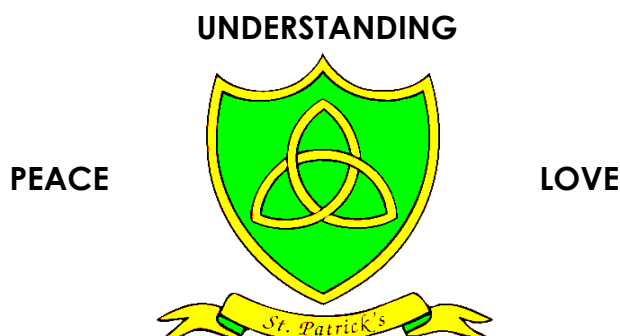


RELIGIOUS EDUCATION

HANDBOOK

MISSION STATEMENT



At the heart of everything we think and do at St, Patrick's are the Christian principles of love, peace and understanding.

We believe that these principles will help us to show mutual care, respect and forgiveness.

We will strive to provide a curriculum of the highest quality, to help each child towards self-belief and fulfilment: intellectual, physical, emotional, social and spiritual.

We aim to foster good relationships between home, school, parish and community to the benefit of all.

To keep our core principles at the heart of everything we think and do at St. Patrick's, we will:

- Implement all policies with a special emphasis on R.E. and P.S.H.E.
- Develop the ethos of the school, fostering self-belief and a respect for others' beliefs, through R.E., P.S.H.E., equal opportunities, positive racial and cultural awareness and acceptance.
- Provide opportunities for spiritual and moral development within a peaceful environment encouraging thoughtful and meaningful collective worship and reflection.

In striving to provide a curriculum of the highest quality, to help each child to be fulfilled intellectually, physically, emotionally, socially and spiritually, we will:

- Provide planning, teaching and assessment of the curriculum to the highest standard.
- Encourage and support the professional development of all staff.
- Enhance pupils' self esteem, self respect and respect for others through providing positive role models.

In aiming to foster good relationships between home, school, parish and community to the benefit of all, we will:

- Involve parents and carers in the life of the school.
- Support the parish sacramental programmes through meaningful exchanges between home, school and Church.
- Develop and sustain links with the local and wider community.

Aims

We aim to develop within our children, a trusting, loving and personal relationship with God by introducing them to the mystery of Christ, through His teachings in the Gospel. This, in turn, should enable the children to have a positive attitude towards themselves and their relationship with others.

The aim of R.E. in St. Patrick's is to provide for the religious and educational needs of all our children. This includes:

- Children from supportive Catholic homes.
- Children for whom the school may be their first and perhaps only experience of the Church.
- Children from other Christian traditions.
- Children from other faith backgrounds.

We aim to ensure that:

- Children develop in their knowledge and understanding of the mystery of God, Jesus Christ and the Church, and of the central beliefs which Catholics hold.
- Children develop an awareness of the Catholic faith and an understanding of its impact on personal and social behaviour.
- Children are brought to an understanding of the Gospel of Jesus Christ and to develop the traditions of our Catholic faith.
- Positive attitudes towards people of other faiths are encouraged.
- A sense of awe and wonder is nurtured in the children, so as to give a spiritual dimension to their lives.
- There is a deepening knowledge and love of Christ within the Sacraments of the Church.

- Children are given an opportunity to reflect and evaluate on their own attitudes to life and their relationships with others.
- The liturgical year is reflected in the life and activities of the school.

St. Patrick's school accepts fully the aims and objectives of R.E. as taken from the Religious Education Curriculum Directory (R.E.C.D)

The Aims of Religious Education in Catholic Schools

- Religious Education is about engaging with the deepest questions of life and finding reasons for the hope which is within them (1 Peter 3:15)
- It is about the Christian vision of the human person
- It is the core subject which is central to the life of the Catholic school.
- Religious education is the systematic study:
 - of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ,
 - the teachings of the Church,
 - the lives of the saints,
 - the relationship between faith and life.

For all children religious education is a 'proper' subject in its own right in the school's curriculum. It is a rigorous academic discipline, and as such it is to be taught, developed and resourced with the same commitment as any other subject. For those already engaged in the journey of faith, religious education will be catechesis, and for some children and young people, religious education will be evangelisation, the first opportunity to hear the good news of the gospel.

