



# **Christian Brothers College Cork**

## **Religious Education Policy**

***“A College, as part of its mission of the Church, should always allow its policies, its priorities and purposes, to be illuminated, inspired, guided and challenged by the teaching of the gospel”.  
(Sullivan, 2000)***

## **Section One**

### **Towards a Policy on Religious Education and Catholic Ethos in Christian Brothers College (CBC)**

#### **SCOPE**

As an E.R.S.T. College, this religious education policy will impact on the whole College community. The scope will reach:

##### **Board of Management**

*To approve the policy and ensure its implementation.*

##### **Principal and Deputy Principals**

*To support the procedures of the policy and ensure its effective implementation.*

##### **College Staff**

*As teachers in a Christian Brother College, the hope is that the whole staff embraces and safeguards the ethos of the College and support the cross-curricular nature of Religious Education.*

##### **Teachers of Religious Education**

*To implement and review the policy.*

*To ensure a high standard and effective delivery of Religious Education.*

##### **Chaplain**

*To assist in the faith development of students.*

##### **Student Support/Pastoral Care Personnel (Year Heads / Guidance Counsellor)**

*To monitor the effects of the policy and to provide support and guidance to the students.*

##### **Parents / Guardians**

*To support the RE Programme in the College and to facilitate the faith formation of their children.*

##### **Students**

*To participate in the RE Programme and to cultivate an openness to other religious traditions.*

## **MISSION STATEMENT**

*“While firmly rooted in its Christian traditions, the CBC community strives to allow each individual student to grow and develop and to ensure that the education it gives is suited to each new generation of boys”.*

## **VISION OF CBC AS AN ERST COLLEGE**

*Inspired by the vision of Edmund Rice, and the ERST Charter Christian Brothers College subscribes to the holistic vision expressed in the following five key elements:*

- Nurturing faith, Christian spirituality and Gospel-based values.
- Promoting partnership.
- Excelling in teaching and learning.
- Creating a caring College environment.
- Inspiring transformational leadership.

## **AIMS OF RELIGIOUS EDUCATION**

- *To contribute to the religious and spiritual development of our students, with particular emphasis on Catholic teachings;*
- *To develop care for the weak, co-operation between pupils, justice and fair play towards all, respect for truth, a passion for the environment and a love for learning;*
- *To provide opportunities to deepen sacramental awareness;*
- *To encourage our students to ask and seek answers to important questions*

## **RATIONALE**

As an ERST College we are committed to the importance of formal religious and moral education. This policy allows us the opportunity to reflect on, explore and articulate what it means to be an ERST College. It is our hope and privilege to harness the religious development of our students and to provide opportunities for them to know their God. We strive to be faithful to the founding intention of Edmund Rice and the implications of what it means to be a Catholic College in this Edmund Rice tradition in third millennium Ireland.

## **GOALS FOR 2020/'21**

It is envisaged that, by 2021 the following goals will have been achieved:

### **Students**

- To improve the celebration of the sacraments throughout the College year e.g. working towards class masses in the prayer room/Oratory and a more meaningful way to celebrate the sacrament of reconciliation.

### **RE Department**

- Monthly RE meetings for the RE team, to discuss the RE programme, resources, in-services, retreats and various liturgical celebrations throughout the College year; to achieve a greater degree of co-ordination; to offer support to all in the RE Department. These would be scheduled to facilitate teacher's timetables.
- To have two RE in services per year for the RE Department with dates agreed with management at the beginning of the College year and included in the College calendar of events.
- To have a well organised and well stocked Religion resource room.

### **Staff**

- To give an opportunity for staff-members to participate in the liturgical life of the College e.g. An annual staff mass at Christmas time in the prayer-room; opportunities for prayer/reflection at various times of the year e.g. Lent and Advent.

