



Ysgol Gynradd Santes Fair

Religious Education  
Policy

Carwch Eich Gilydd

**School Mission Statement:**

Learning for Life with Christ as our Light

**School Vision Statement:**

Based on our Catholic faith, St. Mary's Catholic Primary School seeks to promote the Gospel message of Jesus Christ as the foundation of its existence

We, as a caring community of learning, combine innovation and tradition to enable each individual to achieve their full potential.

As a school we:

Teach the Catholic faith, to help children grow in all aspects of their spiritual and moral development.

Recognise and encourage the uniqueness and value of each individual, by nurturing and developing each child's selfworth and ability.

Provide a balanced, differentiated and relevant curriculum in pursuit of high academic excellence.

Help create a Christian community, uniting the home,, the school. the Catholic parish and the wider community

Welcome children of all faiths to join the school community

## **Policy and Guidelines for the Teaching of Religious Education**

### **Policy Statement**

"I have come that they may have life and have it to the full". John 10:10

It is, and has been from her beginning, the belief of the Church that she has an obligation to provide an education for her children, by which their whole lives may be inspired by the spirit of Christ.

(Gravissimum Educationis - Document of the Second Vatican Council on Education)

While this document is specifically concerned with the teaching of Religious Education, it would be wrong to think of the Catholic identity of our school as being exclusively related to timetabled lessons of Religious Education. Religious Education is not simply part of the curriculum. It is its essence. We live in God's world. He made it and so everything we do and say, all that we are, is in some way linked to God. In all areas of the curriculum, topics arise which raise moral and religious issues and which will need to be discussed in the light of the teaching of the Church.

The curriculum, relationships, priorities, aims and discipline of the school all show God's presence. Religious Education is, therefore, a motivating force and integral part of the whole of the child's school life, both inside and outside of the classroom.

Although it may be convenient to speak of the 'religious' curriculum and the 'secular' curriculum in the Catholic School, as though these were separate and distinct, in reality, the curriculum as a whole, and every part of it, is religious, since there is nothing which does not ultimately relate to God. (Evaluating the Distinctive Nature of the Catholic School).

In our Christian faith, we believe that God revealed himself to us through Jesus Christ, so as to speak to us and invite us to enter into a relationship of love and friendship. It is through this revelation that we come to know Him better and understand more fully His hopes for us. It is important for us to lead the children of our school towards a realisation and understanding of this, in order to help them to learn who they are and how they should live in society with everyone around them.

In Religious Education we strive to lead our children to a living, active and personal faith. Since the children's experience is limited, their language and understanding are also limited. It is, therefore, necessary to come close to the children and express the truths of faith in the language of everyday life, and to relate these truths to the children's present life experience.

"Experience can help make the Christian message more intelligible" (General Catechetical Directory)

Through this approach, we seek to lead the children into a living relationship with God the Father, according to the teaching of Jesus Christ, strengthened and guided by the Holy Spirit.

### **General Aims**

As Christians we believe that Jesus Christ rose from the dead and lives forever. His living is at the heart of our faith. As Catholic teachers in a Catholic school we aim to promote the personal growth and development of our pupils on their life/faith journey, so that they may share a living relationship with God, through Jesus, in the power of the Holy Spirit.

In order to explore and communicate God's Revelation in Christ, we aim to study and develop four areas of study which correspond to the four Constitutions of the Second Vatican Council and the four parts of the Catechism of the Catholic Church and the Curriculum Directory.

These are : Revelation – finding meaning in life; Church – community of faith; Sacraments – celebration in symbol and ritual; Christian Living – way of life.

These four areas will be revisited to enable a constant deepening and broadening in keeping with the capabilities of the pupils.

### **Specific Aims**

Revelation - based on the Dogmatic Constitution on Divine Revelation (Dei Verbum)

- to explore the importance of story in our quest for meaning;
- to understand the role of Sacred Writings as expressions of our attempts to understand the nature of God and nature of human persons;
- to reflect on responses to God, invited by Scripture.

Church - based on the Dogmatic Constitution on the Church (Lumen Gentium)

- to reflect on the experience of belonging to communities;
- to reflect on the belief that, as people created in the image of God, Christians are called to be Church.

Sacraments - based on the Constitution on the Sacred Liturgy (Sacrosanctum Concilium)

- to explore the meaning of celebration which marks the growth and development of every human being;
- to understand the place of sacramental signs and symbols in the life of the Catholic community and how they are expressed in liturgical celebration and the liturgical year;
- to reflect on the place of prayer in the life of the Catholic community and of individual Christians.