Excellence in Religious education will be achieved by:

- clarity of succinct religious learning objectives,

- key content,
- by appropriate methodologies,
- rigour,
- richness of resources,
- achievement of identified outcomes,
- accurate methods of assessment.

The objectives of curriculum religious education in St Patrick's School are:

- to develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church, and of the central beliefs which Catholics hold;
- to develop awareness and appreciation of Catholic belief, understanding of its impact on personal and social behaviour and of the vital relationship between faith and life, life and faith;
- to encourage study, analysis, investigation and reflection by the pupils;
- to develop appropriate skills: for example, ability to listen; to think critically, spiritually, ethically and theologically; to acquire knowledge and organise it effectively; to make informed judgements;
- to foster appropriate attitudes: for example, respect for truth; respect for the views of others; awareness of the spiritual, of moral responsibility, of the demands of religious commitment in everyday life and especially the challenge of living in a multicultural, multifaith society.
- 10% of the length of the taught week for each Key Stage of education to be given to RE teaching and learning.
- Marked progression through the different stages of education.

Teaching and Learning

The outcome in religious education is religiously literate young people who have the knowledge, understanding and skills - appropriate to their age and capacity - to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (RECD 2012)

- Religious education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- Offer the children a sense of self worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

The Religious Education Programme

To fulfill our aims and objectives we use the 'Come and See' programme of Religious Education recommended by the Archdiocese of Liverpool.

Central to the programme are three basic human questions and the three Christian beliefs that are the Church's response to faith.

Where do I come from? Life - Creation

Who am I? Dignity - Incarnation

Why am I here? Purpose - Redemption

These three doctrines of Christianity express faith in God as Trinity: Creator, Saviour, Spirit, and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (creation): who makes all holy (incarnation) and whose purpose is to draw all men and women into one, universal family of God (redemption)

At the heart of the diagram is the Chi-rho, the symbol of Jesus Christ. He is the complete revelation of God.

Note: to emphasise the relationship of life and faith, Come and See uses the symbol to link universal and Christian language throughout.

The Theology of the Year.

Autumn

In the Autumn term we consider *God the Father*, and the question,

'Where do I come from?' - Life and Creation

through the:

Church theme: Domestic Church - Family

Sacramental Theme: Belonging - Baptism/Confirmation and the

Christian Living Theme: Advent Christmas - Loving.

Spring

In the Spring term we consider *God the Son*, and the question,

'Who am I?' - Dignity and Incarnation

through the:

Church theme: Local Church - Community

Sacramental Theme: Relating - Eucharist and the

Christian Living Theme: Giving - Lent/Easter.

Summer

In the Summer term we consider *God the Holy Spirit*, and the question,

'Why am I here?' - Purpose and Redemption

through the:

Christian Living Theme: Pentecost - Serving.

Sacramental Theme: Inter-Relating - Reconciliation and the

Church theme: Universal Church - World

Each year group explores each theme through different topics. (See appendix 1) These topics take account of the ages and stages of development of pupils in the primary years. The content is so structured that there is cohesion and progression in what children do and learn. For each level, there are clearly stated learning outcomes, achievable learning objectives and a variety of experiences and activities for each of the learning objectives. These allow teachers to select what is appropriate for the class or groups of pupils according to their different abilities.

The Process Skills and Attitudes

Process

In answer to the questions, the *Catechism* addresses the human **search** for meaning, God's initiative in **Revelation** and the **response** of faith. This pattern informs the three-fold process, **Explore, Reveal and Respond**, through which this programme is delivered.

It is necessary that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However, it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue..... Religious Education in schools underpins, activates, develops and completes the educational catechetical activity of the whole school. RECD 2012

The Process

The Word who is life - This is our subject

SEARCH- EXPLORE

This is the introduction to the topic where the children's life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

REVELATION - REVEAL

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

RESPONSE - RESPOND

This is where the learning is assimilated, celebrated and responded to in daily life.

Explore (One Week)

The teacher helps the children to begin to look at and focus on an aspect of life experience - concerning themselves, their relationships, their world - in order that they acknowledge and become aware of it. In this way, children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

This will involve:

- Exploring experiences through story, music, drama, dance, art, etc.
- Investigation
- Story telling
- Consideration of the *big* questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on the significance of these experiences.

Reveal (Two Weeks)

This is the heart of the process - the presentation of the Christian understanding of life experience.