## Section Two

### CONTENT

1. **Staffing**
2. **Curriculum and Resources**
3. **Staff Support and Development**
4. **Faith Formation and the Liturgical Year**
5. **Outreach Programmes**
6. **Inclusion**
7. **Parent and Parish Involvement**
8. **Student Involvement**
9. **Preparatory School**

#### 1. Staffing

We consider Religious Education to be such an integral part of our College ethos and College community that it is imperative we give it the status it deserves. That means looking at the appointment and selection of teachers qualified in Catechetics where possible and its place on the College timetable and the allocation of class periods.

**Qualifications:** Currently, there is a team of religious educators in place.

|                      |                                    |
|----------------------|------------------------------------|
| Mr. Simon Kelliher   | B. Rel. Sci; Masters in Chaplaincy |
| Ms. Lorna Mulvany    | B. Rel. Sci                        |
| Ms. Catherine Welch  | B. A. Humanities. H. Dip. Ed       |
| Mr. Trevor Hussey    | B.A. Humanities, M.A. Management.  |
| Mr. Aaron Kelly      | B.A. Humanities                    |
| Ms. Aoife O Driscoll | B.A. Humanities, Dip. Catechetics. |

While it is ideal that teachers of R.E. would have a professional qualification, in-service training and ongoing support will be provided for those teachers without such a qualification in the area of religious education.

It is imperative that the team of R.E. teachers would:

- Be committed to the task of religious education
- Attend department meetings
- Take part in Liturgical celebrations
- Teach the syllabus as agreed upon by the R.E. team
- Uphold and reflect Catholic and Christian values in their teaching

### **R.E. Co-ordinator**

The current R.E. Co-ordinator is Mr. Simon Kelliher

This role involves:

- Arranging RE meetings;
- Supporting other members of the RE team by providing / circulating resource materials and by organising in-service training;
- Informing the RE team about upcoming events;
- Liaising with the chaplain, parish and RE team regarding liturgical events during the College year;
- It is envisaged that this role would be rotated.

### **Chaplain**

Mr. Simon Kelliher is the College Chaplain. The role of the Chaplain includes:

- Pastoral care;
- Supporting the spiritual development / faith formation of students;
- Organising various liturgical events and activities during the College year for students and staff;
- Co-ordinating activities related to RE e.g. The Meitheal team, retreats, charitable activities, pilgrimages and outreach programmes.

For the celebration of the sacraments, the priests of the local parish (St. Mary's Parish, Pope's Quay / St. Patrick's Parish) will work with the Chaplain and RE team.

### **RE Team Meetings**

Meetings take place on a monthly basis or as required. The aims of the RE meetings are:

- To offer support to members of the RE team;
- To circulate information regarding in-services / resources;
- To discuss and organise liturgical events;
- To co-ordinate the RE syllabus / exams;
- To provide a forum to discuss ideas and areas of concern regarding religious education in the College.

### **RE Support**

New RE personnel receive support provided through resources, meetings and in-service training.

## **2. Curriculum and Resources**

### **Junior Certificate Syllabus outline:**

**Part 1** – students take any of two of the following;

**Section A** – Communities of Faith

**Section B** – Foundation of Religion – Christianity

**Section C** – Foundation of Religion – One major world religion

**Part 2** – students take all of the following;

**Section D** – Question of Faith

**Section E** – The Celebration of Faith

**Section F** – The Moral Challenge

The Framework for the Junior Cycle (2015) provides for a new area of learning called Wellbeing. Some aspects of religious education are explicitly incorporated into the College's wellbeing programme. Details of the explicit link between religious education and wellbeing are outlined in detail in the RE plan (2019/20). A clear link is made to the six wellbeing indicators (students as active, responsible, connected, resilient, respected and aware).

### **Transition Year**

- Course outlined as agreed by RE teachers at beginning of College year in September
- To be reviewed on an annual basis

### **Outline of Transition Year Programme:**

- Transition year programme follows three modules to be reviewed annually

**Module 1** – Justice Issues

**Module 2** – Prayer and Liturgy

**Module 3** – Comparative Religions – focus on Monotheistic religions of Judaism and Islam and their links with Christianity

### **Fifth and Sixth Year**

- Course outlined as agreed by RE teachers at beginning of College year in September
- To be reviewed on an annual basis. 2019/20 saw the introduction of Religious Education as a leaving certificate subject timetabled for those students exempt from Irish.
- The Relationships and Sexuality programme for fifth and sixth years is outlined in the RSE policy.

