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| **RAISING RELIGIOUS AWARENESS AND THE EYLF PRINCIPLES PLANNER** |
| **RELIGIOUS EDUCATION OUTCOMES/EYLF PRINCIPLES** | **Secure, respectful and reciprocal relationships** | **Partnerships with families** | **High expectations and equality** | **Respect for diversity** | **Ongoing learning and reflective practice** |
| **Discovering God in people and creation** | * Being a friend like Jesus - What does being a good friend look like?
* We all have special gifts
* Environment/creation
* Welcoming and getting to know children’s families
* Greeting each child by name in the mornings
* Allowing parents settling/transition time each day
* Making exceptions for child/family circumstances
* Sending home questionnaires regarding interests, needs, concerns etc…
* Parent/family roster and special visits – appreciating talents.
* Orientation morning
* Staggered intake
* Conversations (individual and personal) with each child
* Listening – what it looks like and respect for person speaking
* Special skills and abilities acknowledged
* Manners and respect for self and others
* Building trust
* Relate to Jesus – His family, blessing the children, loving others
* Visit Church and Parish Priest
* Buddy system
* Assemblies – care certificates
* Child protection curriculum
* Sensory play – “I wonder…” play, sensory table
* Prayers with intentions – eg. thank you
* Discuss feelings with the children – link with their behaviour
* Using Jesus as a role model for developing relationships with peers – social skills
* Prayer mat
* Working in small groups to achieve a common goal
* Reflective time after a situation
 | * Talking about how RE is taught at parent meetings
* Mother’s Day – Jesus’ mother is Mary
* Family – God id our Father in Heaven, Jesus is God’s son, stories such as Jesus lost in the Temple
* Ash Wednesday visit from parish Priest – asking children if they’d like a turn
* Parent learning when on roster/involved in the learning
* Parent information sessions
* Parent interviews
* Parent support information: emails, letters, newsletters, weekly updates, communication books
* Open night/learning journey
* Work displayed
* Be aware of individual family needs and situations
* Pastoral care and services - school social worker
* School-based events – busy bees
* Mother’s/Father’s/Grandparent’s days
* Family liturgies
* Greeting families as they arrive
* Class prayer
* Building trust with families through good communication
* Children taking home information on the love of God (from what they’ve done at school)
* Take home prayer box
* Family posters – I belong to the \_\_\_\_\_ family
* Family celebrations – birthdays, births…
* Including Re in the focus of parent rosters
* Family traditions at Easter/Christmas
* Celebrations of feast days, school special occasions (including siblings reception of a sacrament)
 | * Praying/ reverence/ silence and stillness
* Providing opportunities for all students, not just Catholics
* Stories about Jesus’ life
* Focus groups/children
* IEPs/CAPs
* Consistent routine
* Transition
* Best practice – enabling learning/facilitating
* Teacher modelling expectations and integrity
* Children managing morning routines themselves and acknowledging achievements
* Each child should have the opportunity to achieve their best
* Atmosphere of risk taking – having a go
* Modelling love to all
* Community influence
* Sermon on the Mount
* Love God and one another
* Home corner/dress ups reflect different cultures (eg. dolls of different nationalities)
* Differentiation
* Extension and support
* Acknowledging children of different faiths and their celebrations
* Expecting children to treat each other with respect and all are capable
* We all have unique abilities and we should use them to the best of our ability
* Giving all children the opportunity to succeed.
* Provide a safe place for the children where their self-esteem is built up
 | * We are all special/we are all the same/we are all different
* Acknowledging and celebrating different cultures within class: Harmony Day/International Day – flags, food
* “The Peace Book” – different families look different
* Special needs
* Children with different abilities
* Adapting experiences depending on individual children’s needs – health, special needs
* Comparing and exploring creative environments
* Celebrating diversity, including children who haven’t been baptised/go to Church regularly
* Incidental teaching when issues arise
* Bring in God Talk – Good Samaritan
* Cultural awareness – children bring in artefacts/photos from their culture
* Relate to bible stories
* Spontaneous prayer – different cultures
* Displayed photographs
* Different cultural traditions for special religious celebrations (Easter and Christmas)
* Treating everyone equally
 | * Wondering and questioning (through creation and nature play)
* Reflecting on all that you do in RE
* Bible stories – praying in garden or on hills, discussions with disciples
* Stories of saints
* Magic Moments in RE lessons – where to from here?
* Thanking God prayer
* Catering for different cultures
* Songs/poems
* Prayer tables
* Sign of the Cross
* Participating in rituals
* Observing – noting questions children ask and responses and programming from those
* Discovering the environments and treating it with respect
* Reflect on children’s behaviours (killing a spider – God’s creation)
* Meditation
* Partaking in events with Church community eg. faith formation
* Spontaneous class prayer
* Social and emotional issues – what would Jesus do?
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| **Drawing on human experiences of God** |
| **Knowing Jesus** |
| **Living like Jesus** |
| **Catholic practices – prayer experiences** |