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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? |
| **Drawing on human experiences of God** |
| **Knowing Jesus** |
| **Living like Jesus** |
| **Catholic practices – prayer experiences** |