united in mission and vision. Strategic planning, safeguarding, and curriculum development will become more coherent and effective, and governance will be strengthened through unified, well-trained boards.

How We Will Get There

We expect every school to actively engage with the diocesan vision for academisation. This includes entering into open and constructive dialogue about joining one of the two CMATs, participating in preparatory planning, and accessing the training and support provided for leadership and governance within a Trust structure.

The Diocese will support schools by:

- Clarifying the roles and responsibilities of the CMATs and CASO to ensure schools are supported as they convert to academy status and that the work of CASO complements that of the CMAT whilst also providing oversight to ensure

effective governance of the CMATs.

- Restructuring the Education Service to ensure that it has the capacity to meet the needs of the schools and CMATs.
- Providing guidance on matters related to the conversion of a school, including the process for gaining Trustee approval.
- Providing formation and training for CMAT Directors to ensure they are able to effectively fulfil their roles.
- Ensuring that training, guidance and support to stakeholders enables them to address the Bishop's priorities for education as well as supporting schools to work effectively with the new parishes as they become established.
- Working with them to share best practice in relation to the areas highlighted in the government White Paper for Education.
- Maintaining regular communication with all stakeholders to ensure they are aware of the progress and benefits of the academy project and are enabled to shape the vision for the CMATS as they develop.
- Working with the CMATS to share resources, training and best practice to ensure that schools are able to meet the emerging needs of pupils and education as a whole.
- Working with the CMATs through their chaplaincy provision to meet the spiritual and formation needs of the staff, pupils and their families.

Through reshaped structures, we are laying the foundation for a future where Catholic education continues to flourish: strong in faith, secure in governance, and united in mission.



3.2 Prudent Stewardship of Our Resources

'We should cherish and nurture the earth and not plunder it violently.'

Catholic Social Thought, St. Mary's University

We are entrusted with the sacred responsibility of caring for all the resources gifted to us, including our buildings, finances, people, and environment. This is a matter of faith as much as function: ensuring our Catholic schools are not only sustainable but remain vibrant and mission-driven in a rapidly changing world.

"He who supplies seed to the sower and bread for food will supply and multiply your seed for sowing and increase the harvest of your righteousness. You will be enriched in every way to be generous in every way, which through us will produce thanksgiving to God."

2 Corinthians 9:10-11

Our Vision

Our school buildings will be well-designed and maintained, reflecting the Church's teaching on human dignity and care for creation. Symbols and icons of faith help all who enter to recognise the sacredness of the learning environment. Stewardship means ensuring these environments serve today's children and future generations with equal care.

Our Catholic schools will work towards becoming net zero. This is not only greener and more cost-efficient but a witness to the Gospel call to stewardship, justice, and

solidarity.

How We Will Get There

Every school will play its part by assessing baseline emissions, investing in energy efficiency and green technologies, reducing waste, and embedding environmental literacy and Catholic social teaching into the curriculum.

The Diocese will support schools by:

- Managing the estate by setting out clear standards and expectations using guidance, tools and data to support our decision making.
- Supporting them to assess themselves against national condition criteria and accurately report their data.
- Engaging with the DfE to maximise the best use of surplus spaces in our schools to join up with Best Start Family Hubs, housing, neighbourhood health services and youth centres. Initiatives with parishes could see the establishment of catechetical or social enterprise facilities in schools.
- Improving and renewing the estate focusing on long-term strategic maintenance and renewal to improve the condition of the education estate, its resilience to risks from climate change, and its suitability for the changing needs of pupils.
- Engaging with the DfE to access funding from the Renewal and Retrofit Programme to tackle significant condition projects, increase resilience to climate change, access to nature and support decarbonisation of the estate.
- Promoting solar and energy efficiency measures and increasing the reach of the Sustainability Support Programme to drive the behaviour change

needed to make our education estate more climate resilient.

