



St. Columba's Catholic Primary School

R.E. Handbook

At St. Columbas Catholic Primary School our Mission Statement is at the heart of all we do.

Holding Hands with Jesus as we love, learn and grow together.



We aim to:

- *To inspire, motivate and achieve.*



- *To unite, nurture and thrive.*



- *To believe, pray and live.*





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AIMS:



It is our aim to help children develop the skills and capacities necessary to become reflective and questioning individuals. In developing pupils' personal and social growth, Religious Education must be an integral part of the whole school curriculum and presented as a living activity.

The aims of Religious Education in St. Columba's Catholic Primary School are to promote:

- Knowledge and understanding of Catholic faith and life;
- Knowledge and understanding of the response of faith to the ultimate questions about human life, its origin and purpose;
- The skills required to engage in examination of and reflection upon religious belief and practice.

OBJECTIVES:

The objectives of curriculum religious education in St. Columba's Catholic Primary 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, investigation and reflection by pupils;
- To develop appropriate skills: e.g.
 - 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: e.g.
 - 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.



THE RELIGIOUS EDUCATION PROGRAMME:

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

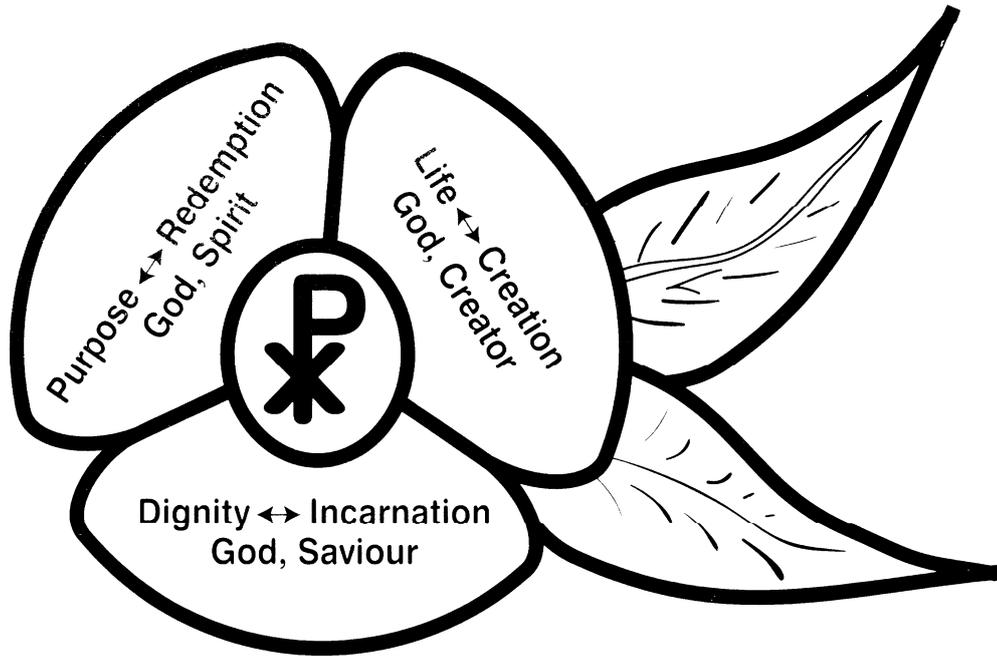
We recognise that 'Come and See' forms the foundation of our Religious Education programme and not the entirety of it.

OVERVIEW OF CONTENT:

