

# Cheadle Catholic Junior School

RE displays, Prayer areas and  
Working walls

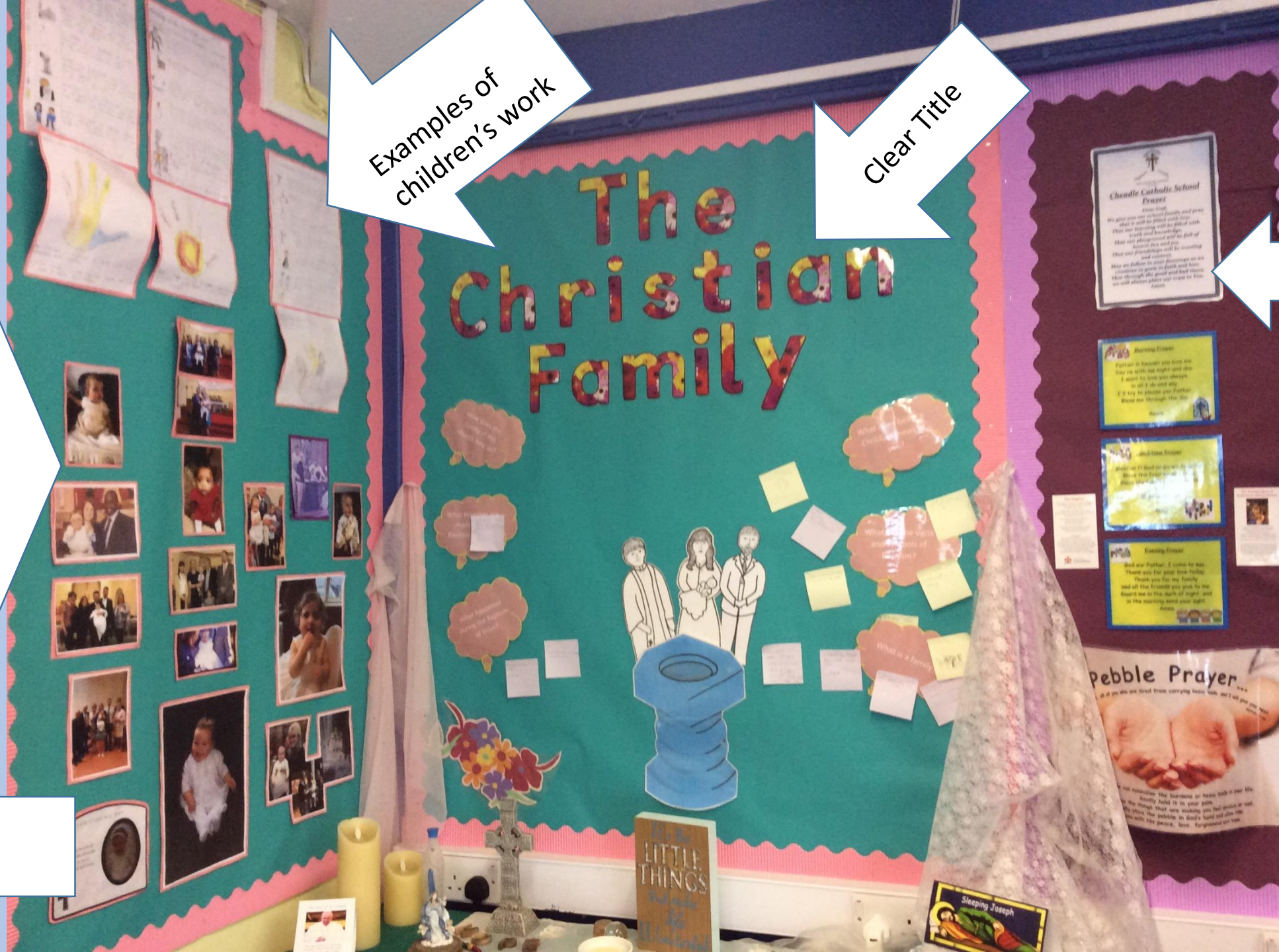
Children's photos from home-relating to real life experience.

Includes key questions

Examples of children's work

Clear Title

Class Prayers









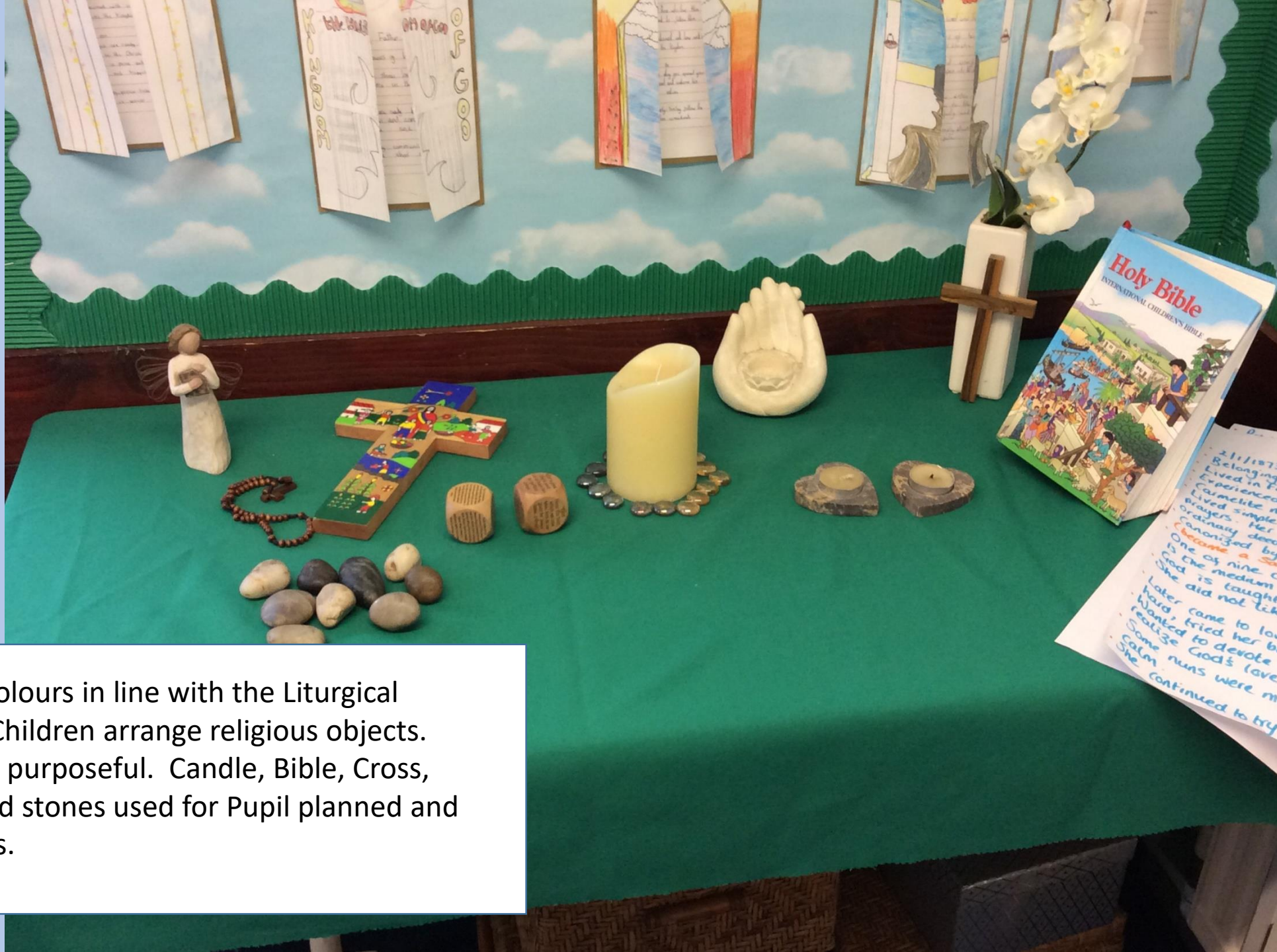
The children enjoy “dressing” the prayer area using a variety of religious objects- candles, Prayer book, Rosary beads, Cross, Holy Water, Go Forth ideas, Liturgical colour matches the cloth.



An example of Year 6 Prayer area and RE display. Work is celebrated and displayed as the topic goes on.







