



Loreto Abbey Secondary School, Dalkey

RELIGIOUS EDUCATION POLICY

'Our school is a caring Christian community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment.'

1. Rationale

1.1 Loreto Abbey Dalkey is a Catholic Voluntary Secondary School in the Loreto tradition. As a Catholic school, the person of Jesus Christ is at the heart of our community and Gospel values permeate the whole school experience. The distinctive philosophy of Loreto Abbey derives its specific expression from the insights and vision of St. Ignatius of Loyola and Mary Ward. Loreto schools aim to form young people of faith, of truth, of sincerity, seeking justice and freedom in joyful service for the greater glory of God. Education in Loreto Abbey is a holistic and person centered enterprise where religious education is regarded as a central tenet in the educational experience.

2. Context

2.1 There are varying levels of faith experience and faith commitment in our school reflecting the wider cultural context of the Church in Ireland today. Religious Education In Loreto Abbey is not concerned with indoctrination or teaching a person a religious way of behaving. It focuses on enabling students to speak the public language of religion; to comprehend and appreciate the place of religion and philosophical beliefs and practices in human life; to understand the need for dialogue among religions; to develop powers of empathy for and sensitivity towards people of other religions and beliefs; to explore the beliefs and practices of other world religions

and to foster awareness of shared values such as justice, peace, the dignity of the human person; to prepare students for living in community with other people of their own faith traditions and none.

3. Aims of R.E. in the School

3.1 The religious education of students in this school is an interdisciplinary affair, grounded in educational theory and practice and closely but critically connected to contemporary culture.

3.2 The fundamental principles governing the Religious Education of students in this school may be stated as follows:

- To contribute to the student's religious, spiritual and moral development. R.E. assists young people to develop a moral compass to navigate the world around them, both real and online. It helps them to make informed decisions, be resilient and be a 'solid citizen'.
- To encourage our students to ask and seek answers to important questions about the meaning of life. To heighten students' awareness of different people who have sought answers to these questions.
- To help students, who are a member of a faith community, to tell their own story. For students of no faith background it allows for expression of their own worldview.
- To promote open, mutually respectful and inclusive attitudes among students of different social, ethnic and religious backgrounds and highlight ecumenism and interfaith dialogue as an essential feature of the modern world.
- To embrace those with additional education needs.
- To facilitate authenticity, commitment and responsibility on the part of the student and the teacher.
- To recognise the whole school nature of Religious Education.
- To encompass prayer, retreats and liturgical celebrations and provide a quiet space for prayer and reflection.
- To value the partnership between home, school, parish and the Loreto tradition.
- To promote the Mary Ward values of Freedom, Sincerity, Joy, Peace, Justice and Truth.
- To encourage 'Care for our Common Home' which develops environmental awareness and empowers students to take action to protect human beings and our planet into the future.
- To recognise that spiritual development, in its many forms, is a key aspect of education.

4. Curriculum

- Religious Education is offered to all students throughout their time in school.
- In Junior Cycle, students follow the State Specifications for Religious Education.
- Religious Education is offered for all Senior Cycle students.
- In 5th and 6th Year students may also choose to follow the examinable Leaving Certificate Religious Education course which is offered as an additional subject.

4.1 Junior Cycle Religious Education

4.1.1 Aims

The aims of Junior Cycle Religious Education are to:

- Develop knowledge, understanding, skills, attitudes and values to enable young people to come to an understanding of religion and its relevance to life, relationships, society and the wider world.
- Foster an awareness that the human search for meaning is common to all peoples of all ages and all time.
- Develop the students' ability to examine questions of meaning, purpose and relationships, to help students understand, respect and appreciate people's expression of beliefs, and to facilitate dialogue and reflection on the diversity of beliefs and values that inform responsible decision-making and ways of living.

4.1.2 Specification

The specification for Junior Cycle Religious Education is built around three inter-connected strands: Strand 1: Expressing beliefs, Strand 2: Exploring Questions, Strand 3: Living our values.