- Adapting the estate to make it more inclusive and accessible, supporting more children and young people with SEND to thrive in their local Catholic school.
- Building and rebuilding the estate to tackle the worst condition buildings and creating suitable places for children and young people to achieve and thrive. We will support schools already named in the DfE School Rebuilding Programme and nominate those who meet the criteria for rebuilding.
- Using new design specifications to create healthy and sustainable places, supporting accessible and inclusive provision. Buildings will be future proofed for climate change with new designs that improve outdoor facilities, increase access to nature and improve indoor air quality.
- Accessing DfE funding in conjunction with Local Authorities to deliver more school-based nursery places in areas where they are needed most, as well as developing specialist and alternative provision places where they are needed – including more inclusive mainstream settings.
- Bringing schools and Trusts together to collaborate on shared services, reduce duplication and build capacity through peer networks and diocesan guidance.
- Provide training and resources to ensure that the teachings of Laudato Si are understood and embedded in the curriculum, prayer life of the school and decisions made by school leaders and pupils.
- Sharing good practice and building a culture of care for creation.

3.3 Investing for the Future

In the search for a solution to a problem, it is necessary to ask oneself whether the solutions proposed and developed mainly serve the purpose of protecting one's own position or whether they can initiate a positive dynamic generating further processes of development.

The Identity of the Catholic School for a Culture of Dialogue. Congregation for Catholic Education

As the diocese evaluates the impact of its changing demographics on parish life, so it must do with its schools. This is to ensure that we are able to provide sufficient Catholic places, in the right places, in buildings that meet the evolving needs of education and the pupils and families they serve. Staffed by those who are spiritually rooted, professionally equipped, and confident in their mission we aim to cultivate a culture where every educator and governor sees their work as a vocation underpinned by Gospel values, not just a role.

'For which of you, desiring to build a tower, does not first sit down and count the cost, whether he has enough to complete it? Otherwise, when he has laid a foundation and is not able to finish, all who see it begin to mock him, saying, 'This man began to build and was not able to finish.'

Luke 14:28-30

Our Vision

When this vision is realised, we will have a clear strategy for the provision of school places. Our schools will place Christ and His mission at their heart. Catholic teachers will choose our schools as their preferred place of work in which to live out their vocation.

How We Will Get There

The Diocese will support schools by:

- Making strategic decisions about our provision in light of demographic change and leadership availability. This may mean reshaping, consolidating or reducing provision, always with the goal of ensuring every Catholic child has access to a faith-filled education.
- Promoting teaching as a rewarding Catholic vocation. We will reach out to young Catholics through parishes, chaplaincies, and diocesan events, sharing inspiring stories of Catholic educators and positioning teaching as a joyful act of service.
- Partnering with the PCP SCITT and Catholic universities and training providers to create pathways into Catholic education, including placements, graduate schemes, and mentoring.



ACTION FOR PRUDENT STEWARDS OF CHRIST'S SCHOOLS	School
Implement the academisation model for the diocese.	●
Clarify the roles and responsibilities of the CMATS and CASO.	
Provide information on how the CMATS will operate and their vision.	
Be involved in the development of the local plan to address the principles and priorities of the <i>You Will Be My Witnesses</i> Mission Plan.	●
Signpost schools to the Diocesan Estates Team to promote the increased introduction of green measures and progress towards any government environmental targets.	
Review the structure of the Diocesan Education Service to enable it to meet the requirements of its ongoing work and this strategy.	
Facilitate online training and briefings for those located on islands	
<i>Achieve a fully academised maintained education system.</i>	●
<i>Be involved in the implementation of the local plan to address the principles and priorities of the You Will Be My Witnesses Mission Plan.</i>	●
<i>Encourage schools to participate in eco initiatives and awards.</i>	●
<i>Implement efficiencies and cost savings through the use of joint procurement and shared posts.</i>	●
<i>Provide support and training on developing the environmental elements of Laudato Si and Catholic Social Teaching in schools.</i>	●
<i>Provide training and materials to support schools in delivering prayer and liturgy linked to the environment.</i>	
<i>Establish criteria for reviewing school size, location and need.</i>	

