



Ceiliúradh na nÓg

Growing in faith,
living with purpose



RE Programme for Junior and Senior Cycle Students

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Foreword

from Bishop Ray Browne.



*For there are these three things that endure:
Faith, Hope and Love, and the greatest
of these is Love.
(1-Cor-13:13)*

I welcome this renewed programme, 'Ceiliúradh na nÓg, for secondary schools. I have enjoyed being involved with the programme since my first year in the diocese, 2013-14.

It is a wonderful opportunity to link the school classroom with the lived realities of faith, culture and community, - locally, nationally and worldwide. Today's world is so complex, so filled with possibilities and challenges, yet sadly it is so easy to lose your way.

In recent decades the Catholic Church has sought to speak to both people of the Christian faith, and to people of other faiths and none, about the key issues that face the whole human family on earth: can we work together for the common good of all people, - communities, countries and individuals everywhere?

I think of three documents on the environment and on the wellbeing of all of humanity, issued by Pope Francis and Pope Leo. All are available on the Vatican website and are well worth delving into.

- 'Praise Be' on 'Care for our Common Home' (*Laudato Si*) 2015
- 'Sisters and Brothers All' on worldwide 'Fraternity and Social Friendship' (*Fratelli Tutti*) 2020
- Magnificent Humanity on 'Safeguarding the Human Person in the time of Artificial Intelligence' (*Magnifica Humanitas*) 2026.

May participation in the Ceiliúradh na nÓg programme enrich the lives of all who participate in it. Every blessing on all school communities in the year ahead.

Bishop Ray Browne
15 August 2026
Feast of the Assumption



Rationale

Ceiliúradh na nÓg is a diocesan programme which celebrates young people and their faith. It endeavours to provide opportunities for students to take what they have learned in the classroom and in their homes, providing them with an opportunity to put this learning into practice.

There are two elements involved in Ceiliúradh na nÓg.

1. Project Work
2. Diocesan Celebration Day

The project element seeks to encourage students to engage more deeply with faith and with the learning that takes place through the DEY Junior and Senior Cycle Curricula and programmes designed by The Council for Education of the Irish Episcopal Conference such as Junior Cycle Religious Education in the Catholic School and Made For More.

Guided by the theme **"Growing in Faith, Living with Purpose,"** the programme invites students to deepen their understanding of faith through research, reflection, and action, while responding to the needs of their school, parish, and wider community. It provides an opportunity to recognise and celebrate the faith journey, social action initiatives, and positive contributions of students, affirming their role as active participants in building communities of faith, justice, and service.

The celebration day seeks to commend and showcase the work students have undertaken throughout the year, while nurturing their awareness of belonging to a wider community of faith within the diocese and the universal Church. Through this celebration, faith is made visible and relevant, connecting classroom learning with everyday life and helping students discover meaning, purpose, and belonging.

Aims

- To promote among young people meaningful engagement with faith drawing on the Gospel Values of faith, hope and love.
- To connect Religious Education learning with lived experience in their daily lives.
- To foster in young people a sense of belonging to the diocesan community and the global Church.
- To encourage young people to reflect on and deepen their personal relationship with God and with others.
- To celebrate and recognise the achievements, faith witness, and active participation of students by showcasing their commitment to social action, community service, and discipleship within their schools, parishes, and wider communities.



Objectives

- Provide students with opportunities to demonstrate how faith informs their actions and decisions.
- Enable students to deepen their understanding of Religious Education by applying their learning to real-life experiences, service, and faith-based action.
- Celebrate the altruistic and charitable work undertaken by students in their daily lives.
- Create opportunities for students to gather in celebration, recognising their shared faith and contribution to the life of the Church.
- Encourage reflection on faith as a living and active reality.
- Support the vision of Pope Leo XIV that Catholic education should develop both personal growth and a commitment to social justice and community engagement.
- Inspire young people to live out Gospel values through service, leadership, and active participation in their communities and the wider world.

Pedagogical Approach

This programme utilises the pedagogical approach of Head, Heart and Hands. This approach aims to educate the whole person through cultivating the intellectual, affective and practical development of the students. The three strands – Head, Heart and Hands – are interconnected and integrated through the elements of wonder, encounter and response. In this way we develop intellectual depth, faith formation and practical action.

