

Come and See

'and spend the rest of the day with Him'



Early Years

Catholic Primary Religious
Education Programme

Come and See

Catholic Primary Religious Education Programme



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FOREWORD

With great confidence I welcome publication of ***Come and See***, the new Catholic Project for primary Religious Education.

Come and See is the result of great commitment by so many talented and gifted educators. It has been trialed in schools by teachers and written with the help of experienced primary diocesan advisers.

The programme has been developed to respond to the needs of children today in their faith journey, to enable them to grow in their religious literacy and understanding in a way that is coherent with current educational principles.

It is designed to support teachers in their delivery of religious education. It integrates the *Catechism of the Catholic Church*, the *Catholic Levels of Attainment* and the new *Religious Education Curriculum Directory*.

At the heart of the programme is the mystery of God's self revelation of love through Jesus Christ. ***Come and See*** gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition.

I am sure that ***Come and See*** will serve you well in the sacred task of teaching religious education.

A handwritten signature in blue ink that reads "+ Peter". The plus sign is on the left, and the name "Peter" is written in a cursive style to its right.

Rt. Rev. Peter Doyle

Bishop of Northampton

Former President of the National Board of Religious Inspectors and Advisers

COME AND SEE



COME AND SEE

Religious Education in the Catholic School

1. What is in a name?

Come and See is an invitation to exploration and a promise of life for everyone.

The invitation is open to all.

In response to the question; *'where do you live?'* which was asked by the disciples, Jesus invited them to; **'Come and See.'** (John 1:39) The disciples went with Jesus *'and spent the rest of that day with him.'*

The invitation to **Come and See** is for all and is there even if the question has not been spoken. Zaccaheus, the much despised tax collector, just wanted to glimpse Jesus as he passed by and climbed a tree to do so, but Jesus spotted him and invited him to **'come down, because I must stay at your house today.'** (Luke 19:5)

Later in John's gospel Jesus reiterates the invitation:

*Whoever loves me will obey my teaching. My Father will love him, and my Father will **come** to him and live with him.'* (John 14:23)

We can invite others.

Those who receive the invitation may also offer it to others. In John 1:43 Philip invites his friend Nathaniel to **'come and see'** Jesus.

Later on in the same gospel (John 4:28-30) Jesus meets the Samaritan woman at the well. She is so inspired by Jesus that she returns to her village as a witness to his love and invites the other villagers to

'Come and see the man who told me everything I have ever done. Could he be the Messiah?' (John 4:29)

The promise offers reassurance.

Children are especially welcome:

Jesus said to his disciples, *'Let the children **come** to me.'* (Mark 10:14)

Speaking around the time of Sukkot, The Festival of Shelters, Jesus reassures people that he has the living water, when he says:

*'Whoever is thirsty should **come** to me, and whoever believes in me should drink.'* (John 7:37)

In Matthew's gospel again there are words of support:

Come to me, all of you who are tired from carrying heavy loads, and I will give you rest.' (Matthew 11: 28)

Jeremiah the prophet spoke from experience when he related to the people the word of the Lord: *'You will **come** and pray to me, and I will answer you. You will **seek** me and you will find me because you will **seek** me with all your heart.'* (Jeremiah 29:12-13)

The words of Jesus in Matthew's gospel encourages an active seeking. *'Ask and you will receive; seek, and you will find, knock and the door will be opened to you.'* (Matthew 7:7).

Come and See offers the opportunity to search, to explore, to discover, and to respond; this is part of what it is to be human.

Children
Come and See the wonder of all that is within them and beyond them

GOD
Offers the invitation to **Come and See**

Teachers
Facilitate the opportunity for children to **Come and See**

2. Religious Education in the Catholic School

Catholic schools are guided in all they do by an important and coherent vision of education. This vision is based on the truth revealed by God about ourselves, our life together in community and our ultimate destiny with God. This gives rise to an educational endeavour centred on the person of Jesus Christ, who is our Way, Truth and Life.¹

In January 2000, a National Symposium on 'Expectations of Religious Education in Catholic Schools' was hosted by the Bishops' Conference of England and Wales. The Bishops' issued a statement highlighting the following points.

What is Religious Education? (4)

- Religious education is about engaging with the deepest questions of life and finding reasons for the hope which is within them (1 Peter 3:15).
- It is about the Christian vision of the human person.
- It is the core subject which is central to the life of the Catholic school.
- Religious education is the systematic study:
 - of the mystery of God, as discovered through the Bible and particularly through the life and teachings of Jesus Christ,
 - the teachings of the Church,
 - the lives of the saints,
 - the relationship between faith and life.

Expectations of Classroom Religious Education (7)

- Classroom religious education in a Catholic school is primarily educational.
- Excellence in religious education is achieved by:
 - clarity of succinct religious learning objectives,
 - key content,
 - by appropriate methodologies,
 - rigour,
 - richness of resources,
 - achievement of identified outcomes,
 - accurate methods of assessment.

¹ Joint Pastoral Letter on Catholic Education:, Bishops' Conference, September 2007

The objective of religious education requires: (10)

- analysis and reflection and critical appreciation of sources,
- marked progression through the different stages of education,
- the unequivocal support of the management of every Catholic school,
- 10% of the length of the taught week for each Key Stage of education,
- the encouragement of investigation and reflection,
- development of appropriate skills and attitudes which allows for a free, informed response to God's call in everyday life,
- the use of skills in other areas of the curriculum.

