

Introduction

This R.E. Handbook was written and agreed by the whole staff of the school, in light of Inset on the Curriculum Directory for Catholic Schools issued by The Bishop's Conference of England and Wales, published in 2012. As a staff we found the Directory an excellent guide to inform our teaching of religious education. Therefore, much of this Handbook has been taken directly from it guidelines.

This Handbook is used in conjunction with the R.E. Policy, Collective Worship Policy and. It gives teachers and helpers more in-depth guidance on how and what is taught in R.E. and why.

It is also based on our belief that the work of faith formation will only be effective if there is a partnership between home, school and the parish. We fully support the fact that:

" Parents 'are bound by the most serious obligation to educate their children, and therefore must be recognised as the primary and principle educators' but in this primary task, parents need the subsidiary help of civil society and other institutions.... family is 'the primary, but not the only and exclusive educating community' ... the Catholic school assists in the delivery of a programme of learning in Religious Education appropriate to the age and particular learning needs of the pupil "

(Religious Education Curriculum Directory for Catholic School
Bishop's Conference of England and Wales Page 3)

Our Mission Statement shows that we are part of a community where the values are made explicit and are witnessed by all. The curriculum, in all its aspects, should reflect the fact that Christ is the foundation of the whole educational process in a Catholic school. In a very special way, however, this will be made apparent in the worship, which is celebrated, and in the taught programme of Religious Education.

R.E. is a collaborative activity, which respects and promotes the child's innate capacity for wonder, awe, reverence and imagination. It focuses on the development of ways of thinking, feeling and acting, which will lead the children to be reflective, open and inquiring, so as to begin the process which leads to a genuine, lasting understanding and provides a basis for the mature commitment of faith in adult life.

"A Catholic school which promotes the
best possible teaching of religious education
is fulfilling its true purpose."

(Bishops' Statement Jan 2000)

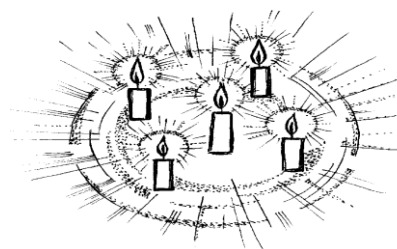
In a Catholic school our Christianity is seen as a way of life. The beliefs and values it communicates, inspires and unify every aspect of school life. It provides the context for and substantially shapes the whole School Curriculum and offers living experience of the life of faith in its practical expression. R.E. therefore, is both explicit and implicit in a Catholic school.

Methodology

There are a variety of appropriate methods for Religious education, according to the age and ability of the pupils. Teachers should take children from where they are at on their faith journey and

"must suit their words to the maturity and understanding of their hearers."

(The Catechism of the Catholic Church 24
Post Conciliar Documents (English edition 1994)



We must not think that all the children are the same even within one class or year group; therefore it is not appropriate to teach everyone with the same method. It is within the professional competence of the teachers and religious advisers to find and develop the appropriate methods.

The children should take an active and responsive part in their religious education. Personal experience plays a significant part in their exploration and discovery of God's revelation. The teaching of religious education

"should help people to be attentive to the meaning of their experiences, illuminated by the light of the Gospel, so that they may respond to God more fully. Experience can also make the Christian message more intelligible. It serves in the examination and acceptance of the truths which are contained in the deposit of Revelation".

(Guidelines, Briefings, 26 May 1994 quoting GCD, 74)

Communication between Home-School-Parish

The staff welcomes and encourages the involvement of parents in the religious education of their children and the prayer life of the school. Parents are kept informed of all services and events through the fortnightly newsletter and are invited to school masses and liturgies. All parents and children agree to and sign a copy of our Home School Agreement. (Appendix 1)

Parents are sent a Religious Newsletter at the start of each term. This outlines the content of the topic, what the children will study and suggestions of activities that they can do at home. Parents also support our R.E. programme at home helping children with homework set by the class teacher.

Our parish priest, is developing his role within the school. He is invited to visit classes in order to assist the teachers in their delivery of the curriculum as well as leading services that reflect the liturgical year. He also attends school celebrations and productions. Masses are held to celebrate events from the liturgical calendar, children attend Mass alongside the St Scholastica's Parish as well as on Holy Days of Obligation.

