

SCHOOL NAME: St George's Catholic School

CONTACT NAME : Claire Earp

Thank you for registering your LiveSimply action plan.

The details you entered online are listed below.   
Should you have any queries, please visit [cafod.org.uk/LiveSimplySchools](https://cafod.org.uk/campaign/livesimply-award/livesimply-award-for-schools) for the FAQs

Logo

Description automatically generatedYour **Live**Simply action plan Claire a3RQ2000000aOdJMAU

**Global Actions**

**Action 1 *Living in Solidarity main action***

1A) \_\_\_ We will take part in the CAFOD Big Lent Walk. The whole school will take part in a sponsored walk to raise funds for, and awareness of, CAFOD's work in supporting our global family. (Living in Solidarity)

**Global Faith element 1**

We will host a whole school assembly rooted in scripture.  
In Luke 8:1-3   
8:1 Some time afterward he went on through towns and villages, preaching and proclaiming the good news of the kingdom of God. The twelve were with him, 8:2 and also some women who had been healed of evil spirits and disabilities: Mary (called Magdalene), from whom seven demons had gone out, 8:3 and Joanna the wife of Cuza (Herod's household manager), Susanna, and many others who provided for them out of their own resources.  
  
Jesus preached the good gews just as CAFOD brings good news those in need. His followers provided for Him and his disciples so he could bring the good news to others. We are threrefore called to provide funds for CAFOD and their work. Without our support, CAFOD cannot being the good news.

**Global Learning element 1**

Our pupils will learn that they need to support those dedicated to bringing relief and aid to those in need in our global community and that without support these agencies cannot exist. By walking through our town, they will copy the actions of Jesus as he went through towns and villages sharing the good news with his disciples . Their walk will spread the good news as he did and raise awareness in the present as people see them and hear their message which we will promote with a Big Lent Walk banner.   
We would really like a visit from Cafod after our Big Lent Walk so the chilldren can be told the impact of their actions.   
  
https://cafod.org.uk/fundraise/big-lent-walk

**How will you involve the wider community taking part in this action i.e. governors/families/parishioners/local people?**

We will invite our Governing Body and parents to join us on the walk. though our Head Teaher's weekly newsletter. We will promote the walk in the parish newsletter and at church through posters and we will invite parishoners to join us. Walking through our local area will involve / connect us to the local community.   
We will encourage the whole community to work together to cover the 200km as a team.

**Would you like a CAFOD visitor to deliver an assembly/workshop to support your CAFOD fundraising action?** Yes we would like a CAFOD visitor

**Action 2**

2C) \_\_\_ We will engage with Fairtrade and introduce actions to support it (e.g. hold a Fairtrade stall, switch to Fairtrade products in the tuck shop, ask each family to swap at least one item for a Fairtrade product). (Living in Solidarity)

**Global Faith element 2**

At the end of start of term Mass, during which we will write prayers for workers around the world, inspired by the quotes below, we will run a FairTrade Stall. The stall will 'pop up' throughout the term to remind the pupils of the message.   
The Bible is full of concern for worker's welfare. There are many references to fair wages, economic opportunity, and concern for the poor and marginalized.  
Proverbs 14:31 "Those who oppress the poor taunt their Maker, but whoever is gracious to the needy honors God".  
James 5:4: "Look! The wages you failed to pay the workers who mowed your fields are crying out against you. The cries of the harvesters have reached the ears of the Lord Almighty."

**Global Learning element 2**

https://fairtradeprograms.ca/education/  
  
Pupils and staff will have the chance to gain a deeper understanding of the connection between our food supply and the farmers and workers that grow our food.  
  
The impact will be an increased awareness in our school community of our global connections and an increased awareness of the choices they can make as consumers in order to drive global justice. The Chaplains could give a presenation at the end of the term to evaluate the impact of the initiative. They could question the pupils to see what they have learned about FairTrade.