Christian living - based on the Pastoral Constitution on the Church in the Modern World (Gaudium et Spes)

- to explore the values which underpin human belief and action;
- to understand the following of Christ as a call to a particular way of life;
- to reflect on the values which Christ expressed in his life and teaching.

## **Guidelines**

### **Teamwork**

As Catholic teachers we are asked:

to catechise - to share our faith;

to evangelise - to sow the seeds of faith;

to lead by example - by living the Gospel in our lives;

to help the parents - to be responsible for passing on the faith to their children;

to build bridges between Home, School, Parish.

We work as part of a team and we need to remember that God is at the centre.

### **Skills**

By following the Religious Education programme, pupils should acquire and have the opportunity to practise the following skills, which in turn will facilitate increased knowledge and understanding.

Investigation skills - by observing, reading, listening, following procedures, identifying and asking questions, gathering data.

Interpretation skills - by interpreting signs and symbols, using categories and classifications, reflecting on and interpreting own experience, seeing things from another's point of view.

Communication skills - by expressing themselves orally, through factual and creative writing, drawing and painting, diagrams, charts and models.

Critical skills - by questioning their own point of view, forming opinions based on evidence, assessing arguments, differentiating between objective and subjective judgements.

Social skills - by relating to others, working in a group, exercising empathy, appreciating social, cultural and faith differences.

Evaluation skills - by making reasoned judgements and responsible choices.

In addition to these skills, wherever opportunities arise, pupils will be encouraged to develop and apply the key skills, namely communication, mathematical, I.T., problem solving and creative skills, as well as developing personal and social education and being aware of the Curriculum Cymreig.

### **Attitudes**

Through the programmes of study and the skills taught, pupils should develop the attitudes of:

Wisdom - an ability to look critically at the beliefs, values and morality of society.

Understanding - an ability to look beyond the immediate to seek meaning in one's own life, and the experience of others.

Knowledge - an openness which allows religious knowledge to be integrated into a way of life.

Right Judgement - a sense of self esteem, community responsibility and respect for authority to allow choices and moral decisions to be made.

Courage - a willingness to struggle with the challenges of religious thinking and of Christian living.

Reverence - a respect for the views, opinions and beliefs of others.

Wonder and Awe - a sense of holiness based on an awareness of the presence of God in self, others and in the world.

### **Early Years**

For children who have not yet reached compulsory school age, ACCAC has identified six areas of learning and experience and the Desirable Outcomes within them. Religious Education is approached through the Personal and Social Development of the child and by developing their Knowledge and Understanding of the World. Reception class children will follow materials specifically prepared for Nursery and Reception which seek to achieve these Desirable Outcomes.

## **Teaching Styles**

Approaches will vary, according to the children's age, ability and the various stages in the development of topics. In the early stages of a new topic, whole class discussion, reflection and sharing of experiences may be appropriate. As the subject is developed small group activities could be used, to examine the topic in more detail, while individual work could be employed for the child to make his/her own response and to record essential elements for future reference.

## **Differentiation**

Children of all abilities will be fully involved in the Religious Education programme at St Mary's. By adopting a flexibility in approach, particularly in the way children record their responses, pupils with special needs will be able to have full access to the programme, while gifted children will be expected to give far more detailed and reasoned responses. In Key Stage 2, differentiated activities may be selected, according to ability.

## **Assessment**

"In accordance with the Catholic School's belief in upholding the dignity and value of each individual, any method used to assess the performance of pupils must respect the individual's worth". (Evaluating the Distinctive Nature of a Catholic School).

Assessment is related to the concepts, skills and attitudes to be developed through the themes and learning outcomes for each topic. In Religious Education, assessment will indicate what pupils know, understand and can do. It does not assess children's faith or the practice of faith which are immeasurable.

## **Formative Assessment**

- observation of involvement in discussion, class tasks and activities, contributions to displays.
- review of performance at end of task, lesson, activity.
- marking of written work in line with Assessment for Learning, helping children to 'close the gap.'
- children's performance will be compared with the summaries of what they can be expected to know.

## **Summative Assessment**

At the end of each topic, 1/3 of the class is assessed against the expectations for that topic, with their level recorded and those who perform well above or below the expectation, noted separately. Over the course of the year, each child will be assessed against a Church, Sacrament and Christian Living topic.