3. Teaching and learning

Outcome of religious education

The outcome of excellent religious education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

Religious Education Curriculum Directory for Catholic Schools 2012

The following strategies and aims underpin the effective delivery of religious education in the Catholic school.

- Religious education will be taught discretely and developmentally. It will include the deepening of knowledge, and understanding of key theological ideas and their application to life.
- Ample opportunities will be offered for children to apply and use their knowledge and skills in cross-curricular studies to deepen their understanding of religious truths and think creatively.
- Engagement with their own and others' beliefs and values will help to develop good attitudes and dispositions so that children are instilled with a love of learning and a desire to go on learning.²
- Engagement with difficult questions of meaning and purpose which everyone has to face will enable them to think critically about their own questions of meaning and purpose.
- Offer the children a sense of self worth through their experience of belonging to a caring community and an awareness of the demands of religious commitment in everyday life.

² Ibid see also 1.51

4. Inclusion ~ Community cohesion

*Catholic schools.... will develop a range of attitudes and activities that promote and support the dignity and worth of everyone.*³

*The commitment of the Catholic Church to interfaith dialogue and to working with other Christians provides a further basis for young peoples' contribution to peaceful social cohesion.*⁴

Our Catholic schools are rich and diverse communities. During Jesus' life on earth he met people of diverse backgrounds and religious groups who were different from himself. He first engaged with all these people by speaking to them. When Jesus met the Samaritan woman at the well he spoke first about the need for water, as he asked her for a drink. This enabled him to tell her about the living water – which is himself. [John 4: 5-42]

Come and See supports and enables the faith experience of all children because it starts with their real life experience and leads them to reflect upon and consider the Christian message in all its richness in that experience. We recognise that many schools will have children of other religions present in their schools and so:

*When pupils of other faiths are present in a Catholic school the task must be to promote their human growth in such a way that they can integrate their particular faith with every aspect of their lives.*⁵

The study 'On The Way to Life' makes clear how necessary it is to have an effective means of transmission of religion, Faith, life experiences which engage all people in today's world.

*To engage in effective transmission, schools, families, parish, and all the formational programme of the faith community must also have a capacity for effective 'translation' between frameworks. This must be developed in members of the faith community if transmission is to continue.*⁶

3 Catholic Schools, Children of Other Faiths and Community Cohesion: CES & Bishops' Conference 2007 page 13

4 Joint Pastoral Letter on Catholic Education:, Bishops' Conference, September 2007

5 Catholic Schools, Children of Other Faiths and Community Cohesion: CES & Bishops' Conference page 7

6 On the Way to Life James Hanvey and David Carroll 8.3 page 29

Theological foundations

5. The foundational documents

‘What is the church’s view of woman and man? What does it consider is to be commended in constructing today’s society? What is the ultimate significance of human activity in the world as a whole? These questions require answers which will show more clearly that the People of God and the human race of which it is a part are of service to each other, and that the Church’s mission is seen to be a religious one and by that very fact an outstandingly human one.’⁷

Central to the programme are three basic human questions and the three Christian beliefs that are the Church’s response in faith.

Where do I come from? Life – Creation

Who am I? Dignity – Incarnation

Why am I here? Purpose – Redemption

These three doctrines of Creation, Incarnation and Redemption express faith in God as Trinity: Creator, Saviour, Spirit; and personal: Father, Son and Holy Spirit: the Holy One whose love gives life to all (Creation); who makes all holy (Incarnation) and whose purpose is to draw all men and women into one, universal family of God (Redemption). These questions concern the mystery of life, its dignity and purpose and are part of the Christian person’s search for meaning in life which finds its response in the life of faith. In *Come and See* these big questions are considered in the light of the Scriptures and Tradition of the Church, as expressed in the documents of the Second Vatican Council and the Catechism of the Catholic Church [CCC] which drew its strength and inspiration from that Council. The Catechism describes them [the questions] as ‘*decisive for the meaning and orientation of our life and actions*’ (CCC, 282).

a. Foundational influences on the theology and pedagogy of *Come and See*

- The four Constitutions of the Second Vatican Council, [see below].
- Catechism of the Catholic Church was published in 1992 begun by the Second Vatican Council’ (Apostolic Constitution, *Fidei Depositum*).
- The Religious Education Curriculum Directory published by the Department of Education and Formation of Bishops’ Conference of England and Wales in 2012.
- Religious Education in Catholic Schools published by the Bishops’ Conference of England and Wales in 2000.
- On the Way to Life: (Catholic Education Service 2005).
- Levels of Attainment in Religious Education in Catholic Schools and Colleges, published by the Bishops’ Conference Department for Catholic Education and Formation of England and Wales in 2007.

⁷ The Pastoral Constitution on the Church in the World of Today:, *Gaudium et Spes*, 11

b. The four Constitutions of the Second Vatican Council

REVELATION: God Speaks – finding meaning in life

At the heart of the programme is the **Dogmatic Constitution on Divine Revelation, God Speaks; Dei Verbum (DV)** [1965], which is echoed in part one of *Catechism of the Catholic Church, The Profession of Faith*. When we believe we respond to God with faith. God reveals himself to the human person. God enlightens us with abundant grace, as, with our minds and hearts, we search for meaning in lives.⁸