The teacher and the children together discover the Christian understanding of the mystery of the Trinity: Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ. It will involve learning about scripture, the teaching of the Church, prayers, rites, psalms, hymns, and other expressions of

Christian faith and the lives of outstanding Christians.

This is done by:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;
- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, dance, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s)
- being open to new perspectives.

Respond (One Week)

Remember

The teacher enables the children to recall, review and celebrate the work done in the topic. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

Rejoice

The teacher and children together celebrate in worship all that has been done and learned. The celebration will usually take the form of

- Gather - How will the children begin their celebration?
- Listen - to some scripture
- Response - How will the children respond to what they have heard?
- Going Forth - How will the children take away the message?

Renew

The teacher helps the children to make an individual response, to hold on to, and make their own, what they have understood of their own experience and of the experience of the Church community. Older children may be offered the opportunity to write or draw in their personal notebooks.

Approach Chosen

The Process in EYFS will be divided as follows:

- Whole class core input; (teacher led)
- Adult directed group activities (teachers or TAs working with groups)
- Continuous Provision (child centred learning across the areas of learning in the Foundation Stage).

Long-term planning

Long-term planning is the responsibility of senior management.

See Appendix 1 for the topics for each year group and the overall coverage of the programme.

10% of curriculum time is given to teaching Religious Education. This does not include collective worship.

Medium-term planning - see appendix 1

Medium-term planning is the responsibility of the RE Co-ordinator. who will:

- Use the overview to note the basic question and Christian doctrine for

the term.

- Use the theme (pages) to note:
 - the content and focus of each Theme
 - links to the Catechism of the Catholic Church and Religious Education Curriculum Directory.
 - Key, concepts, skills and attitudes
 - Attainment targets.

Provide a planner for each term's work. Indicate on this:

- the basic question - Christian doctrine for the term.
- the three themes and topics through which these will be explored.
- the starting dates for each topic. Each topic should be given equal time so the terms needs to be divided accordingly; usually a topic will take approximately four weeks.

On the planner, show the allocation of time required to ensure that the three learning outcomes for each topic will be achieved.

Delivery of a topic requires approximately ten hours. It is recommended that a quarter of this time is devoted to Explore: half the time to Reveal: and a quarter to Respond. It will be for diocesan policy to provide guidance in this area.

Provide a topic page for each topic to note:

- knowledge and understanding, skill and attitude to be developed and key words
- link to theme and prior learning
- progression for the learning outcomes through the years.

Come and See for Yourself

For each topic, this resource enables staff to reflect at their own level before beginning work with the children. Ideally, the material will be used by the whole staff together. It offers an opportunity for reflection,

sharing, and discussion which respects the experience and faith of each individual and creates an opportunity for staff to share insights, questions and suggestions. When it is not possible for staff to work together on the material, it is recommended that teachers do use it themselves.

The Global dimension

The development of a social conscience is an integral part of religious education. Catholic teaching identifies this as 'seeking the common good'. (CCC, The common Good)

CAFOD, (Catholic Agency for Overseas Development) works with schools and supports them in this aspect of religious education through up-to-date material. This is focused for different age groups through its fairground magazines, website (www.cafod.org.uk) and in-service provision.

Other Faiths

In the autumn term one week is given to the exploration of Judaism, and in the Summer term, whichever is longer, Islam is covered. Other Faith Topics are supported by visiting speakers as well as visits to the Mosque and Synagogue. Work arising from the study of Other Faiths is, where possible, drawn together by a whole school celebration where each class contributes aspects of their own area of learning.

Vatican II was a major step forward in openness of attitude and relationships with believers of other faiths. Catholics are called to be committed to respecting people of other faiths and to recognise that God is at work in them. In the multi-faith society of today, RE should introduce children to the background and beliefs of people of other faiths so that prejudice and misunderstanding can be overcome from an early age.

A recommended approach and teaching materials for other faiths is provided for each year group in the Come and See programme.

Short-term planning -

Short-term planning is the responsibility of the class teacher.

The class teacher will:

- allocate time for each learning outcome to be achieved.

- plan the topic to ensure achievement of the learning outcomes
- select appropriate activities for the whole class or groups of children

Differentiation

As with all other areas of the curriculum, the purpose of differentiation in Religious Education is:

- to enable children to succeed in the set task or activity.
- To challenge children beyond their comfort zone of knowledge, understanding and skills
- To enable children to recognise their achievements and celebrate these.