Teachers agree on the course outline from a list of suggested topics, as follows;



- Religion, faith and belief
- Scripture
- The Liturgical Year, focusing on different feast days and seasons at different times of the year
- The Church
- Challenges of faith and belief, e.g. the debate between religious and science, non-religious world views etc.
- New religious movements, cults and sects
- Religious fundamentalism
- Comparative Religions: Hinduism, Buddhism
- Conscience
- Morality of War
- Relationships
- The morality of developments in science and technology e.g. cloning, the nuclear debate
- Religion and the Irish experience
- Celtic Spirituality
- Social Justice Issues
- Meditation and Prayer

### **What textbooks and reference books are used?**

#### **Junior Cycle:**

- Textbook A Question of Faith, by Lori Whelan and Niamh McDermott, Edco.
- Reference – ‘Community of Faith, Community of Hope and Community of Love’ (3 books) by Linda Quigley, Veritas. ‘All about Faith’, Book 1, 2 & 3, by Anne and Niall Boyle. ‘Religion for Living Workbook’, Book 1, 2 & 3, by Connie Duffy.
- Department of Education in-service notes

#### **Senior Cycle:**

- Textbook Life Matters by Niall Boyle, Mentor.
- Reference – ‘The Challenge of God Series’, ‘World Religions’
- Face-Up/Gate magazines; Still-point Meditations

### **Pupils opting out of RE class**

The following are the school's arrangements for parents of students and students (over 18) who have requested that the student attend the school without attending religious instruction in the school:

These arrangements will not result in a reduction in the school day of such students.

Parents of students and students (over 18) who wish to opt out of RE class should make a written request to the principal. A meeting will then be arranged with the parent or the student, as the case may be, to discuss their options. Throughout this process the constitutional right of the parent/ student (over 18 years) will be respected by the school.

The 1998 Education Act states that schools are required to promote the moral, spiritual, social and personal development of students (Section 9 (d)). At Christian Brothers College the allocated time on the timetable for Religious Education responds to this. Students who opt out of RE class are required to use this time to study material relating to their own religious tradition or belief, for example sacred texts. Students of no religious faith, who opt out of RE class, are required to study relevant literature or philosophical texts. A list of suggested texts can be provided by the school. In line with the Edmund Rice Schools Trust Charter, Christian Brothers College places great importance on the religious or spiritual formation of all its students. Each student has his/her own personal journey which will be encouraged and respected. Students who opt out of RE class will not be offered extra tuition or study periods, and will be required to remain in the classroom under the supervision of their teacher.

### **Facilities and resources**

What facilities and resources are available to teachers of RE in the College?

- A prayer room/Oratory, designed by Fergus Costello, suitable for liturgies and spiritual reflections, is available to all teachers and students of RE and to the wider College community
- A Religion resource room containing a wide range of books on many topics including a class set of the Bible and also "The Challenge of God". These resources will be reviewed on a yearly basis. Teacher responsibility for the Prayer Room and for the Resource Room will be rotated.

It is recommended that the level of resourcing for Religious Education be on a par with that of other subjects according to the needs of the RE department

### **3. Staff Support and Development**

*Effective Religious Education does not just happen spontaneously or accidentally.  
The very nature of the Religious Education class requires teachers of Religious  
Education to keep 'upgrading' and enhancing their teaching skills and resources.  
Religious Education permeates and pervades the entire College community.*