CHURCH: Christ the light of the nations – Community of Faith

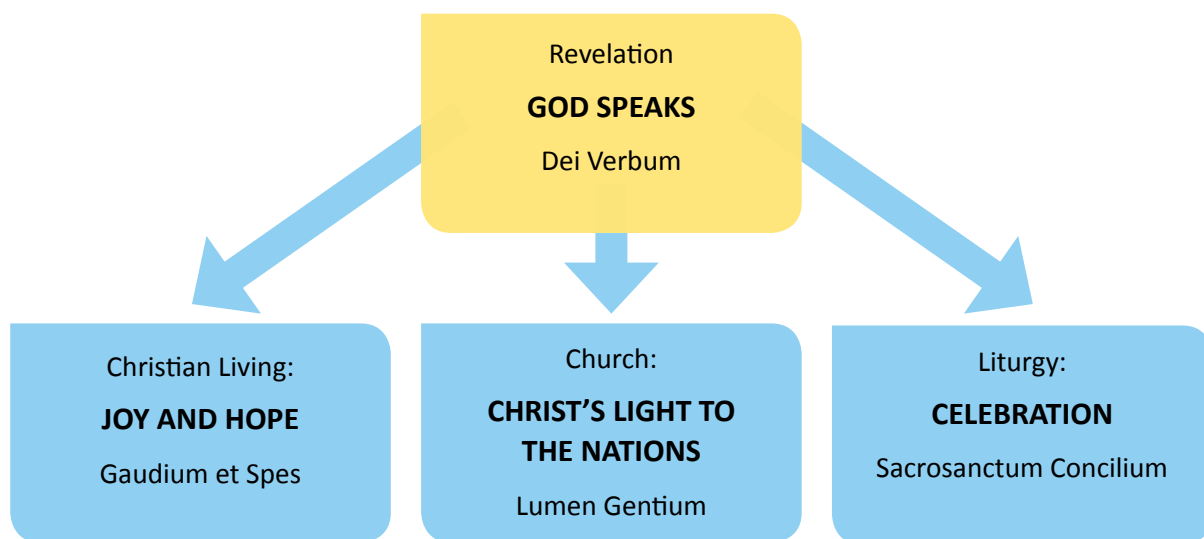
The Dogmatic Constitution on the Church: Christ the light of the nations, Lumen Gentium, (LG) [1964] which is further expanded in *Catechism of the Catholic Church, The Profession of Faith*, refers to the gathering of God’s people. The Church can mean the worshipping community, but it also extends to the whole community of believers, local and universal. The Church draws her life from the Word and the Body of Christ, the Eucharist, and so the Church becomes what she already is, Christ’s body.⁹

CHRISTIAN LIVING: Joy and hope – Way of life

The Pastoral Constitution on the Church in the World of Today: joy and hope, Gaudium et Spes, (GS) [1965], links into part three of *Catechism of the Catholic Church, Life in Christ*. The dignity of the human person is found in being created in the image and likeness of God.¹⁰ This divine image is found in everyone.¹¹ This life in God through Jesus Christ is celebrated and supported throughout the liturgical year, which follows the journey of Jesus’ earthly life

SACRAMENTS: Liturgy: Celebration – Celebration in symbol and ritual

The Dogmatic Constitution on the Liturgy: Sacrosanctum Concilium, (SC) [1963], is further elaborated on in parts two and four of *Catechism of the Catholic Church*, dealing with the Christian Mystery and Prayer. In the liturgy, especially in the Eucharist, the work of our redemption is completed. It is through the liturgy we are able to express the mystery of Christ in our lives¹² and live this out in action.



8 cf. CCC 26
 9 cf. 751, 752
 10 cf CCC 1700
 11 CGC 1702
 12 cf. CCC 1072

6. The Themes

Come and See is developed through three themes based on the above documents of the Second Vatican Council, which are gradually explored each time at greater depths. They are Church, Sacrament and Christian living.

The basic question ↔ belief for each season time is explored through three kinds of themes.

Community of faith ↔ Church

Celebration in ritual ↔ Sacraments

Way of life ↔ Christian Living

a. Church

The Church themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. AUTUMN – My story ~ my family ~ **Domestic Church**. To start the year *Come and See* begins with my story: within a **family**. The Church honours the family with the title Domestic Church because it is there that parents 'by their word and example are the first (teachers) heralds of faith with regard to their children.'¹³

2. SPRING – Our story ~ local Community ~ **Local Church**. After Christmas the children explore the theme of local Church which is our story. The **parish** is where people gather together to celebrate and practice care and love for each other.¹⁴ The **diocese** is the community of the Christian faithful.¹⁵

3. SUMMER – The story ~ the worldwide community ~ **Universal Church**. The year finishes with the story of the **worldwide** community; the universal Church. In the Church, God is calling together his people throughout the world.¹⁶ 'The order and harmony of the created world result from the diversity of beings and from the relationships that exist among them'¹⁷

b. Sacrament

The Sacramental themes occur once in every season time and each theme gradually builds on the understanding of the previous theme.

1. AUTUMN – Belonging ~ born into Christ's life. Following on from an understanding of belonging to a family the theme of **Baptism** introduces the understanding of being initiated into belonging to the Christian Church during key stage 1. 'The faithful are born anew by Baptism, strengthen by the sacrament of Confirmation, and receive in the Eucharist the food of eternal life.'¹⁸ At key stage 2 children will learn about the Sacrament of **Confirmation**, whereby the baptised are more perfectly bound to the church and are enriched with a special strength of the Holy Spirit, the Sacrament of **Ordination** for the service of the Church and the Sacrament of **Marriage**, perfecting the human love of wife and husband.

2. SPRING – Relating ~ God's love in our lives ~ **Eucharist**. In the Spring time after learning about the local Church community, the Sacrament of the **Eucharist** is explored. This is the Sacrament of communion with Christ and the Church. This sacrament is at the heart of *Come and See* since it is at the heart of Christ nourishing his people.