Content of R.E.

The Catechism of the Catholic Church addresses the human **search** for meaning, God's initiative in Revelation who comes to meet us and our **response** of faith.²⁶ This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal and Respond.**

Religious Education Programme

In school we use the *Come and See*, a **Catholic Primary Religious Education programme for Foundation and Key Stages 1 and 2 published in July 2012.** This framework has been written by a group of experienced diocesan advisors and is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory. It also makes reference to the New Standards Framework.

Planning Themes

Come and See is developed through three themes based on the above documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living.

The basic question ↔ belief for each season time is explored through three kinds of themes.

Community of faith ↔ Church

Celebration in ritual ↔ Sacraments

Way of life ↔ Christian Living

R.E. takes 10% (2.5 hours) of the curriculum each week in KS1 and KS2, 2 hours in the EYFS and excluding assembly time.

Differentiation

As with other areas of the curriculum, the purpose of differentiation in RE 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.



Differentiation is provided and teachers need to plan for this themselves. It is essential to think specifically of the individual needs of each child as well as refer to Educational Health Care Plans, SEN support plans or other targets of children receiving SEN support. Reference to the sentence and text level work in literacy and the strategies used for different age groups is useful here.

Recorded Work

Each year group has a special Religious education book. Work is recorded in these. Through recording we are helping pupils to seek meaning and develop understanding. Nursery and Reception are expected to make a memory book each throughout a term. This will document the work carried out in all topics through observations, examples of work, photographs and any other evidence that is deemed relevant.

In Key Stage 1 it is expected that there will be at least one piece of recorded work in the books per week. For Key Stage 2 there should be at least one piece of written work recorded in the books each week. There should also be another piece of work recorded through photographs, art/drama work or work for displays.

Use of ICT

Teachers and pupils use a range of ICT to enhance the teaching and learning. This ranges from computers, iPads, cameras and the internet. When using these, teachers should remember:

- ❑ when researching, pupils need a focus, have selected key words, otherwise it is easy to get lost
- ❑ the skills of selection need to be taught, of using key words, knowing what an index, list of contents etc.
- ❑ to ensure the pupils know the options available on the iPad, computer or web searcher
- ❑ the need to learn symbols, e.g. video, sound, picture, text, hyperlinks
- ❑ that the pupils need to first draft an outline of the information they are looking for
- ❑ to make use of bookmarkers / browsers / favorites to remember useful pages
- ❑ not to hurry to print until the material has been well selected, it is better to copy first then the material maybe edited



Assessment and Evaluation

All books will be marked tightly to the learning objective of the lesson and is in accordance with the marking policy. For each piece of recorded work there should be a learning objective and success criteria that is relevant, which also provides the child with feedback in relation to their attainment of that lesson. There should also be a Green Pen Question at least once every two weeks which either consolidates or extends the child's learning.

The Green Pen Questions encourage children to reflect on their lessons and to look back over work to see how they have done. Through this they are assessing what they have achieved. They will also be opportunities for children to self and peer assess their work and check their own performance.

Key words and phrases are included in Knowledge Organiser which are shared at the start of each unit.

In each topic teachers use the new Levels of Attainment to both inform planning and record what children know, understand and can do. This is largely carried out through an unaided, extended piece of writing, although for younger children it can be recorded using photographs, drawings or verbal explanations. Assessment is recorded using our online tracker 'Sonar', to be monitored by R.E Co-ordinator and Assessment Lead.



Reporting

There are four dimensions to reporting in R.E.

First teachers provide feedback to pupils on their achievements and progress. It informs teacher colleagues of the achievements of individual pupils and the areas studied by a class or year group. It informs parents of the progress and achievements of their children.

We do this in parents' evening meetings in the autumn and spring terms and by a written report in the summer term. The RE Co-ordinator also writes an end of year subject report which informs parents, governors, parish and external agencies of the content and quality of R.E. being provided and the achievements of the pupils. This information can be found in the co-coordinators monitoring, the Head reports to the governors, and in the annual Governors report.