#### **Practical Ways in which RE Department is Supported by Management:**

- Consultation / meetings with RE co-ordinator / RE committee on RE related matters
- RE teachers facilitated and supported to attend RE related in-services
- Organization of student Masses to celebrate First Year entry, Sixth Year graduation, All Souls, Christmas, St. Brigid's Day and the feast of Blessed Edmund Rice facilitated and supported.
- Organization of Fourth Year, Fifth Year and Sixth Year retreats facilitated and supported.
- Student / teacher involvement in the Zambian Immersion Project, retreats, Edmund Rice Awards, related activities and charitable activities facilitated and supported.
- Teacher organization of student / peer leadership 'Meitheal' team activities and related training facilitated, supported and resourced.
- Acquisition of RE resources / supplies resourced on request in consultation with the Finance Committee.
- Only teachers who are clearly committed and interested in doing so are encouraged to teach RE.

#### **Support Services for RE Outside of College:**

Religion Teachers Association (RTA) organises monthly meetings and courses, subscription paid by College

Diocesan Advisor: Visits College once each year and makes contact with RE teachers, organizes RE courses

#### **Policy on Attendance at RE In-services:**

Attendance at RE in-services facilitated and supported where possible when adequate notice is given to the Management. It is envisaged that the RE team would attend two in-services annually and that this would be agreed with Management and added to the College calendar of events.

**Trustee Support for RE in the College:**

As outlined earlier, the ERST Charter outlines the commitment of the trustees to the values of the Blessed Edmund Rice and RE in all ERST College.

The Zambian Immersion Project encourages members of the College community to identify with and to support the poor.

**College RE Budget:**

The College does not have an RE related budget but is fully committed to fully resource RE in keeping with a long established College tradition. College transport for retreats is funded; RE resources required are paid for by the College.

#### **4. Faith Formation and the Liturgical Year**

*“Within the life of the College community one might consider the priority given to and the creative energy and resources devoted to the fostering of personal prayer and public workshops, drawing upon the richness of the liturgical tradition and its diverse forms of spirituality”. (Sullivan, 2000)*

*It is important that teachers who work in a College participate actively in the liturgical and sacramental life of the College. Students who witness and experience the concrete involvement of adults in the liturgical and sacramental life of the College will share more readily in the life of the College.*

The visible evidence of Religious Education in the ‘College of the gospel’:

- The Prayer Room/Oratory
- RE Notice Board

##### **1. The Prayer Room/Oratory**

Our Prayer Room has been specifically designed to create an atmosphere of calm, and furnished with images, which help to inspire a spirit of communication with God. Throughout the year it will be suitably decorated to celebrate the Christian Liturgical seasons.

##### **2. The RE Notice Board**

In order to cultivate the creativity of our students in a spiritual sense, a public display of their art and project work is a vital means of encouraging their interest and talent in RE. Located in a prominent part of the College, the RE notice board plays an important role, featuring the pupils’ own work. In addition, it provides the College with a valuable source of information, about current events in the Liturgical Year, and other RE related matters.

#### **Liturgical Seasons: Advent and Christmas**

Teachers teach about aspects of Advent and Christmas in classes. The College marks Christmas each year with the Christmas Carol Concert and the Crib. The Annual Christmas Appeal raises funds amongst the parent body which is distributed amongst various charities – both local and foreign – such as S.H.A.R.E. Community, S.I.M.O.N. Community, Saint Vincent de Paul and the CBC Zambia Immersion Project. The First Year Christmas ‘Ceremony of Light’ event encourages the students to think of others less fortunate than themselves from a charitable point of view.

The RE notice Board manifests the Advent Season and the approaching birth of our Lord. The Prayer Room has a triptych, which depicts the journey of the Holy Family from Nazareth to Bethlehem, and the Birth of our Lord.

### **Lent and Easter**

It is College policy that teachers should teach about aspects of Lent and Easter during this period. Trocaire Lenten Appeal materials will normally be used in the classrooms by RE teachers during the liturgical season.

Ashes are to be distributed on Ash Wednesday and the Sacrament of Reconciliation is to be made available to all pupils of the College during this season.