Growing in faith, living with purpose

Strand One Head + Wonder



Cognitive learning and engaging imagination

– knowledge, understanding, analysis and critical thinking through curiosity and the search for meaning.



Strand Two Heart + Encounter



Affective learning and engaging experience

– personal reflection, spiritual development, maturing faith.



Strand Three Hands + Response



Active learning and engaging response

– service, justice, mission, living faith in practice through parish, diocese and the world.



Key Skills

The following are the key skills students are encouraged to develop as they engage with their project work. These skills are those that are recommended by the NCCA at Senior and Junior Cycle level.

1. Information Processing

– Students learn to gather, interpret, and evaluate information from a variety of sources, enabling informed decision-making and problem-solving in real-world contexts

2. Communicating

– This skill focuses on expressing ideas clearly and effectively through oral, written, and digital means, fostering collaboration and understanding

3. Being Personally Effective

– Students develop self-awareness, goal setting, time management, and resilience, helping them take responsibility for their learning and personal growth

4. Working with Others

– Emphasising teamwork, empathy, and collaboration, this skill prepares students to engage constructively in group settings and community projects

5. Critical and Creative Thinking

– Students are encouraged to analyse, evaluate, and generate innovative solutions, supporting problem-solving and adaptability in complex situations



Programme Structure and Delivery



Overview

The Ceiliúradh na nÓg Programme is delivered throughout the academic year and provides students with an opportunity to engage in a faith-based journey of exploration, action, reflection, and presentation. Through participation in the programme, students are encouraged to deepen their understanding of faith and to demonstrate its practical expression within their school, parish, and wider community.

Programme Coordination

The programme is coordinated by the Diocesan Advisor in collaboration with the principals, teachers, chaplains, and students of the post-primary schools in the Diocese of Kerry.

Schools wishing to incorporate a parish-based element into their project should establish contact with the Parish Pastoral Council and local priest at an early stage. Where required, the Diocesan Advisor will support teachers and chaplains in identifying and engaging with the appropriate parish contacts.

Programme Stages

The programme is delivered in a number of stages across the school year.

Phase 1:

Project Selection and Research *(September–October)*

Students will:

- Identify and select an area of interest relevant to the programme themes.
- Undertake research into their chosen topic using appropriate sources and methods.
- Develop an understanding of the faith dimensions and community implications of their chosen area of study.

Phase 2:

Action and Community Engagement *(November–February)*

Students will:

- Plan and implement an action or initiative related to their chosen topic.
- Engage with individuals, groups, or organisations within the wider community.
- Foster meaningful connections between the school community and the wider community through faith-inspired action.

Phase 3:

Reflection and Portfolio Development *(March and Throughout the Programme)*

Students will compile a portfolio that documents their learning journey and project development. The portfolio should include:

- Evidence of research undertaken.
- A record of sources consulted.
- Documentation of the action completed.
- Personal reflections on the learning, experiences, and insights gained throughout the project.
- An evaluation of the impact of the project on themselves, their school, and the wider community.

Completed portfolios must be submitted to the Diocese by the end March. The date will be communicated to the schools each academic year..

Celebration and Presentation Event

The programme culminates in April with a diocesan celebration and awards event held at a central venue. This date and venue will be communicated to the schools each academic year.

Participating schools will be invited to showcase their projects and celebrate their achievements. During the event, students will:

- Display and present their project work.
- Share key findings and outcomes from their research and action.
- Present their portfolios to the judging panel.
- Reflect on what they have learned about faith and the importance of faith in action within their own lives and communities.



Recognition and Awards



The celebration event includes a formal awards ceremony to recognise the commitment, creativity, and achievements of participating students and schools.