In *Come and See*, differentiation is provided through a variety of activities and in the use of Widgits which meet the differing needs and abilities of children. It is essential to refer to the IEPs of children on the Special Education Needs register. Reference to the sentence and text level work in literacy and the strategies used for different age groups should also be used.

Differentiation is also achieved through the support of teaching assistants.

Assessment

Assessment of RE is based on AT1: Learning about Religion (knowledge and understanding) and AT2: Learning from Religion (Reflection on Meaning). Levels of attainment in RE are outlined by The National Board of Religious Inspectors and Advisors.

Informal Assessment

In St. Patrick's informal assessment of 'Come and See' involves;

- General observation of children engaged in classroom tasks and activities.

- Monitoring the pupils' speaking and listening development during times of group and class discussion.
- Observation of contributions made to classroom displays.
- Review: end of task, activity, lesson, and topic.
- Giving verbal and written feedback to children on their work.

At the end of each topic, teachers use the level summary descriptors to assess children. Each child's initials are written next to one of the three descriptors to show whether they are in line with expectations, above or working towards them.

Formal Assessment

One topic each term is assessed formally by the class teacher. These topics are decided by the Christian Education Department and are fed back to the staff through the RE Co-ordinator. Children complete the activity given by the Christian Education Department and teachers use this, alongside class work, to assess the level a child is working at.

Children have an individual assessment sheet which tracks their progress through their life in St Patrick's.

Recording

Mind maps are used at the beginning and end of each topic to enable the children to show the progression in their knowledge and understanding. These are completed either individually by the children, as a group or whole class, depending on age and ability.

Children's work and photographs record the variety of activities in each topic.

Marking

The class teacher will mark in line with the school's marking policy. Key words and topic-related vocabulary will be corrected, the amount depending on the age and ability of the child. Marking will be related to the learning objective and positive comments about the children's understanding and interpretation

of the key concepts taught will be the main emphasis.

Reporting

Children's achievements and attainments are shared with parents and carers through comments in the child's annual report. Work is available for parents to see throughout the year and during parents meetings.

Stages of development

From their experience, teachers know that there may be a range of stages of development of children of the same age. Some general aspects of development can, however, be identified.

Ages 3 - 7

For these children, significant people in their lives are central.

The 'person' is the message.

The focus for religious education is on:

- Naming - without explaining - religious people, actions, feelings, objects
- Imitating the words, actions, feelings of significant adults.
- Belonging by joining in.

Ages 7 - 11

For these children, the Tradition becomes central. Story, told in a variety of ways, carries the message.

The focus for religious education is on

- Behaviour of religious people, what they say, feel, do.
- Research, collecting facts, exploring questions, discovering answers, memorising.
- Joining in and belonging in a more conscious way.

Learning and Teaching Styles

In St. Patrick's School, Religious Education is delivered in a variety of ways. (See also Curriculum Policy). Staff choose the appropriate method of delivering the topics this involves:

- whole class teaching
- group work
- individual work
- visits/visitors
- providing relevant experiences
- the use of resources such as artefacts, videos, films, photos etc.
- involvement of parents/community.
- ICT
- Role play
- Hot seating

We accept that children learn in many different ways and from many sources and we seek to provide as many and as varied experiences as possible in order to widen and develop their understanding.

Evaluation of Teaching

Staff discuss with the co-ordinator how the delivery of topics can be improved. R.E. Staff Meetings are used to share concerns and good practice. The co-ordinator is responsible for reviewing planning and work and has to monitor the delivery of R.E. throughout the school. Children's work is monitored by the Headteacher. Resources are reviewed and updated regularly.

Staff Training and Involvement

Staff meetings often begin with input on RE either to do with the current topic, information to be passed on from an RE coordinators meeting or Before you Begin. Whole staff meetings and Inset days are also planned for on a regular basis.

Information from such courses is given to all staff and ideas shared. Active participation by all staff assists this policy. Funding is made available for R.E. training and resources. A report on R.E. is presented to the Governors and staff each term. R.E. is also a part of our School Development Plan and included each year.

Staff Induction

New members of staff are given support in their planning and delivery of "Come and See" from the Headteacher, Mr Kirwan , R.E Coordinator and the Deputy Headteacher, Mrs Lewis.

The R.E. coordinator after initially talking with new members of staff about the delivery of 'Come and See', offers support on an informal basis as and when it is needed.