**Action 3**

3B) \_\_\_ We will take part in World Day of the Poor. Included within our actions for this day, pupils will write prayers for the world's poorest communities. (Living Simply)

**Global Faith element 3**

The school will have a World Day of the Poor day during which we will have a while school assemby during which we will share the scripture below and we will have in class Child Led Prayer Sessions . This will be on November 16th 2025.   
  
https://cafod.org.uk/pray/world-day-of-the-poor  
  
Proverbs 19:17 Whoever is generous to the poor lends to the Lord, and he will repay him for his deed. Proverbs 22:9 The generous will themselves be blessed, for they share their food with the poor. Proverbs 22:16 Whoever oppresses the poor to increase his own wealth, or gives to the rich, will only come to poverty  
Proverbs 14:21  
It is a sin to despise one's neighbor,  
but blessed is the one who is kind to the needy.  
Proverbs 28:27  
Those who give to the poor will lack nothing,  
but those who close their eyes to them receive many curses.  
Luke 3:11  
John answered, "Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same."

**Global Learning element 3**

Children will learn that generosity is a grateful response to God's generosity. He gave us everything we have. He gave us our very lives. He gave us His Son, Jesus. And He continues to give to us every day. Giving is a meaningful way to say thanks.  
  
The children will learn that if they give to the poor they are giving directly to Jesus:  
  
"The King will say to those on his right, 'Come, you who are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, I was a stranger and you welcomed me, I was naked and you clothed me, I was sick and you visited me, I was in prison and you came to me.' Then the righteous will answer him, saying, 'Lord, when did we see you hungry and feed you, or thirsty and give you drink? And when did we see you a stranger and welcome you, or naked and clothe you? And when did we see you sick or in prison and visit you?' And the King will answer them, 'Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.'" (Matthew 25:34-40)  
  
At the end of the day, we can convene as a school to share examples of how Cafod directly impacts the poor.   
https://downloads.ctfassets.net/vy3axnuecuwj/4CqLOJlPajNLsWeRyW2vY0/cad90ca47c8881b6317bec41c1cf4636/CST\_Preferential\_option\_for\_the\_poor.pptx

Logo

Description automatically generated

**Local Actions**

**Action 1**

1A) \_\_\_ We will create/maintain a link with a local care home, enabling our younger and older generations to share time together (e.g. talking, playing games such as dominos, learning more about the life of our older community, hearing top tips, singing to/with them, sending cards/letters). (Living Simply)

**Local Faith element 1**

We will have a Key Stage Assembly Focus on caring for the elderly and create an informative presentation on the care homes in our local area. Our assemblies will be rooted in scripture.  
  
Leviticus 19:32  
  
"Stand up in the presence of the aged, show respect for the elderly and revere your God. I am the Lord."  
   
 1 Timothy 5:1-2  
  
"Do not rebuke an older man harshly, but exhort him as if he were your father.

**Local Learning element 1**

https://www.theguardian.com/society/2018/nov/12/children-care-homes-residents-feel-more-human  
  
https://madisoncatholicherald.org/visit-the-elderly/  
  
Pope John Paul II stressed the importance of visiting the elderly when he said, ''I express deep appreciation to all those persons who find the time and the way to approach and assist the elderly who are most in need because they are abandoned or forgotten. Christian faith helps us to see the face of Jesus in the person in need."  
  
Children will learn that when we visit a person in a nursing home, we visit Jesus. We respect the nursing home resident as a unique person created in God's image. We listen attentively even if we have heard the story before. Listening is an act of love which shouts that we care.  
We will ask the care homes for feedback so the children can understand the imapct of their actions.

**Action 2**

2A) \_\_\_ Inspired by Laudato Si' pupils will organise a litter pick in the community to protect wildlife and keep the local area tidy. Where possible, litter picked will be recycled appropriately. (You may wish to start your litter pick with a prayer.) (Living sustainably)

**Local Faith element 2**

During Key Stage assemblies , we will share the CST Powerpoints on Stewardship when these line up with and consolidate the RED planning in September / October :   
  
https://assets.ctfassets.net/vy3axnuecuwj/ytrYAm8bvzFRgGTJMwsjD/30b389e93671617b76a3e551f6098dad/CST\_Stewardship.pptx  
  
We will call our litter pick a litter pilgrimage and treat it as our Pilgrimage of Hope for the Jubilee Year.

