

OUR CURRICULUM

Intent

PASSIONATELY CATHOLIC
ACADEMICALLY EXCELLENT

2021+
EDITION



Totus Tuus Sum Maria



MISSION STATEMENT

We are all one in Christ, our mission and our responsibility is to recognise all individuals in our community as part of the body of Christ and to value them accordingly in our treatment of them, thriving and progressing in a spirit of togetherness. (1 Cor. 12-29)

AN EVANGELISING MISSION

There are many reasons why parents choose to complete an admission form for their child to attend a Catholic School. For some parents a Catholic school presents an opportunity for their child to develop within a distinctly Christian sociological paradigm. For other parents a presumption about academic or behavioral rigor might be the foremost reason behind their decision to apply to a Catholic school. The reasons might simply be pragmatic or relate to accidental qualities which the school possesses, such as geographic location, parental recommendations, feeder school recommendations, school facilities or groups which will enable their child to develop in a specific field.

Ultimately, the motivation behind applications are neither monolithic nor uniform. Having said this, what is and what must be certain, is that from the moment a child begins their course of education at a Catholic school, they are welcomed into a Christ-centered community **intent** upon providing their child with the opportunity of encountering the risen Lord Jesus Christ.

The first key reason why Catholic schools are established, then, is to be part of the Church's mission in education, to place Christ and the teaching of the Catholic Church at the centre of people's lives. "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."

Christ at the Centre – Question 1. Why does the Catholic Church provide schools?

TRUTH - GOODNESS - BEAUTY



TRANSCENDENTALS

Discover

Truth

Why do we ask questions? Why do we want answers? What type of answers do we want? Why do we learn?

A simple definition for truth is the mind being in accord with reality. We seek always to place our pupils and ourselves in proper relationship with the truth. Nothing we do can ever be opposed to the truth, that is, opposed to reality. When our reason functions honestly and clearly, we can come to know reality and have the ability to make true judgments about reality.

Develop

Goodness

Why do we want to get better? Why is it desirable to act good? Why do we seek improvement?

When we explore issues of goodness with our pupils, we are asking them to consider questions of how well someone or something fulfils its purpose. Goodness is understood as the perfection of being. A thing is good to the degree that it enacts and perfects those powers, activities, and capacities appropriate to its nature and purpose. A good pair of scissors cuts, a good eye has 20/20 vision, and so forth. We have to know a thing's purpose, nature, or form to engage in an authentic discussion of "The Good." When we get to questions of what is a good law, a good government, a good father, or a good man, the discussion quickly grows richer, deeper, and more complex.

Appreciate

Beauty

What inspires us, unites us and evokes a sense of awe and wonder?

Beauty can help evoke wonder and delight, which are foundations of a life of wisdom and inquiry. Beauty involves apprehending unity, harmony, proportion, wholeness, and radiance. It often manifests itself in simplicity and purity, especially in math and science. Often beauty has a type of pre-rational (striking) force upon the soul, for instance when one witnesses a spectacular sunset or the face of one's beloved. Beauty can be understood as a type of inner radiance or shine coming from a thing that is well-ordered to its state of being or is true to its nature or form. Beauty pleases not only the eye or ear, but also the intellect in a celebration of the integrity of our body and soul.

Truth

IN OUR CURRICULUM

For any answer to be correct, it must contain truth. When a teacher seeks a correct answer they are looking for a truth. When pupils do any enquiry based learning they are seeking truth.

Take for example a Mathematics teacher who sets their pupils a challenge of finding out the value of X in an equation. If the answer does not correspond to truth, then it will be incorrect.

A history teacher who is leading a project on reasons why the triangular slave trade began encourages an investigation into historical truth.

A science teacher who sets up an experiment to work out which are the best chemicals to speed up a rate of reaction is also examining a scientific truth.

HERE ARE SOME TYPICAL THINGS YOU WILL HEAR AT ALL SAINTS WHICH RELATE TO TRUTH IN OUR CURRICULUM!

- Is it true?
- Is that real? If so, how do you know?
- Is the thinking here rational? Is that logical?
- Is the information and reasoning clear and precise?
- Is the approach fair and balanced?
- Let us evaluate the idea... Could you analyse the similarities/differences between?
- Are we looking at this clearly and with our senses and reason properly attuned?
- How does this square with what we know from revelation? If there is a disconnect, Where further shall we explore?
- On what intellectual, moral, or intuitive principle are we basing this?
- Can the knowledge or situation under consideration be integrated with or expanded by the knowledge from another academic discipline? Evaluation?
- Now that we know this particular truth about a thing, what other questions does that raise? What more do we want to know?
- Is this also beautiful? Is this also good?



Goodness

IN OUR CURRICULUM

What is evident in our school is that we want our pupils to be good and do good. We want them to learn goodness so that they can achieve success, orientate themselves in society, appreciate good people and good things. Promoting the most good in all that they do.

An ICT teacher who is teaching their class about the qualities of a piece of software is sharing the goodness (suitability) of a well-made software package.

A PE teacher who is studying how technique improves success in sport is focussing on the goodness of form.

A business studies teacher who is conveying the effectiveness of a business strategy (from the perspective of success and ethics) is looking at how good the strategy is.

HERE ARE SOME TYPICAL THINGS YOU WILL HEAR AT ALL SAINTS WHICH RELATE TO GOODNESS IN OUR CURRICULUM!