Worship

A key part of our development of the children is the nurturing of a spirit of prayer. Prayer can take many different forms. At its simplest, prayer is spending time in the presence of God who is with us always. Through prayer we can bring to God all our experiences of life both joyful and painful. We aim to give glory and honour to God through the worship in the school. All worship reflects the school's mission statement and we thank God for all the good things in our lives. We celebrate through the Church's Liturgical year and our worship is child centred and involves the pupils as active participants.

We include a variety of forms in our worship including music, art, images, drama and words. Worship takes place in the church or the school hall and is decorated for the purpose.

Each morning and evening prayer is said to begin and end each day. Class teachers provide acts of worship for their classes on the other days of the week. In relation to them the class teachers will:-

- ❑ take account age and ability of children in planning, content and presentation.
- ❑ offer opportunities for private prayer, individual prayer and reflection.
- ❑ use cross-curricular contributions.
- ❑ identify and use appropriate resources, a clear visual focal point is important. Light the candle in prayer focus area.

Prayer and worship are a natural part of our school life and a real expression of the partnership with the wider community, especially the parish where the development of the whole child is nurtured.

Prayer Focus in the Classroom

Key questions

- ❑ Does this help children to focus during their prayers?
- ❑ Would it help me?
- ❑ Is it attractive and tasteful, e.g. good art?
- ❑ Is it relevant to children, to the liturgical year or to the topic?
- ❑ Is it clear what the focus is about?
- ❑ When was it last changed?



Location Where the class usually prays, at the children's level.

Subject Could be linked to the liturgical season or the topic

Cloth Use the liturgical colours, see Ideas for Prayer Focus.

Ritual objects Key.... Quality not quantity, less rather than more, and always tasteful!

These might include pictures, icons, statues, rosary, holy water, prayer books, bible, candles, perfumed oil (not incense as this may affect children with breathing problems)

Candles. Please ask RE-Co if you need any.

Other ideas Glass beads, stones, bark, photos

Flowers:-could be something growing like bulbs or good artificial flowers that are changed regularly.

Symbols of the seasons:-red poppy, autumn leaves, sea shells

Prayer boarder / list for intentions with posits

Daily Prayers

This is not an exhaustive list. Also see Catholic Prayer book for schools and the Veritas religious programme, all of which can be found in the Resource Room. The prayers build up year upon year.

EYFS

Sign of the Cross

Morning Offering, Grace before meals, Prayer before going home. (These are all on display in the classroom)

Our Father

Hail Mary

School Prayer

Year 1 (The following is in addition to the above for all year groups)

Glory be to the Father

Year 2

Act of Contrition

Simple responses for the Mass

Years 3-6

Father in heaven I give you today, all that I think and do and say. I give it all with what was done, by Jesus Christ, your only son. Amen.

O Jesus, through the Immaculate Heart of Mary, I offer you all my prayers, works, suffering and joys of this day, for all the intentions of your Divine Heart. Amen.

All responses in mass should be known including The Gloria, Mystery of Faith, Holy Holy and Lamb of God

Children from all year groups should be given the opportunity to lead the prayer sessions and to make up prayers of their own. They are encouraged to talk to God in their own words.

Some other prayers to learn and say

Morning prayer

O My God, you love me,
you're with me night and day.
I want to love you always
In all I do and say.
I'll try to please you, Father.
Bless me through the day. Amen.

Night prayers

Christ be with me
Christ be beside me
Christ be before me
Christ be behind me
Christ be at my right hand
Christ be at my left hand
Christ be with me everywhere I go
Christ be my friend forever and ever. Amen

God our Father, I come to say
Thank you for your love today
Thank you for my family
and all the friends you give to me
guard me in the dark of night
And in the morning send your light. Amen.

Act of Sorrow

O my God I am sorry for the things that I do wrong. Help me to become a better person. Amen.

Prayer to the Holy Spirit

Come, Holy Spirit, fill the hearts of your faithful,
and enkindle in them the fire of your love.
Send forth your Spirit and they shall be created.
And you shall renew the faith of the earth.
Let us pray: O God who has taught the hearts of the faithful by the light of the Holy Spirit, grant by the gifts of the same Spirit we may be always truly wise and ever rejoice in his consolation.