Recognition will include:

- A Certificate of Participation for every participating school.
- A Certificate of Participation for every student involved in the programme.
- Additional awards, as determined by the judging panel, to acknowledge outstanding projects and contributions. The following are some of the awards that may be included:

Recognition and Awards Sponsors

Sponsor	Award Title
Diocese of Kerry	St. Gobnait Award – Junior Cycle Overall Winner
Diocese of Kerry	St. Brendan Award – Senior Cycle Overall Winner
Mary Immaculate College, Limerick	Gradam Fáis sa Chreideamh
Loyola Institute, Trinity College Dublin	Faith Seeking Understanding Award
An Tobar Nua Educational Resources	Creative Witness Award
Trócaire	Gradam na Trócaire
Justice, Peace and Integrity of Creation Society	Justice, Peace and Care for Creation Award
Donal Walsh #Livelife Foundation	Young Advocate Award
Knock Youth Ministry	Pilgrims of Faith Award
Sacred Heart University, Dingle	Roots of Faith and Heritage Award
DCU Institute of Education	Faith and Technology Award
University of Galway	Stewardship and Sustainability Award
Nano Nagle Place	Commitment in Action Award
Kerry Community Youth Service (KCYS)	Youth in Action Award



Completing the project



Project Selection

Students participating in the Ceiliúradh na nÓg Programme are invited to select a project area that reflects their interests, experiences, and understanding of faith in action. It should reflect their school ethos and their local faith community.

Choosing a project title

Having chosen a project area, students should then pick one of the titles provided each September by the Diocesan Advisor that reflects the focus and aims of their work. The project title will provide a clear direction for the research, action, and reflection elements of the programme.

Research, Action and Community Engagement

Students are expected to:

- Conduct research into their chosen project area using a variety of appropriate sources.
- Develop an understanding of the faith, ethical, social, or community dimensions of their chosen topic.
- Design and implement an action project that demonstrates and applies what they have learned.
- Reflect on the impact of their project on themselves, their school community, and the wider community.

The action project should take place within the school setting while also seeking to engage with the wider community. Where appropriate, projects may involve collaboration with parish groups, community organisations, charities, and national or international agencies whose work relates to the chosen topic.

Individual and Group Projects

Students may undertake their project:

- Individually; or
- As part of a group of no more than six students.

Group projects should provide opportunities for all members to contribute meaningfully to the research, planning, implementation, and evaluation of the project.

Inclusion and Diversity

The programme welcomes and values the diversity of faith traditions represented within participating schools.

Students who belong to other Christian denominations or world religions are encouraged to explore themes and issues through the lens of their own faith tradition where appropriate. This approach supports the inclusive nature of the programme and enriches the learning experience of all participants.

Accessibility and Learning Support

The project areas and associated activities may be adapted to meet the needs of students undertaking Junior Cycle Level 1 Learning Programmes and Senior Cycle Level 1 and Level 2 Learning Programmes.

Should you require further information on this please contact your Diocesan Advisor.

Cross-Curricular Learning

Projects should, where possible, demonstrate how the ethos and values of the school are expressed across different aspects of school life.

Students are encouraged to identify and reference links between their project and learning taking place in other subject areas, school initiatives, wellbeing activities, or community projects. Recognising these connections highlights the integrated nature of faith, learning, and action within the school community.

Portfolio Requirements for Group Projects

Where a project is completed as part of a group, the portfolio should clearly identify the contribution made by each student.

In addition:

- Individual pieces of work should be clearly labelled.
- Each student must submit their own personal reflection as part of the portfolio.
- Reflections should demonstrate individual learning, insights gained, and the personal impact of participation in the project.

This ensures that both the collective achievement of the group and the individual learning journey of each student are appropriately recognised.





Ceiliúradh na nÓg Project Areas – Junior Cycle

- Students should choose one area of study from the general areas A – F.
- They then should choose one of the project titles within this area.

A. Feasts and Festivals in My Community

This project area invites students to explore the significance of religious feasts and festivals within their local community and to examine how these celebrations contribute to faith, identity and tradition in their school community and their parish community.

B. Worship, Prayer and Ritual in My Community

This project area encourages students to investigate the role of worship, prayer, and ritual in the lives of individuals and communities, and to consider how these practices nurture faith and belonging in their school community and their parish community.

C. A Person of Commitment in My Faith Community

This project area provides students with an opportunity to learn from the example of a person whose faith commitment has positively influenced others and contributed to the life of the community.

