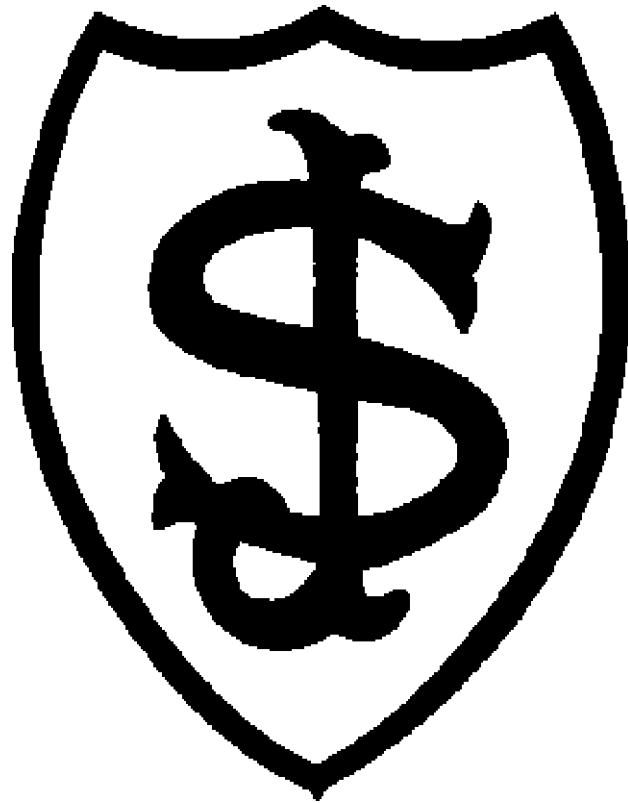


St Joseph's Catholic Primary School



Religious Education Handbook Summer 2021

MISSION STATEMENT

***learning, growing, belonging...
happy together in God's family***

St Joseph's is a school community where we:

- promote Christian values of love, care and respect
- equip our children with the tools of learning and help them to achieve their maximum potential
- create an atmosphere of faith in which we share and celebrate our Catholic beliefs
- work in partnership with the children, their families and the parish
- provide a happy and safe environment in which all members of the school community feel valued
- develop the individual needs of our children to give them the confidence to participate as responsible citizens of the future

SCHOOL MISSION STATEMENT OBJECTIVES

The school aims to promote Christian values of love, care and respect.

To achieve this aim we will:

- Show example by the way we treat the children and each other
- Encourage the whole community to treat each other with respect
- Encourage our children to follow the school rules
- Demonstrate care for others through charitable activities and involvement with the wider community

The school aims to equip children with the tools of learning and help them reach their maximum potential

To achieve this aim the school will:

- Assess children's potential
- Provide a carefully planned broad and balanced curriculum appropriate to children's needs
- Identify and provide for children with special educational needs
- Provide a variety of after school clubs in addition to the school curriculum to enable children to develop their talents

The school aims to create an atmosphere of faith in which we share and celebrate our Catholic Faith.

To achieve this aim the school will:

- Follow the RE syllabus, 'Come and See'
- Continue regular collective worship as an integral part of school life
- Give opportunities to pray together through children's prayer and those common to our faith
- Celebrate the sacraments together

The school aims to work in partnership with children, family and parish.

To achieve this aim the school will:

- Encourage pupil involvement through the school council
- Keep parents informed of activities and developments in school
- Encouraging liaison with parents about their children
- Involve parents in the work of the school through – class masses, weekly assemblies, curriculum evenings and parents evenings
- Share celebrations and activities with the parish community

The school aims to provide a happy and safe environment in which all members of the school community feel valued

To achieve this aim the school will:

- Identify and respond to children's needs
- Celebrate children's achievements through praise, display, Friday celebration assembly and class reward schemes
- Use a consistent positive discipline approach across the school
- Give children responsibilities according to their age and ability e.g. Special Friend system

- Involve children in activities and performances e.g. - assemblies, concerts

The school aims to develop the individual needs of our children to give them the confidence to participate as responsible citizens of the future

To do this aim the school will:

- Explore aspects of society and relationships where the skills and attitudes of mutual support are fostered
- Utilise SEAL and other RSHE materials from PSHE association
- Develop roles of responsibility to further develop maturation – e.g. Year 6 prefects and Play Leaders
- Give the children exposure to members of the wider community

The Aims and Objectives of Religious Education

‘the outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.’

Religious Education Curriculum Directory for Catholic Schools 2012

The aim of Religious Education in St Joseph’s School is to provide a programme which includes objectives/learning intentions which take into account the diverse religious educational needs of our children and the backgrounds from which they come.

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

We teach the Gospel values of care and respect and we celebrate our faith in the school, the parish and in the wider community.