Prayer to Our Lord

I give you my hands to do your work.
I give you my feet to go on your way.
I give you my eyes to see as you do.
I give you my tongue to speak your words.
I give you my mind that you may think in me.
I give you my spirit that you may pray in me.
Above all
I give you my heart that you may love in me,
your Father, and all mankind.
I give you my whole self that you may grow in me,
so that it is you, Lord Jesus,
who live, and work, and pray in me.

Prayer to God the Father

God be in my head, and in my understanding;
God be in mine eyes, and in my looking;
God be in my mouth, and in my speaking;
God be in my heart, and in my thinking;
God be at mine end, and in my departing.

Prayers in the Mass

Confiteor (Year 3)

I confess to almighty God and to you, my brothers and sisters, that I have greatly sinned in my thoughts and in my words, in what I have done, and in what I have failed to do; through my fault, through my fault, through my most grievous fault; therefore I ask blessed Mary ever-Virgin, all the Angels and Saints, and you, my brothers and sisters, to pray for me to the Lord our God.

The Gloria (Years 4)

Glory to God in the highest, and on earth peace to people of good will. We praise you, we bless you, we adore you, we glorify you. We give you thanks for your great glory.

Lord God, Heavenly King, O God, almighty father. Lord Jesus Christ, only begotten Son, Lord God, Lamb of God, Son of the Father, you take away the sins of the world: have mercy on us; You take away the sins of the world, grant us peace. You are seated at the right hand of the father: have mercy on us.

For you alone are the Holy One, you alone are the Lord, you alone are the Most High, Jesus Christ, with the Holy Spirit, in glory of God the Father. Amen.

Holy, holy (Year 4)

Holy, holy, holy Lord God of hosts, heaven and earth are full of you glory, Hosanna in the Highest. Blessed is he who comes in the name of the Lord, Hosanna in the highest.

Lamb of God (Year 3)

Lamb of God, you take away the sins of the world, have mercy on us.

Lamb of God, you take away the sins of the world, have mercy on us.

Lamb of God, you take away the sins of the world, grant us peace.

Collective Worship Guidelines

Christian worship in a Catholic school is concerned with giving glory, honour, praise and thanks to God. It is our loving response in work and action to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

We acknowledge the legal requirement that there must be a daily act of worship for all pupils. However, worship at St Scholastica's is more than just a legal requirement. It is an integral part of school life and central to the Catholic tradition. It is an educational activity or experience to which all can contribute and from which all gain at a level of faith background appropriate to them.

In this voluntary aided Catholic school, responsibility for arranging collective worship rests with the governing body after consultation with Headteacher.

The act of worship is not designated curriculum time under regulations and will not be considered as part of our RE lessons (for time purposes).

Collective Worship at St Scholastica's takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church.
- Those for which school may be their first and only experience of church.
- Those from other Christian backgrounds.
- Those from other faith backgrounds.
- Those from other backgrounds who are admitted to the school under the categories agreed by the Governing Body as the admission authority.

Children are encouraged and supported to plan and lead small acts of worship. More information can be found in the Collective Worship Policy

Ideas for Prayer Focus

September: Green cloth, School Mission Statement, what it means to the children, where they see it in action in school, home and the community.

October: Month of the Rosary, rosary, picture of Mary.

November: All Saints 1st November remembering all the saints and holy people colour white, gold.
Poppy, basket of names the children want to pray for.

December: Purple cloth for advent, advent wreath.

January: White cloth or gold, gifts of the Kings.

February: Green cloth, grapes & bread.
Purple cloth for Lent.

Easter: Seeds, plants, little garden, Cross.
Stations of the Cross

May: Blue cloth, picture of Mary, mothers, prayers to Our Lady.

June: Red cloth, Sacred Heart, love of Jesus.

July: Holidays, sand, seashells, postcards.