13 Lumen Gentium 11 and cf CCC1656

14 cf CCC 2179

15 cf CCC 833

16 cf. CCC 752

17 CCC 341

18 CCC1212

3. SUMMER – inter-relating ~ service to the community ~ **Reconciliation**. The Sacrament of **Reconciliation** forms part of the work of the summer time when there an opportunity to learn about the joy and challenge of relationships and God’s love and mercy celebrated in this sacrament. At key stage 2 children will learn about the Sacrament of the **Anointing of the Sick**, which strengthens, forgives and unites the ailing person more closely to Christ.

c. Christian living

The Christian living themes occur in each season time and each theme gradually builds on the understanding of the previous theme.

1. AUTUMN – loving – celebrating life – **Advent Christmas**. The **Advent – Christmas** theme considers the gift of God’s love in Jesus. Christmas and our preparation celebrate the wonderful gift of Jesus and offers the witness of loving as a way of life. ‘The Word became flesh so that we might know God’s love.’¹⁹

2. SPRING – giving – the cost of life –. In the Spring season **Lent and Easter** are explored, Jesus’ love for humankind knows no limit. Jesus offered his life and gave an example of giving as a way of life. ‘Easter is not simply one feast among others, but the feast of feasts.’²⁰ ‘The Resurrection ... remains at the very heart of the mystery of faith as something which transcends and surpasses history.’²¹

3. SUMMER – serving in love – feasts to celebrate – Pentecost. The study of the Ascension and Pentecost completes the Easter story and shows how the gift of the Holy Spirit strengthens the community and enables Christians to give witness to a life of joyful service. ‘In this age of the Church, Christ now lives and acts in and with his Church, in a new way appropriate to this new age.’²²

Each theme is explored through different topic in each age group

The themes of each season

AUTUMN

The three autumn time themes are developed in the light of an understanding of Creation:

- Family ↔ Domestic Church focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.
- Belonging ↔ Baptism/Confirmation focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of God’s life and friendship.
- Loving ↔ Advent/Christmas focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God’s love, Jesus, born of Mary, born as one of us.

SPRING

The three spring time themes are developed in the light of an understanding of Incarnation:

- Community ↔ Local Church focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.
- Relating ↔ Eucharist focuses on the invitation to know Jesus, to live in communion with him and with one another.
- Giving ↔ Lent/Easter focuses on Jesus’ loving self-giving on the cross, the Father’s love that raises him to new life and the challenge to Christians to follow Jesus’ example of self-giving.

19 CCC 458

20 CCC 1169

21 CCC 647

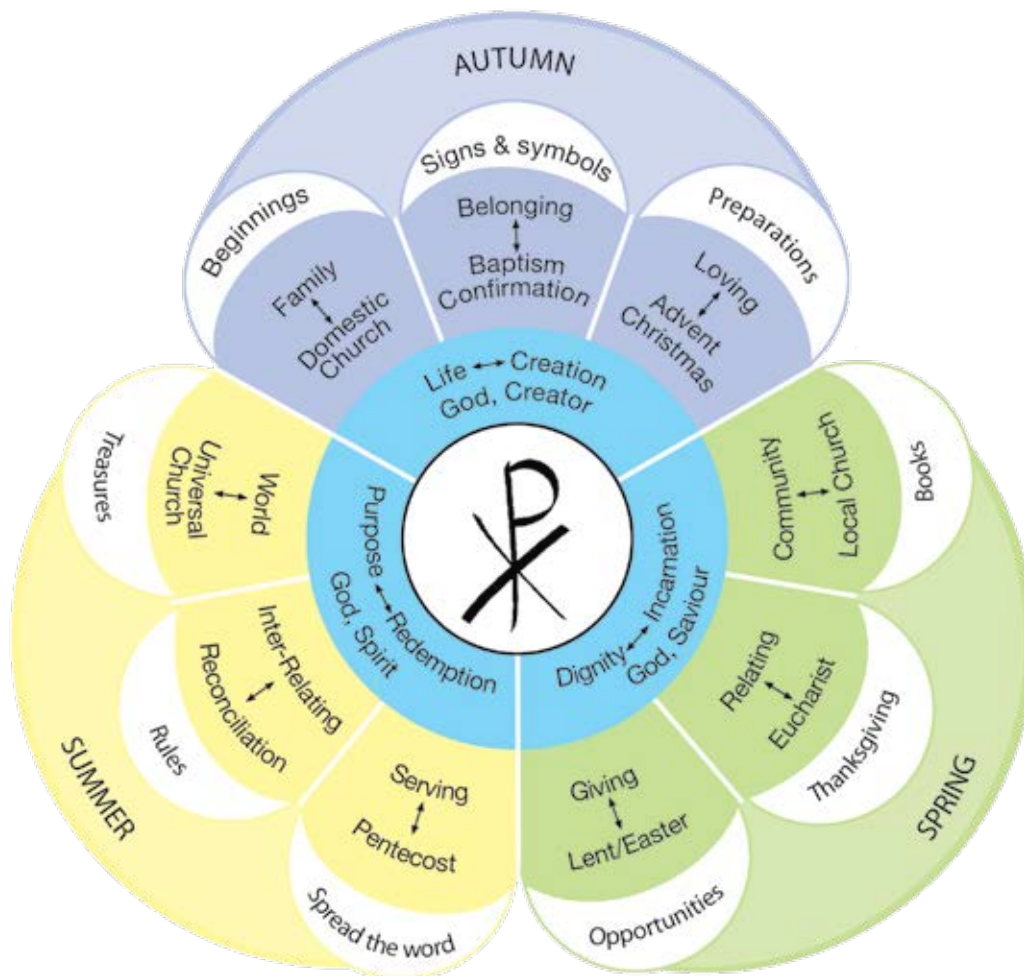
22 CCC 1076

SUMMER

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

- Serving ↔ Pentecost focuses on the on-going mission of Jesus Christ in the Church through the power of the Holy Spirit.
- Inter-Relating ↔ Reconciliation focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation in the sacrament of Reconciliation.
- World ↔ Universal Church focuses on the same love revealed in the diversity of the world and its people, and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.