It is our aim to provide the tools appropriate for learning so that faith development can continue in the home and in the parish.

We aim to help the children to recognise their gifts and talents and those of others.

In order to achieve our aims the programme must provide opportunities for celebrations, prayer and reflection in both implicit and explicit ways.

The programme will provide the language of religious activities, places, stories, symbols and rituals, people and objects.

Materials about other faiths will be included, as appropriate.

The scheme of work presents a systematic presentation of the Christian experience, message and way of life which takes into account the age and stage of development of the child.

It is essential that we be respectful of differing pastoral needs and practices, and that adults involved understand the underlying theological, as well as educational principles. To this end courses will be made available through INSET and other CPD opportunities provided in house, through the Warrington Catholic Schools cluster, or through LACE.

The Religious Education Programme

To fulfil our aim and objectives we use the ‘Come and See’ programme of Religious Education, prescribed by the Archdiocese of Liverpool. The aim of this programme is to

explore the religious dimension of questions about life, dignity and purpose within the Catholic tradition. Links are made with the pupils' own experiences and with universal experience. Links are also made with the experience of other faith traditions. The programme is therefore both 'objective' and 'subjective'.

For all children the programme will raise questions and provide material for reflecting on their own experience. It will help them to explore the beliefs, values and way of life of the Catholic tradition and where appropriate of other faith traditions.

For those from committed families of the Catholic faith, it will deepen and enrich their understanding and living of their faith.

The Content of the Programme

The Process

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

Religious Education Curriculum Directory 2012

The programme follows the process of explore, reveal and respond for each theme and focuses on aspects of Christian belief, sacramental and ritual life and Christian living. Additionally, it allows for the study of the major world religions with Judaism given prominence annually.

Foundation and Focus

Central to the programme are the three basic questions and three Christian beliefs that are the Church's response in faith. It is the Christian belief in Jesus Christ, Word and Revelation of God. It poses the basic questions about the mystery of life and is explored within the Catholic faith tradition.

- | | |
|--------------------------|-----------------------|
| • Where Did I Come From? | Life ⇔ Creation |
| • Who Am I? | Dignity ⇔ Incarnation |
| • Why Am I Here? | Purpose ⇔ Redemption |

In *Come and See* these questions are considered in the light of the Scriptures and the Tradition of the Catholic Church. Foundational influences on theology and pedagogy are the Catechism of the Catholic Church (1992), the Religious Education Curriculum Directory (2012), Religious Education in Catholic Schools (2000), On the Way to Life (2005), Levels of Attainment in Religious Education in Catholic Schools and Colleges (2007) and importantly, the four Constitutions of the Second Vatican Council: *Dei Verbum* (1965), *Lumen Gentium* (1964), *Gaudium et Spes* (1965) and *Sacrosanctum Concilium* (1963).

The Approach Chosen

The whole school explores each religious theme in *Come and See* through different foci. In this way:

- appropriate content for each group is ensured
- continuity and progression are ensured
- communal celebrations are possible
- staff development and interaction is facilitated
- a breadth and depth of understanding is ensured

Learning and Teaching Styles

Since the total curriculum of our school is based on the values of the Gospel, and because we see all education as revealing the mystery of God, we recognise two aspects of religious education in the school:

1. Implicit or unstructured religious education – those opportunities which arise in the course of a school day to lead pupils through curriculum content or through relationships to a religious understanding of their implications. It is the policy of this school to use such opportunities as they arise.
2. Explicit or structured religious education – those timetabled or planned periods of time given to an explicit consideration of religious education in the classroom. Each term will cover three topics which will run for approximately a four week period depending on the length of the term. Whole school assemblies can be part of Respond, celebrating the theme running concurrently throughout the school.

Time allotted for Religious Education is as follows:

Key Stage 1 – two hours per week

Key Stage 2 – two and a half hours per week

This allotted time excludes general assemblies and hymn practices.

For each level there are:

- Clearly stated aims
- Achievable learning intentions
- A selection of experiences and activities for each of the learning intentions, allowing pupils to work according to their different abilities

A variety of teaching and learning styles are used to deliver the programme throughout the school e.g. class lessons, group discussions, circle time. Religious Education themes are explored through a range of activities which include: story telling, art, dance, drama, games, writing, visitors in school and visits to places outside school.

These opportunities are offered to all our children, whilst taking into account the possible diverse religious and educational needs of the children. Differentiated provision for children with special needs is provided as appropriate to the individual pupils needs.

Other Faiths

Children will learn about other faiths for two weeks of the year (one-week for Year 1) as follows: Judaism will be studied by children each year and they will also alternately study Islam and Hinduism on a bi-yearly basis. Other faiths will be studied after the church topics

In each lesson children will:

- Look at their own experiences
- Learn about another faith community
- Respect and appreciate what they have learnt
- Children will make visits to other places of worship as applicable.

