

COMMON GOOD SCHOOLS

A flexible ten week programme

A school rooted in its community can be a force for the Common Good

Contents

Why do the Common Good Schools programme?

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This introduction is from *Together for the Common Good*, a charity working to strengthen the bonds of social trust.

T4CG call people to fulfil their vocational responsibility by putting Common Good principles into practice and by working with others of different opinions and backgrounds in shared purpose.

Why should our school do the Common Good Schools programme?

Society is fractured

ECHO CHAMBERS:
AGRESSION IN
SOCIAL MEDIA

SMALL BUSINESSES FACING COLLAPSE

FAMILY BREAKDOWN – AT UNPRECEDENTED LEVELS

‘HEAVY-HANDED’ POLICING IN LOCKDOWN

WIDENING GAP BETWEEN RICH AND POOR

RISE OF THE
TECHNO GIANTS

INCREASING UNEMPLOYMENT

LONELINESS A MAJOR
HEALTH CONCERN

PROGRESSIVES v CONSERVATIVES:
CULTURE WARS

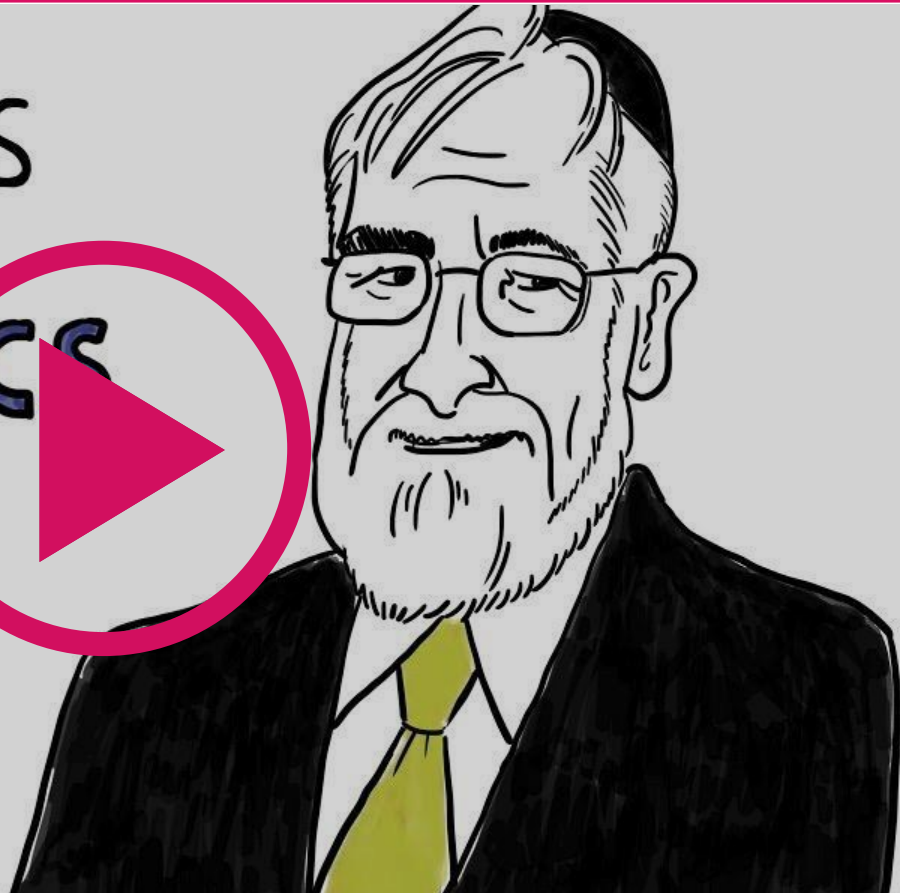
**HUNDREDS OF THOUSANDS
SURVIVING ON FOOD HANDOUTS**

Common Good values are needed

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RABBI SACKS ON THE POLITICS OF HOPE

Rabbi Lord Jonathan Sacks,
a British Orthodox rabbi, philosopher,
theologian, and author.



School - a force for the Common Good

A school acting as a hub in its local context can be **catalyst** to...

- Encourage young people to take **responsibility**
- Form **character**
- Bring people **together**
- **Link** local institutions, strengthen civil society
- Generate **neighbourhood pride**
- Foster communities in which all can **flourish**

...build the **Common Good**



What is the **Common Good Schools** programme?

Aims

- Encourages young people to take **responsibility** for their unique vocation in relationship with others
- Positions the school as a force for the Common Good in its **local area**
- Develops **character** education
- Brings the Common Good alive

Who is it for?