4.1.3 Strands

- **Strand 1: Expressing beliefs:** This strand develops students' ability to understand, respect and appreciate how people's beliefs have been expressed in the past and continue to be expressed today through lifestyle, culture, rites and rituals, community building, social action and ways of life. It enables students to appreciate that people live out of their different beliefs — religious or otherwise. It also focuses on understanding and appreciating that diversity exists within religions.

4.1.4 Learning outcomes for Strand 1

Students should be able to:

- Present the key religious beliefs of the five major world religions found in Ireland today
- Investigate two communities of faith that have a significant presence in their locality/region (the communities of faith chosen must be associated with two of the five major world religions studied in the specification)
- Engage with members of a faith community associated with one of the five major world religions studied in the specification and show an appreciation of how the religious beliefs of the community influence the day-to-day life of its members
- Investigate how Christianity has contributed to Irish culture and heritage
- Explore the presence of religious themes in contemporary culture through an examination of art, music, literature or film
- Examine and appreciate how people give expression to religious belief in religious rituals, in formal places of worship and other sacred spaces
- Discuss the significance of non-religious rituals/celebrations for people's lives
- Describe the role of prayer in the lives of people of faith
- Explain what was involved in the development of a particular sacred text within a major world religion and consider its continued significance for the lives of believers
- Discuss the importance of dialogue and interaction between major world religions and within major world religions in promoting peace and reconciliation in the world today
- Research religious or other organisations, working at a national or international level to promote justice, peace and reconciliation and consider how their work is an expression of

their founding vision

- Synthesise and consider the insights gained about how people express and live out their beliefs, religious or otherwise

4.1.5 Strand 2

- **Strand 2** : Exploring questions: This strand enables students to explore some of the questions of meaning, purpose and relationships that people wonder about, and to discover how people with different religious beliefs and other interpretations of life respond to these questions. It focuses on students developing a set of knowledge, understanding, skills, attitudes and values that allows them to question, probe, interpret, analyse and reflect on these big questions, in dialogue with each other.

4.1.6 Learning outcomes for Strand 2

Students should be able to:

- Research artistic, architectural or archaeological evidence that shows ways in which people have searched for meaning and purpose in life
- Consider responses from one major world religion and from a non-religious world view to some big questions about the meaning of life, such as, Why are we here? How should we live? What happens when we die?
- Explore how different narratives/stories, religious and non-religious, express an understanding of creation/the natural world, and consider their meaning and relevance for today
- Research and present the understanding of the Divine found in two major world religions drawing upon their origins in sacred texts and/or other sources of authority
- Create a biography of a founder or early followers of a major world religion, using religious and historical sources of information
- Construct a timeline of one major world religion, making reference to key people, times of expansion and times of challenge
- Explore how the religious teachings of a major world religion address an issue of concern for the world today
- Present stories of individuals or of groups in the history of two major world religions that have had a positive impact on the lives of people because of their commitment to living out their beliefs
- Describe how the faith of a believer can change at different stages in life
- Synthesise and consider the insights gained about how people with different religious beliefs and other interpretations of life respond to questions of meaning, purpose and

relationships

4.1.7 Strand 3

- **Strand 3:** Living our values. This strand focuses on enabling students to understand and reflect on the values that underlie actions and to recognise how moral decision-making works in their own lives and in the lives of others, based on particular values and/or beliefs. It also enables students to engage in informed discussion about moral issues and respectfully communicate and explain opinions, values and beliefs.

4.1.8 Learning outcomes for Strand 3

Students should be able to:

- Examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others
- Reflect upon and discuss what it means to be moral, why people living in society need to be moral and what are the influences on and sources of authority for a person's moral decision-making
- Examine a moral code in two of the five major world religions and discuss how each code could influence moral decision-making for believers
- Investigate what living a morally good life means with reference to two major world religions and compare with a non-religious world view
- Examine how a moral decision-making process can help a person decide what is right and wrong in an everyday life situation
- Debate a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue
- Research the understanding of compassion, justice, peace and reconciliation found in two major world religions and ways in which these understandings can be seen in action
- Explain how an understanding of care for the earth found in a major world religion promotes the wellbeing of all people and the planet and discuss its relevance for today
- Synthesise and consider the insights gained about the norms, values and principles that inform decision making and actions in the lives of people Enquiry, Exploration, Reflection and Action are the skills and the approach employed across the three strands.