Planning

Medium Term

The RE Coordinator provides termly planning sheets (Archdiocesan website) indicating:

- The basic question – Christian doctrine for the term
- The theme which will be explored
- The starting date and allocation of time for each theme

Short Term

The class teacher uses the planning sheet for each topic (Archdiocesan website) to outline activities which will be used to ensure achievement of the learning outcomes.

Differentiation

Differentiation in Religious Education is provided where necessary to enable less able children to succeed in an activity and to provide appropriate challenge for children. Tasks are scaffolded so that all learners, regardless of any learning needs or barriers, can access the lesson and the task fully so they are given every opportunity to achieve their true level of attainment for Religious Education.

Tasks with the need for greater depth and understanding are differentiated in line with the school's system, using the skills (formerly driver) words that are appropriate to the year group and their particular level of attainment within the topic. Tasks are to be differentiated as following the school's differentiation standards.

Evaluation and Assessment

Evaluation of Religious Education is a continuous process and an integral part of curriculum planning. Topic planning outlines clear learning objectives based on the given learning foci, which are evaluated at the end of each lesson. At the end of each topic teachers need to evaluate their teaching and the resources used.

Informal assessment is carried out through.

- General observation of children's response to tasks and activities
- Marking of written work
- Review of the theme, which should focus on 'things I know now' and may be through discussion, picture, writing or an evaluation sheet.

Formal assessment is carried out once a term using the Archdiocesan recommended model (Archdiocesan website).

Children are assessed against the expectations outlined in each theme and the attainment targets and levels of attainment (Archdiocesan website). Tasks are set by the Archdiocese, and are available termly on their website.

Feedback

Feedback is given to the children in line with the school's feedback policy.

- There should be two pieces of quality marking per topic. Feedback must include skills words to aid assessment:

'Well done, you have been able to describe and retell the story of Jesus in the temple.'

'You are beginning to show an understanding of why Christians believe Jesus to be the Bread of Life'

- If the Learning Objective has been achieved the skills words in the objective must be ticked with a green pen. There can be more than one skills word in the objective to aid differentiation
- Learning Focus numbers will be included in the Learning Objective. In KS2, this can be placed inside the margin before the objective.

(LF2) LO: to retell/make links to the story of the Good Samaritan

Monitoring

The teaching of *Come and See* is to be monitored by the RE Co-ordinator and the Headteacher through observation of:

- Planning
- Children's work
- Displays
- Class teaching
- Assemblies

Assessment monitoring also takes place within staff meetings to ensure the consistency of awarding particular levels across the school within an AT strand.

Staff Communication

Weekly staff meetings are held. In addition to the formal agenda there is opportunity for general communication and the distribution of information. Items requiring discussion are included in the agenda. Time is allocated in some staff meetings to explore topics prior to work with the children and, as mentioned above, to discuss assessment.

Staff Induction

New staff are provided with the Religious Education Handbook and the relevant *Come and See* file. The Headteacher is responsible for staff induction and will discuss the Religious Education Programme within the context of the school mission statement. Staff who are new to *Come and See* will also be able to attend a course for new staff that is delivered annually by the Archdiocese. Newly qualified staff receive guidance from an appointed mentor. Supply teachers are generally guided by teachers' planning.

Opportunities for INSET are provided for new members of staff and teachers who do not hold a Catholic Teacher's Certificate are expected to apply for the Archdiocesan Catholic Certificate in Religious Studies course.

Staff Development

Within the structure and management of RE staff have the following roles and responsibilities.

Head teacher:

- To promote the development of the school's ethos
- To develop and extend formal and informal links between home and school and/home/parish/school
- To provide a role model in showing care and respect for all who belong to the school community
- To ensure that all staff have appropriate knowledge of the R.E programme and to oversee the induction of new staff in the use of the programme
- To ensure that sufficient budget is available to maintain and extend resources

RE Co-ordinator:

- To attend to personal development through reading and in-service courses
- To maintain and liaise with the Archdiocesan RE advisory service
- To make information available to staff and to provide help and support
- To arrange the storage and updating of resources
- To monitor and develop the Catholic life of the school, Collective Worship and the curriculum (RE and RSE)

Classroom teacher:

- To demonstrate and foster the Gospel values
- To provide a role model for our children in living out the faith
- To deliver the RE programme in line with this school policy
- To share in the preparation and celebration of liturgy and worship in school

Liturgies in School and Classroom

Refer to the Collective Worship Policy for more information and guidance on liturgy in school.

Education for Personal Relationships

The school has a RSHE policy, which is founded, on the belief that God became Man in Jesus and gave us a perfect role to emulate in relationships with others, through his words, gestures and actions. When he told us to love God and one another, he was showing us the importance of personal relationships.