- Suitable for all ages across KS3 and KS4
- Can be scaled up to Post-16 and below KS3
- All schools – non religious language suitable for all

When and how can it be delivered?

- Bespoke to the school
- Assemblies suitable for whole-school or year group setting
- Lesson material is designed to be **flexible**. Tasks can be cherry-picked, they can be delivered in variety of contexts and should be delivered in order
- By a range of educational professionals including RE specialists, SLT, school chaplains, pastoral leaders, those responsible for SMSC or PSHE

What does the programme consist of?

Three components

A 10-week 'off the shelf' programme consisting of 3 core components:

- **Ten Assemblies** ready to go
- **Ten Lesson Plans** fully prepared, each consisting of a set of linked tasks to be taken as whole – *or* certain tasks can be cherry picked to achieve the weekly focus if time is short
- **Community Engagement Activities** to put theory into practice



Components are linked by a coherent thematic structure, with built-in flexibility.

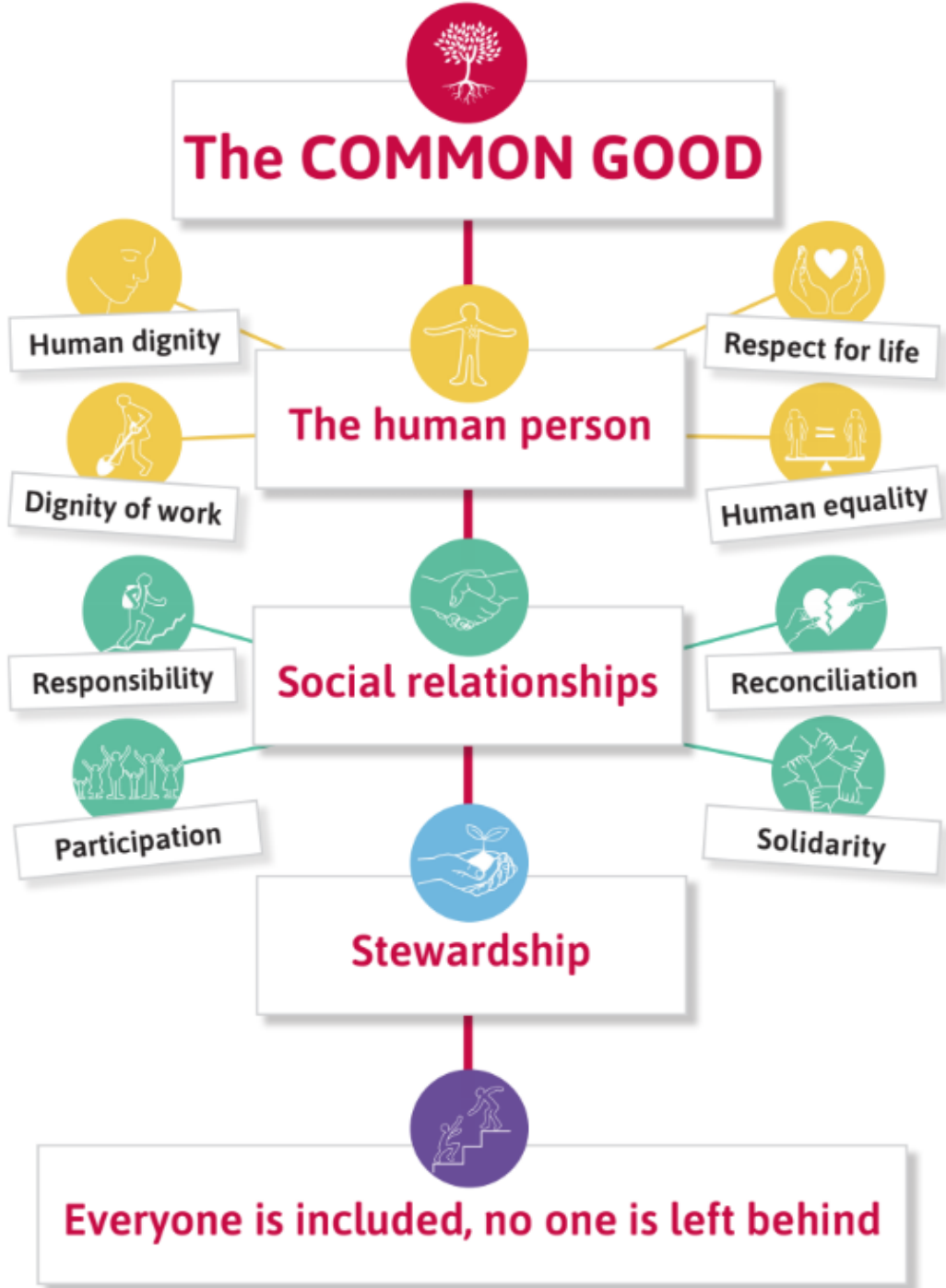
The ideal: components are delivered in conjunction with one another.