At the end of the year, children's progress in Religious Education will be compared with the Levels of Attainment in R.E. for Catholic Schools under the Attainment Targets of Learning about Religion (Knowledge and Understanding), Learning from Religion (Reflection and Response) and Reflection and Contemplation.

### **Recording**

Recording provides evidence of achievement and may take many forms such as comments on children's books, visual evidence e.g. photographs, leaflets, notes from observation.

### **Reporting**

Reporting is used to provide feedback to pupils, to inform colleagues of pupils' achievement and areas studied, to inform parents of the progress and achievement of their children and to inform parents, governors and other agencies of the content and quality of the Religious Education being provided.

### **Links with other subjects**

While Religious Education is taught as a separate subject, there are obvious links with other subjects which should be highlighted. For example, language skills in discussing/writing about topics, historical aspect of timelines - BC and AD, Roman occupation, geographical aspect of the location of the Holy Land, aspects of science such as respect for nature, responsibility for conservation, art as a means of recording responses etc.

## **Programme of Work**

The Religious Education programme being followed is "Here I Am". Vatican II spoke strongly against what it called one of the great errors of our time, the separation of faith and life. Experience is the means by which we grow to maturity and therefore Here I Am has a strong experiential dimension. It is hoped that children will understand that religion is not just for learning but for living and that all living can become religious.

During each term the programme focuses on one of the basic questions about life, its dignity, its purpose and a central Christian belief which relates to and addresses this question.

Autumn - Where did I come from? Life – Creation – God the Creator

Spring - Who am I? Dignity – Incarnation – God the Saviour

Summer - Why am I here? Purpose – Redemption - God the Spirit

The basic question/belief for each term is explored through three kinds of themes. These are:

Community of Faith - Church

Celebration of Ritual - Sacraments

Way of Life - Christian Living

### **The Community of Faith - Church themes are:**

Autumn: Family - Domestic Church

Spring: Community - Local Church

Summer: World - Universal Church

### **The Celebration in Ritual - Sacrament themes are:**

Autumn: Belonging - Baptism/Confirmation

Spring: Relating - Eucharist

Summer: Inter-Relating - Reconciliation

### **The Way of Life - Christian Living themes are:**

Autumn: Loving - Advent/Christmas

Spring: Giving - Lent/Easter

Summer: Serving - Pentecost

Each of the themes is developed through four topics. This means that every year, for four years, a different topic can be used to explore the theme for the term.

Working on a four year cycle, using a whole school approach our topics will be:

**Year A**

Autumn	Spring	Summer
Myself Invitations Birthdays	Journeys Communion Growing	Good News Choices Neighbours

**Year B**

Autumn	Spring	Summer
Beginnings Friends Preparations	Special People Meals Good and Evil	Messengers/ Witness Change Treasures

**Year C**

Autumn	Spring	Summer
Babies Initiation Gifts	Books Memories Death and New Life	Energy Freedom, Responsibility Special Places

**Year D**

Autumn	Spring	Summer
Homes and Families Signs and Symbols Visitors	Celebrations Thanksgiving Self-giving	Holidays/ Holy Days Building Bridges Difference

### **Other Faiths**

The Church teaches that, while living out our Christian faith, we are called to listen in dialogue and be ready to learn from those of other faiths.

The other faiths will be taught discretely, with pupils from Year 2 to 6 spending one week after the Church topic in each Autumn Term, studying Judaism, and one week in Spring or Summer Term, whichever is longer, studying Islam. Year 1 pupils will only carry out the additional study in the Spring or Summer Term.

### **The Process**

The programme identifies seven elements of the process of Religious Education.

#### **Recognise**

Children begin to look at and focus on an aspect of life-experience, concerning themselves, their relationships, their world, in order to become aware of it.

#### **Reflect**

Children explore this aspect of life-experience. They examine it and investigate it, realise that it raises questions, address these questions and discover some answers.

#### **Respect**

Children deepen their understanding to give them a clearer vision and enable them to grasp the rich meaning of this life experience.

#### **Relate**

This is the heart of the process with the presentation of the Christian understanding of this life experience. The children are introduced to the Christian understanding of the mystery of God and human life, as expressed in the person, life and Gospel of Jesus Christ.

#### **Rejoice**

Children celebrate in worship the aspect of life experience that has been recognised, reflected upon, respected and related to universal experience and the experience of the Christian community.

#### **Remember**

Children are helped to hold on to and make their own what they have understood of their own experience, of the experience of the Christian community and of universal experience.