The icon below which is an example of year 2 shows how the programme develops from the central underpinning of the Word of God, Dei Verbum.



7. The Word of God: Scripture and Tradition

God is revealed to us through Scripture and Tradition. Scripture is the very heart of the Tradition, which has been handed down to us and continues in the Church as a living and developing reality.

The first component of the Bible is drawn from the Jewish Scriptures which we know as the Old Testament. These books were and are of such importance to the Jewish people that they have been carefully preserved and acknowledged to be Holy Scripture. Similarly, the Christian people from the earliest times preserved their own writings concerning Jesus of Nazareth and their faith in him. These are the foundational writings of the Church, known to us as the New Testament.

In the Scriptures God speaks. We acknowledge the Scriptures to be the Word of God to us. The written word of Scripture proclaims the love of God for all the peoples of the world. The message of the inspired word is summed up in Jesus, the Son of God, who is the fullness of God's revelation to us. He is the one who frees us from sin and death, establishes the Kingdom of God here among us and leads us to life.

The writers of the Scriptures used a variety of ways to communicate God's message. They used stories, statements, songs, history and letters. They showed how God was present in the life of the people. Story telling was a particular feature of daily life in Palestine. Jesus would have come to know the stories of what God had done for Israel. When he told his own stories he rooted them in the everyday experiences of his listeners. They tell of ploughing, fishing, sowing seeds, baking, losing and finding.

In the Scriptures God speaks to us in human words, in accessible forms. Tradition is the continuing living transmission of God's word. We see it in the way the good news, taught by Jesus, is passed on by his disciples and throughout the history of the Church.

This Tradition grows and develops, as more and more disciples understand the good news, and as new circumstances require new insights. Scripture and Tradition, which are guided by the Spirit, are living realities. This understanding frees us from a fundamentalist viewpoint which sees Scripture as static. Scripture and Tradition enlighten and transform our lives in a changing world. The Gospel of Matthew reminds us that we are called to be like the householder '*who brings out of his storeroom things both new and old*' (Matthew 13:52).

There are grids on pages 44-46 which show the development of scripture and tradition which is used in ***Come and See***.

23 CCC, 1153

24 Begin With The Heart: Daniel O'Leary 2008 page 20

8. Sacrament

A sacramental celebration is a meeting of God's children with their Father, in Christ and the Holy Spirit; this meeting takes the form of a dialogue, through actions and words.²³

The approach to sacraments in ***Come and See*** is rooted in a sacramental view of the world which permeates every theme and topic: “the heavens and the earth proclaim the glory of God” (Psalm 19). All creation is a sacrament showing us what God is like, making God's love and goodness present in visible and tangible ways.

“... Catholic imagination has to do with a wonderful capacity for seeing into, and beyond, the mystery of what happens. It allows us first to experience what is presented to us, and to discover within it, more meaning than the basic phenomena would allow.”²⁴



God's love and presence are made real and celebrated in the sacraments of initiation – Baptism, Confirmation, Eucharist; healing – Penance, Anointing of the Sick; and at the service of the community – Holy Orders and Matrimony.²⁵ Each of these takes hold of an important moment in life and helps people to appreciate more deeply who God is, what God is like and what God is doing everywhere and at all time, and for all people. It is God's way of saying “I am with you and I love you.”

Christians believe that Jesus is the most perfect Sacrament of God. “*He who has seen me has seen the Father*” (John 14: 9). Jesus is the fullness of Revelation. Throughout the topic work, Jesus is the one who shows us what God is like; in his teaching, his words, his stories, his actions and his person, he makes God present to all.

Jesus founded his Church to spread the good news of God's love for all throughout the world, and to make this love present to everyone in every age. The Church is a sacrament; it shows people what God is like; it brings his loving care to all. The Church themes and topics explore ways in which the Church – domestic, local and universal – makes the love and presence of God a reality at home, in the parish community and in the wider world.

How to deliver the programme

9. The process

It is necessary, therefore, that Religious Education in schools be regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines. It must present the Christian message and the Christian event with the same seriousness and the same depth with which other disciplines present their knowledge. However it should not simply be regarded as one subject among many, but rather it should engage in interdisciplinary dialogue.Religious Education in schools underpins, activates, develops and completes the educational and catechetical activity of the whole school.

Religious Education Curriculum Directory 2012

The Catechism of the Catholic Church addresses the human **search** for meaning, God’s initiative in Revelation who comes to meet us and our **response** of faith.²⁶ This pattern guides the structure of the programme and informs the process of each topic, opened up through; **Explore, Reveal and Respond.**

THE PROCESS



The Word who is life – this is our subject

SEARCH – EXPLORE

This is the introduction to the topic where the children’s life experience is explored, the question(s) it raises are wondered at, shared, investigated and their significance reflected upon.