4.2 Leaving Certificate Religious Education

4.2.1 Aims

- To foster an awareness that the human search for meaning is common to all peoples of all ages and at all times.
- To explore how this search for meaning has found, and continues to find, expression in religion.
- To identify how understandings of God, religious traditions, and in particular the Christian tradition, have contributed to the culture in which we live, and how they continue to have an impact on personal lifestyle, interpersonal relationships, and relationships between individuals and their communities and contexts.
- To appreciate the richness of religious traditions and to acknowledge the non-religious interpretation of life.
- To contribute to the spiritual and moral development of the student.

4.2.2 Section A: The Search for Meaning and Values

4.2.3 Aims

- To present religions as systematic responses to perennial questions common to all peoples about the meaning of life in the world.
- To develop an understanding of the nature of this search for meaning through an examination of questions arising in personal experience.
- To examine philosophical and religious answers to the questions of the meaning of life and its ultimate grounding.
- To examine the philosophical and religious answers to the questions of the existence of God, and the nature of divine revelation.
- To examine the role of religion in the secular world.

4.2.4 Section B Christianity: Origins and Contemporary Expressions

4.2.5 Aims

- To present the study of origins as the key to evaluating the present and envisaging an alternative future.
- To develop an appreciation of the early Christian movement and to correlate this with contemporary expressions of Christianity.
- To identify the distinctive features of Christianity within the historical, social, and religious context of both the Palestinian and Greco-Roman society of the first century c.e.
- To recognise the diversity and adaptability of the movement in addressing the search for meaning that was a feature of life at that time.
- To examine contemporary religious and Christian identity in the light of our understanding of its founding vision and its earliest expressions.

4.2.6 Section C: World Religions

4.2.7 Aims

- To identify religion as a living and evolving phenomenon and to examine some of the different types of religion.
- To explore at least two of the major living religious traditions and to compare and contrast elements of these.
- To examine some contemporary manifestations of religion in major traditions, minor traditions, and in new religious movements

4.2.8 Option 1: Religion and Gender

4.2.9 Aims

- To develop a knowledge and understanding of the role of gender in religious experience and tradition.
- To explore the relationship between gender roles in societies and religions, the Christian traditions in particular.
- To develop an awareness of the contribution of women to the development of religious traditions.

4.2.10 Option 2: Religion: The Irish Experience

4.2.11 Aims

- To develop a knowledge and understanding of some of the characteristics of religion in Ireland from ancient times to the present day.
- To compare and contrast these characteristics with religious trends and movements in Europe and around the world.
- To explore the nature of the Christianity that came to Ireland and its impact at key moments in Irish history.
- To become aware of the plurality of religious traditions that have existed, and continue to exist, in Ireland.

4.3 Senior Cycle Non-Exam Religious Education

4.3.1 Aims:

- To present religions as systematic responses to perennial questions common to all peoples about the meaning of life in the world.
- To develop an understanding of the human search for meaning through an examination of questions arising in personal experience.
- To examine the role of religion in the secular world.
- To identify religion as a living and evolving phenomenon and to examine some of the different types of religion.
- To explore at least two of the major living religious traditions and to compare and contrast elements of these.
- To examine some contemporary manifestations of religion in major traditions, minor traditions, and in new religious movements.
- To explore the relationship between gender roles in societies and religions, the Christian traditions in particular.
- To become aware of the plurality of religious traditions that have existed, and continue to exist, in Ireland.
- To engage in creative liturgical celebrations.