Diocese	Lead Coordinator	Phase
●	Episcopal Vicar for Education, CEOs and Chairs of Directors	Phase 1
●	Director of Education	Phase 1
●	CEO and CFO in Academy Trusts	Phase 1
	Headteacher and Parish Priest or Pastoral Area Coordinator	Phase 1
●	Director of Education and Head of Estates	Phase 1
●	Episcopal Vicar for Education	Phase 1
●	Director of Education	Phase 1
●	<i>Episcopal Vicar for Education</i>	<i>Phase 2</i>
	<i>Headteacher and Parish Priest or Pastoral Area Coordinator</i>	<i>Phase 2</i>
●	<i>Head of Caritas</i>	<i>Phase 2</i>
	<i>CEO and CFO in Academy Trusts</i>	<i>Phase 2</i>
●	<i>Director of Education and Head of Caritas</i>	<i>Phase 2</i>
●	<i>Episcopal Vicar for Education</i>	<i>Phase 2</i>
●	<i>Episcopal Vicar for Education</i>	<i>Phase 2</i>

OUR SCHOOLS

by pastoral area



Reading

Reading; Christ the King Catholic Primary School, English Martyrs Catholic Primary School, Blessed Hugh Faringdon Catholic Secondary School, St. Joseph's College Tilehurst; St. Paul's Catholic Primary School, Woodley; St. Dominic Savio Catholic Primary School

Holy Family Maidenhead and Twyford

Maidenhead; St. Edmund Campion Catholic Primary School, St. Mary's Catholic Primary School

Christ the King Windsor and Ascot

Ascot; St. Francis Catholic Primary School, St. Mary's, The Marist, Windsor; St. Edward's Catholic First School, St. Edward's Ecumenical Middle School

South Berkshire

Bracknell; St. Joseph's Catholic Primary School, St. Margaret Clitherow Catholic Primary School, Wokingham; St. Teresa's Catholic Primary School

North East Hampshire

Aldershot; St. Joseph's Catholic Primary School, Crowthorne; Our Lady's Preparatory School, Farnborough; St. Bernadette's Catholic Primary School, St. Patrick's Catholic Primary School, Farnborough Hill, Salesian College, Farnham; All Hallow's Catholic Secondary School

Jesus Prince of Peace South East Hampshire

Havant; St. Thomas More Catholic Primary School, Portsmouth; St. Paul's Catholic Primary School, Waterlooville; St. Peter's Catholic Primary School, Oaklands Catholic Secondary School

Portsmouth

Portsmouth; Corpus Christi Catholic Primary School, St. John's Cathedral Catholic Primary School, St. Swithun's Catholic Primary School, St. Edmund's Catholic Secondary School

Guernsey

Guernsey; Notre Dame Du Rosaire Catholic Primary School, St. Mary and St. Michael Catholic Primary School, Blanchelande College

Jersey

Jersey; FCJ Catholic Primary School, Beaulieu College, De La Salle College

Holy Spirit Isle of Wight

East Cowes; Holy Cross Catholic Primary School, Newport; St. Thomas of Canterbury Catholic Primary School, Christ the King Catholic and Church of England College, Ryde; St. Mary's Catholic Primary School, Totland Bay; St. Saviour's Catholic Primary School, Ventnor; St. Francis Catholic and Church of England Primary School

Solent

Fareham; St. Jude's Catholic Primary School, Gosport; St. Mary's Catholic Primary School, Titchfield; St. Anthony's Catholic Primary School

Our Lady Star of the Sea Southampton

Southampton; Holy Family Catholic Primary School, Springhill Catholic Primary School, St. Patrick's Catholic Primary School St. Anne's Catholic Secondary School, St. George Catholic Secondary School, Charlton House

Bournemouth and Christchurch

Bournemouth; Corpus Christi Catholic Primary School, St. Walburga's Catholic Primary School, Christchurch; St. Joseph's Catholic Primary School, Southbourne; St. Peter's Catholic All-Through School

New Forest

Lymington; Our Lady's and St. Joseph's Catholic Primary School

St. Swithun Wells

Chandlers Ford; St. Swithun's Catholic Primary School

St. Peter and Winchester Martyrs

Winchester; St. Peter's Catholic Primary School

Andover

Andover; St. John the Baptist Catholic Primary School, Farleigh Preparatory School