D. Working for a Just World

This project area invites students to explore an issue of justice, peace, human dignity, or social responsibility, and to identify ways in which their school and parish communities respond to these challenges.

E. The Search for Meaning in Film, Music, Art or Archaeology

This project area encourages students to investigate how people search for meaning, purpose, identity, and belief through cultural expression, artistic creativity, or the study of the past.

F. Stewards of Creation

This project area invites students to explore the relationship between faith and care for the environment, encouraging them to reflect on their responsibility as stewards of creation and to take positive action within their school and parish communities.



Ceiliúradh na nÓg Project Areas – Senior Cycle

- Students should choose one area of study from the general areas A – F.
- They then should choose one of the project titles within this area.

A. Wellbeing and Prayer

This project area invites students to explore the relationship between faith, prayer, wellbeing, and human flourishing. Students are encouraged to investigate how prayer, spirituality, reflection, and faith practices can contribute to personal wellbeing and resilience in today's world. Students may examine:

- The role of prayer in promoting wellbeing and inner peace.
- Faith-based approaches to mental, emotional, and spiritual wellbeing.
- The importance of reflection, mindfulness, and community support.
- Ways in which schools, parishes, and faith communities promote wellbeing.

B. World Religions and World Peace

This project area encourages students to explore how religious traditions contribute to peacebuilding, dialogue, reconciliation, and mutual understanding in an increasingly interconnected world. Students may examine:

- The teachings of different world religions on peace and justice.
- Examples of interfaith dialogue and cooperation.
- The role of religion in addressing conflict and promoting reconciliation.
- Local, national, or global initiatives that foster peace and understanding.

C. Call to Mission – Responding through Liturgy, Music, Art or Symbolism

This project area invites students to explore how faith is expressed and communicated through worship, music, art, ritual, and symbol. Students are encouraged to consider how these elements inspire individuals and communities to live out their faith in meaningful ways. Students may examine:

- The role of liturgy in the life of the Church and school.
- The significance of music, art, and symbolism in worship.
- How faith communities and schools communicate values and beliefs through ritual and celebration.
- Ways of creating or enhancing opportunities for faith expression within the school or parish community.

D. Morality in Action

This project area encourages students to explore ethical decision-making and the practical application of moral values in everyday life. Students are invited to consider how faith traditions can guide responses to contemporary moral and social issues. Students may examine:

- Personal and social responsibility within the school and parish.
- Ethical challenges facing individuals and parish communities.
- Human dignity, rights, and responsibilities.
- Faith-based responses to contemporary moral issues.

E. Stewardship: Justice for the Planet

This project area invites students to investigate environmental responsibility through the lens of faith and Catholic Social Teaching. Students are encouraged to consider how individuals and communities can respond to environmental challenges and work towards a more sustainable future. Students may examine:

- Care for creation and environmental stewardship within the school and parish communities.
- Climate justice and sustainability within the school and parish communities.
- The relationship between environmental issues and social justice.
- Local and global initiatives that protect and restore the environment.

F. Blessed with Talent, Equipped with AI

This project area invites students to explore the opportunities and challenges presented by artificial intelligence and emerging technologies. Students are encouraged to reflect on how human creativity, talent, responsibility, and faith can guide the ethical use of technology for the common good. Students may examine:

- The impact of artificial intelligence on society, education, and work.
- Ethical questions arising from the use of AI.
- The unique gifts, talents, and creativity of the human person.
- How technology can be used responsibly in service of individuals, schools and parish communities.



Portfolio



Purpose of the Portfolio

The portfolio is a record of the students Ceiliúradh na nÓg project journey. It should demonstrate the research undertaken, the actions completed, the learning gained, and a personal reflection on the experience.

The portfolio provides evidence of the students engagement with the chosen project area and should clearly show how the project has connected faith, learning, and action. Students may present their portfolio in a format that best suits their project. Photographs, illustrations, diagrams, artwork, digital content, newspaper articles, posters, and other supporting materials may be included where appropriate. The portfolio should be submitted to the Diocesan Advisor at the end of March. The date of submission will be confirmed with the teachers each year.