Liturgical colours in line with the Liturgical calendar. Children arrange religious objects. Simple, yet purposeful. Candle, Bible, Cross, pebbles and stones used for Pupil planned and led liturgies.





Dear children of God,

You are invited to a magnificent Holy party where everyone is invited. It doesn't matter if you are big or small, black or white, a boy or girl. Everyone is invited to this beautiful magical place. You have the keys to enter. They are at the end of the journey of life. To reach the kingdom of God, you have to be kind, loving and generous. This is so you can follow in God's footsteps and be more like him.

From God the almighty Father.

An example of some of the work a Year 6 child created based on the topic "Kingdom of God."

Dear fabulous

to the new year  
doesn't matter  
from. You have  
you just have  
have to do is  
me and you  
you will be

## St Therese

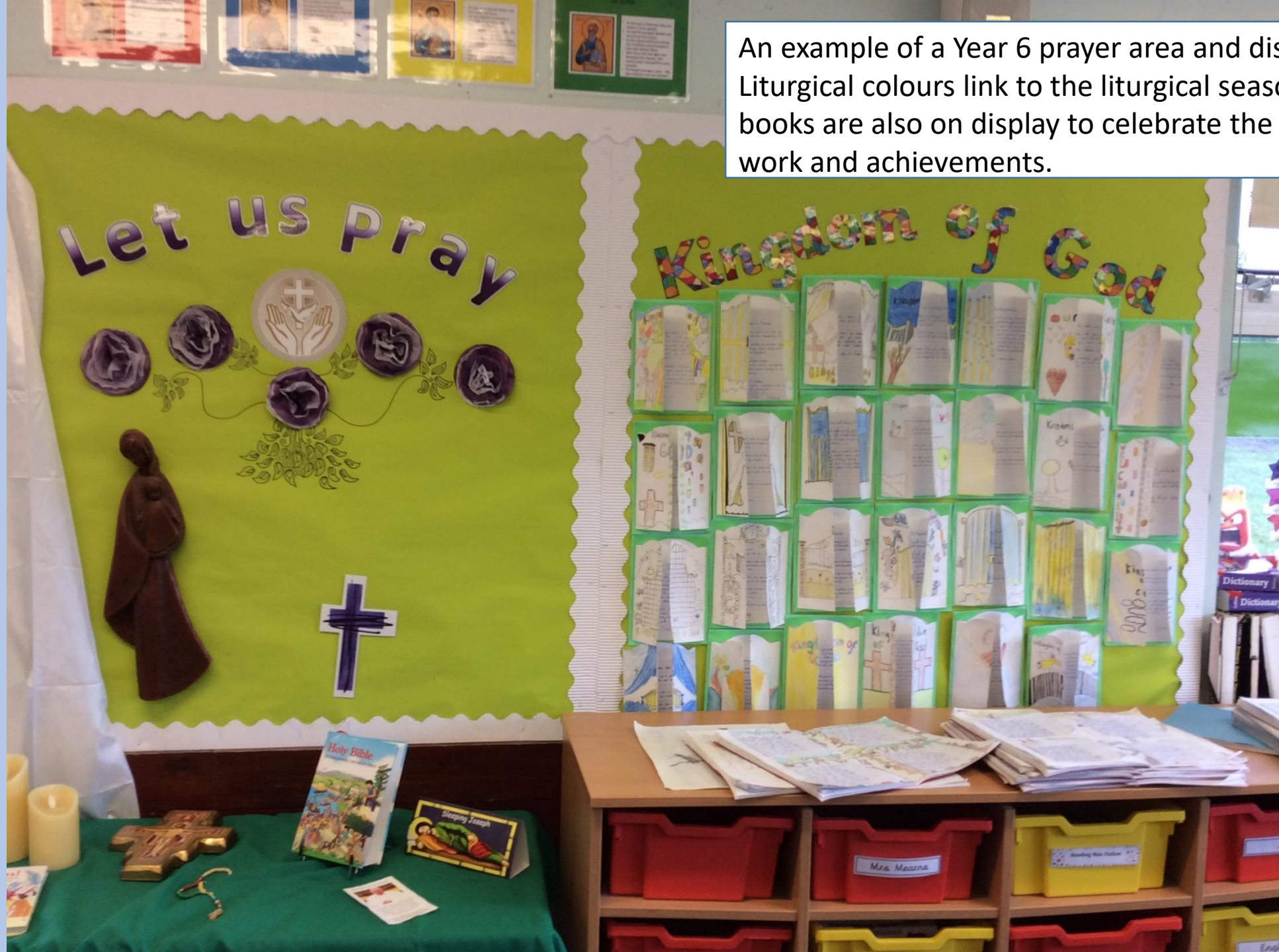
- 21/1/1873 - 30/9/1897 24 years old.
- Belongings of St Therese on show 2009.
- Lived in France.
- Experienced loss at an early age.
- Carmelite nun at 15 - asked Pope Leo XIII for permission.
- Lived simple life of prayer, practiced short prayers. Her spirituality was based on doing ordinary deeds.
- Canonized by Pope Pius XI in 1925.
- (became a Saint).
- One of nine children - "The love of parents the medium through which the love of God is taught."
- She did not like school - not a very good student.
- She came to love science & history - worked hard, tried her best.
- She decided to devote her life to helping people & to praise God's love for them & heroic deeds.
- When the nuns were mean to her - she remained calm.
- She continued to try & help, smiled when they were cruel.

- Prayed for 2 hrs a day + 4 hrs of liturgy - she found the noises from other nuns irritating.
- She offered them up to Jesus to help her through it.
- Her mission:- checking her self-will (self control) patience doing things to help others.
- Her advice:- Offer Jesus all the little sacrifices we make.
- She wanted to help people be nice to one another.

Here is an example of how TA's have been used to support the RE lesson. The TA has scribed key aspects of the lesson and this has been placed on the RE working wall. The children are able to go up to the display and refresh their memories, using these notes to support them.