Basingstoke

Basingstoke; St. Anne's Catholic Primary School, St. Bede's Catholic Primary School, Bishop Challoner Catholic Secondary School

Newbury

Cold Ash; St. Finian's Catholic Primary School, Newbury; St. Joseph's Catholic Primary School

Oxfordshire

Abingdon; St. Edmund's Catholic Primary School, East Hendred; St. Amand's Catholic Primary School

Mother Teresa Catholic Academy Trust

Reading

Reading; Christ the King Catholic Primary School, English Martyrs Catholic Primary School, Blessed Hugh Faringdon Catholic Secondary School, Tilehurst; St. Paul’s Catholic Primary School, Woodley; St. Dominic Savio Catholic Primary School

Holy Family Maidenhead and Twyford

Maidenhead; St. Edmund Campion Catholic Primary School, St. Mary’s Catholic Primary School

Christ the King Windsor and Ascot

Ascot; St. Francis Catholic Primary School, Windsor; St. Edward’s Catholic First School

South Berkshire

Bracknell; St. Joseph’s Catholic Primary School, St. Margaret Clitherow Catholic Primary School, Wokingham; St. Teresa’s Catholic Primary School

North East Hampshire

Aldershot; St. Joseph’s Catholic Primary School, Farnborough; St. Bernadette’s Catholic Primary School, St. Patrick’s Catholic Primary School, Farnham; All Hallow’s Catholic Secondary School

Andover

Andover; St. John the Baptist Catholic Primary School

Basingstoke

Basingstoke; St. Anne’s Catholic Primary School, St. Bede’s Catholic Primary School, Bishop Challoner Catholic Secondary School

Newbury

Cold Ash; St. Finian’s Catholic Primary School, Newbury; St. Joseph’s Catholic Primary School

Oxfordshire

Abingdon; St. Edmund’s Catholic Primary School, East Hendred; St. Amand’s Catholic Primary School

Edith Stein Catholic Academy Trust

Holy Spirit Isle of Wight

East Cowes; Holy Cross Catholic Primary School, Newport; St. Thomas of Canterbury Catholic Primary School, Ryde; St. Mary’s Catholic Primary School, Totland Bay; St. Saviour’s Catholic Primary School

Solent

Fareham; St. Jude’s Catholic Primary School, Gosport; St. Mary’s Catholic Primary School, Titchfield; St. Anthony’s Catholic Primary School

Our Lady Star of the Sea Southampton

Southampton; Holy Family Catholic Primary School, Springhill Catholic Primary School, St. Patrick’s Catholic Primary School, St. George Catholic Secondary School

Bournemouth and Christchurch

Bournemouth; Corpus Christi Catholic Primary School, St. Walburga’s Catholic Primary School, Christchurch; St. Joseph’s Catholic Primary School

New Forest

Lymington; Our Lady’s and St. Joseph’s Catholic Primary School

St. Swithun Wells

Chandlers Ford; St. Swithun’s Catholic Primary School

St. Peter and Winchester Martyrs

Winchester; St. Peter’s Catholic Primary School

Jesus Prince of Peace South East Hampshire

Havant; St. Thomas More Catholic Primary School, Portsmouth; St. Paul’s Catholic Primary School, Waterlooville; St. Peter’s Catholic Primary School, Oaklands Catholic Secondary School

