



Junior Cycle – Religious Education

OPTIONAL CERTIFICATION FROM **CEIST** FOR STUDENTS NOT TAKING
RE AS AN EXAMINATION SUBJECT



Introductions

Kate Liffey (Chaplain, St Brendan's Community School, Birr, formerly CEIST)

Emma Towey (Holy Rosary College, Mountbellew)

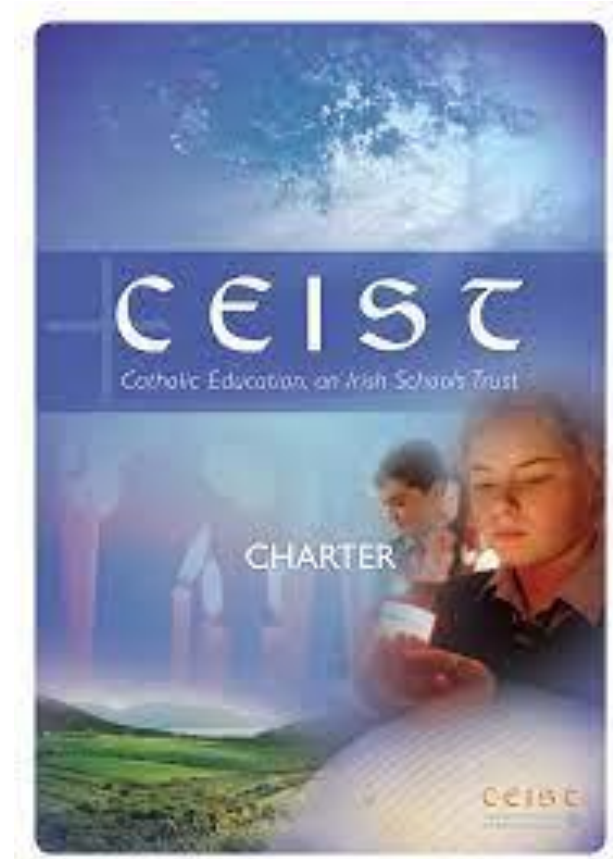
James Reeves (Ardscoil na Tríonóide, Athy)

CEIST Team



Origins of initiative

Religious Education is an integral part of the curriculum in every CEIST school. CEIST along with Boards of Management and Senior Leadership and Management Teams are charged with the responsibility of ensuring that every student receives a full, informative, uplifting, and real experience of Religious Education. The CEIST Charter reminds us that, “*The full scope of religious education in our schools is to inform, form and transform people in the Catholic faith*”. The spiritual wellbeing and faith development of all our students is therefore paramount and must always be a curricular priority.





Religious Education is a vital expression, one among many others, of the ethos of a CEIST school. It provides an invaluable space for students to explore together their questions about themselves, others, and our world. It also provides space to encounter truth and engage with questions around **God and faith**. Ultimately, at the heart of RE in a Catholic school is the CEIST vision that seeks the creation of a compassionate and just society inspired by the life and teachings of Jesus Christ. To reach that vision, students are encouraged to know Jesus and to come into a relationship with him; a relationship that can, through the Holy Spirit at work in their lives, transform not only their own lives but the lives of those around them and indeed their wider communities.





Certification and CEIST values

This initiative is connected to the CEIST Charter. In particular, it seeks to make clear and important connections to our CEIST values:

1. *Promoting Spiritual and Human Development:* We believe a knowledge of and a personal relationship with Jesus Christ give meaning and purpose to our lives.
2. *Achieving Quality in Teaching and Learning:* We are committed to excellence and to continually improving the quality of teaching and learning.
3. *Showing Respect for Every Person:* We respect the unique and intrinsic value of every person.
4. *Creating Community:* Our schools are faith communities of welcome and hospitality where Gospel values are lived and where there is special care for those most in need.
5. *Being Just and Responsible:* We seek to act justly and responsibly in all our relationships.

[illegible]



Certification can form part of the students Junior Cycle Profile of Achievement (JCPA) under Other Areas of Learning (OLA)

The results of your JC State Exams.