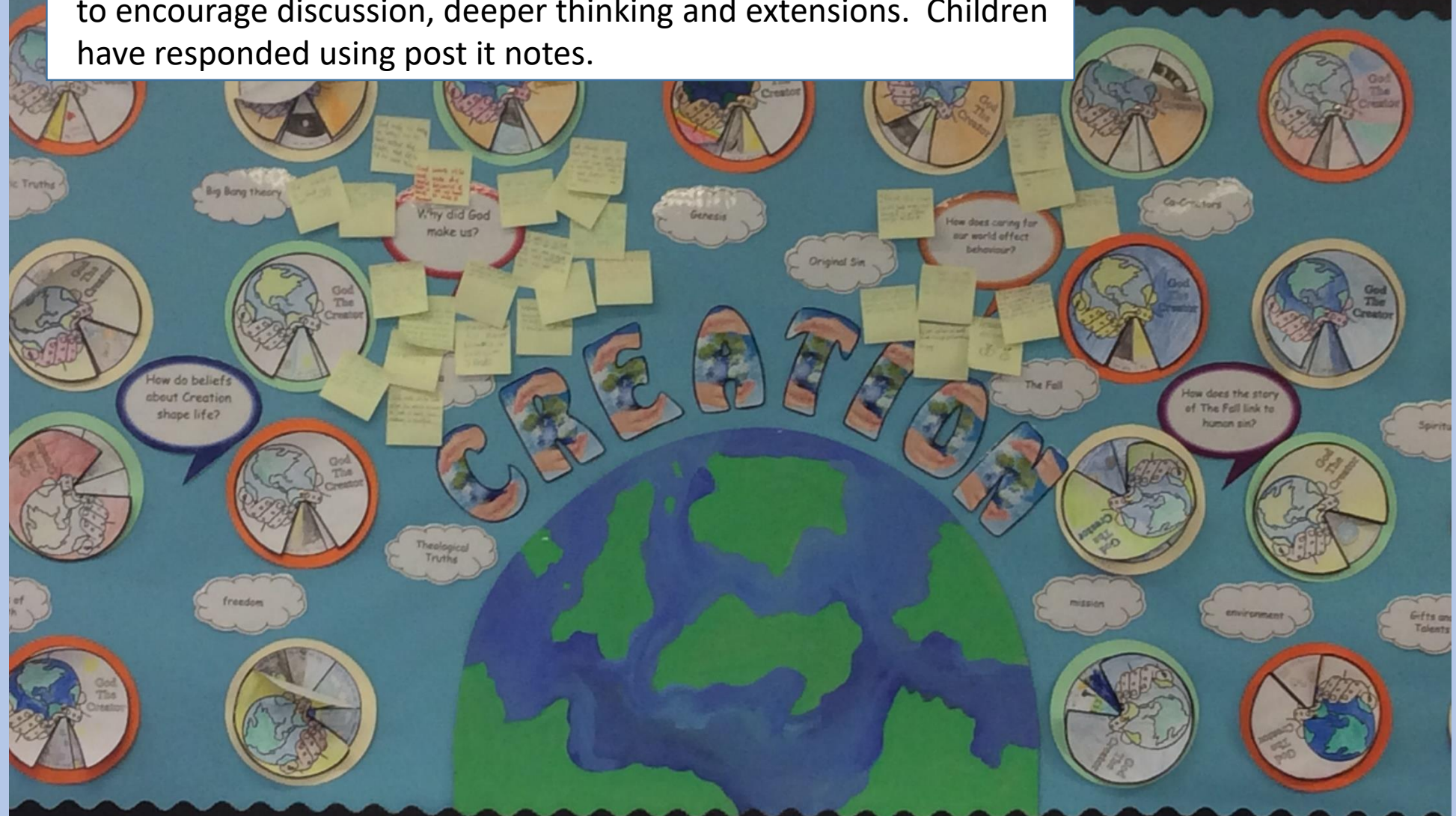


An example of a Year 6 prayer area and display. Liturgical colours link to the liturgical season. RE books are also on display to celebrate the children's work and achievements.



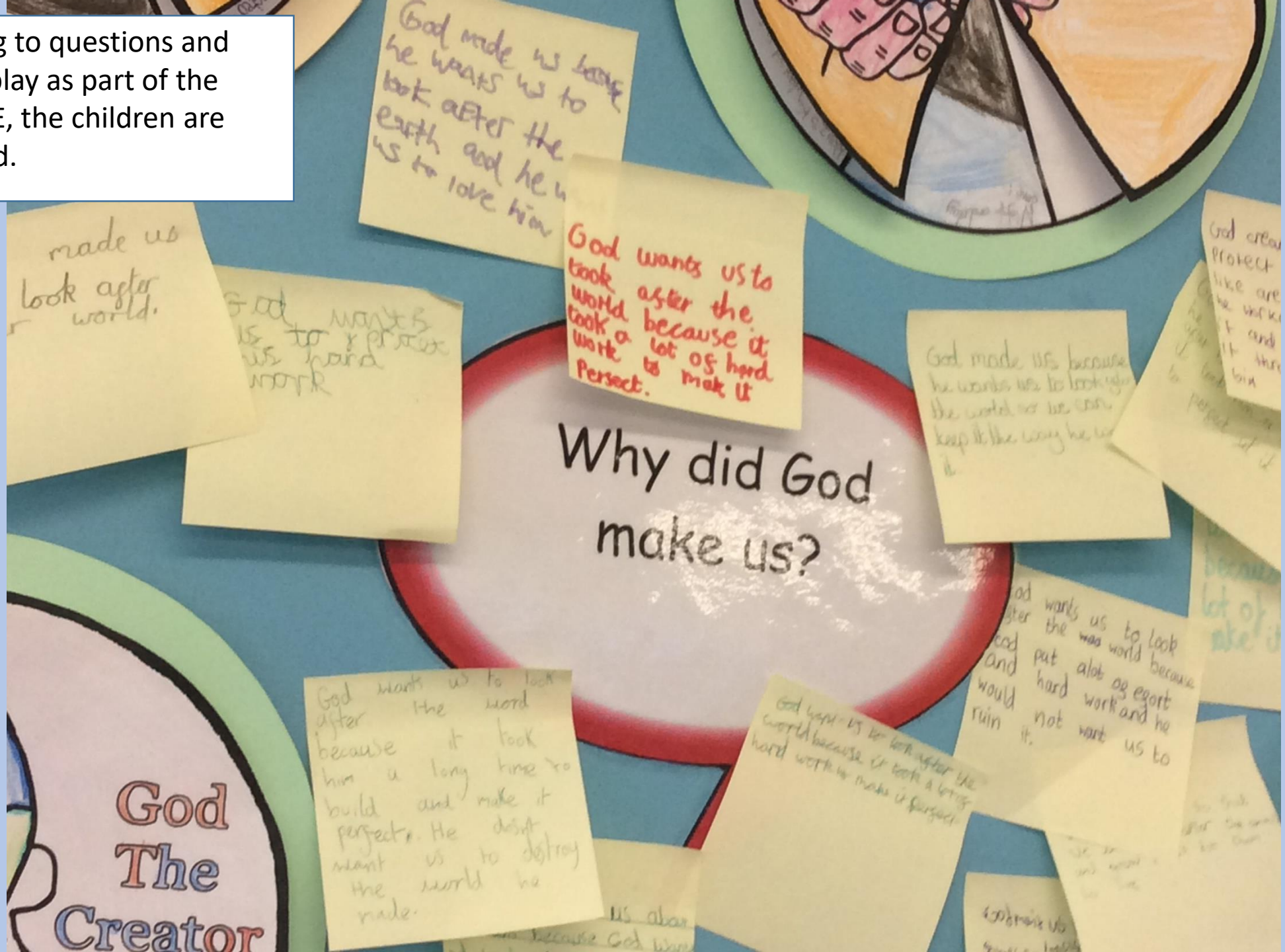


Year 5 example of RE display and working wall. This includes examples of children's work, key religious vocabulary and questions to encourage discussion, deeper thinking and extensions. Children have responded using post it notes.





By responding to questions and using the display as part of the teaching in RE, the children are more engaged.



think that people  
d feel angry and  
if you don't  
the world.

## How does caring for our world affect behaviour?

ing people fighting  
and killing animals makes  
me feel sad.

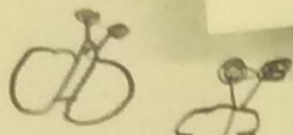
behaviour  
all start  
trees and  
more.

It helps us to  
not fight not dumb  
not kill and not  
cut down trees.

If you care for the world  
it will make you feel proud.

Happy!