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



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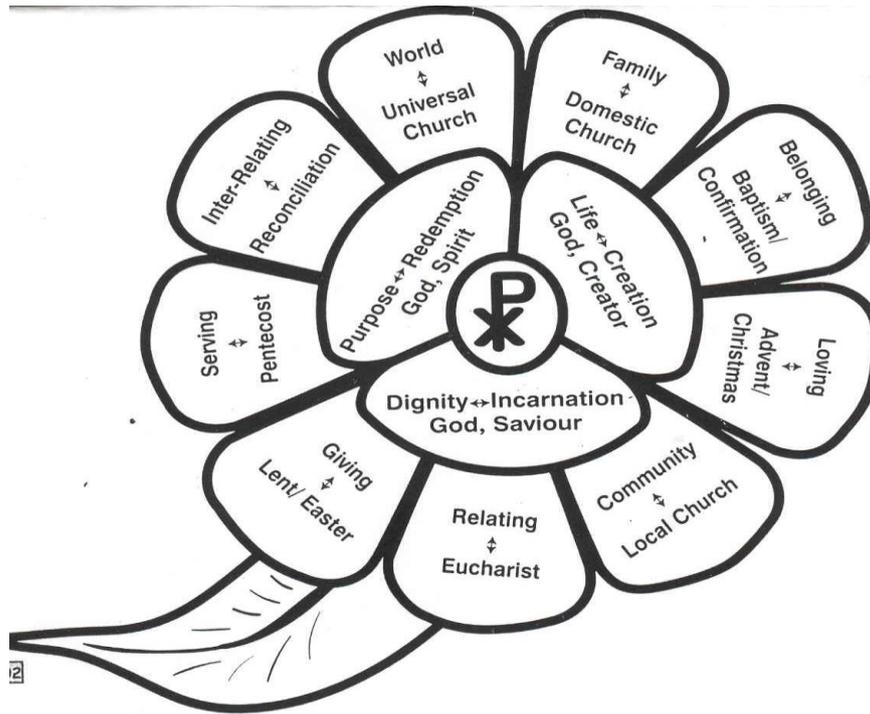
The basic question <-> belief for each term is explored through three kinds of themes.

- Community of faith <-> Church
- Celebration in 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 <-> Sacraments 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



[COME AND SEE PROGRAMME.](#)

FOCUS: Each term a basic question is explored about life, its dignity, its purpose and a central Christian belief which relates to and addresses this question.

Topics:

- Each theme has **three** topics.
- Each topic is developed through **FIVE** levels which take account of the ages and stages of development of our children.

These Five levels are:

- Level Early Years Nursery and Reception
- Level 1 Year 1
- Level 2 Year 2
- Level 3 Years 3 and 4
- Level 4 Years 5 and 6

The content is structured so 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

Tapping into Talent; Breaking Down Barriers; Daring to Dream



learning objectives. These allow teachers to select what is appropriate for the class or groups of children according to their different abilities.

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THE PROCESS:

KNOWLEDGE/ UNDERSTANDING/ SKILLS/ ATTITUDES

for delivering the topics in 'Come and See' has three main elements -
veal and Respond.

Explore:

In Explore the children look at and focus on an aspect of life -experience that concerns themselves, their relationships and their world.

They can do this by:

- examining and investigating the theme;
- considering it from different angles;
- raising questions;

This may be done by:

- sharing a personal experience or providing an experience;
- telling a story;
- watching a TV programme or video or looking at photographs or slides;
- listening to a poem, music, or a song;
- listening to an invited guest.
- gathering information and collecting facts;
- asking questions and discussing;
- researching;
- collating and classifying their findings and focusing significant ones;

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- discovering meaning and value and drawing conclusions.

Reveal:

There are six learning focuses within Reveal for years 1 to 6 and from these learning focuses children develop their knowledge, understanding, skills and attitudes needed to fully develop themselves.

Here the heart of the process is reached - the presentation of the Christian understanding of this life experience. The teacher introduces the children to the Christian understanding of the mystery of God and human life as expressed in the person, life and gospel of Jesus Christ.

Here time and space are set aside to:

- open new horizons;
- evoke a sense of awe and wonder and of the mystery of life;
- acknowledge difference;
- work with problems, come to terms with anxieties and grapple with puzzling experiences.

This is done by:

- creating a quiet, prayerful atmosphere;
- learning about the Scripture and the teachings of the Church
- sharing thoughts and feelings.
- making a personal response.

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- listening to prayers, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians
- exploring all these in creative and practical ways through drama, writing, poetry, song, dance, music, personal research and investigation and service of others;
- making links between this Christian understanding and the children's own experience.

Respond:

Remember

The teacher enables children to recall and review the work done in the topic.

This is done by:

- starting with a moment of quiet reflection
- giving time for children to remember, make a conscious effort to bring together, what they have done and learned as individuals and as a group;
- asking specific questions to discover what learning objectives have been achieved;

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- using gathered examples of work and resources as prompts;
- summarising and reinforcing learning that has taken place;

Rejoice

The teacher enables the children to celebrate in worship all that has been done and learned. Here time and space are set aside:

- to wonder at;
- to contemplate;
- to mark as special;
- to come to terms with;
- to give worth to the mystery of life <-> faith they have explored;
- to grow in awareness of and actively respond to the spiritual dimension of life;
- to develop the capacities and skills to participate in and plan worship and celebrations.