The purpose of Education for Personal Relationships in St. Joseph's is to assist the children in our care to develop personal sensitivities and abilities necessary in forming relationships both now and in the future.

Equal Opportunities

Our school mission statement is based on the Gospel values of love, care and respect, which are based on the equality between all human beings regardless of gender, race, colour, social condition, language or religion, and is derived from our belief that each person is a child of God.

Special Needs

The Religious Education programme is offered to all our children and differentiation of activity is offered as appropriate. Provision for children with special needs is made in accordance with our Special Needs Policy.

Cross Curricular Links

The themes in the *Come and See* programme are often used as stimuli in other areas of the curriculum e.g. English, dance, music, art, drama, science. Displays relating to the themes provide a focus and help to celebrate work, which has been achieved. High quality writing is also encouraged within RE through the use of success criteria that have been covered within English to encourage consistent achievement across the subjects.

RE Development Plan

The RE co-ordinator is responsible for carrying out a curriculum audit and, with the Head Teacher, developing an RE development plan, which informs the School Strategic Development Plan: this plan is reviewed yearly.

Evaluation and Review

Monitoring is carried out through the triangulation approach of examination of planning, observation and reflection of practice by the RE co-ordinator and the Headteacher and discussion with the children.

The RE programme is reviewed annually and reviews and modification of the policy document is timetabled into the School Strategic Development Plan as necessary.

Staff regularly attend In Service courses provided by the Christian Education Department

Staff

All class teachers are responsible for teaching RE in their own classes.

Head Teacher	Mr AJ Saunders
Deputy Head Teacher	Mrs M Riches
Reception	Mrs L Bancroft
Reception	Miss Z Ventre
Year 1	Mrs C Tyerman
Year 1 / 2	Mrs C Ford/ Miss J Halliday
Year 2	Mrs K Standen
Year 3	Mrs K Daly
Year 3/4	Mr M Williams
Year 4	Miss R Jones
Year 5/6	Mrs R Tomlinson
Year 5/6	Mrs M Riches
Year 5/6	Mr N McQuaide

Teaching Resources

The following resources are available in each classroom:

God's Story 1, 2 & 3 (as applicable)
Bible (Good News Translation)

Teachers have access to the 'Come and See' website with Teachers Books and resources available online. Staff also have access to the full staff drive with music and hymns available.

Additional resources and their location are identified in the resource catalogue. The RE subject leader is responsible for the maintenance of RE resources.

Prayer in the Classroom

(read in conjunction with the Collective Worship Policy)

Formal prayers which are introduced gradually throughout the programme:

- at the start of the day
- at mealtimes
- at the end of the day

There is opportunity for silent prayer during daily worship, assemblies and liturgies.

Children are encouraged to find time for personal prayer and there are voluntary lunchtime prayer groups during the year e.g the Rosary during October. All staff are encouraged to take the children on informal visits to church each half term, as well as attend morning mass with parishoners when this is applicable.

Classroom displays provide a focus for prayer; all classrooms should have a Come and See display board. Class teachers can choose to have an altar or prayer table, but this is not a statutory expectation. These displays should change with each topic, with colours used in line with the time of the Church year as much as possible (Purple – Lent/Advent, White – Christmas/Easter, Green – Ordinary Time)

The children are introduced to the traditional prayers of the Catholic Church throughout their time at St Joseph's. The times these prayers are introduced can be found within the Come and See Teacher's Book.

There is a school prayer book that is available electronically on the school system.

Links with Parents and Parish Community

Parents are often involved in elements of the programme, when children may be asked to find information from home as part of their life experiences. We aim to keep parents informed through a termly newsletter which outlines the topics to be covered and their main aims.

Parents and friends are regularly invited to join us for celebrations.

The priests and deacons of the parish visit the school regularly and share in celebrations and children make visits to church. The school is involved as part of the community in annual Summer and Christmas Fairs. Many children are members of parish groups eg. Beavers, Cubs, Youth Club.

An after school link club has been established in partnership with Warrington Borough Council in the Parish Loreto Centre.

The school supports the diocesan Good Shepherd Fund and the local St Joseph's Welfare by holding fund raising events. We also support the church CAFOD groups through their Family Fast Days.

The school collects food monthly to support the St Joseph's family centre in Warrington.

The children are made aware of and support the work of world-wide charities such as CAFOD, The Red Cross and the Samaritan's Christmas Shoe Box Appeal.

A CAFOD group is running and meet regularly with the headteacher to discuss ideas.

Groups of children annually visit local residential homes for the elderly as part of their Christmas preparations.

Sacramental Preparation

Children will receive the Sacraments of Eucharist and Reconciliation in Year 4. This programme is led by the parish with support from the school.