College retreats for Fourth Years, Fifth Years and Sixth Years are organised by the RE Department (both of these will last for a full College day and are normally run by the Redemptorist S.C.A.L.A. Retreat Team in Bessboro, Blackrock and the Dominican Retreat Team in Ennismore).

### **Ordinary Time and Prayer-Services**

Class Meditations and prayer-services in the Prayer Room, the First Year Mass, The Graduation Mass and Edmund Rice Mass are to be celebrated during the rest of the Liturgical Year.

The RE Notice Board will manifest the approach of Feast Days of the Church, and will give notice of Religious and Charitable activities being undertaken by the College body throughout the year.

### **Liturgical Gatherings / Assemblies**

Currently Sixth Years celebrate a Graduation Mass in May. First Years celebrate a First Year Mass in September. Year Group Masses are also celebrated by Second, Third and Fourth Years at significant times in the liturgical calendar. A series of class Masses are organised for Fifth Years after Christmas. A representative group of students gather for the Edmund Rice Mass in May.

Class groups attend para-liturgies such as prayer services and meditations periodically, depending on the maturity of the group and the preferences of the RE teacher.

Fourth Years, Fifth Years and Sixth Years attend an annual day-long retreat in Blackrock and Ennismore.

Catholic Colleges Week is marked and celebrated.

### **Staff involvement in Liturgical celebrations**

The whole College staff are invited to participate actively in College liturgical celebrations.

### **Retreats**

Retreats are to be provided annually for Fourth, Fifth and Sixth Year students. Pupils who wish to go on retreat must have a good discipline record, and show enthusiasm and sincerity for the retreat.

Transport is funded by the College, while students pay the retreat fee.

### **Reflection / Prayer at Staff Meetings**

At each staff meeting a member of staff is formally invited to lead the staff in prayer / reflection.

### **Catholic Schools Week**

The College recognises and celebrates Catholic Schools Week. The Chaplain leads a reading/reflection over the intercom at the start of each school day during this week and class masses are held when possible. The week is also celebrated during RE classes.

## **5. Outreach Programmes**

*The physical expression of the distinctiveness of a College and the importance given to religion is nowhere more evident and obvious than in its visibility within the College walls. Religious Education should always seek to be experiential through faith in action. In this context Christian Brothers College is committed to promoting social justice issues.*

### **Developing World Immersion Programme**

The Developing World Immersion Programme is a Christian Brother Initiative established by the Marino Institute of Education. It is currently supported and guided by the Redemptorist SERVE initiative. The aims of this project are as follows:

- To immerse the students in the Zambian culture and to allow each student as an individual to experience this new life and culture in their own way so as to invoke an understanding and compassion for the poor;
- To enable students to experience the Gospel values alive everyday;
- That teachers would relay their experiences to future generations of students;
- To develop a respect and understanding for the spiritual depth of the materially poor among the CBC community;
- That the preparations and reflections would be experienced by all students, resulting in a broader appreciation of a Third World country;
- That experiences gained would have a ripple effect among the community as a whole;
- To build an awareness of the philosophy and work of the Christian Brothers in Zambia and Ireland.

This project has been very successful in our College. A large number of staff in CBC have visited Zambia since 2002. Many extracurricular activities have been organised to raise awareness and raise funds for this project, and are ongoing. These include:

- Bag packing in supermarkets
- Sponsored walks
- Sponsored swims
- Talks given by students at local churches during Mass

The experiences gained by all have had a ripple effect among the community and it is envisaged that CBC would continue to be part of the Developing World Immersion Programme. The Immersion Programme will be reviewed annually. It is envisaged that a College group would go every second year. The programme is gradually being extended to other teachers on the staff, outside of the RE Department.



## **6. Parental and Parish Involvement**

*Colleges are most successful in achieving their religious goals when the College, home and parish mutually reinforce each other.*

The thrust of contemporary education today more and more invites a partnership of the whole College community of students, teachers, parents, past pupils, management and trustees. In the sphere of Religious Education one must add in the 'other' partner i.e. Parish, and thus the total Faith Community is complete.