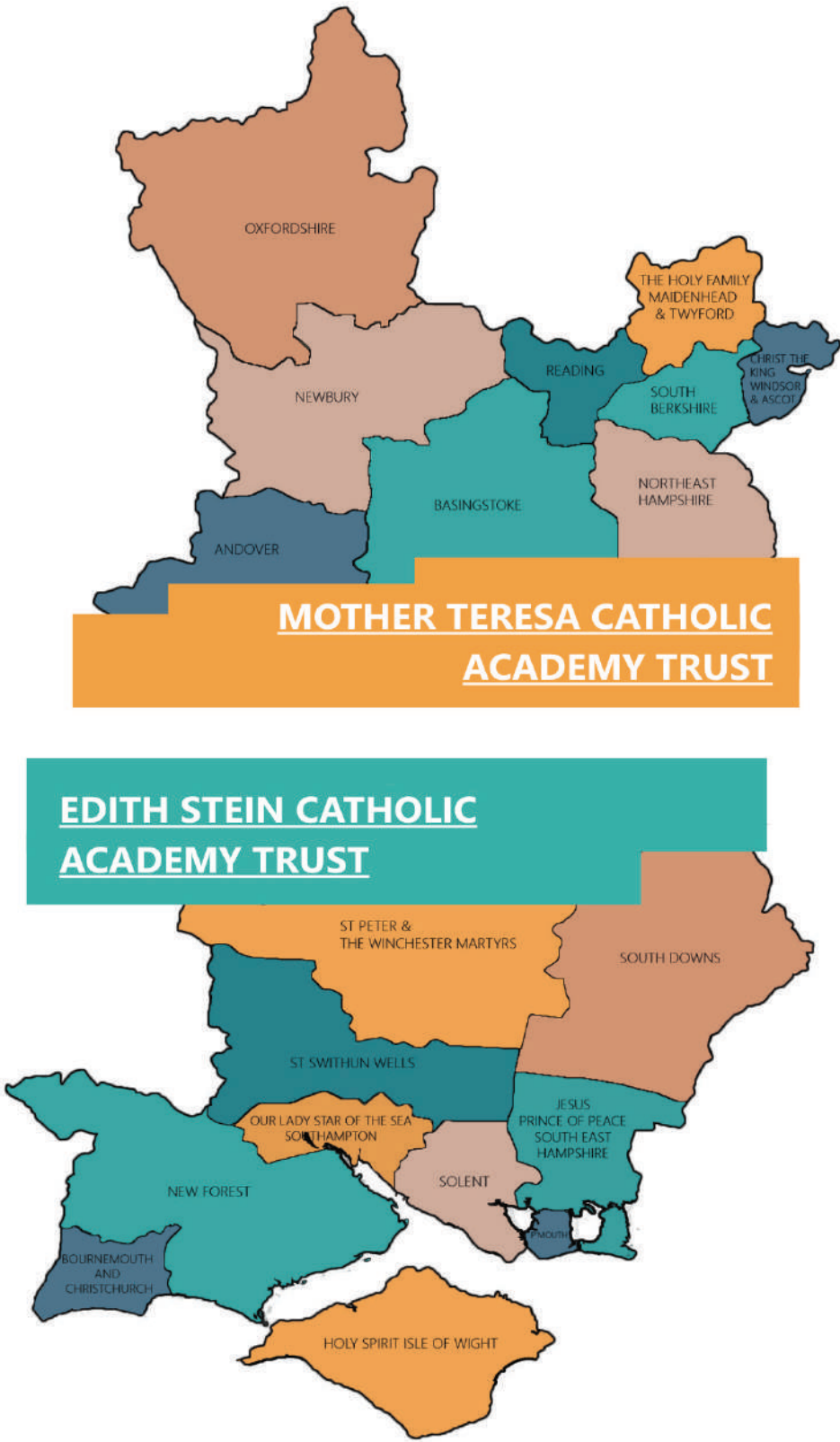
Portsmouth

Portsmouth; Corpus Christi Catholic Primary School, St. John’s Cathedral Catholic Primary School, St. Swithun’s Catholic Primary School, St. Edmund’s Catholic Secondary School

The following schools will be joining our two Catholic Academy Trusts:

St. Edward’s Ecumenical Middle School, St. Peter’s Catholic All-Through School, Christ the King Catholic and Church of England College