Have  
animals



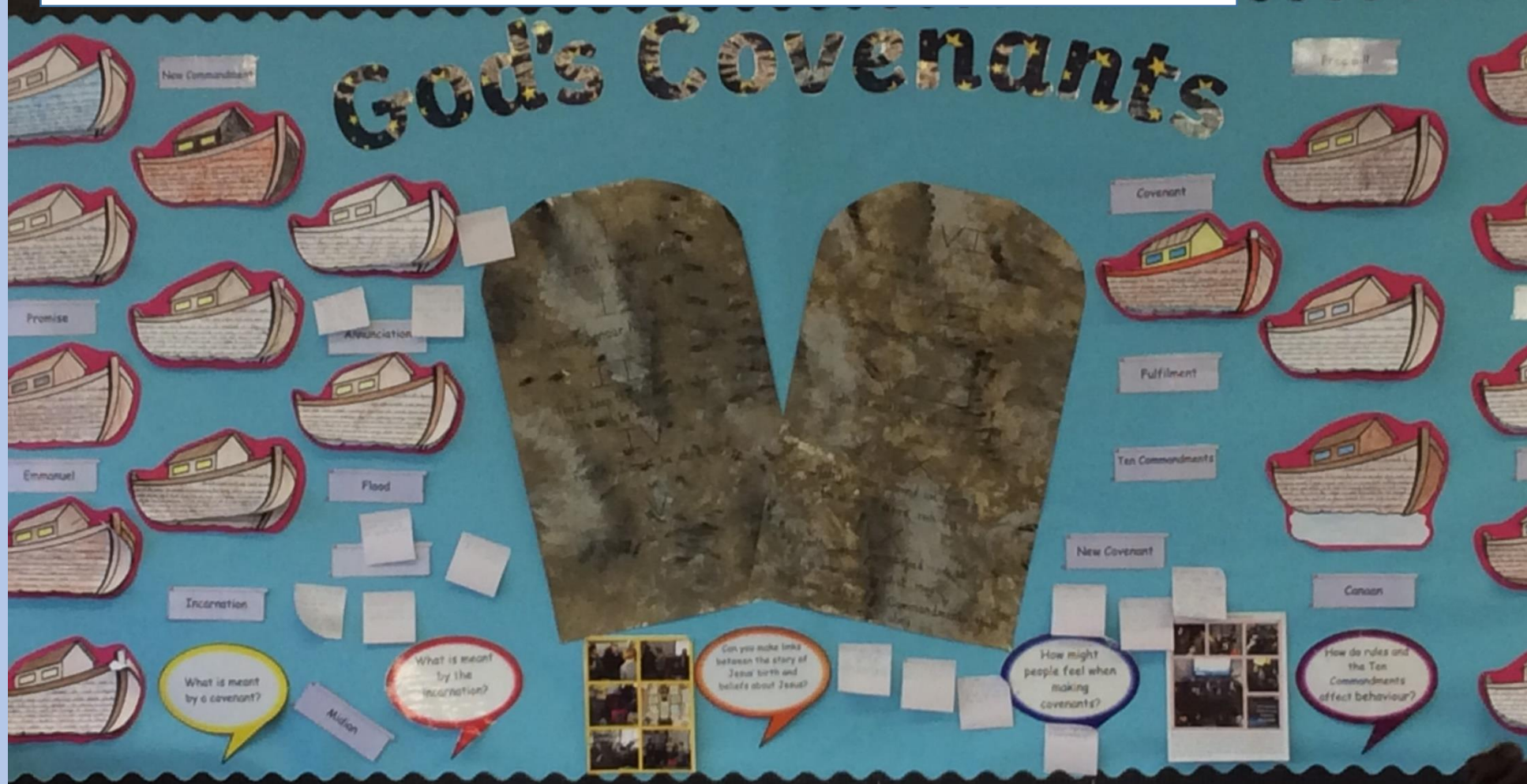
If we helped our  
d we would feel happy  
and proud but what we  
are doing now is destroy  
your world which makes  
us feel angry and upset

The display is “alive” and is a physical part of the RE lesson. The children know they can respond to the questions after discussions and listening to other people's points of view.



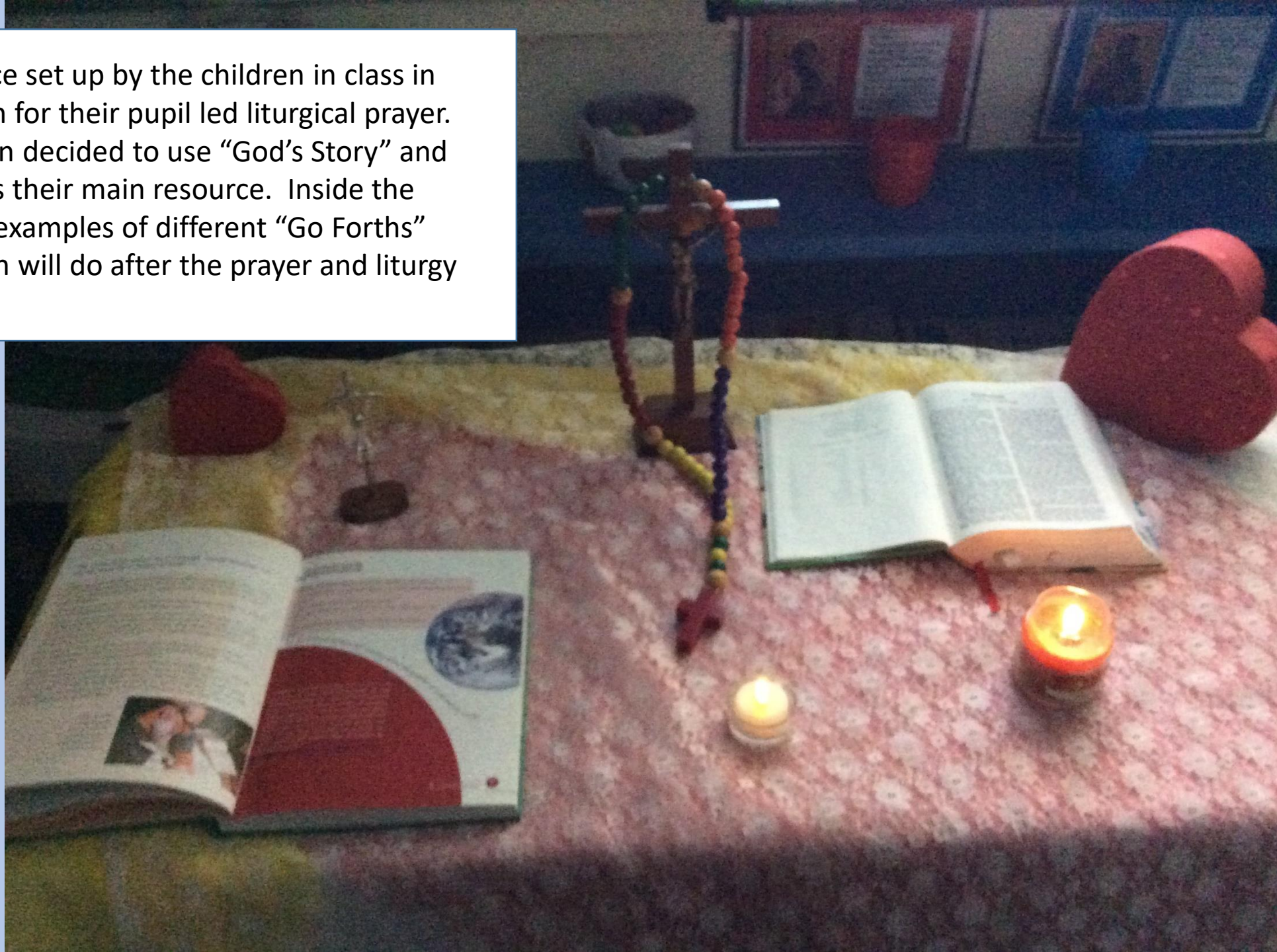


Year 5 RE working display-Main Title, images linked to the topic eg 10 Commandment stones (with the Commandments on), key vocabulary and key questions, which have been responded to by the children. Pictures of pupil planned and led prayers and liturgies are also evidenced.