Sacramental preparation is a three way process: Home – Parish – School

Whilst the school plays an integral role in preparation, what is done in school is subordinate to the catechesis (the process of educating to and in faith) offered at home and in the parish. Guidance is given to parents on how they can help their child with the programme preparation at home. Parents are invited to a series of meetings organised by the parish. One of the parish catechists is also a member of school staff, providing a link between school and parish.

RE and the School's Self-Evaluation Document

The School Self Evaluation Document has highlighted Collective Worship as a focus. Refer to the Collective Worship Policy for an evaluation of Collective Worship throughout school since the last review.

Policy Monitoring and Review

This handbook will be formally reviewed every two years by the RE Co-ordinator and the Head Teacher, and will be evaluated by all staff and governors.

RESOURCES

Madeleine Lindley Packs

Good News

Choices

Neighbours

Bibles

New Word

Good News Bible

Jersualem Bible

Collins School Bible – New Testament

Lion Handbook to the Bible

Lion Book of Bible Stories and Prayers

The Bible For Children – New Testament Version

Sacraments

Moments that matter (4)

We celebrate the Eucharist (4)

We celebrate Reconciliation (4)

Meet Christ with Joy – Preparing for First Communion

Loved and Forgiven – Preparing for Reconciliation

Parents & Catechists Comparing to Love and Forgive, Meet Christ with Joy, Celebrating with Children.

Journeying together towards First Communion

Journeying together towards Reconciliation

God's Greatest Gift.

Assembly Resources

Primary Assembly Files (4)

Time Together

Assemblies for Juniors

True Stories for the Junior Assembly

Assemblies Round the Year

Good Morning Everybody

Our Turn for Assemblies

All the Days of the Year

Come Alive

101 School Assemblies

See Another Day

Time for Reflection

Choices

Signposts

Wonderful World

Come and Praise

Other Faith

Videos & Resource Books

Water, Moon, Candle, Tree and Sword

Animated World Faiths

Pathways – Judaism

Pathways – Islam, Hinduism, Sikihism

Pathways – Christianity

Faith Stories

The Sikh Gurus

Animated World Faith

Guru Narak

Buddha

Confucius

Ramayans

Muhammad

Moses and the Passover Meal

The Conference of the Birds

Mass and Prayers

Pray and Praise

Sharing God's Life

Into the Mass

More Family Mass Themes

Helping Children to Pray

More Masses with Children

Glimpses of Heaven

Penance Services for children

Eucharistic Prayer for Masses with Children

Let the Children Pray

Twenty Masses for Under Twelve's

Lion Book of Children's' Prayer

Now Here's Another Story
Think About this Story
Brief Encounters
Follow that Star
Creation

Miscellaneous

Broad Areas of Attainment in Religious Education	Religious Education Topics
I was Hungry	Mary Joy for all creation
All God's Children	The Passion readings
Father Nugent of Liverpool	What are we to teach
Abba Father	Evaluating the Distinctive
Gazing in Wonder	Nature of the Catholic School
Looking Beyond	
The Religious Dimension of Education in a Catholic School	
Catechises in our Time	
What are we to teach?	
Alive with his life.	
Too busy to listen	
The Oxford Dictionary of Saints	
A treasure concealed	
Pastoral catechetics in action	
Growing and changing	
Cornerstone	
Signposts and Homecomings	
Growing up in Christianity	
Folens Religious Education – Judaism Christianity	

RE Resources Inventory

Texts – Stored in magazine files on top of cupboards

PRAYERS

- | | |
|--------------------|---|
| 1. Cardwell, R | Helping Children to Pray |
| 2. | The Passion Readings for Three Voices |
| 3. Rock, L | The Lord's Prayer |
| | How to pray with your children |
| 4. Neary, D | Prayer Services with Young People |
| 5. Brady O Carm, C | Let the Children Pray (2 copies) |
| 6. Thompson, K | Let Us Pray; Bidding Prayers For Young People |

Moments that matter

- | | | |
|---|--------------|--|
| 1 | Gaud, C | Mary. Joy for all creation. |
| 2 | Batchelor, M | The lion book of bible stories and prayers. |
| 3 | Frank, P | Good news for everyone. |
| 4 | | Moments that matter (1) starting school. |
| 5 | | Moments that matter (2) preparing for the sacrament of Eucharist. (2 copies) |
| 6 | | Moments that matter (3) preparing for the sacrament of Reconciliation.(2 copies) |
| 7 | | Moments that matter (4) moving on |

RE Syllabus.