Inset is provided on a regular basis and information shared. Concerns are identified and addressed

Staff List

Qualifications

Joanne Lewis	Head Teacher	CCRS B.Ed N.P.Q.H
Hannah Jones	Deputy Head	CCRS B.Ed
Joanne Stocks	Year 6	BA QTS
Sarah Lally	Upper KS2 float	CCRS BA PGCE
Rebecca Waters	Year 5	BA QTS
Ashley Lowry	Year 4	BA QTS
Jenny Jones	Year 3	BA QTS
Philip Larkin	Ks1 Float	CCRS BA PGCE
Pauline Farrington	Year 2	I.T. BA QTS
Jeni Edwards	Year 1	BA QTS
Mary Potts	EYFS Manager	BSc PGCE
Jennifer Shack	Reception	BA QTS
Holly Kellett	(0.5)	B.Ed

Role of Co-ordinator

- To ensure the on-going development of the programme
- To lead the staff, by example, through good practice
- To attend R.E. courses and report to staff on a regular basis
- To assist colleagues in the planning, delivery and evaluation of R.E.
- To ensure R.E is given its adequate time element in the curriculum
- To keep up to date with resources and make these available to staff
- To plan for relevant Inset
- To write R.E. Development Plan
- To meet with parents to discuss R.E.
- To liaise with parish in building a partnership between home / school / parish.
- To compile the Self Evaluation Document

R. E. RESOURCES

Come and See programme for each year group

Rejoice

Rejoice 1 CD 3 copies - 1 for each FS and KS 1 class

Rejoice 2 CD 4 copies - 1 for each KS 2 class

A variety of tapes to support reflection and Collective Worship

Taize CD

CD Player for each class

God's Story DVD

God's Story 1 1 Big Book

God's Story 2 18 copies

God's Story 3 20 copies

Church's Story	DVD
Church Story 1	Big book 1
Church Story 2	18 copies
Church Story 3	20 copies

R.E. RESOURCE BOOKS

Good News Bible (leather bound)

The Lion Children's Bible

The Junior Bible

The Creation x 4

The Childhood of Jesus x7

Jesus Calls x 7

Directory for Masses with Children

Catholic Schools and Other Faiths

One Minute Nonsense - Anthony de Mello S.J.

Rite of Baptism for Children

The Wedding Service with Nuptial Mass

Communion of the Sick

Your Guide to a Catholic Funeral

My First Communion Book

365 Children's Prayers - Lion

The Selfish Giant - Wilde

Bernard the Bear - Greasley

Treasury of Christmas Stories for families

Little Fish Books Thank you God

God Knows

Help me God

It's Fun

I Like

I'm Sorry

God Loves

FEASTS & SEASONS

Bright Ideas Festivals

A Musical Calendar of Festivals

Together to God at Christmas

A path through Advent for Children

Children's Advent and Christmas

A Book of Feasts and Seasons

A Busy Time for Angels - Big Book

Sr. M. Cantwell

The Lion Easter Book

Parish path through Lent and Eastertime

Batchelor

The Passover Meal	Richards
A Maundy Service for Children	Richards
Together to God at Easter	Sr. M. Cantwell
A path through Lent for Children '93	
A path through Lent for Children '94	
Preparing for Easter for 5-7 year olds	
The Easter Book	Farncombe
The Station of the Cross Book	Cullen
Lent and Easter Prayer Book	Jamey
A Way of the Cross for Children	Richards
A Bible Way of the Cross for Children	Costello
The Way of the Cross	Sullivan
Easter Plus	Pate
A Very Special Sunday Story of Easter - Big Book	

A Musical Calendar of Festivals	Cass-Beggs
Ben and the New Life	Schindler
Jesus is Alive	
The Road to the Cross	Sayers
Jesus on Trial	Frank
The First Easter	Frank
Jesus is Risen	Lewis
Exploring a Theme - Harvest C.E.M.	Smith
Teaching R.E. Harvest	

LIVING FESTIVALS SERIES

Passover	Shrove Tuesday & Ash Wednesday
Easter	Christmas
Chinese New Year	Diwali
Shabbat	Guru Nanak's Birthday
Chanukah	Festivals of the Buddha
Holi	Holy Week
Halowe'en, All Souls, All Saints	

Gospel Stories

Heirs to the Kingdom	Hanlon
The Creed for Children	Richards
Some Parables for Children	Richards
Gospel for Young Christians	Chapman
Wise before the Event	Yale Gold
I Walk with Jesus	Vanier
The Ten Commandments	Richards