#### **Renew**

Children and teacher go back and look again at the life experience. They recognise and express some of the new knowledge acquired, identify ways of applying this in life, formulate and record statements of new knowledge.

The Search, Revelation and Response pattern informs the seven-fold process through which the programme is delivered.

Search – At the end of Recognise, Reflect and Respect, pupils will have explored an aspect of life experience and will have begun to be more aware of questions it raises.

Revelation – At the end of Relate, pupils will have grown in knowledge, understanding and appreciation of scripture, tradition, celebration, Christian living and prayer as the response of faith to these questions.

Response - At the end of Rejoice, Remember and Renew, pupils will have celebrated their learning and will have begun to take hold through remembering, of the insights which will inform their lives.

### **Using the Process**

The topic is outlined in the file. The topic should be developed to last for four weeks. Recognise, reflect and respect should take a quarter of the total topic time.

Relate is the central part of the topic and should take up a half of the time.

Rejoice, remember and renew should take up the final quarter of the time.

## **Further Elements of Religious Education**

### **Collective Acts of Worship**

Children come together to pray every day. On Monday, Wednesday, Thursday and Friday the whole school assembles, while on Tuesday, there is either an assembly led by a class or the Infants and Juniors hold separate Acts of Worship. Themes for assemblies include the lives of Saints, aspects of Old and New Testament, the Sacraments, the Liturgical Year and more general issues. The Friday assembly is used as an opportunity to prepare the children for the theme of Sunday's Mass. Wednesday's assembly is an opportunity to celebrate the achievements of children from each class over the previous week. For a more detailed account, see Collective Worship Policy.

### **Masses and Services**

The whole school attends Mass in the church on Holy Days and on special Feast Days.

Individual classes celebrate a Mass/Service once a term on a rota basis and all parents are invited to attend these celebrations, which are held in the hall or classroom.

Each half term, the school leads the parish celebration of Sunday Mass, alternating between St Mary's and St Paul's.

### **Other Services and Celebrations**

An Advent/Christmas Service is held each year and special devotion is paid to Our Lady in May and October, when the children are invited to pray the Rosary. Pupils are introduced to the Stations of the Cross during Lent.

## **Prayer**

"It is important to ensure that our prayer reflects the essence of our lives; joy and sorrow, a sense of belonging and a feeling of loneliness, celebration of peace, anger and upset". (RE - The Primary Years. D Sullivan).

We fully realise the importance of teaching the children the value of prayer in their lives through traditional prayers, prayer of the heart, meditation, contemplation, litanies, praying the psalms, hymns, processions, prayer services, liturgies and celebrations

The children will be taught traditional prayers and other prayers to be said in unison:

Sign of the Cross  
Our Father  
Hail Mary  
Glory be to the Father  
Act of Sorrow  
Eternal Rest  
Grace before and after meals  
Prayers and responses of the Mass  
Morning and Evening Prayers  
The School Creed

In addition to these, children will be introduced to those prayers appropriate to the Key Stage, listed on page 42 of the Here I Am file.

They will be encouraged to compose prayers of their own and they will be allowed quiet times to simply be with God.

The children are encouraged to think of others in their prayers and for this purpose a board is displayed with the special intentions for which prayers have been asked.

Staff join together in prayer at the beginning of each week, taking it in turn to lead the meditation.

## **Display**

The children are reminded of the central role which Religious Education plays in the whole of school life by displays in the halls and corridors. Each class teacher also develops their own R.E. displays in the classroom, as well as having a focal point which is changed periodically.

## **Home/School/Parish**

As mentioned earlier, the school is one element of the team working at the enterprise of educating the child.

"Between home, parish and school, there should be a dynamic interaction since, between them, the whole person is in a process of learning and development". (Evaluating the Distinctive Nature of a Catholic School).

Opportunities are sought to involve parents in the RE programme through invitations to class Masses and services. Further involvement in the topic being studied is achieved by providing parents with a termly R.E. newsletter, outlining the topics being covered. As the topics are developed, children are asked to discuss aspects of their work at home, or bring something from home.

As well as attending the half termly school Mass, staff attend services and functions with which the school is associated and are encouraged to attend any other events which may help to bond parish and school closely together. Staff, especially those not resident in the parish, familiarise themselves with the life and development of the parish by reading the parish bulletin.