Display

Underlying all our thinking is the value we place on the work and achievement of each child. Teachers recognise the value of displaying with appropriate care and skill, the artistic and written contributions of the child. Each class will produce a display of the current topic in class and possibly in a communal area. Learning will take place through a variety of activities and a range of resource material will be employed. Teachers must ensure that they display work, for example all work should be mounted, have a title, labels should be clear and easily read, where possible be interactive etc. All displays should reflect the current topic and include a topic title, the key vocabulary and evidence of children's work.

First Reception of the Sacrament of Reconciliation and Eucharist

The children will normally receive these sacraments at the age of eight years of age (Year 3). The school assists and compliments the work of the home and parish-based sacramental programme. The Parishes use I Belong.

Other Faiths

Throughout the year, in the autumn term and in one other (the longer) one week is given over to the study of another faith. The school has chosen Judaism for the autumn term and in the summer term it will alternate between Islam, Buddhism and Hinduism because of the wider community in which we live. Resources are bought for the whole school to be able to participate at the same time. In this way the pupils are introduced to the background and beliefs of people of other faiths and to recognise God at work in them. This approach is currently under review.

Links with Spiritual and Moral Development

Spiritual Development

Spiritual development relates to all the experiences which are not limited to physical e.g. love, beauty, wonder, awe, goodness and truth. Though 'spiritual' is not synonymous with 'religious', it adds an extra dimension to our faith, since the experience with beauty and the creativity demonstrated in music, art, literature, science and or drama, for example, reveal the hand of God as Creator. In these terms, spiritual development is a responsibility of the whole curriculum, since each curriculum experience provides an opportunity for the pupils to recognise God in the world and in the personal experience. See separate policy on PHSRE.

Moral Development

Moral Development is concerned with judgments about how we behave and act and the reasons for such behaviour. In a Catholic school, the study and discussion of Christ's teaching gives us a framework for living. The school's role in helping to make moral decisions, in developing the individual's moral conscience and in empowering the pupils to follow their informed consciences, is carried out through every interaction which leads pupils to see their own good in relation to that of others. The full implementation of the school's Mission Statement, our PHSRE. and Behaviour policies are crucial to this development. See separate policy on PHSRE

Multicultural Teaching

Religious education has an important place in a multicultural curriculum. Religion and culture are closely interwoven and often religion is the very soul of culture. In contemporary Britain, World Religions need no longer to be an abstract study, for Christians, Sikhs, Hindus, Jews and Muslims are neighbours. It is important to stress that religious education, which introduces children to aspects of other faiths traditions, is not intended at all to encourage relativism (i.e. doctrine that knowledge is not absolute). To introduce children to features of other faiths will enable them to appreciate that many people hold religious convictions and beliefs.

Our school is multicultural and our aim is to ensure tolerance, respect and understanding between all cultures within the school community. We ensure that resources such as books, music, stories and pictures etc, reflect the multicultural background of our children and our community.

Special Needs

Inspired by the teaching of Jesus Christ, and as we state in our Mission Statement we are;

Living, Loving and Learning through Christ'

Living – We provide a safe environment where children are inspired to achieve their true potential.

Loving – We learn how to love Jesus and each other. We follow His example by showing kindness and respect to everyone. We see potential in all.

Learning - We educate and nurture all to meet the demands of the changing world with Love, Peace and Respect.

We try to meet the needs of every child in our school. We feel a special responsibility for those children with Special Educational Needs and will always try to respond in the appropriate way. Essential to this task is the proper respect for the gifts and needs of each individual and a flexibility of approach. We recognise that making arrangements to meet the needs of individual children with marked abilities is also important. The curriculum will provide equal access to all. Please refer to the Special Needs Policy for more details.

Education for Personal Relationships

The staff recognise the vital contributions that religious education makes to the moral development of the children. Our E.P.R. is therefore closely linked to the R.E. programme, as is our policy on Spiritual, Moral, Social and Cultural development.

Resources

We are well resourced in the school for teaching R.E.

To support the RFRE scheme we have a wide variety of children's bibles, scripture books, posters, prayer books and artifacts. We have also recently updated our resources for the teaching of other faiths. A box of artifacts and special objects relating to Hinduism, Sikism and Islam are stored in the RE cupboard opposite the assembly hall.