What the Portfolio should include

1.Portfolio Cover Page

Please include the following information:

- Project Title:
- Project Area:
- School Name:
- Teacher/Chaplain Name:
- Student Name(s):
- Year Group:
- Project Type: - Individual Project or Group Project
- Date of Submission:

2.Portfolio Contents

A table of contents should be included at the beginning of the portfolio.

3.Portfolio Sections 1-7

Section 1: Introduction to the Project

What is the project about?

Provide an overview of:

- The project area you selected.
- Your project title and why you chose it.
- The aims of the project.
- What you hoped to learn and achieve.

Guiding Questions

- Why did this topic interest you?
- Why is this topic important?
- How does this topic connect with faith, community, or contemporary life?

Section 2: Research

What did you discover?

This section should demonstrate the research completed as part of the project.

Include:

- Key information gathered.
- Facts, statistics, quotations, or findings.
- Interviews or surveys undertaken.
- Information from books, websites, organisations, faith communities, or other sources.

Students should explain the most important things they learned during their research.

Guiding Questions

- What new information did you discover?
- What surprised you?
- What issues or challenges emerged from your research?
- How did your understanding develop throughout the project?

Evidence

Students may include:

- Research notes.
- Interview summaries.
- Survey results.
- Newspaper articles.
- Images or diagrams.
- Infographics.
- Maps, charts, or illustrations.

Section 3: Sources Consulted/Bibliography

Where did the information come from?

Provide a list of all sources used during the project.

Examples may include:

- Books
- Websites
- Journal articles
- Church documents
- Parish publications
- Interviews
- Videos or documentaries
- Reports from organisations

Students should clearly acknowledge all sources consulted including AI sources.

Section 4: What I Learned

Key Learning

This section should outline the most important learning gained through the research process.

Students should explain:

- What they learned about the topic.
- How their understanding changed or developed.
- What they learned about faith, community, justice, stewardship, wellbeing, or other relevant themes.



Guiding Questions

- What was the most important thing you learned?
- Has your opinion changed in any way?
- What new questions has this project raised for you?

Section 5: Action Project

Faith in Action

This section should describe the action undertaken as part of the project.

Students should explain:

- What action was chosen.
- Why it was selected.
- Who was involved.
- How it connected with the research undertaken.
- How it involved the school and wider community.
- What impact it had.

Guiding Questions

- How did your action project put your learning into practice?
- Who benefited from the project?
- What challenges did you encounter?
- What would you do differently next time?

Evidence

Students may include:

- Photographs.
- Posters or promotional materials.
- Event programmes.
- Samples of work produced.
- Letters or emails.
- Feedback from participants.
- Media coverage or social media content.
- Diagrams or illustrations.

Section 6: Personal Reflection

Looking Back on the Journey

Reflection is an important part of the Ceiliúradh na nÓg Programme.

Students should reflect honestly on their experience and the impact of the project on their own lives.

Guiding Questions

- What did this project mean to you personally?
- What did you learn about yourself?
- What did you learn about faith in action?
- How has this experience influenced your attitudes, beliefs, or future actions?
- What was the most rewarding part of the project?
- What was the most challenging part of the project?

Group Projects

Where a project has been completed as a group, each student must submit an individual reflection outlining their personal learning and experience.

Section 7: Conclusion

Provide a brief summary of the project.

Include:

- The main findings from the research.
- The impact of the action project.
- The most important learning gained.
- The overall value of the experience.

Additional information

Group Project Requirements

For group projects:

- The portfolio should clearly identify all group members.
- Individual contributions should be clearly labelled where appropriate.
- Each student must complete and submit an individual reflection.
- Evidence of collaboration and shared responsibility should be included.

Maximum group size: **Six students**

Presentation of the Portfolio

Students are encouraged to present their work in a creative, organised, and professional manner.

A high-quality portfolio will:

- Be clearly structured and easy to navigate.
- Include headings and subheadings.
- Use photographs, diagrams, illustrations, and supporting evidence where appropriate.
- Demonstrate careful research and planning.
- Show a clear connection between research, action, and reflection.
- Highlight how faith has informed the learning and action undertaken.

The portfolio should tell the story of your project journey from initial idea to final reflection, demonstrating how learning has been transformed into meaningful action.