4.3.2 Course Content

- Issues of Justice and peace impacting the wider world.
- Searching for meaning in life through art and music.
- Concepts of God.
- Relationships and sexuality (see RSE plan/policy)
- Exploration of aspects of the story of Christianity.
- Religious conflict
- Study of two major World religions.
- Study of new religious movements.
- Introduction to Morality- decision making, principles.
- Prayer through Meditation and journaling
- Life matters: Vocations
- Caring for the earth and Eco-spirituality
- Throughout Senior Cycle students also participate in regular reflections and meditation

5. Timetable

5.1 Junior Cycle and Senior Cycle (non-exam) classes in this school are timetabled for two hours of R.E. per week. Sixth Years are blocked to facilitate speakers and group work. Examination Leaving Certificate Religious Education is timetabled for two hours a week, with an additional class taking place either before or after the normal school day.

6. Resources

6.1 There is a designated room for the teaching of the subject. The resource area contains an extensive library of text books, workbooks, DVDs, CDs, visuals and art equipment. There are class sets of some text books. Photocopying is financed through the Department budget. The room has large display boards, a data projector and a computer. There is a very large display board outside the R.E. room for the highlighting of Liturgical seasons and other relevant information. Teachers also share resources via Google Drive

7. Visitors

7.1 We recognise that visiting speakers/facilitators play a valuable role in supplementing, complementing and supporting our programme.

7.2 Visitors/visiting groups are required to adhere to the following guidelines of good practice:

- All visits will be planned in line with the relevant whole-school Religious Education programme.
- Visitors to the school will be made aware of the Child Safeguarding Statement and Risk Assessment and the R.E. Policy where necessary.
- Talks/programmes delivered by outside agencies or speakers are always consistent with the ethos of a Loreto school and the R.E. programme. All visits must be planned with school personnel.
- The class teacher(s) must remain in the classroom with the students.
- All programmes and events delivered by visitors and external agencies must use appropriate, evidence-based methodologies with clear educational outcomes. Such programmes are best delivered by those specially qualified to work with young people for whom the programmes are designed.
- All programmes, talks, interventions and events should be evaluated by students and teachers in terms of subject matter, messages, structure, methodology and proposed learning outcome.

12. Budget

12.1 A budget is available to the R.E. Department. This budget finances resources, photocopying, art equipment and supplies, subsidies for retreats, Sacramental Chaplaincy and Pastoral Care, Emmanuel group, Ember group. Lourdes pilgrimage, liturgical supplies and the updating of equipment.

13. Staffing

13.1 All teachers of R.E. are required to possess qualifications in the subject that satisfy the Teaching Council and the Diocesan authorities.

13.2 R.E. teachers are members of the Religion Teachers' Association.-They attend regular in-service organised by the Subject Association, the Diocesan Advisors, the Loreto Faith Development Officer and the Loreto Network.

13.3 Team members take on particular roles:

13.3.1 The Department Coordinator

- The function of the Coordinator is to promote and maintain a spirit of teamwork among the teachers of the subject.

13.3.2 Responsibilities include:

- Coordination of the programme.
- Maintenance of regular contact with R.E. teachers.
- Planning and evaluation of the work with R.E. team.
- Arranging In-Service in conjunction with the Principal.
- Overseeing and evaluating the overall direction, balance and scope of the curriculum. Working with the RE Team to create a yearly scheme of work and units of learning.
- Preparing the annual budget in conjunction with the team and the Principal.
- Calling meetings at least every 6 weeks during the school year. Minutes are recorded and shared in Google Drive
- Maintaining a close working relationship with the Principal, Deputy Principals, Department Heads, the Guidance Counsellor and Pastoral Personnel.
- Co-ordinating the Liturgical Music Programme with the Music Department.
- Providing communication with parents.
- Working in collaboration with the Chaplain.

13.3.3 Justice and Peace Coordinator

13.3.4 Responsibilities include:

- Gathering an interested group of Fifth Years to work on Justice and Peace Issues within the school.
- Promoting an awareness of Justice and Peace Issues through lectures.
- Maintaining the Justice and Peace Notice Board.
- Coordinating fundraising appeals.
- Working with the Justice and Peace Prefect.
- Working with Irish Aid and WorldWise Global Schools to maintain the School's 'Passport Award' for Development Education.