Other faith resource List

Judiasm

A Day to Rest – The Story of Shabbat, Lynn Broadbent and John Logan

My Jewish Life, Anne Clark and David Rose

Synagogues, Sharman Kadish

Judiasm in Words and Pictures, Sarah Thorley

Sam's Passover, Lynne Hanningan

Our Culture – Jewish, Jenny Wood

Our Culture- Jewish, Watts

My Jewish Life, Wayland

Teaching other Faiths, Victoria Hummell

Islam

Introducing religions – Isalm, Sue Penney

Rainbows (big book), My Muslim Faith

My Muslim Life, Readh El-Droubie

Mosques, E Huda Bladon

Our Culture- Muslim, Watts

Places of Worship- Mosques, Heinmann



Monitoring

The Assistant headteacher is the subject leader and monitors religious education. Planning is monitored each half term and feedback given to staff. Lessons and books are monitored each term and feedback is given to individuals. Child interviews will also be conducted and this information will be fed back to teachers to inform them for future planning and assessment.

All members of staff are aware of the monitoring procedures.

The Role of the RE Coordinator

- To lead the staff through good classroom procedure
- To coordinate development of RE in the school
- Facilitate parental involvement and links with the parish
- Help prepare liturgies
- Monitoring of RE
- Attend to staff development by
 - Reading / study
 - In service courses
 - Contact with other religious coordinators
 - Contact with Diocesan support services
 - Development of own good classroom practice
 - Working with colleagues
 - Having information available to all
 - Having formal and informal discussion with staff about their needs
 - From monitoring help teachers set targets



Agreed By Governors: 18th March 2022

Presented to staff: March 2022

Signed by Chair of Governors _____ Date _____

Signed by Head teacher _____ Date _____

Review date: March 2025



St Scholastica's Catholic Primary School Home School Agreement



THE SCHOOL'S RESPONSIBILITIES

We acknowledge our responsibility to support parents/carers in their task of nurturing their children towards human wholeness within a caring Catholic community.

Therefore, St Scholastica's will do it's best to:

- Demonstrate our faith and our school's foundation in the teachings of Jesus Christ.
- Provide the experience of Catholic worship both in school and as part of the Parish Community
- Provide a friendly welcome to your child and a secure, stimulating environment in which to learn.
 - Inform you of any concerns or problems that could affect your child.
 - Provide homework suitable to your child's needs and sign the reading record weekly.
 - Provide you with opportunities to talk to the teacher about your child's progress and produce an annual report.
 - Keep you informed of school policies and activities.

Signed _____
Date _____

PARENTS' / CARERS' RESPONSIBILITIES

As parents, we are the primary educators of our children and we have an important role to play in supporting their learning at school.

Therefore I/we will do our best to:

- Support the school in promoting the Catholic values of St Scholastica's.
- Let the school know of any concerns or problems that might affect my child's/children's behaviour/emotional well-being.
- Ensure homework and reading is completed to a high standard and handed in on time.
- Ensure the reading record book is signed everyday.
- Attend parent's evenings and parent information meetings.
- Ensure that my child follows the school uniform policy.
- Ensure that my child attends school on time and has good attendance.
- Not take holidays during term time.
- Support our healthy school and school travel initiatives.
- Observe the 'School Street Initiative' by not driving down Rendlesham Road during specified times.

Signed _____
Date _____

PUPIL RESPONSIBILITIES

I know that God has given me unique gifts and talents. I have a responsibility to use them wisely.

Therefore, I will do my best to:

- Live the school's mission statement in all that I do
- Follow our school/class rules.
- Use our Super Skills so that I can do the best work that I can.
- Show respect to all adults and other children in school.
- Behave sensibly so we can be happy and safe as we learn.
- Complete any homework set in the best way I can and present it neatly and on time.
- Think for myself and take responsibility for my actions.
- Arrive on time, wearing the correct school uniform, and bring all the equipment I need every day.
- Treat the school environment, equipment and property with respect.

Pupil's name _____
Class _____
Date _____

'Living, Loving and Learning through Christ'

Appendix 2:

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & PS 1	YEAR 2 & PS 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 promise done	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 Meal: 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 & holidays 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