God's Story 1	
God's Story 2	18 copies
God's Story 3	20 copies

First Communion Books

We Celebrate the Eucharist		C. Brusselmans & A. Haggerty
We Celebrate the Eucharist	Family Guide	C. Brusselmans & A. Haggerty
We Celebrate the Eucharist	Catechists Guide	C. Brusselmans & A. Haggerty
We Celebrate the Eucharist	Directors manual	C. Brusselmans & A. Haggerty
We Celebrate the Eucharist	Posters	C. Brusselmans & A. Haggerty
The Table of the Lord	Directors manual	Cronin & Bellina
We Welcome You		Collins & Dove
First Holy Communion		Fr. Stratton
What's the mass about		Sr. Bradley
Religious Workbook		St. Paul's
His call is Love		Mayhew McCrimmon
Eucharist is for Sharing		Thiry & burbach
Living the Eucharist	Catechists Guide	Berube
Living the Eucharist	Child & Parent book	Berube
To God with Love		Brentwood R.E. service
The Story of a Meal		Schindler
Jesus comes to me		Donze

A Maundy Service for Children	Richards
Passover Meal	Richards
The Sacraments for Children	Richards
The Mass for Children	Richards
Meet Christ with Joy	Brown
My Eucharist Journey	Byrnes & Malone

Liturgy and Prayer

Eucharistic Prayers for Masses with Children	
Liturgy of the Word for Children	Travers
The Mass in Pictures	Redemptionist Publication
The mass for Children	Richards
Welcome	Pate
Lectionary Masses with Children A, B & C	
Fifty Masses with Children	Kelly
Our Father	Jacob
Young People's Mass Book	
Themes and Prayers	Ovens
The Mass and other Prayers for Children	
Children's Prayers for All Occasions	Lovasik
Children's Word Liturgies 3	
Family Mass Themes	
More Family Mass Themes	
Junior High, Liturgy Prayer, Reconciliation	
The Welcome Table	Jee
Mass for Young People	St. Paul's
Prayer Times	Grades
My Book of Prayers	
Liturgies for Little Ones	Rezy
Prayer Services with Young People	Neary
More Masses with Children	Kelly
Twenty Masses for under 12's	
Children Give Thanks	Matthews
Directory for Children's Masses	C.T.S.

Talking to God	St. Paul's
The Rosary for Children	Richards
The Our Father for Children	Richards
Lots of Love	Newman
Gospel Prayers	McCrimmons
Catholic Prayer Book for Schools	Hollings
Psalms for Children	Brokamp
Christian Services for Schools	Thomas
Lion Book of Bible Stories and Prayers	Batchelor
God and Me	Hunt

RECONCILIATION BOOKS

We Celebrate Reconciliation - The Good Shepherd	Brusselmans
We Celebrate Reconciliation - The Lord Forgives	Brusselmans
We Celebrate Reconciliation - Celebrations	Brusselmans
We Celebrate Reconciliation	Brusselmans
Peace Be With You	Collins Dove
Peace Be With You - Group Leaders Book	Collins Dove
Celebrating the Gift of Forgiveness	Sr M Fearon
Celebrating the Gift of Forgiveness - Parent Guide	Sr M Fearon
Living Reconciliation	Berube
I Confess for Children	Richards

First Penance	Heeney
To God with Love and Sorrow	St. Paul's
My Book about Confession	Bullen
My Book about Forgiveness	Fr. Stratton
Turn to Me - 40 Reconciliation Prayer Services for Children	Sr. M. Fearon
Reconciliation - A Change of Heart	Senger
At Home with Sacraments - Reconciliation	Bowman
My Reconciliation Journey	Byrne & Malone

ASSEMBLY BOOKS

The key to a Good Assembly	Derry
Signposts	McDonnell
Assemblies for the Primaries	Patston
Our Turn for the Assembly	Farncombe
Infant Assemblies	Davidson
A Simple Assembly Book	Bilski
Bible Stories for Classroom and Assembly	Priestly
Many Hearts	Davies
Assemblies 8 - 12	Greenslade
Further Stories for Junior Assemblies	
Pause for Thought	Cheston
100 Readings for Assembly	Selt
More Assemblies for Young People	Bullen
Assemblies for Infants	Faulkner