This is done by:

- bringing together the work done;
- selecting from it what is significant, relevant and meaningful;
- creating opportunities for thought, for prayer, for stillness and silence;
- fostering an atmosphere which may evoke responses of joy, sorrow, thanks, praise, acceptance and so on.

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- expressing something of the new knowledge, insights, skills and attitudes acquired;
- formulating and recording statements of new knowledge;

Renew

The teacher helps the children to hold on to and make their own what they have understood of their own experience and of the experience of the Church community. This can be done by:

- giving children time to reflect on what they would like to hold onto and never forget;
- helping them to focus on and choose a song, a hymn, a doctrinal statement, a poem, phrase or line, picture, photograph, symbol, story or reading which encapsulates their understanding and enables them to bring it to mind again
- exploring the possibility and potential for living in a deeper and fuller way;
- identifying ways of applying this in life;
- choosing examples of work for their profile;
- making entries in a personal journal.

Search



At the end of *Explore* pupils will have engaged in an exploration of an aspect of life experience and will have begun to be more aware of the questions it raises.

Revelation

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

The process encompasses a variety of teaching and learning styles, which enable the needs of the individual pupils to be met.

Planning
Long Term Planning

<u>Year Group:</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Foundation Stage	Myself, Belonging, Birthdays.	Celebrating, Gathering, Growing	Good News, Friends, Our World.
Year 1	Homes and Families, Belonging, Waiting	Special People, Meals, Change	Holidays and Holydays, Being Sorry, Neighbours.
Year 2	Beginnings, Signs and Symbols, Preparations	Books, Thanksgiving, Opportunities	Spread the Good News, Rules, Treasures.
Year 3	Homes, Promises, Visitors.	Journeys, Listening and Sharing, Giving All.	Energy, Choices, Special Places
Year 4	People, Called, Gift	Community, Giving and Receiving, Self-	New Life, Building Bridges, God's



		Discipline	People.
Year 5	Ourselves, Life Choices, Hope	Mmission, Memorial Sacrifice, Sacrifice	Transformation, Freedom and Responsibility, Stewardship.
Year 6	Loving, Vocation and Commitment, Expectations	Sources, Unity, Death & New Life.	Witnesses, Healing, Ccommon Good

Other Faiths

In the autumn term of each school year there will be a whole school focus for one week on **Judaism**.

In the spring (after the 'Local Church' theme) or in the summer term (after the 'Universal Church' theme) of each school year there will be a whole school focus for one week on **Islam**. KS1 will incorporate Judaism into their Literacy to extend the children's understanding and learning.

[Teachers will wish to encourage an understanding amongst their pupils of the importance of other beliefs. They will strive to foster respect for people of other faiths, their culture and practices, and build up a recognition that God is at work in them. Staff may wish to consult the guidelines on teaching 'Other Faiths' in the 'Come and See' file.]

Medium Term Planning

Medium term planning is the responsibility of year group teachers and will be supported by and monitored by the R. E. Coordinator 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, skill and attitude;
 - 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 term needs to be divided accordingly; usually a topic will take approximately four weeks.

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- 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.

Teachers will employ a variety of **teaching strategies** to meet the wide range of needs among pupils in studying topics. These may include:

- Class Work / Group work / Individual work
- Worksheets
- Scripture related study
- Poster work / pictures
- Interviews
- Overhead Projector
- Interactive Whiteboard
- Video
- Role play / Drama
- Songs / Music

Teachers may plan the use of any of this work as a contribution towards Whole School Assemblies, Class Masses or the daily Act of Worship.

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Short Term Planning:

Short term planning is the responsibility of the class teacher.

We aim to use the planning sheets provided by Liverpool Archdiocese. (Using Come and See planning sheets and annotating sheets. New Medium Term plans for all staff to complete to be implemented September 2014)

The amount of detail required will vary from topic to topic and class to class.

The class teacher will:

- allocate time for each learning outcome to be achieved;
- plan the topic to ensure achievement of the three learning outcomes;
- select appropriate activities for the whole class or groups of children;
- indicate the children to be assessed, either the whole class, groups or individuals, and the activities chosen for this.

Differentiation:

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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 for through a variety of activities. Teachers choose from a variety of adult directed group activities in Reveal which meet the differing needs and abilities of children.