- | | | |
|---|-------------|---|
| 1 | Grace, G | Catholic schools and the common good : what this means in educational practice. |
| 2 | BCEW** | The common good and the catholic church's social teaching. |
| 3 | O'Mahony, G | Abba! Father! : A personal catechism of the catholic faith. |
| 4 | BCEW** | What are we to teach? |
| 5 | Taylor, F | A treasure concealed. : Present day RE in catholic primary schools. |
| 6 | BCEW** | Signposts and Home comings: The Educational task of the catholic community. |
| 7 | | Catechesis in our time. |

**BCEW: The Bishops conference of England and Wales.

General.

- | | | |
|---|--------------|---|
| 1 | Philbrick, M | Just Trade: A fair Trade source for youth leaders and Teachers. |
| 2 | Richards, C | Saints are great (2 copies) |
| 3 | CBCEW* | RE in catholic schools. |
| 4 | Nichols, K | Cornerstone. |
| 5 | BCEW** | What are we to teach?. |
| 6 | VCCE*** | The religious Dimension of Education in a catholic school. |
| 7 | Foster, J | Lets celebrate: Festival Poems |
| 8 | | Sharing god's life: Text for forty-two masses with primary school children. |
| 9 | Ogden, B | Too busy to listen: Bible stories for young readers. |

*CBCEW: Catholic Bishops conference of England and Wales.

**BCEW: Bishops conference of England and Wales.

***VCEE: Vatican congregation for catholic Education.

1	Penney, S	Introducing Religions: Judaism.
2	Brown, A	What I Believe.
3		Explaining Hindu Dharma: A guide for teachers
4	Humble- Jackson, S	The life of guru Nanak.
5	Humble- Jackson, S	The story of the Buddha.
6	Humble- Jackson, S	The life of Confucius.
7	Humble- Jackson, S	The Ramayana.
8	Holm,J	Growing up in Christianity
9	Penney, S	Introducing Religions: Islam
10		Festivals photo pack.
11	Humble- Jackson, S	The life of Muhammad
12	Rankin, J	Religious Education topics
13	4 learning	Stop, look, listen: water, moon candle, tree and sword teachers guide.
14	4learning	Stop, look, listen: water, moon candle, tree and sword activity book.
15	4 learning	Quest: Teachers guide. .
16		The sikh gurus.
17	Humble- Jackson, S	The life of Christ.
18	Humble- Jackson, S	Moses and the Passover meal
19	Humble- Jackson, S	The conference of the birds.

Other Faiths

The Eucharist

1	Moorcroft,C	Foles RE: Christianity and Judaism.
2	Brown, J	Celebrating with children.
3		My Eucharist's Journey in here I am.
4	Brusselmans, C	We Celebrate the Eucharist
5	Brusselmans, C	We Celebrate the Eucharist: Celebration
6	Wilson, B	God's Greatest Gift: Preparing For First Communion
7	Brusselmans, C	We Celebrate the Eucharist: Family Guide
8	Brusselmans, C	We Celebrate the Eucharist: Catechist's Guide

Sacrament of Reconciliation

- | | | |
|----|----------------|--|
| 1. | McEntee, S | Penance Services for children |
| 2. | Brusselmans, C | We Celebrate Reconciliation:
Catechist's Guide |
| | Brusselmans, C | Celebrations |
| 3. | Brown, J | Loved and Forgiven: Preparation for
Reconciliation (2 copies) |
| 4. | Brusselmans, C | We Celebrate Reconciliation: The Lord Forgives |
| 5. | Brusselmans, C | We Celebrate Reconciliation: Family Guide |
| 6. | Rock, L | The Lord's Prayer |
| 7. | | My Reconciliation Journey In Here I Am |
| 8. | Aspland, G | Choices: Stories for Assembly and P.S.E |
| 9. | - | To God with Love and Sorrow: Children and
Confession |

Masses for Children

- | | | |
|----|----------------|--|
| 1. | Cantwell, M | Into The Mass:
Twenty simple Paraliturgies for Young Children
(2 copies) |
| 2. | - | Eucharistic Prayers for Masses with Children
and for Masses of Reconciliation |
| 3. | Sr Monica Mary | Family Mass Themes |
| 4. | Cantwell, M | More Family Mass Themes |
| 5. | Thompson, K | Celebrations for young people |
| 6. | McEntee, S | Masses for Children:
Jesus is Our Friend |
| 7. | Cardwell, R | Twenty Masses for Under Twelves |

Bible Stories

1. Rock, L
2. Frank, P

The 10 commandments:
Words of Wisdom from the Bible
The Lion Story Bible
Jesus' Special Friends
In the Beginning
God Speaks to Samuel
Let My People Go!
The Story of the Lost Sheep
Jesus Gives the People Food
The First Easter
Jesus the King
The Story of the Good Samaritan
Adam and Eve
Joseph and the King of Egypt
Journey to the Promised Land
Jonah Runs Away
Abraham, Friend of God
Jesus on Trial
Noah and the Great Flood
King David
Joseph the Dreamer
David and Goliath
The Princess and the Baby
The First Christmas