13.3.5 Coordinator of Ember Group

13.3.6 The Ember group consists of a team of 5th Year students who are designated as 'Faith Leaders' in the school. They take part in a 3 day training programme in September facilitated by the Dublin Diocese and they work closely with the Chaplain and RE teachers throughout the year.

13.3.7 Responsibilities Include:

- Organising and Leading prayer services throughout the year.
- From time to time, delivering some of the Morning Prayers at special times during the year.
- Assisting with the updating of the RE notice board.
- Playing key roles in school liturgies.
- Liaising with Ember teams in other schools and working on joint projects.
- Working with Junior classes on initiatives such as making St. Brigid's Crosses, Remembrance leaves, etc.

13.3.8 Coordinator of Chaplaincy Services:

13.3.9 The Role of the Chaplain is of great importance. The Chaplain is a faith presence, committed to the values of Christ, and on behalf of the Church and school community, accompanies each person on the journey through life.

13.3.10 Responsibilities Include:

- To work as part of the R.E. team.
- To liaise with the Sacramental Chaplain and to be a contact person for parishes.
- To co-ordinate all liturgies and para-liturgies during the school year.
- To organise and facilitate retreats for Senior Cycle students.
- Provide retreat time for Junior student
- To recruit and train new Ministers of the Eucharist.
- To explore ways of responding to students who have been bereaved.
- To create Sacred Spaces highlighting the different liturgical seasons
- To respond to the spiritual and pastoral needs of the student as they arise during the year.
- To support the anti-bullying programme in conjunction with the SPHE department.
- To support First Year induction where appropriate and provide an introduction to prayer life in Loreto Abbey
- To take responsibility for the prayer space.
- To be a member of the Student Support Team.
- To work with Ember and the RE Prefect to update the R.E. notice board.
- To become a member of the Chaplains' Association.
- To loiter with intent

13.3.11 Clergy from Dalkey Parish act as Sacramental Chaplains to the school. They officiate at school liturgies.

14. Peer Ministry

14.1 The Deputy Head Girl for Ethos and her 11 Ethos Prefects take responsibility for leading their fellow students in faith in the following areas:

- Religious Education
- Justice, Peace and Integrity of Creation
- CARAs
- Ember and Solás
- Charity

14.2 Responsibilities include:

Deputy Head Girl for Ethos Prefects	
Religion	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To work with the RE Department and Chaplain • To assist at school masses and celebrations • To maintain the RE noticeboard • To assist with Retreats • To organise the rota for Ministers of the Eucharist • To ensure events are photographed and reported on in the Dalkey Diary and on social media
Justice, Peace and Integrity for Creation (JPIC)	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To work with the RE Department and the Justice and Peace Group • To represent the school at workshops organised by the Loreto Network and other agencies • To ensure events are photographed and reported on in the Dalkey Diary and on social media
CARA	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To promote the CARA system throughout the year • To organise events between 1st & 6th Years support their transition to secondary school • To organise the Christmas CARA party • To encourage 6th Years to support 1st Years • To ensure events are photographed and reported on in the Dalkey Diary and on social media
Ember & Solás	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To attend Ember and Solás meetings • To liaise with the Ember and Solás Coordinator • To liaise with the Chaplain • To participate in events organised by the Ember & Solás groups eg: inter school events • To ensure events are photographed and reported on in the Dalkey Diary and on social media
Charity	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To liaise with the Chaplain and RE Department • To organise and oversee charitable events • To keep the Senior Management Team up to date on all charitable events in the school • To ensure events are photographed and reported on in the Dalkey Diary and on social media

15. Prayer and Ritual:

15.1 The Loreto School seeks the formation of the students in the catholic faith providing enriching experiences of prayer, liturgy and celebration of the Sacraments. While maintaining a Catholic ethos, Loreto schools welcome students of different faiths and of none. Multicultural and multi faith dialogue is fostered. Inclusivity and the celebration of diversity are the hallmarks of a Loreto School.

15.2 We recognise that good liturgical experience is vital to the faith formation of our students. For many of them, school is their only experience of a praying Christian Community. A short Morning Prayer takes place every morning on the intercom. Thematic celebrations take place following the Liturgical year and are prepared by the students assisted by the R.E. team and the Music Department.