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ASSESSMENT

In keeping with Archdiocesan Guidelines children are formally assessed in 3 topics throughout the year and teachers make informal assessments for the other 6 topics. Portfolios of work are kept to show assessed work completed, whilst formally assessed topics are moderated by all staff at a moderation meeting.

Assessment establishes what pupils know, understand and can do. It does not assess faith or the practice of faith. Assessment in 'Come and See' emphasises a wide range of achievement. In our school it involves:

Informal Assessment:

- Observation of contributions made to displays
- Photographs

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- Marking
- Observation of children engaged in classroom tasks and activities
- Discussion with children
- 'Renew' - applying children's learning
- Review - end of task, activity, lesson, topic.
- Portfolios of work kept for 2HA,2AA and 2LA children.

Formal Assessment:

Regular informed judgements on a wide variety of evidence should be made -

- Each child should be formally assessed three times a year using Archdiocesan formal assessment procedures set out on website.
- Concept Maps should be completed during the Explore and Remember stages of each topic. The activity should be chosen by the Class Teacher that enables children to show how they have met the learning outcome. This then will be marked against the expectation statements and the Attainment Levels.

Attainment Targets and Levels of Attainment:

Attainment targets:

AT1 - Knowledge and Understanding of Religion (Learning *about* Religion - content)

AT2 - Reflection on Meaning (Learning *from* Religion - skills)

Record of Attainment in Religious Education

AT 1 Learning about Religion:

Knowledge and understanding of:

AT 2 Learning from Religion

Reflection on Meaning

i) beliefs, teachings and sources	ii) celebration and ritual	iii) social and moral practices and way of life	i) engagement with own and others' beliefs and values	ii) engagement with questions of meaning and purpose
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Pupils:		Pupils:		Pupils:		Pupils:	
1		Recognise some religious signs and symbols and use some religious words and phrases	Recognise that people because of their religion act in a particular way	Talk about their own experiences and feelings	Say what they wonder about		
2	Retell some special stories about religious events and people	Use religious words and phrases to describe some religious actions and symbols	Describe some ways in which religion is lived out by believers	Ask and respond to questions about their own and others' experiences and feelings	Ask questions about what they and others wonder about and realise that some of these questions are difficult to answer		
3	Recognise some religious stories	Use a developing religious vocabulary to give reasons for religious actions and symbols	Give reasons for certain actions by believers	Make links to show how feelings and beliefs affect their behaviour and that of others	Compare their own and other people's ideas about questions that are difficult to answer		
4	Describe and show understanding of religious sources, beliefs, ideas, feelings and experiences; making links between them	Use religious terms to show an understanding of different liturgies	Show understanding of how religious belief shapes life	Show how own and others' decisions are informed by beliefs and values	Engage with and respond to questions of life in the light of religious teaching		
5	Identify sources of religious belief and explain how distinctive religious beliefs arise	Describe and explain the meaning and purpose of a variety of forms of worship	Identify similarities and differences between peoples' responses to social and moral issues because of their beliefs	Explain what beliefs and values inspire and influence them and others	Demonstrate how religious beliefs and teaching give some explanation of the purpose and meaning of human life		

AT 2 - Reflection on Meaning [learning from Religion - skills]			
	<i>In Reflect and Relate children will work to</i>		
	AT2a	AT2b	AT2c
Level 1	Describe experiences	Identify others' feelings	Demonstrate curiosity
Level 2	Say what is important to them	Describe own and others' feelings and beliefs	Ask questions relevant to topics being discussed
Level 3	Make links between emotions	Discuss reasons, including	Show that questions have



	and own behaviour	religious reasons, for emotions	'religious' answers
Level 4	Discuss beliefs and values that influence behaviour.	Recognise that everyone has personal beliefs and values.	Ask questions of meaning arising from own and others' experience.
Level 5	Identify some religious and non-religious beliefs and values.	Discuss beliefs and values different from their own.	Show that people have different answers to questions of meaning.

RECORDING:

- Assessments should be recorded on the Pupil Assessment Record sheet
- At the end of each topic children who exceed the level expected, or children
- Visual evidence e.g.~ displays
- Class Portfolios
- Curriculum Planning; including notes from observations.

REPORTING:

- A written report is sent home to all parents in the Summer Term of every school year.
- Reports to Governor's Curriculum & Monitoring Committee are made each term.

EVALUATION.