## **Sacramental Preparation**

Each class studies topics under the themes of Reconciliation, Eucharist, Baptism/Confirmation every year, but a programme of preparation for celebrating Sacraments of Reconciliation and Eucharist for the first time, is carried out while the children are in Year 3. This involves the co-operation and combined efforts of the parish priest, parish catechist, school staff and parents.

## **RELIGIOUS EDUCATION** **RESOURCES**

### **Individual Religious Development – Staff Room**

Our Faith Journey - A. Patrick Purnell  
R.E. The Primary Years - Danny Sullivan with  
Jim Gallagher  
To Live is To Change - Christopher Jamison,  
Damian Lundy, Louisa Poole  
Catechism of the Catholic Church  
Crossing the Threshold of Hope - John Paul II  
A Simple Path - Mother Teresa  
Cornerstones - Kevin Nicholls  
Puddles of Knowing - Marlene Halpin  
Christian Morality and You - Finley and Pennock  
Opening to God - T.H. Green  
Butler's Lives of the Saints

### **Key Stage 1 Resources**

#### **General**

A First Look – The Christian Life  
A First Look – Prayer  
The Commandments for Children  
Bible Words About Love for Children  
Lion Story Bible

#### **Mayhew**

The Lost Sheep  
Jonah and the Big Fish  
Jesus Goes to a Wedding  
The Road to the Cross  
Wind and Fire  
Jesus on a Donkey  
Five Loaves and Two Fish  
Jesus on the Sea  
Baby in a Basket  
Jesus Gets Lost  
The Lost Son

### Me Too Books

Don't Rock the Boat  
It's Not My Fault  
Two by Two  
Out on a Limb  
I'll Pray Anyway  
Now I See  
Who Needs a Boat?  
Someone to Love

Elijah Asks for Bread  
King Nebuchadnezzar's Golden Statue  
A Baby Called John  
The Story of the Good Samaritan  
The Story of the Lost Sheep  
People Jesus met  
Jesus the King  
The Story of the Great Feast  
The Story of the Sower  
In the Beginning  
Adam and Eve  
Abraham, Friend of God  
Isaac Finds a Wife  
Joseph the Dreamer  
|Joseph and the King of Egypt  
The Princess and the Baby  
Samson the Strong Man  
Ruth's New family  
God Speaks to Samuel

### Key Stage 2 Resources

#### General

#### Bibles, Old and New Testaments

God's Story 3 books and CD ROM  
Bible Stories retold by David Kossoff  
The Children's Bible - Hamlyn  
Winding Quest - Dale  
New World - Dale  
Listen - A.J. McCallen  
Praise - A.J. McCallen  
Discover the Old Testament Today - Hari and Singer  
Experience Jesus Today - Hari and Singer

New Jerusalem Bible - New Testaments (2)

Good News Bibles

Good News Gospels

Testament – The Bible in Animation – Creation, Abraham, Joseph, Moses, Ruth, David and Saul, Elijah, Jonah, Daniel.

Children’s Video Bible – Early Years of Jesus, Jesus’ Ministry in Galilee, Last Days of Jesus’ Ministry, Crucifixion of Jesus, Resurrection of Jesus, Church Grows and Spreads

Collins – The 4 Gospels – Study Notes

The Story of Jesus - Mary Batchelor

Focus on the Bible - H.J. Richards

Resource Bank – Using the Bible in the Primary Classroom

Look at your Bible Book 1 Old Testament

Book 2 New Testament

Gospel for Young Christians (2)

Junior Bible History Books 1-3 W.M. Holland

The Parables of Jesus - Father Lovasik

### Preparing for Masses

Focus the Word - Susan Sayers

Columba Lectionary for Masses with Children Cycle A,B & C

Lectionary for Sunday Masses with Children Cycle A, B & C

Celebrations of the Word for Children Cycle A

God of my Gladness - Mass Themes

The Mass - Our Celebration

A Liturgy of Life - 33 Theme Masses for Young People

Fifty Masses with Children - Francesca Kelly

Praying the Mass - Anthony Bullen

70 Pastoral Themes for Sunday Mass and Holy Days

Sharing God's Life - 42 Masses with Primary School Children

Living Liturgy Companion to Mass for Sundays and Major Feasts Cycle A and B

Sunday Missal

Weekday Missal

### Sacraments

The Church’s Story books and CD ROM

Focus on Eucharist - Peter Wilkinson

Focus on Penance and Reconciliation – Peter Wilkinson

Focus on Baptism - Peter Wilkinson " "