COMMON GOOD PRINCIPLES run throughout the programme

The Principles resonate with universal ethics while rooted in the Christian gospel

Written in non religious language and illustrated in fun colourful graphics

COMMON GOOD SCHOOLS



Thematic structure

Week and Theme	Assembly	Lesson Plan	Example Community Engagement Activity
Week 1: What is the Common Good?	✓	✓	Neighbourhood mapping
Week 2: Where is the Common Good found?	✓	✓	Neighbourhood mapping
Week 3: Who is valued?	✓	✓	Local speakers invited
Week 4: What is valued in a person?	✓	✓	Local speakers invited
Week 5: What can others teach us?	✓	✓	Visit local organisation
Week 6: What do I have to offer?	✓	✓	Invited local groups
Week 7: What about difference?	✓	✓	Visit local places of worship
Week 8: Do I take my responsibilities seriously?	✓	✓	Local speakers invited
Week 9: Who has been left behind?	✓	✓	Review neighbourhood mapping
Week 10: The story so far...	✓	✓	Celebration event with neighbourhood partners

How it works

Assemblies

- One per week
- Supplied as a Powerpoint presentation file
- Written to be read straight from the presentation
- Delivered to whole school or year group
- Ends with a weekly challenge: a new challenge each week

Lessons

- One per week. Complements theme of assembly
- Lesson plan, presentation and resource sheets all provided
- Concept for the week is explored in detail
- The lesson's tasks can be cherry picked
- Ends with a weekly challenge linked to Assembly

Community Engagement Activities (CEA)

- The practical out-working of the Common Good principles through activities across the ten weeks
- A small planning group, led by staff and key members of the local community, organises interventions involving young people
- Use of already established contacts

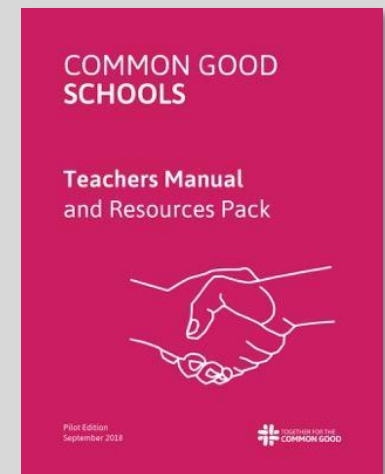
Measuring impact – is the school community taking the principles on board?

- A set of **easy-to-use measuring tools** enables staff and students to track outcomes
- **Students** complete Student Health Check cards/Health Check Polls, **rewarded with postcards and/or stickers**
- **Staff** have the option of completing a Community Engagement Audit and an Assembly and Lesson Audit to **capture impact**

The Resource consists of:

- ✓ **Teachers' Manual**
- ✓ **Ten ready to use Lesson Plans** each with a ready to use Presentation and accompanying Student Resources worksheets
- ✓ **Ten ready to use Assembly Presentations**
- ✓ **Reward Postcards and Stickers**
- ✓ **Community Engagement Activities Guide**
- ✓ **Audit kit** to monitor progress

Resources provided free following a two step induction















Resources are provided digitally via a Google Drive link. You can then choose to print as needed.

Hard copies of the Manual, postcards, stickers and posters are also available to order.