REVELATION – REVEAL

This is the heart of the programme where knowledge and understanding of the Catholic faith is revealed through the Word, in Scripture, Tradition, doctrine, prayers, rites and Christian living.

RESPONSE – RESPOND

This is where the learning is assimilated, celebrated and responded to in daily life.

26 cf. CCC26

EXPLORE

The teacher helps the children to begin to look at and focus on the experience within their own lives – concerning themselves, their relationships and their world. In this way the children are led to a deeper understanding, clearer vision and the discovery of significance and value of the experiential events of everyday life.

This will involve:

- Exploring experiences through story, music, drama, dance, art, etc
- Investigation
- Story telling
- Consideration of the *big* questions
- Discussion
- Becoming aware of the questions raised
- Reflecting on significance of these experiences.

Religious Education learns from evangelisation and catechesis that learning and growth involve active participation and response. For this reason, personal experience plays a significant part in the exploration, discovery and assimilation of the saving truth of God's revelation.

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EXPLORE will take **one week** of Religious Education time to complete.

REVEAL

Reveal is the heart of the process. The teacher and the children together discover the Christian understanding of the mystery of the Trinity; Father, Son and Holy Spirit. They explore the mystery of human life as revealed in the person, life and gospel of Jesus Christ Christians. It will involve learning about Scripture, the teaching of the Church, prayers, rites, psalms, hymns and other expressions of Christian faith and the lives of outstanding Christians.

The process of delivery will involve:

- meeting new knowledge of religious education;
- developing an understanding of this new knowledge;
- reflecting on the wonder of the mystery;
- gathering information and collecting facts connected with this knowledge;
- researching, collating and classifying;
- becoming aware of the questions raised;
- working with problems and grappling with puzzling experiences;
- exploring experiences through story, music, drama, dance, art;
- exploring what leads to understanding and meaning;
- asking questions and discussing;
- exploring in creative and practical ways through drama, writing, poetry, song, dance, music, ICT and service of others;
- making links between Christian understanding and the shared life experience;
- valuing life experience;
- acknowledging and respecting difference(s);
- being open to new perspectives.

REVEAL will take **two weeks** of Religious Education time to complete.

RESPOND

Remember is the first part of this section. The children will respond by remembering and celebrating all that they have learnt. This new understanding will enable them to make a personal response in their daily lives. This part begins by reflecting on what the children wonder about. This is followed by providing the opportunity for the children to remember what they have understood and learnt.

This may be done through:

- creating a quiet, prayerful atmosphere for reflection
- looking at and thinking about the work done
- drawing attention to different aspects of this work
- sharing thoughts and feelings.

Rejoice is the second part of the section. There will be the opportunity to plan and take part in a celebration. It will be essential to involve the children in the choice of material to be used in the celebration. The grid below, which is in every topic, offers guidance as to content of the celebration.

See below in Section 12 *Celebration* for more detail on the planning.

GATHER
Consider how the children will begin the celebration.
WORD – LISTEN
To some scripture read or enacted
RESPONSE
How will the children respond to all they have heard?
GOING FORTH
How will the children take away the message?

Renew the teacher helps each child to make an individual response, to hold on to and make their own, what they have understood of the topic. In this part the children will think about how they can apply their learning to their lives. Older children can be offered the opportunity to write or draw in their personal notebooks.

There is a reminder that the teacher will undertake an evaluation which will inform future teaching and learning and include assessment for learning.

RESPOND will take **one week** of Religious Education time to complete.

10. Planning

a) Time allocation curriculum

The Bishops' require 10% of the taught time for religious education. This usually means, 2 hours 15 minutes at Foundation Stage and Key Stage 1 and 2 hours 30 minutes at Key Stage 2. This needs to be clearly indicated on the class timetable. This time does not include collective worship (other than the Rejoice section), hymn practice, assemblies etc. This time allocation needs to be distributed appropriately across the timetable to ensure quality time is given for effective teaching and learning throughout the week. The school leadership and management should take responsibility for this.

Within each lesson there needs to be a balance between input, discussion and activity.

b) Long term planning

The themes and topics framework sets out the programme for the year.

In classes where there are **mixed age groups**, the class teacher needs to work out, in collaboration with other teachers and the support of the Religious Education subject leader, which topic will be explored in a particular class or in a particular year group to ensure differentiation and to avoid duplication. Within all classes, teachers will need to have regard for the attainment levels when developing activities for children of different age groups and abilities. It is important to track individual pupils' experience of the topics to ensure full coverage and to avoid duplication. The school leadership needs to monitor this to ensure the avoidance of repetition.

c) Medium term planning

The overall responsibility for medium term planning lies with the religious education subject leader. It is essential for the understanding of the topic that teachers reflect on the **theme pages, *Come and See for Yourself*** at the start of each topic. These are the same regardless of age group because they explore the theme which underpins the topic. Ideally this reflection is best done as a whole staff, but if this is not possible they may also be done individually, or in year phase groups or Key Stages.

The **overview** which is the medium time plan is to be found at the start of each topic. A copy of this is on the ***Come and See website*** so that teachers can adapt it to the needs of their class. Where there are teachers using the same overview it would be good practice to discuss these together. The following template shows the content and purpose of the overview.

THEME – TOPIC – TOPIC OVERVIEW

YEAR LENGTH OF TOPIC: 4 weeks
 TOPIC TITLE

TEACHERS' NOTES

Scripture

Catechism of the Catholic Church

The notes within this box are essential for the teacher's own personal understanding of the topic at an adult level. They need to be studied carefully before planning.