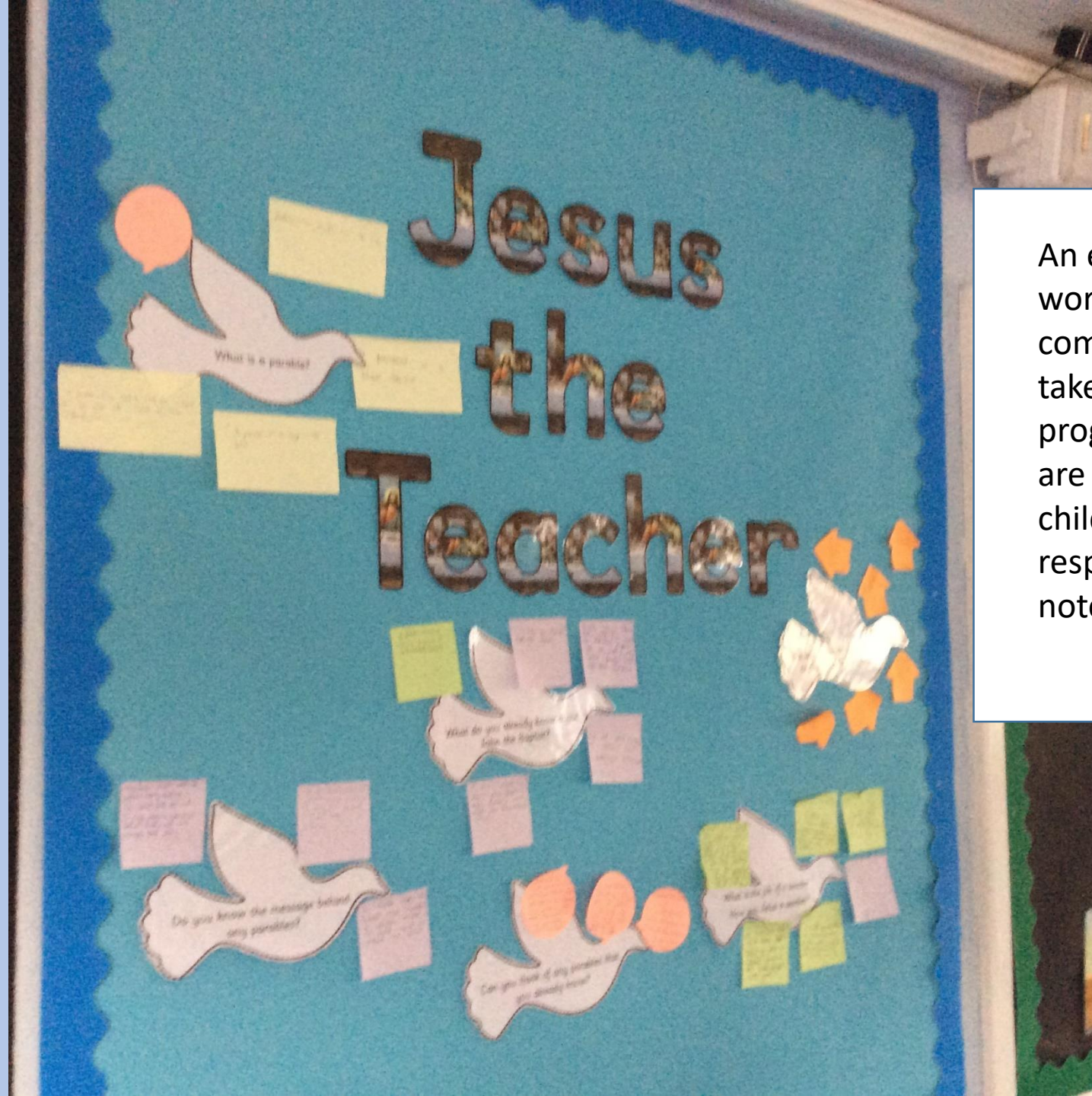




Prayer space set up by the children in class in preparation for their pupil led liturgical prayer. The children decided to use "God's Story" and the Bible as their main resource. Inside the hearts are examples of different "Go Forths" the children will do after the prayer and liturgy is over.

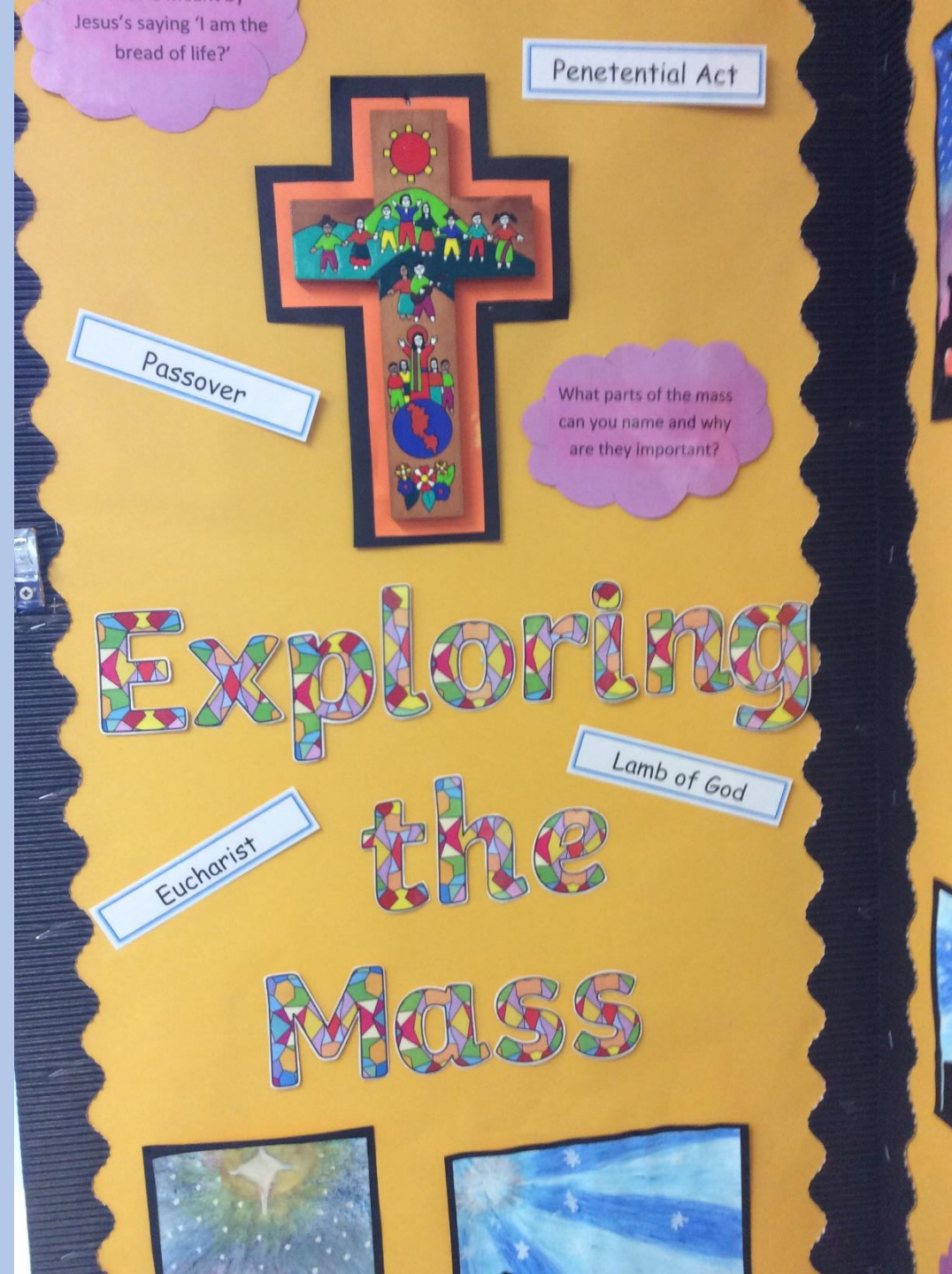






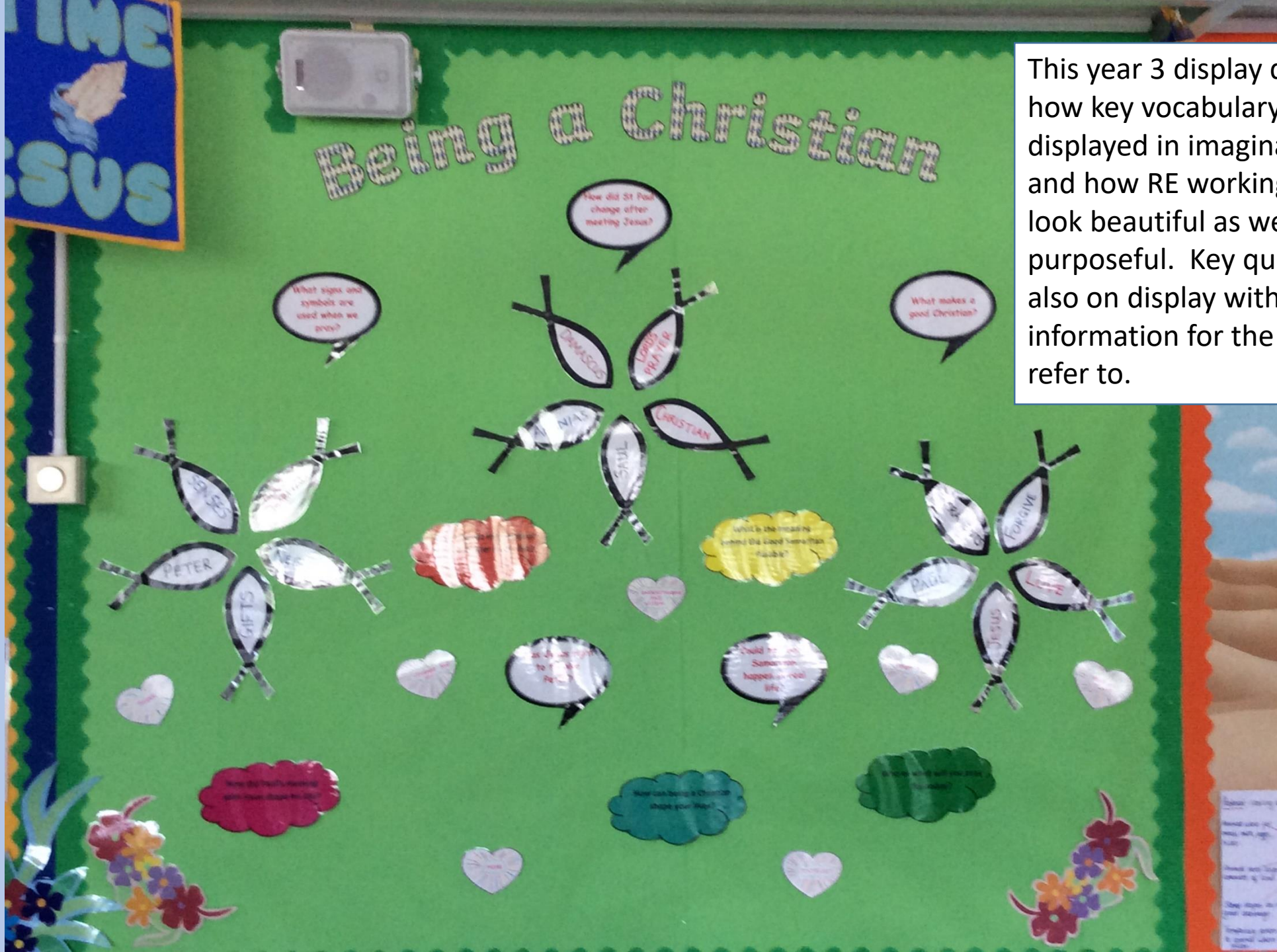
An example of Year 4 working wall (not fully completed, but was taken as a work in progress). Key questions are on display, with the children using it and responding with Post it notes.