EVALUATION OF TEACHING:

Regular monitoring of teaching and learning is undertaken:

- Monitoring of planning undertaken by RE Co-ordinator
- Monitoring of pupil's work undertaken by RE Co-ordinator
- Monitoring of teaching and learning undertaken by RE Co-ordinator



- Monitoring by governors through Headteacher's reports and Governor's Curriculum & Monitoring Committee.
- Monitoring of class displays and resources.

EVALUATION OF LEARNING:

Learning is constantly being evaluated by the children and by the teacher, when it is appropriate.

This evaluating process in St Columba's is continuous. The methods used in this process are:

Careful listening: during this method there has to be opportunity for

- Teachers to listen to individual children speaking in a one-to-one situation
- Teachers to listen to whole class discussion

Effective questioning: appropriate questioning by the teacher will lead to children raising and answering their own R.E. questions ~ thus becoming effective questioners.

Recording: children's written work provides teachers with an opportunity to evaluate what pupils have learnt.

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STAFFING.

STAFF INDUCTION:

Newly qualified staff and staff newly appointed at St Columba's Primary School will be given copies of the school RE Handbook and the relevant 'Come and See' documents as soon as possible.



The RE Coordinator will then, in line with the school Induction Policy, make time to provide support to any new teacher in order to familiarise them with:

- 'Come and See'
- availability and storage of resources
- agreed planning, recording and assessment
- suggestions for display etc.

If it is deemed necessary additional training and development opportunities will be planned for, particularly in the case of newly qualified staff. NQT's are given priority for any Archdiocesan Topic days, theme days.

STAFF COMMUNICATION

The RE Coordinator/team provide staff with information with which to focus on within each topic. All visual aids and resources are shared between staff.

RE Displays are used as a means of communication and as a means or re-enforcing our Mission Statement

RESOURCES - STAFF MEMBERS

<u>Name:</u>	<u>Year Group</u>	<u>Catholic Teaching Certificate?</u>
Miss Evans	Headteacher	Yes
Mrs Oprey	Deputy Headteacher	Yes
Mrs Oprey	Nursery	Yes
Miss Howell	Reception	No (NQT)
Mrs Jones	Year 1	Yes
Mrs Lewis	Year 2	No
Mrs Ventre	Year 3	Yes
Mrs Dunne	Year 4	No
Miss Morgan	Year 5	Yes
Miss Hitchen	Year 6	No

Resources used are those recommended by the 'Come and See' syllabus. Staff will also use materials which they consider appropriate, such as posters, books, tapes, artefacts from other curriculum areas. An **RE Cupboard/unit** is stocked with topic books , big books and topic boxes in the Staffroom.

Sets of Bibles for each Key Stage are available and are located in the staffroom.



RELATIONSHIP OF R.E. TO THE WHOLE CURRICULUM

COLLECTIVE WORSHIP

Rationale:

In St Columba's Catholic Primary School educating young children to the experience of worship and liturgy must be seen as a gradual process which seeks to involve them actively in ways suited to their age and stage of personal, social and religious development.

AIMS

- To introduce the children to various kinds of celebrations which help them to understand some of the elements of liturgy, such as greeting, silence and community praise, and especially music liturgy.
- To help children understand and take part in the adult worship of the Parish and thereby preparing them for the liturgical life of the Church.
- To recognise the central place of liturgy and worship in our Catholic tradition, which respects the needs and experience of those who take part.

OBJECTIVES

- Throughout the year the pupils will experience celebrations in Church, class, hall, outside, which explore our use of language, music, drama and art.
- Celebrations will be open to families, parishioners, local community and as many children as possible will have a special part to play in this worship.
- Celebrations will reflect thanksgiving, special days, feast days and will address emotions and feelings of young children such as joy, happiness, friendship, sadness, loneliness.

In all our work we are conscious of varying 'starting points' of each individual and this is especially so in worship. Our acts of worship will be festive, fraternal and prayerful and hopefully every participant will feel closer to God.

SPIRITUAL DEVELOPMENT

Our faith helps us to understand that each person is a *unique* creation and each is called by God in a unique personal vocation. God has work for each one of us to do; it is special

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to each one of us. Spiritual development is about responding to God's call and what that means for us in our lives. We also encourage our pupils to think about

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themselves and examine how God is at work in our lives by bringing them peace and happiness, joy and hope.