- Is that the best way of doing this?
- What, if anything, would make this better? What would make this worse?
- Let's explore why this is not the best technique and how we can improve it...
- What is this thing's purpose/end?
- What is this thing's nature? What do we know from our senses and reason? From nature and natural law? What do we know from revelation?
- What perfections are proper to this thing in light of its purpose?
- To what degree does the particular instance we are considering possess or lack these perfections?
- How well does this work? Is "X" a good "Y"? What makes "X" a good "Y"? (e.g., Is Odysseus a good husband? Is the liver we are diagnosing a good liver? Is the theory of relativity a good theory? Is Picasso a good artist?)
- How does this measure up in terms of a Catholic worldview and values?
- How does this measure up in terms of Catholic morality and virtue?
- Is this also beautiful? Is this also true?



Beauty

IN OUR CURRICULUM

Awe, wonder, delight, and wisdom are the foundations of a life of curiosity and inquiry.

This is what is often meant when the term 'well-rounded' is used, it is a proper appreciation of that which is beautiful. Beauty enchants and moves one to a deep and contemplative beholding of the real.

An English teacher who is studying the quality of and the motivation behind a piece of poetry is teaching an appreciation of beauty.

A geography teacher who shows their pupils a beautiful sunset

HERE ARE SOME TYPICAL THINGS YOU WILL HEAR AT ALL SAINTS WHICH RELATE TO BEAUTY IN OUR CURRICULUM!

- Is "X" beautiful? How so? Why not?
- Why are so many attracted to and appreciate this art/music/idea?
- Why do so many visitors travel to see/hear this?
- Why is the orderliness, simplicity, symmetry of this enchanting?
- Which of these (i.e., poems, experiments, proofs, theories, people, functions, concepts) is more beautiful and why? Why might others have thought this beautiful?
- What is awesome, wondrous about this person/thing?
- How does this shine? Radiate?
- What does this reveal about the nature of what is seen?
- Where is there unity and wholeness here?
- Where is there proportion and harmony here?
- What does my response to this reveal about me?
- How is faithfulness to form or nature powerfully evident here?
- How does this reveal God's graciousness, presence, and transcendence?
- How does this person/thing attract? Is this person using their God-given gifts to attract in a way that pleases God and draws others closer to God? What can happen when beauty is not used for the glory of God?
- Is this also Good? Is this also True?



Truth

DISCOVERY ACCURACY UNDERSTAND
KNOWLEDGE
RETELL EXPLORE
ANALYSE
RELATE EVALUATE
INFORMATION
DATA AUTHENTICITY
PERSPECTIVE
EXAMINE CORRECT VALIDATE
MYSTERY VERIFY ARGUE
ESTABLISH RIGHT HONESTY
FACT CERTAINTY CLARITY
AXIOM CONSOLIDATE NEWS

Goodness

VIRTUE

BETTER

BEST

PERFECT

MERIT

SUITABILITY

BENEFICIAL

ADVANTAGE

RIGHTEOUSNESS

VALUE

IMPROVEMENT

QUALITY

SKILL

SUPERIOR

WORTH

DIGNITY

MORALITY

ETHICAL

INTEGRITY

JUSTICE

PRINCIPLE

DECENCY

CHARACTER

EFFECTIVE

KINDNESS

RESPECT

PURITY

NOBILITY

PRUDENCE

CHARITY

Beauty

ENGAGE

ENCHANT

MYSTERY

AWE

WONDER

JOYFUL

UNITY

EXPERIENCE

BRILLIANCE

ATTRACTION

CAPTIVATE

IMAGINE

CREATION

INSPIRE

ELEGANCE

SENSE

FASCINATE

ARTISTRY

SIMPLICITY

AESTHETIC

SYMETRY

GRANDEUR

GLAMOR

STYLE

SPLENDOUR

KINDNESS

REFINEMENT

NATURE

FRIENDSHIP

APPEALING

GLORY

ALLURE

TRANSCENDENCY

REVERENCE

EDUCATING THE WHOLE PERSON

**OUR PUPILS ARE TAUGHT TO DISCOVER AND FOLLOW THE TRUTH.
TO BE GOOD AND DO GOOD.
TO APPRECIATE AND UNDERSTAND BEAUTY.**

There are many reasons why parents choose to complete an admission form for their child to attend a Catholic School.

What is certain is that at our school, the curriculum is ordered towards the development of the whole person; the ethos, pathos and logos. Their emotional development, their behavioural development and their intellectual development.

This is an assurance that all teachers, parents/carers and pupils can receive from us.

They will be educated in the transcendental values of truth, goodness and beauty from which flows all other good qualities and good schools of thought.

This is a way we can ensure we remain both passionately Catholic and academically excellent.

“TRUTH, GOODNESS AND BEAUTY ARE THE THREE THINGS WE ALL NEED, AND NEED ABSOLUTELY, AND KNOW WE NEED”; TRUTH RELATES TO THE MIND, GOODNESS TO THE WILL, AND BEAUTY TO THE HEART, FEELINGS, DESIRES, OR IMAGINATION. “THESE ARE THE ONLY THREE THINGS THAT WE NEVER GET BORED WITH, AND NEVER WILL, FOR ALL ETERNITY, BECAUSE THEY ARE ATTRIBUTES OF GOD, AND THEREFORE OF ALL GOD’S CREATION: THREE TRANSCENDENTAL OR ABSOLUTELY UNIVERSAL PROPERTIES OF ALL REALITY.”

**DR. PETER KREEFT
C.S LEWIS’S PHILOSOPHY OF TRUTH, GOODNESS, AND BEAUTY,**