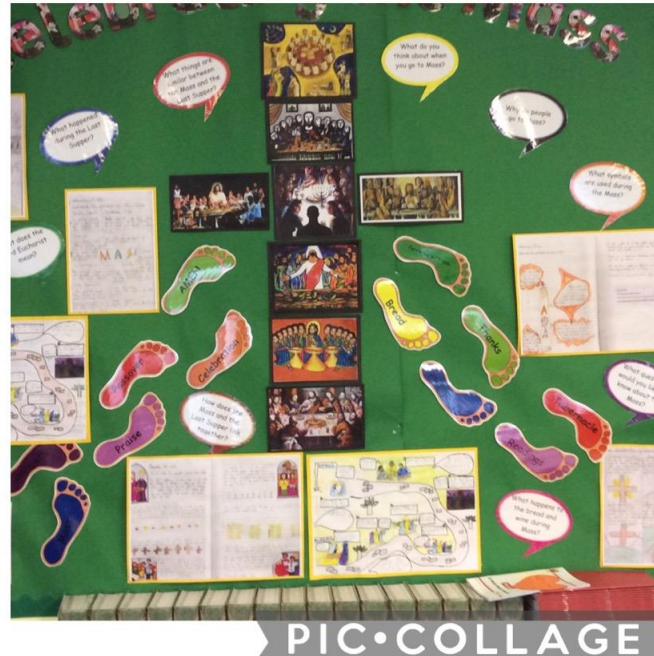
Key vocabulary, questions and examples of some work are evident on this display. The Cross is double backed ensuring that the respect reverence is important. The children will have used these questions throughout the topic, some will be answered through lessons and referred to the display to assist the teaching.





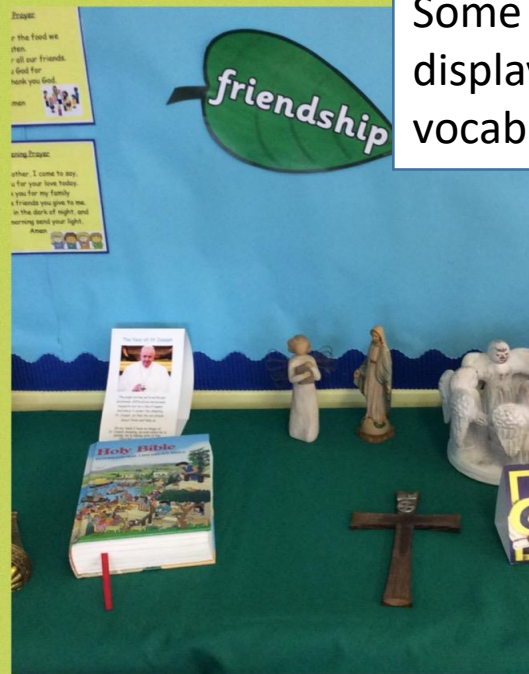
This year 3 display demonstrates how key vocabulary can be displayed in imaginative ways, and how RE working walls can look beautiful as well as purposeful. Key questions are also on display with some information for the children to refer to.



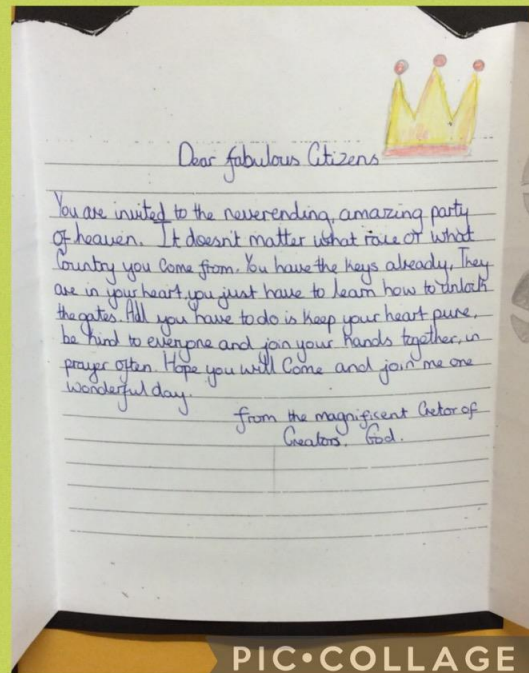
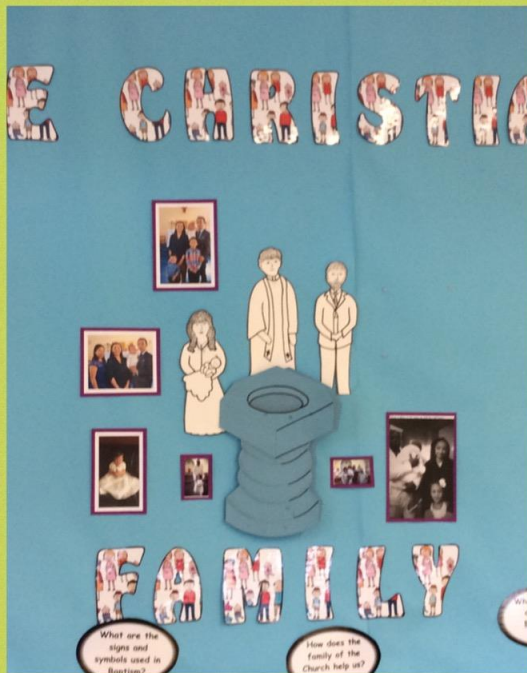
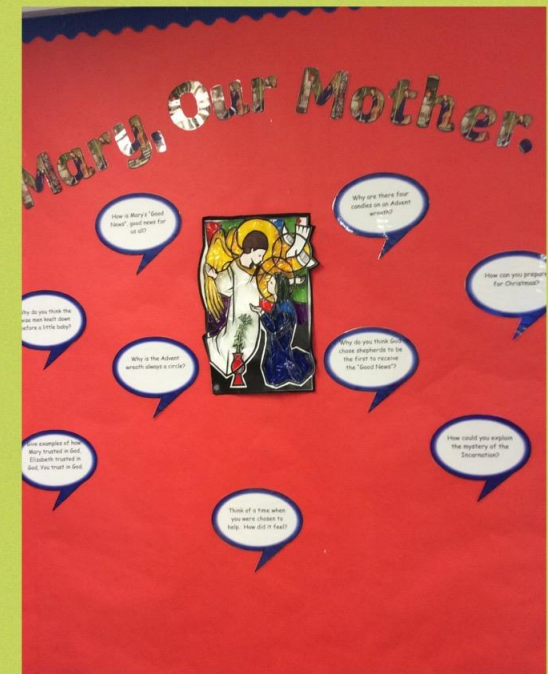


Some more examples of Prayer areas and working walls. The work is celebrated and built up as the topic continues. Examples of work from the children's RE books are put on display and these match some of the question. Vocabulary is presented on footprints. The children also used art to express their religious knowledge and instead of using post it notes to respond to questions, they also used love hearts. It adds more variety and interest to the display and is very much "working."