BOOKS IN CUPBOARD

KS1 & KS2 Assembly Files

- | | | |
|-----|-------------------------|---|
| 1. | Carr, F | 101 School Assembly Stories |
| 2. | Coulbourne, M | Come Alive!: A resource book for First School Assemblies |
| 3. | McDonnell, C | Signposts: Assembly themes for Years 3 to 7 |
| 4. | BBC/Daxkin, J | Come and Praise: Assemblies |
| 5. | Vincent, A | All the Days of the Year |
| 6. | Kitching, K | Time for Reflection: Creative Assemblies for children 4-9 |
| 7. | Rousell, T | Our Turn for Assembly |
| 8. | Birch, B | Assemblies Round the Year |
| 9. | Brandling, R | Good Morning Everybody! |
| 10. | Patterson, H | Time Together: Themes for Assemblies |
| 11. | Frampton, V.B | True Stories for the Junior Assembly |
| 12. | Forster, M | Wonderful World! Christian Assemblies for Primary School |
| 13. | Blatchford, C | Brief Encounters....(of the assembled kind) |
| 14. | Morgan, D | Let's Celebrate. Volume 2 |
| 15. | Smeltzer, P+V | Thank you for a drink of water |
| 16. | Webb, D | Think about This Story |
| 17. | Cheshire County Council | Tolerance: A Resource Pack for Primary Schools |
| 18. | Davies, G | See, Another Day: An Assembly bok for 7-12 year olds |
| 19. | Faulkner, R | Assemblies for Infants |
| 20. | Aspland, G | Stories for Assembly and PSE: Feelings, Choices, Starting Out |
| 21. | Aspland, G | Situations |
| 22. | Webb, D | Now Here's Another Story ...
A further collection of 50 original Primary School Assembly Stories |

(Blank Box)

- | | | |
|-----|----------------|---|
| 1. | Brockway, R | Would You Believe It?
50 Assembly Stories |
| 2. | Bennett | Father Nugent of Liverpool |
| 3. | Farmer, D | The Oxford Dictionary of Saints |
| 4. | Batchelor, M | All God's Children: Stories of Children at Risk in
a World of Need |
| 5. | Bullen, A | More Assemblies for Young People |
| 6. | Aspland, G | Stories for Assembly and PSE:
First Steps |
| 7. | | 'I was hungry...' |
| 8. | Mueller V | What is Faith? |
| 9. | | St Joseph's CPS Prayer Bok (4 copies) |
| 10. | BCEW | Evaluating the Distinctive Nature of a Catholic
School |
| 11. | Holdsworth, NL | Project-a-frieze |
| 12. | | Focus on sri Lanka: Conflict and Migration |
| 13. | PFP | Primary Assembly File (pink): Series 2. Issues
4/5/6 |
| 14. | " | Primary Assembly File (Orange): Series 5.
Issues 13/14/15 |
| 15. | " | P.A.F (green): Series 3. Issues 7/8/9 |
| 16. | " | P.A.F (Brown): Series 4. Issues 10/11/12 |

Hymnals and Music (Loose in cupboard)

1.	Smith, P	Faith, Folk & Nativity
2.	Lundy, D	Songs of the Spirit: Songs and hymns
3.		Sing a Song One
4.		Hymns Old & New
5.	Mayhew, K	Folk Praise
6.		Sing Good News: Song Book No. 1
7.	BBC	Come and Praise 2
8.	Lundy, D	More Songs of the Spirit
9.		Rejoice 2: Songs for Celebration (Age 3-7)
10.		Rejoice 2: Songs for Celebration (Age 7-11)
11.		(20th Folk Hymnal: Accompaniment – Volume 4
12.	Gardener, A	Creation: Assembly Resource Pack
13.	Carroll, P	And on the third day: A musical play for junior children
14.	Thompson, D	Celebration Songs
15.	Hedger, A	W H: Music for children
16.	Auckland, B	Joyful Songs
17.	Cass-Beggs, B	A Musical Calendar of Festivals
18.	Bailey, J	New Life: Songs and hymns for assemblies, clubs and churches
19.	Ball, B	Sing a New Song
20.	Langtree, K	The Rainboat: A children's musical based on the story of Noah
21.	Thompson, K	Through Lent with Jesus
22.	Forster, M	A Simple Setting
23.	Anderson, M	Rejoice, heavenly powers
24.	Anderson, M	Mass of the Risen Lord
25.	BBC	Come and Praise (2 copies)
26.	Mayhew, K	20 th Century Folk Hymnal: Accompaniment. Volume 2
27.		Celebration Hymnal: Volume 1 (2 volumes)
28.		Someone's Singing, Lord
29.	Auckland, B	Joyful Songs
30.	Anderson, M	