MORAL DEVELOPMENT

St Columba's Catholic Primary School attempts to help children make moral decisions, to form a moral conscience and to act accordingly. Moral development hinges around the child willingly seeing his or her own good in relation to that of others and a loving God who calls us to the true fullness of life.

In this school we believe in individual dignity, equality, freedom, and responsibility as this is expressed in the life and teaching of Jesus as developed through the teaching mission of the Church.

Once a year the staff have a day of renewal. The day focuses on the power of the Spirit and how we can work together to serve our children and families.

The staff return to school refreshed, rejuvenated and ready to do God's work

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Major Celebrations during the Year.

On some holy days pupils and staff from KS1 and KS2 attend Holy Mass at 9.15a.m. in St. Columba's Church. Each class now attend daily Mass on a rota throughout the year.. Pupils prepare bidding prayers, and read readings, and sing hymns in support of the theme of the Mass.

During **Advent** and at **Christmas** pupils prepare with Assemblies and a Nativity Play and Carol Service. Each year a group of pupils goes out into the community to sing carols at a nursing home and for local elderly people.

During **Lent** and at **Easter** pupils prepare with a series of Assemblies, with lenten fund-raising events for the Good Shepherd Fund, and with a drama and readings depicting the Easter Story.

Year 4 Celebrate the Sacrament First Holy Communion.

There is an annual offer of preparation towards Baptism for any children that are not already baptised.

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EDUCATION FOR PERSONAL RELATIONSHIPS

We are committed to a policy of dialogue with, and support for the parents of our pupils in helping them in their primary responsibility as educators of their children.

In the light of the Catholic schools' concerns for the development of the whole person, we are committed to the promotion of the appropriate knowledge, understanding, abilities and attitudes which will enable our pupils to make informed choices for living. Education for personal relationships is addressed by means of a cross curricular approach and is reflected in the lived experience of the whole school community. For Relationships and Sex education the school follow The Journey in Love Programme. There is also a separate SRE Policy and Curriculum that each year group follow.

SPECIAL EDUCATIONAL NEEDS

Our philosophy at St. Columba's Catholic Primary School is that all our children are special, and we acknowledge that all of them, at any time in their school life, may have special educational needs.

We believe that:

- All children are entitled to a broad, balanced and relevant curriculum
- Every child has needs and abilities which are valued
- All children with special educational needs have a right to the special education and care required to meet their particular needs
- Our curriculum should be accessible, inclusive and differentiated, offering all children the opportunity to develop their potential to the full, including those areas where they have difficulty.

EQUAL OPPORTUNITIES IN ST COLUMBA'S

In St Columba's Catholic Primary School we are committed to provide equal opportunities for all our pupils and to prepare them for life in a multi-cultural society.

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Based on our Catholic beliefs we aim to develop each and every child to their full potential. The Mission Statement flows through all areas of our curriculum work. We value all children as unique and seek to foster in them attitudes of tolerance, fairness and respect for others.

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DISPLAY

We use RE topics for display in our hall, corridors and classroom
We usually reserve one frieze board in each classroom especially for RE topics.
Each class has an area of the room as a focus for prayer, where children can pray together or quietly on their own.

LINKS WITH PARENTS AND PARISH

The school welcomes the opportunity to forge links with Parents and Parish through its Religious Education Programme, and by the involvement in the life of St. Columba's Parish. In particular the school encourages:

- Participation of parents in the church visits.
- Attendance of parents and a series of meetings to prepare Year 4 for the celebration of the Sacrament of Reconciliation and their First Holy Communion.
- Attendance of Parents and Family at Whole School Assemblies based on the 'Come and See' topics.
- Attendance of parents at special celebrations during Easter and Christmas.

In addition the school attempts to involve itself with the wider Parish Community by:

- Support for the Sacramental programmes of First Communion.
- Pupil attending as alter servers.

Our vision at St Columba's Catholic Primary School is of a wonderful partnership with Church, parents, pupils, Teachers, Governors and the local parish community working together, as expressed in our Mission Statement.

Links with our most recent feeder Catholic Secondary Schools are achieved through a successful and smooth transition process. This has involved pupils visiting our school to discuss the changes and challenges they may face in their transition to Secondary.

PARISH SACRAMENTAL POLICY

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St Columba's Parish, school and parents work together during Year 4 to prepare the children for the sacrament of Confirmation and Holy Communion.

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Parents are invited to a meeting, early in the programme, with the Parish Priest and Headteacher, and are given an insight into the main elements of the programme the children will study. They are invited to support the children during the preparation and to accompany them on the day of their First Confession.