First Focus	Brandling
Our Turn for Assembly	Roussell
Prayer Assemblies for Primary School	Veritas
Join with Us Book 2	Jackson
The Junior Assembly Book	Macdonald
Children Celebrate	Chapman
Assemblies	Ward
Active Assemblies	Dinsdale & Tracey
The Infant Assembly Book	Vause
Bright Ideas Assembly	
Together to God in the First School	Sr. M. Cantwell
Together to God in the Middle School	Sr. M. Cantwell
Assemblies 5 - 8 (Blueprints)	
Primary R.E. Alive	
Celebrating Together	Wetx & Walker
The Primary Assembly File	
Junior Praise	Harris
Themes for Assemblies	Brimmer
Join with Us	Jackson
Assemblies for Primary Schools	Coolines
Lives to Inspire	Godwin
God and Me	
101 saints and Special People	Schindler

STAFF DEVELOPMENT

Our Faith Story	Punell
R.E. - The Primary Years Guidelines	Sullivan & Gallagher
Guidelines for the Assessment, Recording And Reporting of Religious Education	N.B. or R.I.A.

Making Connections	Bishops' Conference
R.E. Curriculum Directory for Catholic Schools	Bishops' Conference
What are we to teach?	Bishops' Conference
The Common Good	Bishops' Conference
Our Schools and Our Faith	Gallagher
Broad Areas in Attainment in R.E.	N.B. or R.E. & A
Moments that Matter	Rejoice
A Treasure Concealed	Taylor
Spiritual and Moral Development	N.C.C.
Vision of the Catholic School	Hume
Cedric Publication	
Directory on Children's Masses	

The Catechism of the Catholic Faith

Other faiths - Judaism.

My Jewish faith

Big book

Shabbat

A day to Rest - The story of Shabbat

Big book

Celebration of Hanukka

Belair Lesson Blank R.E. Judaism

Festivals Passover

I am a Jew

Sam's Passover

Jewish Synagogue (Where we wash up) x 2

Judaism - Introducing Religion

This is Judaism

Jewish Festivals - Stories, poems, plays, songs.

Shimon, Leah and Benjamin

My Little Siddu

The Chief rabbi's Children's Siddu

The Passover Meal

My Jewish Life

Folens Ideas Bank R.E. Judaism

Videos The Sabbath Bride

Pathways of faith

R. E. TODAY

Understanding Islam & the Muslims
Dept.

Islamic Affairs

Islam beliefs and teachings

Muslim Educ.

Special Times

Folens Primary R.E

Exploring a theme special books

CEM

Places of worship

CEM

Teaching R.E. - Islam 5-11

Exploring questions

CEM

Festivals in a Multifaith Community - celebration

Arnold

R.E. Today Islam

Exploring a theme Myself	CEM
Festivals of light	CEM
Exploring a theme Food	CEM
Islam Photo Packs	Folen
Watching for the Moon	Big book
Video - Pathways of faith	

ISLAM RESOURCES

My Muslim Faith (Big Book)	Evans
Id-ul-fitir	Wayland
Islam	Heinemann
I am a Muslim	Watts
My Muslim life	Wayland
Ramadan & Id-ul-fitir	
My Library Festivals	Macdonald
Keystones - Muslim Mosque	Black
Everyday Religion - My Muslim life	Wayland
Celebrate - Islamic Festivals	Heinemann
A Child's Book of Prayers	A Barefoot paperback
Muslim Festivals - Stories, poems, plays, songs	Wayland
What do we know about Islam?	Wayland
The Muslim World	Macdonald
Woman in Islam	Islamic Foundation
Towards Understanding Islam	Maramer
Muslim Worship	CEM
Understanding Religions - Pilgrimages & journeys	Wayland
Understanding Religions - food & Fasting	Wayland
Exploring religious Islam	Heinemann
My Belief I am a Muslim	Watts

Marvellous Stories from the Life of Muhammed Foundation	Islamic
The Arts of the Muslim World - colouring book	Ta ha
Exploring a theme Islam	CEM
Exploring Islam	CEM
The children's book of Islam part 2	Islamic Foundation
Various posters	
Quran & stands	
Prayer mat	
Prayer beads	
2 headscarves	

Relationship of R.E. to the Whole Curriculum

Collective Worship **See separate Policy**

Spiritual & Moral Development **See separate Policy**

From our Mission Statement we aim to develop all our children to their full potential and this includes spiritual and moral development. This can be identified in all our work in school but most of all in the relationships which exist within the school. In policies such as Behaviour, Bullying, Equal Opportunities, S.E.N, Inclusion. In work done in R.E., Health Education, Education and Personal Relationships and Assemblies. We firmly believe that the Christian perspective should permeate the entire school curriculum and can thus enable children to develop the moral and spiritual dimensions of life. We seek to recognise, affirm and celebrate the gifts and talents of all children and staff.