Explore the resources

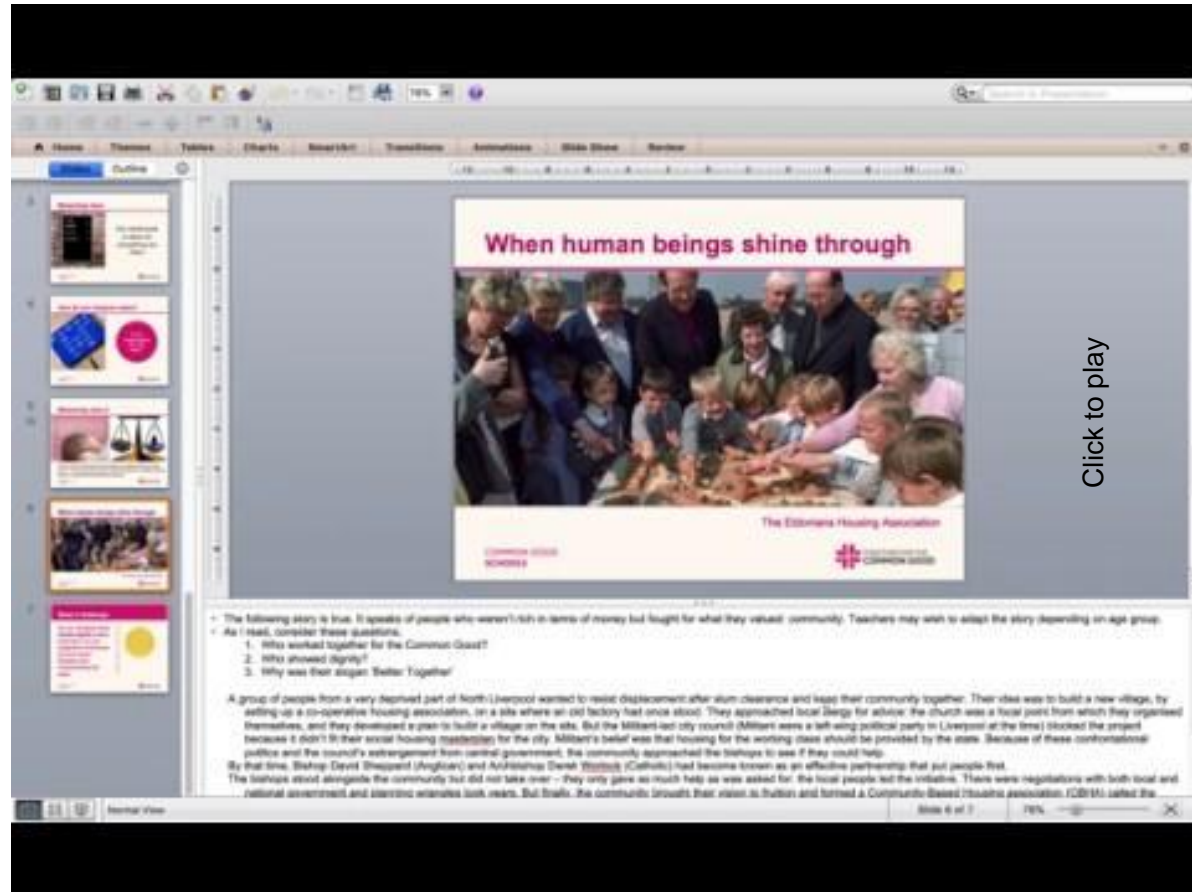
A screenshot of a digital resource menu. At the top and bottom of the menu are black redaction bars. The menu items are as follows:

- ▶  1. FULL TEACHERS MANUAL
- ▼  2. LESSONS
 - ▶  LESSON 1
 - ▶  LESSON 2
 - ▶  LESSON 3
 - ▶  LESSON 4
 - ▶  LESSON 5
 - ▶  LESSON 6
 - ▶  LESSON 7
 - ▶  LESSON 8
 - ▶  LESSON 9
 - ▶  LESSON 10

Click to play

Assemblies - example

Each Assembly comes as a ready to go Powerpoint presentation with teacher's notes



Lesson Plans - example

LESSON PLAN 8: Do I take my responsibilities seriously?

Learning Objective	Activity	Resources
To assess whether I prioritise my responsibility in this community.	<p>Starter task: What is, and where should I take, responsibility? One word answers</p> <ul style="list-style-type: none"> Students to share the responsibility for defining the word by giving just one word at a time, directed by teacher as she/he points at students in a 'leap frog' style, swiftly moving from one student to the next. Once a few suggestions have been given, extend this to where should responsibility be taken using the same 'leap frog' method. The concept under/ take responsibility / those who will be a <p>Task 2: Responsibility hi</p> <ul style="list-style-type: none"> Teacher directs dis idea of subsidiarity Wise to touch upon <ul style="list-style-type: none"> Whether ev When does What happi outcomes? What happ 	Lesson 8 Presentation Lesson 8 Student Resources Sheet

Do I take my responsibilities seriously?

Lesson 8 Student Resource Sheet 88
 Responsibility picture pairs
 Responsibility is about recognising you have a role and fulfilling that role brilliantly. Complete the cards, complete the incomplete cards with a positive outcome. Cut them out. Play picture pairs.