OUR SCHOOLS
by academy trust



SEVEN MILESTONES

Key Milestones

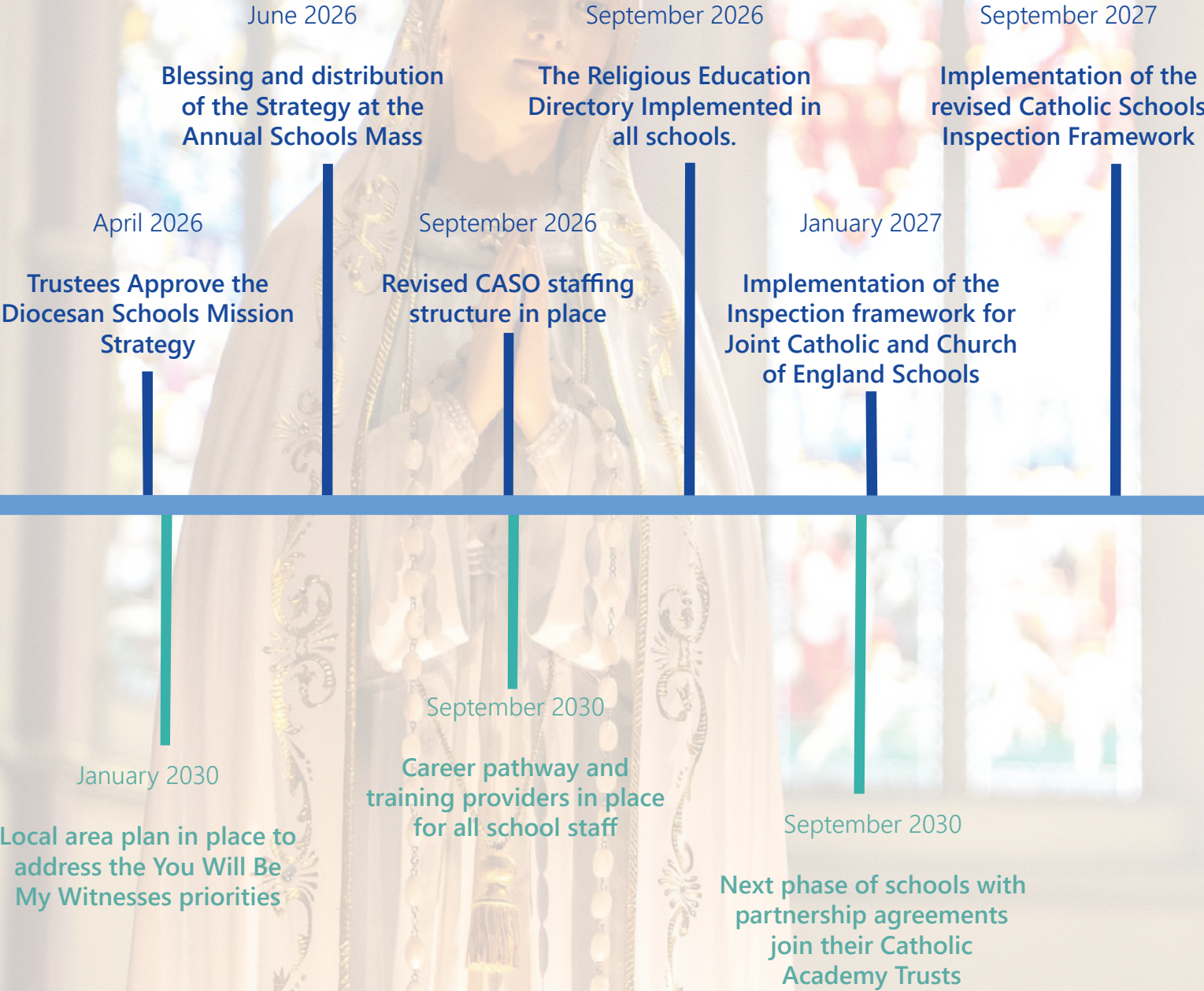
- All eligible schools will be supported on a journey towards joining one of the two CMATs over the next five years.
- Schools will be supported to implement the Religious Education Directory, Prayer and Liturgy Directory and Catholic Life and Mission Directory.
- Each school will review its development and improvement plans within the next academic year to reflect the diocesan vision and proposed actions.
- Parishes will have engaged with their parish schools in developing the 'new parish' plans.
- A local response, indicating plans and progress, will be requested from each school within 12 months.
- The Diocese will reshape its own structures to provide effective support across key areas of this strategy, including governance, estates, finance, and mission.
- Formation for clergy and governors will be prioritised early in the implementation phase to ensure shared understanding and readiness for change.