Pupils have the chance to visit our church in advance of the Sacrament. They familiarise themselves with the Confessional in the week prior to the celebration of the Sacrament, and everything is done to ensure that pupils can celebrate in a positive and meaningful way.

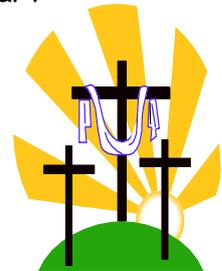
Prayers are said for the candidates at school Assemblies and at Parish Masses, to reinforce the support of the school and parish community for the candidates at this time. Pupils receive a certificate to mark their First Confession, presented during a simple celebration in school when the programme is complete.



PRAYER LIFE OF THE SCHOOL.

Whole School Assemblies.

The Headteacher views the Whole School Assembly as an important part of the spiritual life of St. Columba's. In the preparation and presentation of Assemblies there are many opportunities to explore and develop the skills, concepts, attitudes and knowledge of our pupils. The aims of whole school Assemblies are:



- To allow all who take part to express / experience worship.
- To teach children about scripture.
- To provide opportunity for reflection.
- To allow pupils to celebrate aspects of life, tradition, memory, gifts and beliefs.
- To celebrate our Catholicism within a wider context of other faiths.
- To examine moral issues.
- To allow pupils to use their gifts in a wide range of communication modes to inform and entertain.



In preparation of year class assemblies Staff may choose to use some or all of the following elements:

DRAMA, WRITING, READING, SPEAKING, DANCE, CREATIVE ACTIVITIES, MUSIC and SINGING.

- **In terms of involvement:**
 - in preparing and presenting the whole school Assembly the aim should be to involve every member of class in some way.
- **In terms of length:**

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- Staff considered that the complete Assembly should be between 20 and 30 minutes, depending upon the subject and the age of the pupils presenting the Assembly.

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PRAYER

In inviting pupils to take part in prayer, staff may focus on some or all of these aims:

- To explore the reasons why people pray, the contexts in which they pray, and the different ways in which they express their ideas to God.
- To help pupils to realise that there are formal prayers which have been said by God's family for generations, and that these prayers in some way are links back to the early Church.
- To allow pupils the opportunity to realise that they can express their own thoughts in prayer, using ideas which are important to God, and which should be expressed in a sincere and respectful manner. Pupils will be given the opportunity to express these prayers in Assemblies, Class Masses, and other celebrations during the year.
- Recognising that prayer requires the development of skills, to teach the children methods of prayer.



The following prayers should form part of the daily worship in St. Columba's. (See Come and See File for a list of other appropriate prayers and an order in which they can be introduced)

- Hail Mary
- Our Father
- Glory be to the Father
- The Morning Offering 2
- Prayer at end of the school day.
- Act of Sorrow

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- Grace Before Meals
- Grace After Meals.
- The Rosary.
- Prayers listed in the "Come and See" programme.
- Eucharistic Prayers (Class Masses)
- Prayers and responses during Holy Mass.

Class Daily Act of Worship - Collective Worship.

The Class teacher or children will lead short acts of worship in class at different times during the day. These are usually morning, evening, before and after meals. Any one of these may be a **slightly extended development of a relevant theme**, but not usually occupying more than 5 minutes for FS/KS1 and 10 minutes for KS2 children. Collective Worship uses the same format of Gather, Listen, Respond and Go Forth.

The R.E.Co-ordinator provides teachers with a list of themes for Collective Worship each term linked to Liturgical Church themes and or other themes. They may be something topical, some national event, a sporting triumph, or a tragedy which has occurred. It may relate to an illness or death in the community, equally it may relate to an achievement of a pupil in the class or the school. Teachers are encouraged to develop the chosen theme and invite pupil contribution as appropriate. The theme is simply a vehicle for exploring some aspect of universal experience, and allows all the members of the class to share for a few moments ideas which may have a bearing on their own experience of life.

Use may be made of **pictures or photos, of medals or trophies, the Parish / School Newsletter, a piece of work which a pupil has produced, or a story from The Bible or fiction.**

Focus should be on the **Class focal point**, **candles may be lit and music played**, while children listen to the Word, Respond to the Word and take something from The Word to help them deepen their understanding of faith.

Tapping into Talent; Breaking Down Barriers; Daring to Dream