The Seven Sacraments Colouring Book

Assemblies

24 Assemblies for Juniors (2)

Gathered in His Name - Assemblies for Juniors - F. Martin,  
B. O'Hare, M. Martin

Inspirations for Assemblies and School Worship

Seasons

Spring - Adam, Leach & Palmer

Summer - " " "

Winter - " " "

The Essential Easter Book - Alan MacDonald

Seasons of Celebrations - Patricia Mathson

Festive Occasions in the Primary School

Credo – Thematic Services and Activities

Prayer Books

Prayers for a Fragile World

Teach Us To Pray (St. Paul Publications)

50 Prayers for Young People - Anthony Bullen

Pocket Book of Prayers for Anytime - Rosa George

Shorter Prayer Book for Penitents - David Konstant

Catholic Prayer Book for Schools

Prayers for Everyone

A Child's Rosary - Audrey Bilski

Let Us Worship God - Prayer Book for Young Children

The Holy Rosary - Father Lovasik

Guided Meditations for Children - Jane Reehorst

Poetry

Thankfully Helen Steiner Rice

Prayerfully " " "

Lovingly " " "

Somebody Loves You " " "

Poems for Assemblies (2)

### Lives of the Saints

Saint of the Day - L. Foley  
Beggars, Beasts and Easter Fire  
Book of Saints 1-6  
100 Great Lives - Norman J. Bull  
Miniature Stories of the Saints

### Other Faiths

BBC Pathways of Belief Videos and Resource Pack – Christianity  
- Judaism  
- Islam, Hinduism, Sikhism  
My Life as a Muslim – Trevor Guy, Sue Mizon, Paul Morgan  
My Life as a Hindu “ “ “  
My Life as a Jew “ “ “  
Folens Ideas Bank R.E. \_ Islam

### Posters

Turvey Abbey – Sacraments  
- The Way of the Cross  
- Advent  
- Lent

### **Further resources available in Mr. Gorell's Office**

Jerusalem Bible  
New World - Alan Dale

#### Primary Assembly File

Prayer Assemblies for Primary Schools - Raymond Topley  
Assemblies for Infants - Rosaleen Faulkner  
Signposts Assembly Themes for Years 3 to 7 - Chris McDonnell  
Assemblies for Primary Schools  
Autumn - Margaret Cooling  
Spring - " "  
Summer - " "  
Stories for Assembly and P.S.E. Feelings Gordon Aspland  
Assembly Themes - R.H. Lloyd  
Assemblies for 8-12's Anthony Greenslade & Herbert Cooke  
Let's Plan an Assembly 5-8's Anne Farncombe  
101 School Assembly Stories Books 1-4 Frank Carr  
Follow that Story - David Webb  
Now Here's Another Story – David Webb

Hear the Good News - Mayhew  
Gospel Prayers - Charles Singer  
Lion Book of Children's Prayers  
Praying with Children - Jenny Pate  
Prayer for the Sharing of Our Faith - Mary Sketch  
Helping Children to Pray - Ruth Cardwell  
A Treasury of Catholic Prayer - Mgr Michael Buckley  
Prayers for Children - Brenda W. Holloway  
Prayers for Younger Children - " " "  
When You Pray with 3-6's N.C.E.C.  
Children's Daily Prayer - Elizabeth McMahon Jeep

Focus the Word  
Family Mass Themes - Sr. Monica Mary  
Fifteen Celebrations for Under Twelves - Ruth Cardwell  
Twenty Masses for Under Twelves - Ruth Cardwell  
The Mass - Our Celebration  
Liturgy of the Word for Children - Alison Travers  
Bidding Prayers for the Church's Year  
Weekday Missal

The Lion Easter Book  
The Ten Commandments for Children - H.J. Richards  
The Rosary - Sr. K. Cavanagh  
Learning About Jesus - Stories, Plays, Activities  
Book of Saints Book 2-5  
Heroes of God - Daniel A. Lord  
Heroines of God - " " "  
Documents of Vatican II

C.E.S.  
An Approach to Induction  
The Inspection of Catholic Schools  
Appointment of Staff in Catholic Schools  
Guidelines for Parents  
Spiritual and Moral Development across the Curriculum  
Evaluating the Distinctive Nature of a Catholic School  
Leadership and Management of Catholic Schools  
What Are We To Teach  
Broad Areas of Attainment

Signed: \_\_\_\_\_ (Head Teacher)

Signed: \_\_\_\_\_ Chair of the Governing Body

Date: \_\_\_\_\_

Review date: \_\_\_\_\_