Some more examples of RE displays, key questions and vocabulary.





Children's prayers and their responses to adult and pupil led prayer and liturgies are also included on RE working walls.





The children made maps linked to the work we did on the Beatitudes, creating roads to happiness and their own "Contentment City."







This prayer area includes a cross (double backed), a copy of our school prayers, examples of the children's own prayers, Holy Water, candles, flowers to make it look beautiful, Rosary beads, an open Bible and statue of Mary. The green cloth links with the liturgical year. An open class prayer book encourages the children to use the prayer space and write prayers for their own intentions and for other people in the world. The children take it in turns to "dress" the area, and sometimes there will be less objects on display and it looks more simple-it all depends on who dresses it and what their focus could be!

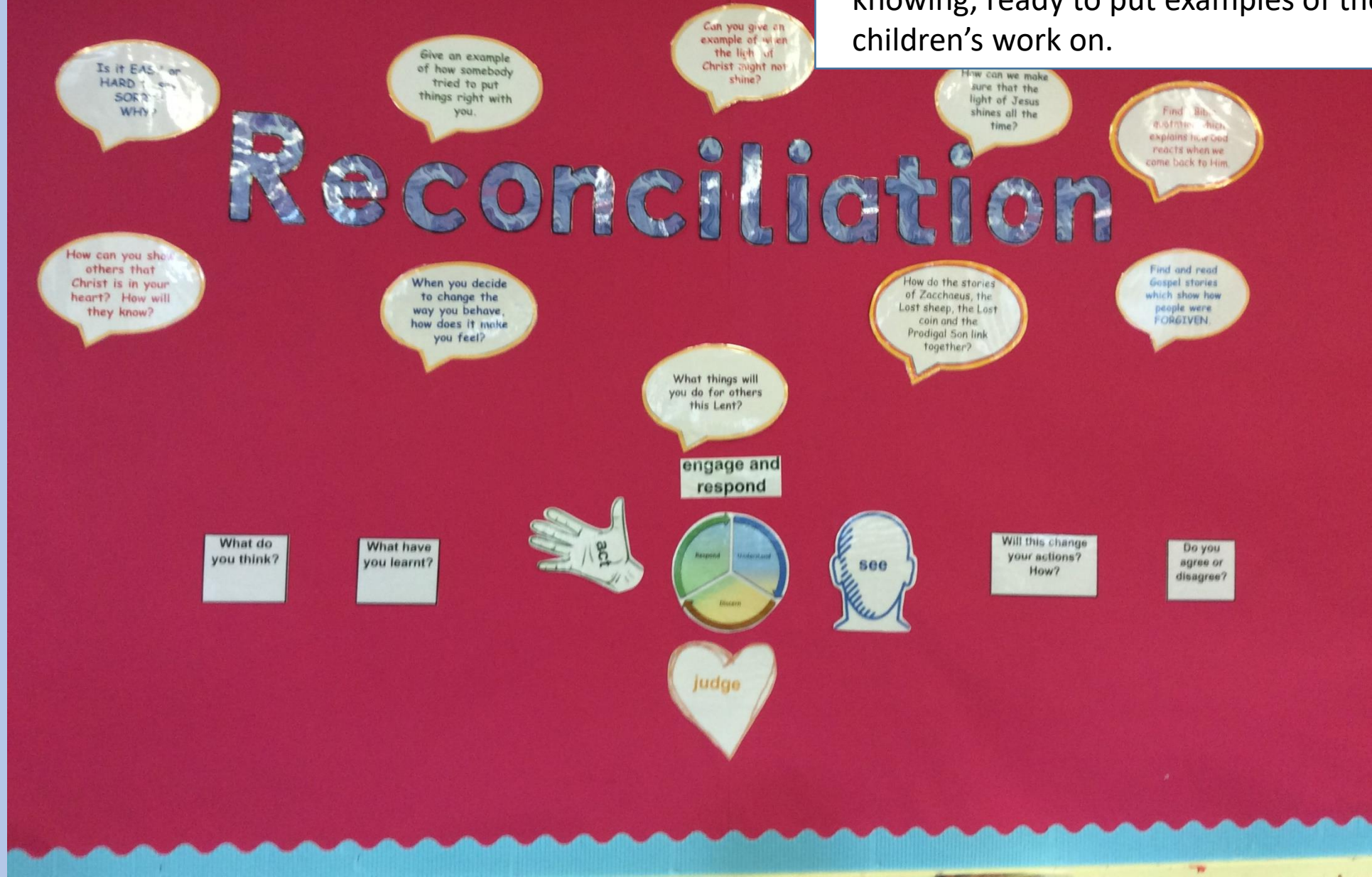




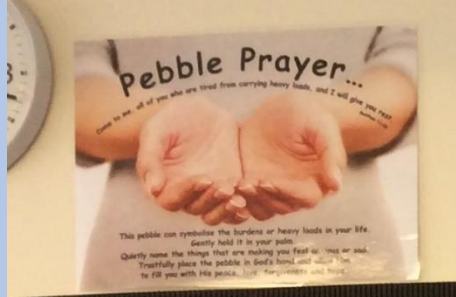
This year 3 Prayer area has the green cloth which links to the liturgical year, a copy of the class and school prayer, Catholic virtues, pupils own prayers and various religious objects and photographs celebrating the children's work and participation in active prayer.



This is the start of an RE working wall, which includes key questions and the three ways of knowing, ready to put examples of the children's work on.







This is an example of a Year 5 RE working wall which has the 3 ways of knowing on. The work includes examples of understand, respond and discern. It also has key questions and vocabulary which are in the hearts. Work is added to this throughout the topic and during the lesson.

# WHO INSPIRES YOU?

**3 ways of knowing:**

- see
- knowledge
- What have you learnt?

**Key questions and vocabulary in hearts:**

- What do you think?
- judge
- discern
- Qualities
- Leptony
- Jesus
- Sacrifice
- Disciple
- engage and respond
- Will this change your actions? How?
- Can anyone be inspirational?
- What does inspirational mean?
- How can following Jesus help shape your lives?
- Why do we have the Beattitudes?

**Handwritten work:**

- WHO INSPIRES YOU? VIVIANNE WESTWOOD
- My inspirational person is ALESSIA RUSSO!
- Millie Bobby Brown
- Jenna Ortega
- Why do they inspire you?
- Will this change your actions? How?
- Can anyone be inspirational?
- What does inspirational mean?
- How can following Jesus help shape your lives?
- Why do we have the Beattitudes?

**Other elements:**

- Diagram of a head with 'see' and 'knowledge' labels.
- Diagram of a hand with 'engage and respond' label.
- Diagram of a heart with 'What do you think?' label.
- Diagram of a heart with 'judge' label.
- Diagram of a heart with 'discern' label.
- Diagram of a heart with 'Qualities' label.
- Diagram of a heart with 'Leptony' label.
- Diagram of a heart with 'Jesus' label.
- Diagram of a heart with 'Sacrifice' label.
- Diagram of a heart with 'Disciple' label.
- Diagram of a heart with 'engage and respond' label.
- Diagram of a heart with 'Will this change your actions? How?' label.
- Diagram of a heart with 'Can anyone be inspirational?' label.
- Diagram of a heart with 'What does inspirational mean?' label.
- Diagram of a heart with 'How can following Jesus help shape your lives?' label.
- Diagram of a heart with 'Why do we have the Beattitudes?' label.



[illegible]

This display was made after our Mission and Vision enrichment day based on exploring Catholic virtues. Examples of work from each year group-3-5 are placed on it and celebrated.