ABOUT THE TOPIC

Prior learning: this outlines the knowledge and understanding of previous topics within the theme
 This topic: learning outcomes this details the overall learning focus within the process
 Knowledge and understanding:

- Learning outcome. from the Explore part of process – **EXPLORE**
- Learning outcome. from the Reveal part of process – **REVEAL**
- How the two outcomes fit together – **RESPOND**

SCRIPTURE

This is the Scripture which will be used in the topic. The Biblical references are given as well as the references in God's Story where it is appropriate.
 The scripture used through Come and See can be found in the Scripture framework.

TRADITION

This is an outline of the Church's teaching used in this topic.

CORE VOCABULARY

These words will help the children become religiously literate.

SOME QUESTIONS OF MEANING & PURPOSE

This highlights some of the significant questions, which may arise in this topic.

ATTAINMENT TARGETS

- AT 1 Learning about religion**
- i beliefs, teaching & sources
 - ii celebration and ritual
 - iii social & moral practices & way of life
- AT 2 Learning from religion**
- i engagement with own & others' beliefs & values
 - ii engagement with questions of meaning

RESOURCES

This is a list of the suggested resources used during the topic, this does not preclude the use of resources known to the teacher.

CROSS CURRICULAR LINKS

Whilst making links with other areas of learning it is important that teachers remain focused on the learning intentions of the religious education topic.

COME & SEE WEBSITE

This refers to the material that can be found on the website.

LITURGICAL/PRAYERS LINKS

This indicates the aspects of liturgy or prayer which are explored in this topic.

SONGS/HYMNS TO SING

This is a list of the suggested song or hymn that might be helpful.

RE CURRICULUM DIRECTORY

This will show the correlation between the Areas of Study in the Directory and Come and See.

POINTS TO REMEMBER

Be aware that sometimes sensitive issues may be raised by the topic.

d) Short term planning

Short term planning is the responsibility of the class teacher. The teachers will use the planning model agreed by the school in conjunction with the diocese. The material for this planning will be found on the topic pages.

e) Foundation stage approach

The Foundation Stage describes the phase of a child's education from the age of 3 to the end of reception at the age of 5 or age 3 to 7 in Wales. In the foundation phase religious education drives the whole curriculum. Through engaging, practical, integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in the curriculum for foundation phase but has a particular and important contribution to:

- Personal, social and emotional development
- Communication and language
- Literacy
- Understanding the world
- Art and design
- Creative development (Wales)

Throughout the programme Nursery and Reception and in Wales Foundation 1 and 2, the process will be divided as follows:

- **Whole class core Input;** (teacher led).
- **Adult directed group activities** and; (teacher or assistants work with groups of children).
- **Continuous provision** (child centred learning across the areas of learning in the foundation stage).

For years 1 and 2 there will be a choice of two formats, foundation stage or as below for years 1 to 6.

In years 1 to 6

The structure within both **Explore** and **Reveal** from years 1 to 6 comprises of the following sections:

1. **Learning focus:** the overall focus of the session.
2. **Content:** some suggestions for input to develop the focus.
3. **Some key questions** follows the input, these are suggested questions which will encourage the children to wonder and reflect on what they have heard or seen; other questions may also arise.
4. **Some suggested activities,** the third section offers some activities, it is not an exhaustive list nor is it to be supposed that the children will complete them all; they are simply guidelines. Wherever possible they are differentiated but will of course need to be adapted to the ability and interests of the children. There are some links for special needs children using symbol supported text.

The **Respond** structure is the same for Foundation stage as well as Key stages 1 and 2. This is the opportunity for children to respond to what they know and understand y three means.

1. **Remember:** here the children will be prompted by a variety of means to demonstrate what they wonder about (AT2) and what they remember (AT1).
2. **Rejoice:** is the opportunity to celebrate the children's new knowledge and understanding of the topic. The children will contribute to the celebration by recalling and suggesting readings, songs and prayers which have been significant. (see below for details).
3. **Renew:** this where the children can make an individual response to what they have learnt and experienced and consider how they might apply it to their daily lives.

f) Differentiation

As with all other areas of the curriculum the purpose of differentiation in religious education is:

- To enable children to succeed in the set task or activity and to challenge them to take the next step in learning;
- To challenge children to be self-motivated and to take responsibility for their own learning;
- To enable children to recognise and celebrate their achievement;

Children learn in different ways, so as with other subjects, it is necessary to provide a range of learning activities using a variety of media.

In each topic there are attainment level indicators, attainment level summaries and symbols showing the possible ability required by the activity.

g) Additional learning needs and/or disabilities²⁷

It is essential to take into account all children with a variety of additional learning needs and plan accordingly. Some ideas will be found within the topics. This symbol ☺ indicates the Widgit symbol supported text website which has a number of resources which are referred to in the programme. These resources may also be used with children who do not have special needs. There are ideas for using Widgit symbol supported text through weblinks.

Multi-sensory and symbolic approaches and resources contribute to enjoyable and appropriate RE experiences for children with a range of different needs and abilities. All children benefit from ways of learning and knowing which are not necessarily reliant on cognitive ability, in particular the learning of the heart.