**Local Learning element 2**

https://catholicallyear.com/blog/the-littlest-apostolate-or-why-i-let-my/  
  
https://www.biblicalleadership.com/blogs/what-does-picking-up-litter-have-to-do-with-building-a-culture-of-respect/  
  
The children will learn personal responsibiltiy and respect for the planet and put example into action by actively playing their part in cleaning up the local area and not just their own grounds. They will learn that they can inspire others by their actions as others see them pick up litter on their litter pilgrimage.   
Children will be able to see an improvement in the well being of their local area and will develop an ongoing sense of responsibilty for it. We will ask the residents of the local area what they feel about it since our litter picks so they can gauge the impact of their actions.

**Action 3**

3C) \_\_\_ We will support our local homeless shelter. Pupils will find out what the shelter needs and then raise funds or gather the items required. (Living in Solidarity)

**Local Faith element 3**

https://www.gotquestions.org/Bible-homeless.html  
  
Jesus could identify with the homeless in His itinerant ministry. In Matthew 8:20, Jesus states that even animals have a place to call home, but He had nowhere to lay His head. He stayed in the homes of whoever would welcome Him and sometimes outside. He was born in a stable and even spent His last night before His crucifixion outside in a garden. The apostle Paul was also at times in a homeless situation (1 Corinthians 4:11).  
  
God expects His people to help those who are homeless. The Law directly addressed care for those in need. In Leviticus 25:35 God commands His people to help support those who have no home and cannot support themselves: "If any of your fellow Israelites become poor and are unable to support themselves among you, help them as you would a foreigner and stranger, so they can continue to live among you" (see also Deuteronomy 15:7-11). The Lord rebuked those who kept the outward form of religion yet did not care for the poor: "Is not this the kind of fasting I have chosen: . . . to share your food with the hungry and to provide the poor wanderer with shelter--when you see the naked, to clothe them, and not to turn away from your own flesh and blood?" (Isaiah 58:6-7).  
  
The book of wisdom, Proverbs, lays down the principle of giving to the poor and attaches it to a blessing: "Whoever is kind to the poor lends to the LORD, and he will reward them for what they have done" (Proverbs 19:17). Those who refuse to help the poor will find themselves on the losing end: "Those who give to the poor will lack nothing, but those who close their eyes to them receive many curses" (Proverbs 28:27).

**Local Learning element 3**

Pupils will learn that caring for their neighbour does not mean knowing or even seeing their neighbour and /or actively trying to see their neighbour. By visiting Open Door and meeting the staff there, the children will be able to see their donations being used. The children could write letters to those at the centre to ask them how the donations and support of Open Door impacts their lives.

Logo

Description automatically generated

**School Actions**

**Action 1 – Living Simply main action**

1A) \_\_\_ We will create/develop a prayer garden/outdoor spiritual space involving all pupils in some way (e.g. design, creation, prayer stones, planting bulbs, scattering seeds, creating prayers, leading worship). (Living simply)

**School Faith element 1**

We will link the opening of our prayer garden to the CST value of Subsidiarityas it was requested at a Lunch Bunch Pupil Voice meeting in October 2024. Pupils will learn that it is important to listen to the wishes of all through seeing the garden opened and in use as result of their voice.  
  
Jethro said to Moses, "Let them bring every important case to you, but decide every minor case themselves."   
  
Exodus 18:22  
  
https://downloads.ctfassets.net/vy3axnuecuwj/4PZFTNXDISeK9wBkt1aVJn/352e23ba4fb96cfe294fd81feae31a27/CST\_Subsidiarity.pptx

**School Learning element 1**

They will learn that everyone should be given the platform to speak and the chance to be heard and each class will see their request being fulfilled in the gardens. We will ask children and visitors to leave comments in the prayer garden book so children can see the impact of listening to the ideas of others.

**How will you involve the wider community taking part in this action i.e. governors/families/parishioners/local people?**

We will ask for donations for the garden and we will ask for volunteers to tend it, We will ensure the garden can be used by the wider community as school events( Sports Fayre, School Fayre , Book Fayre, Leavers' Party , After Mass Parish Coffee Mornings, Parent Evenings, School Plays) as prayer areas for the whole school community for quiet reflection. We could link it to our work with local care homes and invite the elderly of our community to pray with us in our outdoor prayer areas.