*The Second Vatican Council reiterated that: 'Parents must be acknowledged as the faith and foremost educators of their children. Their role as educators is so decisive that scarcely anything can compensate for their failure in it... the family is the first College of those virtues that every society needs (GE:3).*

CBC has acknowledged and recognised the role of the parents in the development of education in the College but much more has to be done to bring them into full partnership within the regular dynamic of the College activities. This is even more pertinent in the role of Religious Education and its manifestation as a faith dynamic in everyday life. The support and example of parents living the Faith offers far more 'lesson' to their children than can ever be achieved by Colleges on their own.

Similarly, the role of the local priests, as the most active and 'visible' agents of the Parish and the living Faith, offers to the College another vital wing that supports and manifests the community of Faith.

Parish liturgies and events such as First Communions, Confirmations, etc. reinforce the Faith in action and connect in a meaningful way just how our Faith permeates all aspects, not only of College life, but all aspects of life itself and adds meaning, context and value to life.

### **Past Pupils Union**

CBC is very fortunate to have a very active Past Pupils Union that has a prominent visibility and supportive role within the College that maintain College traditions and continuity.

The bequest of prominent and loyal past pupil, Mr. Bill O'Brien, in providing the major funding for the magnificent Prayer Room within the College, is a wonderful example of faith in action and an endorsement of the religious ethos and future of the College, both as a personal gesture, and as a gesture of solidarity from a past pupil.

The active presence, support and role of the PPU reinforces the sense of continuity, community and Christian tradition within the College.

## **Parents**

*The College-faith community link is not just important, it is essential. (Re-imagining the Catholic College')*

Any CBC Religious Education College policy must include an active and meaningful role for the parents, the past pupils and the parish.

The RE policy is referred to the Parents' Council and the Student Council for consultation and submissions are welcomed. Some parent involvement has been visible also at some of the Graduation Masses for Leaving Certificate students. The Parents' Council also offers a further opportunity for parents to engage more with the formal side of CBC's activities, and also with the maintenance and development of the faith.

**The Parish:** CBC has enjoyed a close connection with the parish of St. Patrick's over a very long number of years. Thousands of CBC pupils have been baptised, made their First Confessions, First Communions, Confirmations in that church. Furthermore, many past pupils have been married there, attended regular Mass and the sacraments, have their own children baptised, and finally have their funeral Mass in this church building! Bearing in mind that many of the CBC pupils come from other parishes, the connection with St. Patrick's Parish, offers a useful opportunity to bind the Faith Community of CBC

It is also fortunate that we have another connection with the Dominican church of St. Mary's, Popes Quay. Extended contact with the priests of this well-known church has provided a further opportunity to invite priests from there to celebrate Mass, the Sacrament of Reconciliation, and other paraliturgies within the College.

## **The 'Greater' Parish Area:**

C.B.C has had a long tradition of casting its net of charitable works and support over many areas of Cork life, and now also to Zambia. The 'greater' parish area offers further opportunities to expand and connect similar outreach programmes that not only benefit students in their awareness, understanding and compassion, but can also give practical aid to people of the greater Parish area: e.g. Cork Life Centre.

## 7. Inclusion

*How we respond to international students of various faiths reflects our understanding of what it means to be a Catholic, Edmund Rice College.*

*"The Church rejects nothing... which is true and holy" in other religions Vatican II, Nostra Aetate 2. The Church also stresses the importance of "building bonds of friendship" with other faiths.*