15.3 A liturgical calendar is prepared for the year. There are additional liturgies for key events that may take place in any year such as bereavements. These rituals are regarded as key responses in traumatic times and form a key position in the school's critical incident policy. Good catechesis at this time makes provision for prayer, meditation, reflection, a listening ear, sensitivity, silence and above all gives witness to the love of Christ.

16. Liturgical Calendar

Date	Service
September	Mass to open the Academic Year
November	Service for the Dead - Students <i>'In November We Remember'</i> Mass: Wider school community
December	Carol Services: One for students and one for the wider school community.

January	Week of celebration for Mary Ward and Catholic Schools Week
February	Service for Ash Wednesday and Distribution of Ashes
March	Emmanuel Liturgical Music concert and celebration
March	Lent: Liturgical celebration for mothers and women who inspire
March/April	Easter prayer services
May	Graduation Mass for Sixth Years

16.1 All liturgical seasons are highlighted with visuals prepared by the students and displayed throughout the school. Icons, Religious Images and Crucifixes are placed in prominent positions in the school. The school has a designated reflective space, Suaimhneas.

16.2 Liturgical Music Group & Emmanuel Singers:

16.2.1 Many Senior students are involved with this group. It is a joint initiative of the Music and Religion Departments. They provide music for school liturgies and sing, when required, at Parish Masses and official events. Rehearsals take place throughout the year and take part in the annual Emmanuel choir in the Helix, DCU every March.

17. Ministers of the Eucharist:

17.1 Fifth Year students are invited to apply for positions as Ministers of the Eucharist. Students must have a belief in the Eucharist, attend regular Mass and be available to attend the training sessions to prepare for the role and be willing to serve as Ministers in their parishes. They are trained by the Chaplain to serve in the school community and commissioned by the Parish Priest of Dalkey. All are encouraged to act as Ministers in their Parish communities.

18. Parish/Diocese:

'The Parish is the primary Eucharistic community, the place of worship, service and welcome; it is the pre-eminent place for catechesis.'

18.1 Twenty-six parishes are represented in our school. Due to the numbers, our connection with these parishes is minimal.

18.2 Students participate in various Diocesan youth initiatives, e.g. The Ember Programme, Emmanuel Concert and the Diocesan Pilgrimage to Lourdes.

19. Justice and Peace

'A Mary Ward School today is aware of inequalities and oppression in the world of which it is part and strives to be part of the solution, building peace by helping the young to think and act justly in response to injustice - whether in the school community, the broader community or the environment'.

19.1 As educators working in a Loreto school, we recognise our responsibility to develop agents of social change who will commit themselves to building a better world. We challenge our students to identify injustice and to work to eradicate inequality and unfairness. The Justice and Peace Group in particular, focuses on highlighting awareness among the student body of Justice and Peace issues.

19.2 Students apply for membership of this group. While fundraising can be an important part of their work, the learning process involved in any fundraising campaign is even more important. Working with Trocaire, Concern, Loreto International, the St. Vincent de Paul and a host of other Irish charities encourages students to contribute towards the alleviation of material need but also provides the educator with the opportunity to engage in social analysis and to ask the "whys" of injustice.

19.3 By engaging with topics related to Justice and Peace it is hoped that students may in time identify and appreciate the values and conditions which will promote harmony, social change and conversion.

20. Attendance at Religious Education

20.1 Religious Education plays a vital role in fulfilling the mission statement of Loreto Abbey. It is open to all students regardless of religious belief or worldview.

Religious Education contributes to the holistic development of students. It provides opportunities for students to engage with questions around their own religious or non-religious beliefs and worldviews and those of their peers. Religious Education facilitates the intellectual, social, emotional, spiritual values and moral development of students and encourages respect for all members of our school community.