I AM GIVEN THE KEY TO MY FRONT DOOR	I DON'T LOSE IT AND I USE IT AT THE CORRECT TIMES
I'M ASKED TO LOOK AFTER MY SIBLING	MY SIBLING FEELS SAFE AND ENJOYS TIME WITH ME
I LIVE IN A FLAT	I MUST CONSIDER THAT WHAT I DO MAY AFFECT OTHER PEOPLE AROUND ME
I WANT TO GO TO THE NEAREST LIBRARY	I MUST USE A MAP OR ASK A MEMBER OF THE PUBLIC AS THIS PRACTISES SKILLS
I CAN SING, DANCE OR PLAY A SPORT VERY WELL	I MUST...
I HAVE A GREATER INCOME THAN THOSE AROUND ME	I MUST...
I HAVE AN ELDERLY RELATIVE	VISIT THEM AND HAVE A ONE TO ONE CONVERSATION RATHER THAN MESSAGING THEM
I AM A STEWARD OF THE WORLD	I DON'T GET AN AUTOMATIC UPGRADE ON MY PHONE WHEN IT'S OFFERED

Lesson Plan. Tasks can be delivered in full or selected if time is short

Week 8 Challenge:

Aim to complete number 3 or 4 on your Common Good Health Check Card

- 

I can contribute to positive social relationships in our community
- 

I can demonstrate stewardship through my actions and attitude.

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Click to play

Each lesson has its own Powerpoint Presentation ready to go – with teacher's notes






Each lesson has its own Student Resource Sheets

Community Engagement Activities

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The Common Good Principles are learned across the 10 weeks, rewarded with stickers

	Common Good Principles	The Common Good Health Check statements	Week during which the principle is addressed
	1. The Common Good	<i>I can explain what the Common Good is.</i>	Week 1 - 10
	2. The human person <ul style="list-style-type: none"> • Human dignity • Human equality • Dignity of work • Respect for life 	<i>I can respect a person's dignity and understand that all human beings are equal</i>	Week 3 Week 4 Week 5 Week 7 Week 9
	3. Social relationships <ul style="list-style-type: none"> • Responsibility • Reconciliation • Participation • Solidarity 	<i>I can contribute to positive social relationships in our community.</i> <i>I have taken responsibility</i>	Week 4 Week 5 Week 6 Week 7 Week 8
	4. Stewardship	<i>I can demonstrate stewardship through my actions and attitude.</i>	Week 6 Week 7 Week 8 Week 9
	5. Everyone is included, no one is left behind	<i>I believe everyone should be included in our community and no one should be left behind.</i> <i>I am now a Common Good Champion!</i>	Week 7 Week 9

Postcards

When they have mastered the principles, young people are rewarded with a signed **postcard** to take home



Helping you meet Ofsted criteria

Common Good Schools helps young people to

Ofsted criteria

- Develop spiritual, moral, social and cultural awareness ✓
- Learn about themselves, encouraging reflection, enjoyment and fascination ✓
- Discover constructive roles they can play within the context of the local community ✓
- Use their imagination and creativity ✓
- Value not only their own but each other's gifts and abilities ✓
- Appreciate the value and dignity of every human person ✓
- Understand the consequence of behaviour and actions ✓
- Develop an interest in investigating and appreciating the viewpoints of others ✓
- Build a deeper understanding of personal responsibility and purpose ✓
- Strengthen their moral character ✓

Helping you with Section 48 criteria

Common Good Schools provides excellent opportunities to meet the inspection criteria for church schools required under Section 48 of the Education Act 2005.

Anglican and Methodist Schools (SIAMS)

The Church of England Statutory Inspection for Anglican and Methodist Schools asks:

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Common Good Schools provides excellent opportunities for a school community to explore the Christian principles of the Common Good and enhance the Christian ethos. You will find that Strand 3, Character Development: Hope, Aspiration and Courageous Advocacy and Strand 5, Dignity and Respect will be explicitly promoted and strengthened. The ten off-the-shelf assemblies also align well with best practice for Strand 6, Collective Worship.

Helping you with Section 48 criteria

Common Good Schools provides excellent opportunities to meet the inspection criteria for church schools required under Section 48 of the Education Act 2005.

Catholic Diocese Inspection framework

This programme will greatly aid the requirements of the Catholic Diocese Inspection framework whose criteria names the Common Good explicitly.

Common Good Schools will help you meet criteria when addressing spiritual and moral development and service and social justice, whilst also aiding religious literacy, knowledge and understanding in RE lessons whether taught as part of the Religious Education syllabus or separately.

The ten classroom lessons explore the meaning of the Common Good, whilst the Community Engagement Activities promote the call to, and action for, justice as pupils engage with the people around them. This can lead to the flourishing of young people through realisation of personal responsibility, and can help them develop their gifts and talents and explore their role in the school and wider community.

How can our school get involved?

Contact

schools@togetherforthecommongood.co.uk

www.togetherforthecommongood.co.uk

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