- Why it was chosen.

Presentation at the Ceiliúradh na nÓg Celebration Day.



Essential Elements of the Display

Each display should include the following:

1. Project Title

The project title should be prominently displayed and easily visible.

The title should:

- Clearly reflect the focus of the project.
- Be displayed in a large and professional format.
- Help visitors immediately understand the theme of the project.

2. School Identity

Each display should clearly identify the school represented.

Include:

- School name.
- School crest or logo.

This allows visitors and judges to easily identify participating schools.

3. Project Overview

Provide a concise summary of the project.

This may include:

- Why the project was chosen.
- The aims of the project.
- Key questions explored.
- The project area selected.

A short introductory poster or display board is recommended.

4. Research Findings

Displays should highlight the research undertaken by students.

This may include:

- Key facts and findings.
- Statistics.
- Quotations.
- Interview extracts.
- Survey results.
- Timelines.
- Maps, charts, or diagrams.

Information should be presented in a clear and engaging manner.

5. Action Project

The action project should be clearly showcased.

Students should explain:

- Who was involved.
- How it connected with the research.
- The impact it had on the school and wider community.

Judges will be particularly interested in how learning was translated into meaningful action.

6. Photographic Evidence

Photographs provide valuable evidence of participation and engagement.

Displays should include photographs showing:

- Research activities.
- Planning meetings.
- Community engagement.
- Events or initiatives organised.
- The action project in progress.
- Outcomes and achievements.



Captions should be included where appropriate to explain the significance of photographs.

7. Portfolio Display

The completed project portfolio should be available for judges and visitors to view.

The portfolio should:

- Be clearly labelled.
- Be easily accessible.
- Be presented neatly and professionally.

Students should be familiar with the contents of the portfolio and be prepared to discuss it with judges.

8. Reflection and Learning

Displays should include evidence of student learning and reflection.

This may include:

- Key lessons learned.
- Student quotations.
- Personal reflections.
- Challenges encountered.
- Future actions or commitments.

Judges will be interested in how the project has influenced students' understanding of faith and action.

Additional information

Schools are encouraged to enhance their displays through the use of additional materials where appropriate.

Examples include:

- Information leaflets.
- Prayer cards.
- Posters.
- Booklets.
- Artwork.
- Models.
- Music or audio recordings.
- Video presentations.
- QR codes linking to digital content.
- Project merchandise or campaign materials.
- Feedback from participants or community partners.

These materials should support and enhance the project rather than distract from it.

Presentation & Communication



Students should be prepared to engage with judges and visitors throughout the event.

Students should be able to:

- Explain the purpose of their project.
- Describe their research process.
- Discuss the action they undertook.
- Reflect on what they learned.
- Explain how the project connects with faith in action.

Judges are interested not only in what students have done, but also in what they have learned and how they have grown through the experience.





Ceiliúradh na nÓg Classroom Resources

To support schools participating in **Ceiliúradh na nÓg**, a comprehensive range of classroom resources will be available to teachers, chaplains, and students through the **Diocese of Kerry website**. These resources have been developed to guide students through every stage of their project, from planning and research to community action, reflection, and the completion of their portfolio.



Each **September**, the approved **Junior Cycle** and **Senior Cycle** project titles and themes for the academic year will be published on the Diocese of Kerry website, ensuring that schools have access to the most up-to-date information before beginning their projects.

Resources available for download will include:

- Student Information Sheet (*Junior & Senior Cycle*)
- Planning Worksheets (*Project Planning, Action Project, Portfolio, Display Preparation, Group Discussion Methods, and Group Roles*)
- Research Record Sheet
- Action Project Evidence Log
- Student Reflection Sheet
- Portfolio Checklist
- Portfolio Cover Page – Sample Layout

The Diocese of Kerry website will also serve as an evolving resource hub for **Ceiliúradh na nÓg**, providing programme updates and additional resources throughout the year.

The **QR code on this page** can also be scanned to access these student resource sheets and the latest programme materials directly from the Diocese of Kerry website.

Notes

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Contact details for further information:

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John Paul II Pastoral Centre, Killarney

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