***"Dear
young
people,
Jesus is
our hope
... Aspire
to great
things"***

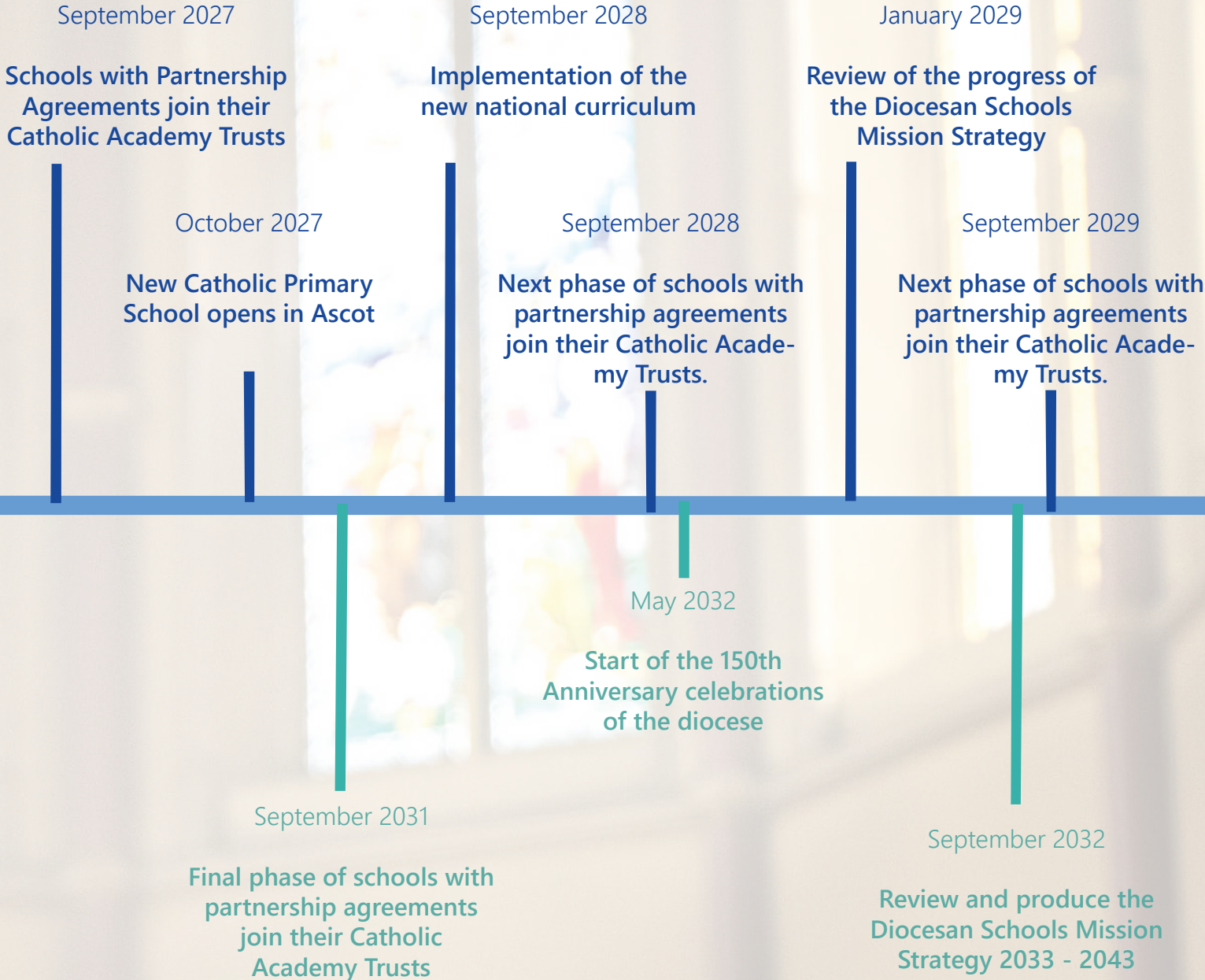
**Pope Leo
XIV**

IMPLEMENTATION TIMELINE

Phase 1 2026-2029



Phase 2 2030-2032



"This is a powerful summons to all of us. You too need to see the entirety of your life as a mission. Try to do so by listening to God in prayer and recognising the signs that he gives you. Always ask the Spirit what Jesus expects from you at every moment of your life and in every decision, you must make, so as to discern its place in the mission you have received. Allow the Spirit to forge in you the personal mystery that can reflect Jesus Christ in today's world."

Pope Francis in Gaudete et Exultate (2018)



PRAYER FOR THE RENEWAL OF OUR DIOCESE

O Sacred Heart of Jesus, we beg you to change us, to convert us and to make us holy. Fill us with a deeper faith, hope and love for you.

Send into our hearts the cleansing fire of the Holy Spirit and powerfully renew all the clergy, religious and laity of our Diocese. Unite us in love and respect for one another and unify us as your one, holy people. Grant us a new passion and zeal for the Catholic Faith, for mission, outreach and service.

*Help us to proclaim your Gospel generously to the poor and needy that many more souls may be saved by finding their way to you in your Church. May Mary Immaculate help us. May St Edmund of Abingdon and Blessed Pier Giorgio Frassati pray for us. **Amen.***



RENEWAL

REFERENCES

1. See Catechism of the Catholic Church. The CTS Definitive and Complete Edition (London, CTS: 2016) n. 2223

2. See ‘Rite of Baptism for Children’ in The Rites of the Catholic Church as Revised by the Second Vatican Council (New York, Pueblo Publishing Co: 1976) 211. “You have asked to have your child baptised. In doing so you are accepting the responsibility of training him (her) in the practice of the faith. It will be your duty to bring him (her) up to keep God’s commandments as Christ taught us, by loving God and our neighbour. Do you clearly understand what you are undertaking?” ibid 198.