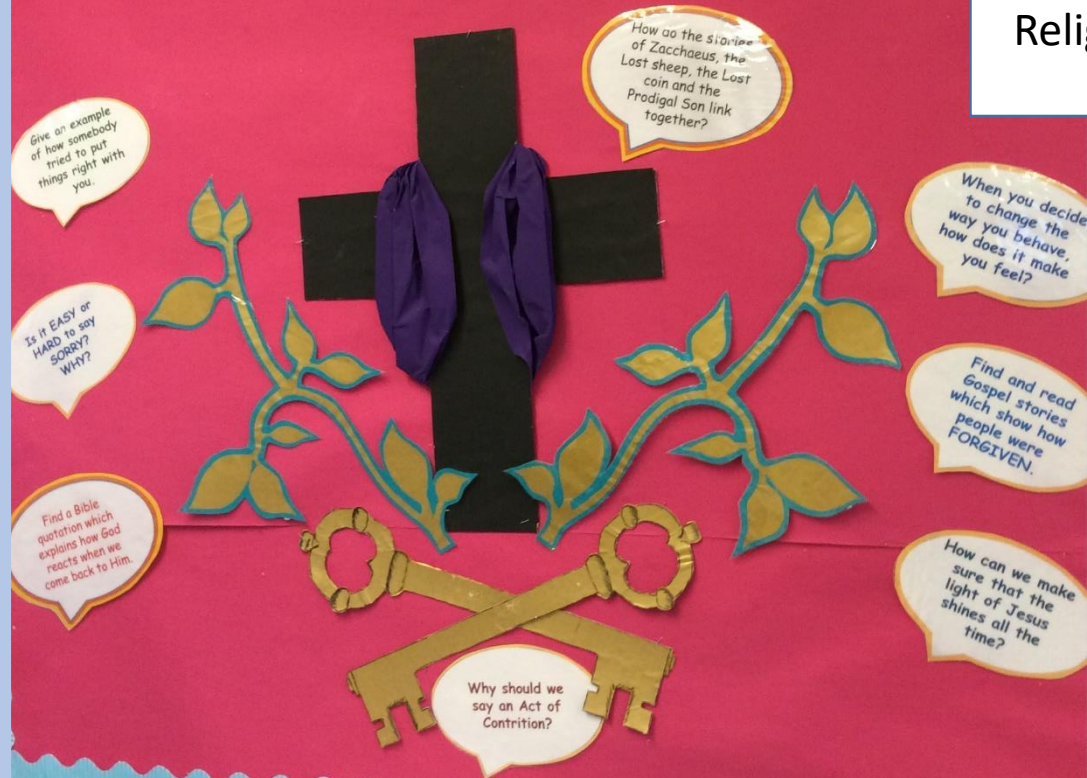




This Prayer area has a children's picture Bible, a prayer cube, candles, Rosary beads and a statue of Our Lady. The 3 ways of knowing and the vocabulary of this is also on display,



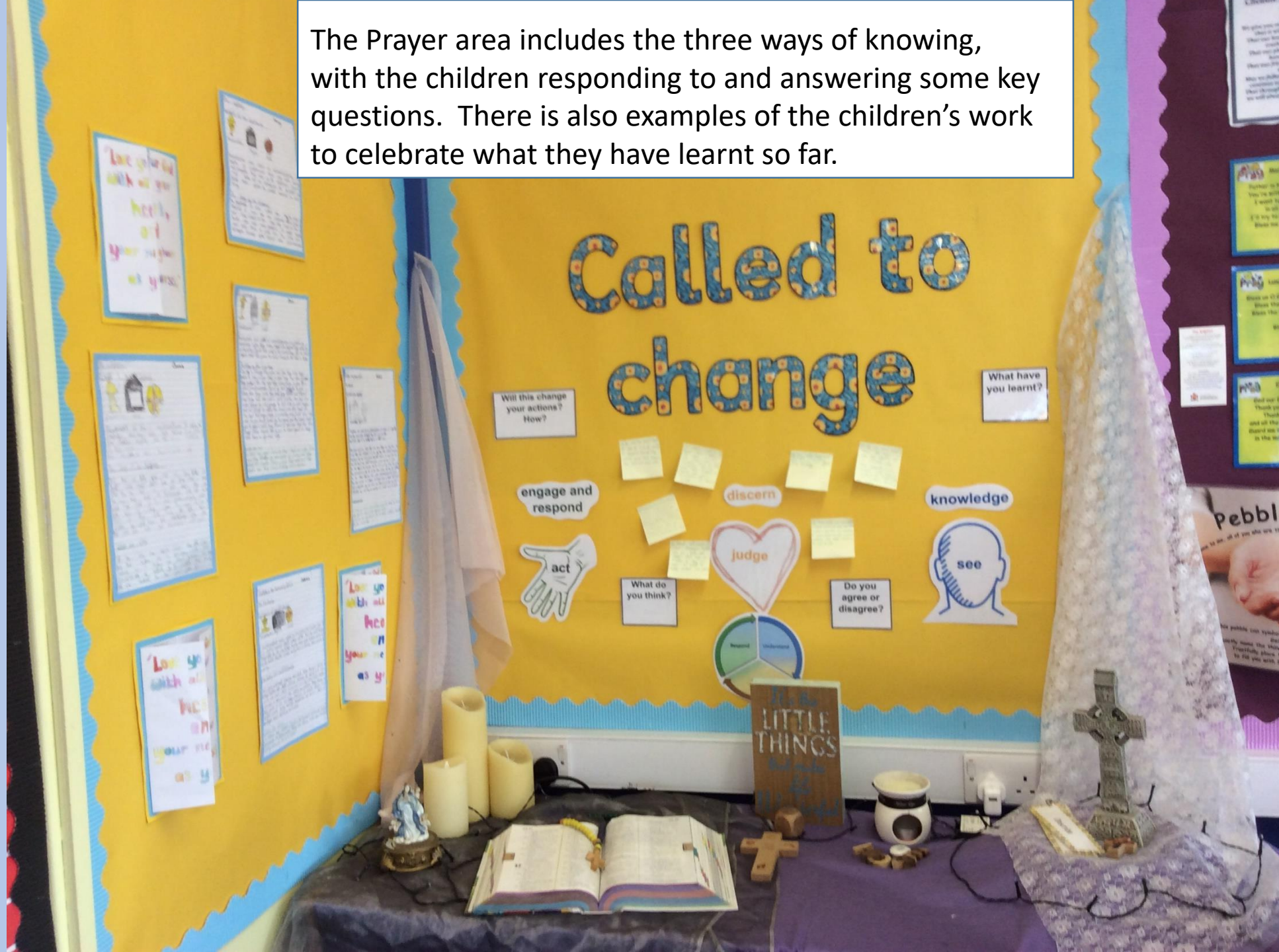
# Reconciliation



An interesting way of starting the RE topic, with key questions and a religious image to focus on. This is a work in progress but acts as a good starting point for a good Religious working wall.



The Prayer area includes the three ways of knowing, with the children responding to and answering some key questions. There is also examples of the children's work to celebrate what they have learnt so far.





# Choir

If the wise men hadn't seen  
the star the Nativity would  
be different because they  
would never meet baby Jesus  
and never see King Herod

If Jesus hadn't  
been born when  
he was of age  
of come wouldn't  
wouldn't have got one  
a daddy and the  
wife men wouldn't  
come the story  
wouldn't be  
told

If Jesus hadn't been born  
there wouldn't have been  
that Christmas story  
Jesus birthday

If the wise men hadn't  
seen the star  
then they wouldn't be  
in nativity and  
they wouldn't be  
there and Jesus  
wouldn't be born  
and the story  
wouldn't be told

If Jesus had not been  
born then there would  
be no Christmas  
and no baby Jesus  
and no King Herod  
and there would be  
no story of the Nativity

If Herod had found  
Jesus Christmas might  
not be Holy for  
them what life or  
maybe if they was  
not he would be  
holy people no peace

discern

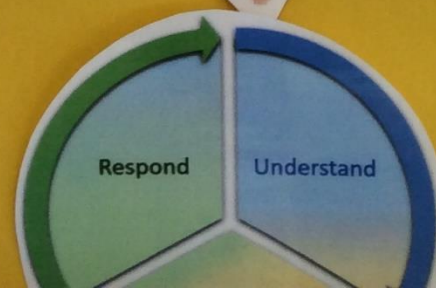
judge

What do  
you think?

Do you  
agree or  
disagree?

knowledge

see



Here are some of the ways in which the children have reflected upon/answered some bigger questions. A good way of recording initial thoughts.