**Action 2 – Living Sustainably main action**

2B) \_\_\_ We will take part in a whole school "disconnect to reconnect" day, switching off electrical appliances and using minimal energy to lower our carbon footprint. Pupils will be able to spend time connecting with nature and/or other people. Continuing after school with families encouraged to live sustainably by reducing power consumption, spending time together instead e.g. gardening, playing a simple game, or going for a walk/bike ride. (Living Sustainably/Living Simply)

**School Faith element 2**

In September and October, we can link this day to our Covenant and Creation Laudato Si teachings of Stewardship and put learning into practise for a whole day.   
"God saw everything that he had made, and indeed, it was very good."  
Genesis 1:31  
https://assets.ctfassets.net/vy3axnuecuwj/ytrYAm8bvzFRgGTJMwsjD/30b389e93671617b76a3e551f6098dad/CST\_Stewardship.pptx  
  
The idea of simple living, living more with less, has been widely emphasised in the Bible in verses such as Proverbs 13:7, Ecclesiastes 4:6, Luke 12:15 and Hebrews 13:5-6.  
  
The following sites are for adults but will help support staff with sharing the message of an 'unplugged' day.   
https://saltandlight.sg/business/living-the-simple-life/  
  
https://coastalchristianfellowship.com/simplify-your-life/  
https://www.hisplaceministries.ca/blog/2020/4/9/unplug-from-devices-and-plug-into-god

**School Learning element 2**

Pupils, staff and families could write a diary about their day. How did it feel? What new things did they learn? How did their feelings change as the day progressed? What did they have more time to do? How did they become closer to God?   
  
The diaries can create an 'impact' display in the hall to demonstrate the impact of becoming unplugged to remind everyone to take time to unplug more often.

**How will you involve the wider community taking part in this action i.e. governors/families/parishioners/local people?**

The unplugged intitiative could follow the children home if we invite families to take part as well. We can also ask the Governors to take part and ask them to share their diaries as well to see the impact beyond our school environment.

**Action 3**

3A) \_\_\_ We will take action to nurture God's creatures (e.g. creating bird/bat boxes, building bug hotels, making bird feeders, creating hedgehog homes). (Living Sustainably)

**School Faith element 3**

We will weave scripture into our science lessons on Habitats and create nesting sites and bug hotels within science lessoons to link care for creation to learning about creation. We can structure the curriculum to link Habitats to Creation and Covenant.   
  
https://www.planassessment.com/product-page/examples-of-work-living-things-and-their-habitats-y2-max  
  
Genesis 1:28  
Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground. '" God gives humanity stewardship over the earth, emphasizing our responsibility to care for the planet. In this mandate, God grants humans dominion over all living creatures and the environment.   
  
  
Genesis 2:15   
The Lord God took the man and put him in the garden of Eden to work it and keep it.

**School Learning element 3**

Pupils will learn that scientific understanding of the delicate nature of living things and their habitats can be linked to belief in stewardhip and that knoweldge can be used in conjunction with belief.   
  
Pupils can measure the impact of their action by monitioring the habitats created over the course of the year. They could hypothesise what might happen if the habitats were to be destroyed ?

Logo

Description automatically generated

**Main Actions**

**Living** Simply

1A) \_\_\_ We will create/develop a prayer garden/outdoor spiritual space involving all pupils in some way (e.g. design, creation, prayer stones, planting bulbs, scattering seeds, creating prayers, leading worship). (Living simply)

**Living** Sustainably

2B) \_\_\_ We will take part in a whole school "disconnect to reconnect" day, switching off electrical appliances and using minimal energy to lower our carbon footprint. Pupils will be able to spend time connecting with nature and/or other people. Continuing after school with families encouraged to live sustainably by reducing power consumption, spending time together instead e.g. gardening, playing a simple game, or going for a walk/bike ride. (Living Sustainably/Living Simply)

**Living** inSolidarity

1A) \_\_\_ We will take part in the CAFOD Big Lent Walk. The whole school will take part in a sponsored walk to raise funds for, and awareness of, CAFOD's work in supporting our global family. (Living in Solidarity)

**School/Contact Details**

**Name of School**

St George's Catholic School

**Address**

The Mount

Taunton

TA1 3NR

**Phone**

01823284130

**Contact Name**

Claire Earp (Mrs)

**Email Address**

c.earp@stgeorgestaunton.uk

Any queries please view our FAQ on [www.cafod.org.uk/LiveSimplySchools](http://www.cafod.org.uk/LiveSimplySchools) or email [schools@cafod.org.uk](mailto:schools@cafod.org.uk)