3. Benedict XVI Celebration Of Catholic Education in the Chapel and Sports Arena of St Mary’s University College, Twickenham (London Borough of Richmond) Friday, 17 September 2010: see <https://www.vatican.va> (October 2024)

4. Paul VI Evangelii Nuntiandi in H. Denzinger Enchiridion symbolorum definitionum et declarationum de rebus fidei et morum (43rd Edition) ed. P. Hünermann (San Francisco, Ignatius Press: 2010) DH 4573

5. John Paul II Novo Millennio Ineunte (2000) n. 29 https://www.vatican.va/content/john-paul-ii/en/apost_letters/2001/documents/hf_jp-ii_apl_20010106_novo-millennio-ineunte.html (June 2022)

6. See S. Bullivant Catholic Research Forum Reports 3: The ‘No Religion’ Population of Britain (London, St. Mary’s University Twickenham: 2016).

7. Many believe that economic productivity makes it necessary to make consumption and shopping our way of life and that the meaning and significance of our lives today is defined by consumption. In contrast, Pope Francis, in calling for the need to live simply, argues that such an attitude has led to environmental disaster and has oppressed the poor: see Francis Laudato Si (CTS, London: 2015) 202.

8. There is standard sheet for use with prayers before a meeting and then a relevant passage from a Church document as a basis for a brief discussion. For a copy, email a request to bishop@portsmouthdiocese.org.uk.

9. “If we look at today’s world, we are struck by many negative factors that can lead to pessimism. But this feeling is unjustified: we have faith in God our Father and Lord, in his goodness and mercy. ... God is preparing a great springtime for Christianity, and we can already see its first signs” St. John Paul II Redemptoris Missio (London, CTS: 1990) 86 – also available online at http://w2.vatican.va/content/john-paul-ii/en/encyclicals/documents/hf_jp-ii_enc_07121990_redemptoris-missio.html (June 2022)



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Catholic Diocese of
PORTSMOUTH

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