### **"Inclusion of non-Catholic students/students of other faiths"**

- Christian Brothers College has a distinctly Catholic ethos. This, by its very nature, means the inclusion of all students ("Catholic" = "universal").
- All students of CBC are required to participate in RE class in both Junior and Senior Cycle. Both the Junior and Leaving Certificate syllabuses are designed "for students of all faiths and none" (NCCA Guidelines on Religious Education). We welcome the presence of students of other faiths and see their contribution in religion class as fostering mutual understanding, tolerance and respect.
- The religious education teacher has a responsibility to remain true to the Catholic ethos of the College, while also being aware of and sensitive to students of other denominations/ faiths / no faith in his / her classes. Teaching topics such as world religions, ecumenism and interfaith dialogue may be enriched with the participation of non-Catholic students.
- While religious knowledge and faith formation are closely linked in a Catholic College, the RE teacher must be aware that there is also a distinction between them. So, while non-Catholic students are obliged to take part in religious education classes, they are not obliged to take part in but to attend liturgies which are specifically "Catholic" i.e. the celebration of the sacraments e.g. Mass. They are, of course, welcome to take part if it is appropriate for them to do so.
- The RE Teacher/ Chaplain has a unique opportunity to be creative in their choice of liturgy where they have students of other faiths in their classes. The liturgy programme could include, for example, an ecumenical / inter-faith liturgy at appropriate times of the year e.g. The world day of peace / world day of prayer.
- Parents and students of other faiths/no faith should be made aware, at the outset, of College policy on religious education.

## **8. Student Involvement**

With the cooperation of the SCALA Youth Ministry Team, the College appoints both a Misneach Team (Fourth Years) and a Meitheal Team (Fifth Years). Both these teams play an important part in the school year including: assisting with class and year group masses, assisting with the Christmas Carol service and the Crib at Christmas, attending funerals etc. Both these teams play a part in both developing leadership and nurturing Christian faith.

## **9. Preparatory School**

As in the policy above, liturgical events are recognised throughout the school year. There are religious symbols and visible signs of our Catholic faith in all public areas of the Prep School.

The 'Grow in Love' programme is followed from Junior Infants to 6<sup>th</sup> Class.

Each classroom has a dedicated Sacred Space.

Each class is timetabled for 2 hrs and 30 mins of Religious Education per week. This is in line with the Primary School Curriculum.

A Diocesan Inspection takes place every year.

Children are prepared for three sacraments during their time in the Prep School: Confession and First Holy Communion in 2<sup>nd</sup> Class and Confirmation in 6<sup>th</sup> Class. These sacraments are celebrated with other schools in the Parish in St. Patrick's Church.

Families of 2<sup>nd</sup> class pupils are encouraged to participate in the parish based 'Do This in Memory' programme.

Each day commences with a whole-school assembly to say daily prayers: Morning prayer, Our Father, Hail Mary, Glory Be, Angel of God and the Prayer to Blessed Edmund Rice. A hymn is also sung each morning and classes take it in turn to lead a daily reflection.

Classes also say prayers before and after lunch and before the end of the school day.

Fr Tomás Walsh comes to the school to celebrate mass for all Prep School pupils once a month during the school year and each class takes it in turns to prepare readings, Prayers of the Faithful, gifts and hymns for the mass.

A Graduation mass is celebrated at the end of the school year for all pupils of the Prep School and parents of 6<sup>th</sup> Class boys are also invited to attend.

### **Section Three**

#### **RE Policy Implementation, Monitoring, Review and Success Criteria:**

RE Policy in CBC will be regularly monitored and evaluated to ensure effective implementation and to identify areas in need of improvement.

Towards this end the RE Department in collaboration with the College management will facilitate good intercommunication, and meet each year to evaluate/review the effectiveness of RE policy and the achievement of related goals.

The following success criteria will be used in monitoring and reviewing the achievement of agreed goals:

- Quality of student celebration of the sacraments throughout the College year has improved;
- All Junior Certificate students follow the Junior Certificate RE syllabus.
- Two in-service days for the RE team, are agreed with management and included in the calendar of College activities;
- The RE resource room is well stocked and well organised;
- Staff-members have the opportunity of participating in the liturgical life of the College throughout the College year.

Formal RE policy monitoring / review will occur once each year, to facilitate identification of weaknesses and related improvement.

This policy was ratified by the Board of Management at their meeting on 24 May 2020