BIG BOOKS

- | | | |
|----|-------------------|-------------------------------------|
| 1. | Clark, A | My Jewish Faith |
| 2. | Broadbent, L | A Day to Rest: The Story of Shabbat |
| 3. | Humble-Jackson, S | The World of Dottie & Buzz |
| 4. | Ganeri, A | My Hindu Faith |
| 5. | Knight, K | My Muslim Faith |

CDs

1. Gloria
2. No pianist for Assembly? No Problem! Catholic Hymns and Songs
3. Songs for every season
4. Songs for every easter
5. Songs for every assembly
6. BBC Come and Praise 1
7. Songs for every occasion
8. 21st Century Folk Hymnal
9. Rejoice One (2 copies)
10. Creation
11. Music Bee – Carmel Plays: Nativity (2 copies)
12. Rejoice 2 Songs for Celebration (2 copies)
13. Kidsource 1 Super songs for church and school
 Kidsource 2

KS2

CHRISTIANITY RESOURCES

- Green/Purple Vestments
- Large Wooden Crucifix
- Marble Last Supper Ornament
- 2 Pottery Chalices
- 2 Stainless Steel Salvers
- Pottery Salver
- Crucifix
- Bunch of Grapes
- Holy Water Bowl
- Alter Cloths
- Candles/ HOLDERS

KS2

JUDAISM RESOURCES

- Judaism Folens Photopack
- Cloth Rabbi
- Torah Scroll
- 7 Branched Menorah
- 8 Branched (Chanukah) Menorah
- Kiddush Cup
- Seder Plate
- Mezuzah Case (Brass Door Ornament)
- Plastic Pink Dreidle (Spinning Top)
- Kippah (Black)
- Prayer Shawl
- Wooden Sabbath Set in Sack
- Challah Loaf

- 2 Havdallah Candles (Blue & White Plaited)

KS2

HINDUISM RESOURCES

- Ganeshi Deity
- Folens Hinduism Photopack
- Red/Gold Wedding Shawl
- Puja Tray with Bell, Joss Stick Stand, Sandalwood Holder, Water Container and Spoon, Diya
- Prayer Beads (Pine)
- Kum Kum Powder
- Divali Card
- Jewelled Diva Lamp
- Brass Shiva Linga (Snake & Trident)

KS2

ISLAMIC RESOURCES

- Green Prayer Mat
- Multi Prayer Mat
- Qur'an & Stand

- Prayer Beads
- Kippah
- Islamic Folens Photopack

KS2

Faith Videos

- Pathways of Belief – Judaism
- Pathways of Belief – Christianity
- Pathways of Belief – Sikhism; Hinduism, Islam
- Animated World Faiths KS1/2
- Water, Moon, Candle, Tree and Sword
- Plus One Video 4 Faiths
- Key Stage 2/3 R.E Resources for the Millennium

Key Stage 1 R.E (Soft) Resources
Judaism

Square Sedar Plate includes detachable circles:

- Burnt Egg
- Parsley
- Shank Bone (sheep)
- Lettuce
- Bitter herbs
- Charoseth (carrots)
- 3 brown felt plates
- Stand up candle
- Stand up kiddush cup

Big Books

My Hindu Faith
My Muslim Faith
My Jewish Faith
A Day to Rest – The Story of Shabbat

Key Stage 1 R.E (Soft) Resources
Islam

Green Five Pillars of Islam Cloth Book includes:

Pg. 3 detachable food

Pg. 4 detachable money

Key Stage 1 R.E (Soft) Resources
Judaism

Blue/White Synagogue includes:

- Brown altar
- 2 Rabbi's
- Lady
- Candle
- Pillar
- White menorah
- Brown Torah

Key Stage 1 R.E Resources

Christianity

Dottie & Buzz video (5 x 10 min programmes)

Themes: Belonging
 Creation
 Baptism
 Wide World
 Forgiving

Dottie & Buzz Big Book

Dottie & Buzz Teacher's Book

Dottie & Buzz Children's Activity Book

Key Stage 1 R.E (Soft) Resources
Judaism

Blue Sabbath Dinner Open-out Cloth Book includes:

- 4 - people finger puppets
- 1 - candlestick puppet
- 1 - kiddush cup puppet

Key Stage 1 R.E (Soft) Resources
Judaism

Red Checked Happy Hanukah House includes:

- Blue driedle (spinning top)
- Brown bag gelt (money)

- Red/white menorah (candle stick)
- Candle

Key Stage 1 R.E (Soft) Resources
Judaism

Blue Jewish Holiday Cloth Book includes:

Hannukkah Page - 2 green candles
 2 blue candles
 2 purple candles
 1 white candle
 2 red candle

Purim Page – detachable man

Passover page – 6 velcro plates