20.3 In the event of a parent/guardian or student over the age of eighteen seeking to opt out of Religious Education the following procedure will apply:

1. The parent/guardian or student over eighteen makes a written request to the Principal to opt out of Religious Education classes.
2. The Principal will arrange a formal meeting with parent/guardian or student wishing to opt out of Religious Education classes.
3. The Principal explains the Religious Education programme offered by the school and the philosophy of Religious Education at work in the school. Copies of the subject content can be provided.
4. Following the meeting if the parent/guardian or student over the age of 18 still wishes to withdraw from Religious Education they should formally apply in writing to the Chairperson of the Board of Management.

21. Parents and Guardians:

21.1 Parents/Guardians are the primary educators of their children. We welcome opportunities to support parents/guardians in their role. How do we do this?

- We meet parents/guardians at the structured Parent/Teacher Meetings and provide them with information on the aims, objectives and content of the R.E. programme. We use these meetings to clarify questions and issues that may arise.
- The R.E team outlines the programme and displays samples of work to the parents/guardians of incoming First Years at our annual Open Day. This meeting enables the new parents/guardians to link with the R.E. team.
- From time to time we may invite parents/guardians with a particular expertise or life experience in the area of R.E. to address our senior classes.

21.2 We welcome the diocesan advisers for religious education on their annual visit to the school. We attempt to have at least one representative at the diocesan inservice

and we arrange a time for that person to share resources and information at a team meeting.

21.3 Teachers are active in the Religion Teachers Association and access new publications and resources.

22. Ecumenism and Interfaith Dialogue

22.1 A Mary Ward School today embraces diversity as a mirroring of the wonder of creation. Seeing the image of God in human diversity, we encourage the young to discover their interdependence so they each find their own dignity - *I am because you are* - and feel truly affirmed and included.

22.2 We welcome the presence of students of all faiths and none and see their contribution in Religion class as fostering mutual understanding, tolerance and respect.

This policy was adopted by the Board of Management on the 20th February 2024 and will be reviewed in 2027.

Signed: 

Chairperson of the Board of Management

Date: 20th February 2024

Date for review: February 2027

Appendix A

References

1. Byrne, G., (2003) Children's Religious Education: Challenge and Gift, (Veritas)
2. Byrne, G., & Topley, R.,(2003) Nurturing Children's Religious Imagination-The Challenge of Primary Religious Education Today, (Veritas)
3. IBVM, (2017) Compass
4. IBVM (2016) Continuing the Journey
5. IBVM, (2003) Kolkata Guidelines
6. Irish Catholic Bishops' Conference (1999) Guidelines for the Faith Formation and Development of Catholic Students
7. JMB/AMCSS (2010) Guidelines for the Formation and Development of Catholic Secondary Schools
8. Lane, D., (2003) Reimagining the Catholic World
9. Monahan, L. & Renahan C., (1988) The Chaplain: A Faith Presence in the School Community
10. Prendergast, N., & Monahan L., (2003) Reimagining the Catholic School
11. NCCA, Junior Cycle Religious Education Specification
12. NCCA, Leaving Certificate Religious Education Syllabus

Appendix B

Deputy Head Girl for Ethos Prefects	
Religion	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To work with the RE Department and Chaplain • To assist at school masses and celebrations • To maintain the RE noticeboard • To assist with Retreats • To organise the rota for Ministers of the Eucharist • To ensure events are photographed and reported on in the Dalkey Diary and on social media
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CARA	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To promote the CARA system throughout the year • To organise events between 1st & 6th Years support their transition to secondary school • To organise the Christmas CARA party • To encourage 6th Years to support 1st Years • To ensure events are photographed and reported on in the Dalkey Diary and on social media
Ember & Solás	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To attend Ember and Solás meetings • To liaise with the Ember and Solás Coordinator • To liaise with the Chaplain • To participate in events organised by the Ember & Solás groups eg: inter school events • To ensure events are photographed and reported on in the Dalkey Diary and on social media
Charity	<ul style="list-style-type: none"> • To support and assist the Deputy Head Girl for Ethos and to support the effective management of the school • To liaise with the Chaplain and RE Department • To organise and oversee charitable events • To keep the Senior Management Team up to date on all charitable events in the school • To ensure events are photographed and reported on in the Dalkey Diary and on social media