Education for Personal Relationships - See separate Policy

Away Days and Retreats

Infant children are provided with many visits to widen their experience and

to allow them opportunities to see the world of nature (i.e. park visits). There are various residential offerings which create opportunities for awe and wonder.

Other visits are undertaken to look at specific topics which are also relevant to their religious education. These include - Spring/Autumn visits, visits to farms, animal enclosures, homes, beach etc.

Junior children are provided with a wide experience of curriculum visits but also include residential visits. These visits provide an opportunity for reflection and personal development. We plan carefully the worship aspect of these visits.

Links with Parents/Guardians

Parents are invited into school each term to meet their child's teacher and discuss their work and progress. An annual report is sent home in the summer term. Each term a curriculum plan is sent home, which gives specific information about the topics to be studied each term and how the parents can support their child's learning.

Meetings are held with Foundation Stage parents to welcome and introduce them to the school, at these meetings R.E. is discussed.

Parents are invited to Show and Tell Assemblies, and to Whole School Liturgies, Assemblies and Celebrations.

Parents are sent a booklet each term containing information about the term's "Come and See" topics for their child for that term.

Staff offer support and counselling where necessary. Parents of pupils with Special Educational Needs are regularly invited into school to discuss their child's needs. Copies of the school's policies for Bullying and Behaviour, Equalities and Anti-Racism are available for parents.

Parents of Year 4 children are invited to school for sacramental preparation.

We operate a Child Protection Policy known to parents. We also invite parents into school to hear about the schools Education in Personal Relationships Policy.

Our aim is to welcome and involve parents in all areas of their child's school life.

Rainbows for all God's children is held in response to need.

There is a school council in place.

Sacramental Preparation & Parish Links

Preparation for the Sacraments of Family Reconciliation, Confirmation and Eucharist are in integral part of "Come and See". Work begun in the Reception class is deepened and developed throughout Infant and Junior years.

In school, Year 4 is the year of Celebration and the Parish invite parents to take part in preparation. The Parish Priest and Sister Winifred, alongside school staff provide families with opportunities and support to help them continue their child's faith journey. School is involved in the preparation and delivery of Family Catechesis sessions and works closely with the parish to do this.

Inter-relationship between R.E. & Policies

In St. Patrick's all our school policies begin with the Mission Statement and flow from them. They totally support our R.E. teaching and commitment.

Equalities (see policy)

Our school policy recognises each child as unique and we seek to foster a climate in which all children are valued and which promotes mutual respect, justice and fairness.

Special Educational Needs (see policy)

In recognising that all children are special, our school aims to provide a broad and balanced curriculum catering for each child's spiritual, intellectual, physical and moral development. We have a whole school approach to children with special educational needs and children are given every possible support.

Cross-Curricular Links

Our Curriculum Plan and Policy are supportive of R.E. as our aims are to develop each and every child and to provide as many opportunities as possible.

R.E. is supported by the curriculum work done in Health Education, P.E, Equal Opportunities, Music, Art, Information Technology, Careers Education etc.

In all these areas the child is learning about himself/herself, others, the world etc. and we are at all times raising self-esteem and awareness of others which is the basis of religious development. We have the Healthy school's award.

Display (see policy)

Our school Display Policy aims to show that we value and recognise the children's work. Through display, we are also seeking to foster in children ownership, and a sense of belonging to the school. quality display is seen as a way of leading children to an awareness of their own work and a respect for the work and views of others and to develop a responsibility for their surroundings.

Cross-Phase Links

A great deal of work takes place in Year 6 to ensure a smooth transition to secondary school. Visits are undertaken. Staff from secondary schools visit us.

During the Summer Term Year 6 take part in a Family SEAL Transition day which addresses transfer to secondary schools. It looks at their feelings, anxieties and concerns. This work is done to help to prepare the children confidentially for secondary transfer. Parents are involved in this work. Children's records are passed on. Their leaving us is specially celebrated - it celebrates their achievements and wishes them well for the future

