



RELIGIOUS EDUCATION

HANDBOOK

2022-23

MISSION, VISION, VALUES

UNDERSTANDING

PEACE



LOVE

MISSION

For our community to treat everyone with the Christian values of

PEACE, LOVE AND UNDERSTANDING

Ensuring we are all responsible Global citizen and prepared for life's challenges

"BE THE BEST THAT YOU CAN BE."

VISION

To be an oasis of excellence for the community we serve, rooted in faith and family values, where every member of the community is valued.

VALUES

*Faith
Family
Respect
Resilience
Resourcefulness
Responsibility
Reflectiveness*

Aims of RE in St. Patrick's

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, assessed 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.

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 magazines, website (www.cafod.org.uk) and in-service provision.

Other Faiths

Usually, in the autumn term one week is given to the exploration of Islam, and in the Summer term, Judaism is covered. This may change dependent on the length of each term. 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 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 and additional resourcing as appropriate to age and stage.

Assessment

Assessment of RE is based on the national age-related standards.

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 age-related 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 age-related 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.

End of term assessment and tracking

At the end of each term, teachers make a judgement as to whether each child is working below, in line with or above age-related expectations. The above informal and formal assessments inform the teachers in making these judgements. The RE coordinator uses this information for tracking and identifying target groups and next steps for action.

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 sessions are also planned for on a regular basis.

Staff attend relevant CPD events run by the archdiocese.

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, Joanne Lewis , and the R.E Coordinator, Mary Potts.

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	Headteacher & RE	CCRS B.Ed N.P.Q.H
Hannah Jones	Deputy Head	CCRS B.Ed
Sarah Lally	Year 6	CCRS BA PGCE
Erin Stocks	Year 5	
Jennifer Shack - Chapman	Year 4	CCRS BA QTS
Philip Larkin	Year 4 KS1 Lead	CCRS BA PGCE
Michelle Farrington	Year 3	

Emily Hall	Year 2	
Jeni Edwards	Year 1	BAQTS
Mary Potts	Reception, EYFS	BSC MA PGCE
Natasha Jacklin	Nursery	
Katie O'Callaghan	Team Teacher	PGCE
Joanne Stocks	Y5 / 6	
Holly Kellett	Reception Team Teacher	B.Ed
Jenny Davies-Jones	Nursery Team Teacher	

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.

Relationship of R.E. to the Whole Curriculum

Collective Worship

See separate Policy

Spiritual & Moral Development

See separate Policy

R.S.E

See separate policy

From our Mission, Vision, Values, 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. As well as in policies such as Relationships, Anti-Bullying, Equal Opportunities, S.E.N, Inclusion. In work done in R.E., PSHE, Relationships and Sex Education and Assemblies it can also be identified. 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.

Relationships and Sex Education- 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 offered 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, 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 posted on the school's website, 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 letter 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 schools policies for Anti-Bullying, Relationships, and Equalities 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 Relationships and Sex Education Programme - Journey in Love.

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

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 Mrs Lewis, provide families with opportunities and support to help them continue their child's faith journey in the With You Always Programme. 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.

We seek opportunities in all subject areas for the child to be 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.

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.

Appendix 1.

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