JUNIOR CYCLE PROFILE OF ACHIEVEMENT 2017

John Kelly DOB: 21 June 2001

STATE CERTIFIED FINAL EXAMINATIONS		Classroom-Based Assessments - English	
Examination number: 456985		Oral Communication	Above expectations
English (O)	Distinction	Collection of Texts	In line with expectations
Classroom-Based Assessments - Short Courses			
Irish (O) ⁽²⁾	A	Coding	In line with expectations
Mathematics (H)	B	Physical Education	Above expectations
History (H)	C	Artistic Performance	Exceptional
Geography (H)	D	Philosophy	In line with expectations
French (O) ⁽²⁾	C		
Business Studies (H)	B		
Science (H)	B		
C.S.P.E. (C)	A		

Other Areas of Learning

The school has flexibility to report on other learning experiences/events that the student has participated in outside the formal timetabled curriculum such as;

- Engagement with co-curricular or extra-curricular activities such as a science fair, school's sporting activities or debating.
- Specific learning opportunities that do not form part of subjects or short courses, i.e. leadership training; activities relating to guidance; membership of school clubs or societies; membership of school's student council.
- Engagements that form part of the formal timetabled curriculum but not reported on in other sections of the JCPA i.e. engagement with a school's own religious education programme or with elements of the PE, SPHE curriculum and CSPE.

Principal: Ms Mary Ryan
Year Head: MR Jack Quigley
Roll Number: 600900
Anytown Secondary School
Anytown, Co. Anytown
V94 HDV5

This JCPA recognises and records achievements in Junior Cycle.

The results/descriptors for your completed Classroom Based Assessments eg: in English

Information on 'Other Areas of Learning' you have undertaken during 1st, 2nd and 3rd Year in school.

Sign off process

Student completes the work.



RE teachers supports, encourages, reviews, records student participation



Principal sign off



CEIST awards individual certificates to each participating student





Projects

Format:

- ❖ Decisions regarding length and format/medium of projects rests with RE teacher
- ❖ Projects can be completed individually, in pairs or in groups
- ❖ Students can present on their work to class groups
- ❖ Links to Junior Cycle Framework and to Junior Cycle Religious Education Specification (in terms of learning outcomes and cross cutting elements)
- ❖ Connections because of these links to textbooks and programmes currently in use for example, Soul Seekers, Inspire etc.



Overarching principles

School history and tradition

Scriptural element

School mission and vision

Justice, Peace and Integrity
of Creation dimension

Personal reflection and
prayer dimension

Action/Community
dimension/Communication
dimension



Inclusion

CEIST is committed to honouring this rich heritage, promoting inclusion, hospitality, excellence and compassion in a teaching and learning environment inspired by the Gospel and by the unique wisdom of its respective Founders **(Charter, p 10)**

CEIST engages with all people of good will to promote a preferential option for those made poor, to take action for justice, and to exercise care of the earth in a spirit of respect and welcome for diversity **(Charter, p 11)**

The educational needs of the students are identified and suitable programmes and curricula are provided to meet the breadth of needs identified so that all students can participate with dignity and confidence. The school is innovative and creative in its response to the needs of the students so that the highest standards are achieved and maintained. **(Charter p 14)**

A CEIST school is open and accessible to all without discrimination. It promotes a positive attitude towards the social inclusion of minority groups and stands in solidarity with those most in need. **(Charter, p 15)**



Project Titles

Pick 1 OR 2

1. Our school's heartbeat – learning about who we are and what's important to us
2. Our school is a Community of Faith



Pick any 3 of 3, 4, 5, 6, 7 or 8

3. People of faith
4. Communities that pray together
5. Inspired not just by the past, but seeking to live just lives now
and into the future
6. Our school and climate justice
7. Values that matter
8. Retreat or pilgrimage



Competition

For those schools that wish to enter, there will be a competition for all participating students.

This competition will be run annually and will allow schools enter up to a maximum of 3 projects for consideration under each of the Title headings provided.

The Awarding of prizes will happen each year during the Annual Conference or during the Annual Student conference

Further details will be available in the coming months.

Prizes will be awarded to projects that demonstrate most engagement with the school's history and tradition, current mission and vision and ongoing call to justice and peace. Innovation in terms of outward communication from student to his/her class group, year group, wider school community and wider community will be another important component in the judging of entries.



What's been shared so far?

Document outlining the certification

Document demonstrating connections with JC Framework and RE Specification

Document for sign off

This PowerPoint

What else would be helpful?



Over to
you... and
thank you