The P scales are differentiated performance criteria which provide a chart of progression in RE for pupils with a range of learning difficulties and disabilities. Based on the National P scales they have been customized for use in catholic schools. The book and the website help in the planning, teaching and assessing of Religious Education for children and young people with Learning Difficulties and Disabilities. When planning, attention should be given to providing:

- *a range of motivating and enjoyable experiences to engage all children*
- *scope and provision to enable children to move through and demonstrate success at the different P levels*
- *strategies, approaches and resources to enable children with Autistic Spectrum Conditions to participate.*

See Religious Education Curriculum Directory 2012

The 'P' scales of the Attainment Levels may also offer some initial support, but given the possible range of needs, additional specific planning may be required.

The following approaches take into account a wide range of special needs:

- Providing opportunities to eat or taste, to look at, to smell, to touch, to listen to and to and engage with (a multisensory approach).²⁸
- Providing a variety of materials, toys, food, interactive objects which engage children's curiosity and involves them in sharing and taking turns (motivational stimuli).
- Music – songs to sing, music to move to and especially songs with sign language and action songs. Music is often an effective way of marking the start and finish of a session and creating a sense of celebration or reflection/stillness.
- Sign language and text accompanied by symbols or illustrations are essential tools to support understanding of the spoken and written word.²⁹

²⁷ Mindful of the Equality Act 2010, every effort has been made to make the programme accessible to all pupils.

²⁸ This will provide experiences for children with sensory impairments, Autism Spectrum Disorders, Profound and multiple learning disabilities, communication disorders.

²⁹ Different systems in use include British Sign Language, Makaton, Signalong, Widgit software

- Using a variety of media to animate a story and bring a theme to life, for example, objects named in the story or key to the theme, the use of puppets or role play.
- Reassurance and predictability are especially important. A familiar structure for each session builds confidence and if a change is planned it is important to let children know. Some children may benefit from a visual schedule to guide them through the sequence of activities.

Come and See aims to provide meaningful and appropriate religious education experiences for all children, taking account of different needs, abilities and learning styles. This includes children with learning disabilities working within the P Scales who may be accessing religious education in the context of Catholic special schools, parish schools or through outreach and support to LA special schools.

A Special Needs folder will be provided on the **Come and See** website which will make available tried, tested and suggested activities for children working within P levels 1-8 with cross-referencing into the programme's themes.



h) Assessment:

Assessment is an integral aspect of all teaching and learning.³⁰

Information about assessment and exemplification material can be found in the book, *Levels of Attainment in Religious Education in Catholic Schools and Colleges* [Bishops' Department]. It is essential that teachers are familiar with this publication.

Assessment in religious education is related to the concepts, skills and attitudes to be developed through learning about and learning from religion. Assessment establishes what children know, understand, can do and how to get there. It offers support and motivation to the learner.³¹ It does not assess spirituality or the practice of faith.

At the beginning of *Explore and Reveal* there is an indication of the Areas of Learning and the Attainment Levels which are covered. At the end there is a summary of the levels for that topic.

Regular assessment, individual pupil tracking and record keeping should be carried out according to the direction given by the diocese, in order to ensure pupil progress.

i) Theological Stepping Stones:

At the end of each topic there is an outline of the teaching of the Church which has been covered in the topic. These statements develop from preceding years and are further developed in successive years. The vocabulary used is adult and is not necessarily the actual words used in the topic but the teaching and concepts are. It is a helpful reminder of how the knowledge and understanding of the Faith is gradually explored.

j) Links with other areas of learning

Skills from other areas of learning will contribute to Religious Education. Whilst making links with these areas of learning it is important that teachers remain focused on the learning outcomes of the religious education topic.

³⁰ The Independent Review of the Primary Curriculum 2009: 1.22

³¹ *ibid* 1.23

11. Celebration – prayer and worship

“Celebrations of various kinds which help the children to understand some of the elements of liturgy (such as greeting, silence, community praise especially in song) have a great part to play in their liturgical formation and in preparing them for the liturgical life of the Church.”³²

Celebrations are an essential part of life for people of every age and faith. The cycle of a year and the span of a lifetime are marked by rituals, when people gather to celebrate with their friends. Rejoicing and celebrating help all of us to reach into the heart of life and to realise the deepest meaning of what is happening there. They keep before us what is important in life: joys, difficulties, sorrows and successes. Celebration is an opportunity to experience joy and also to come to terms with sadness and difficulty in order to feel joy again. Our understanding is heightened so that we are able to go back to living with renewed vision and hope.

The Christian community has so much more to celebrate: God’s creating, saving and sanctifying power in our lives. The sacraments and the liturgical year celebrate all this with a richness of symbol.³³

In each topic there are opportunities for children to participate in community worship in an ‘active, conscious and genuine’ way (SC, 14). They explore the human values and symbols involved in celebration. (*Directory on Children’s Masses*, 9).

Celebrations are a foundation for a fuller participation in the celebration of the Eucharist. By their active participation in celebrations throughout the topics children will be introduced to symbol, gestures and actions of liturgy and worship. Wherever appropriate, children may be encouraged to help with the preparation of the celebration. In the *Respond* section of the topic a template for planning a celebration has been provided. Throughout the themes, the children will become familiar with the liturgical year of the Christian Church.

Notes on feasts and seasons are provided within the appropriate topics. Making time to celebrate enables children to acknowledge the value of the experiences they have explored. The celebration provides an opportunity and context in which worship is possible, though not demanded.

In ***Come and See***, during *the reflection on significance in Explore*, the children will have the opportunity to engage in and experience the skills of reflection.³⁴

In *Reveal*, in the sacramental themes in particular, the children are given the opportunity to reflect upon the scripture passages and prayers which form part of the rite of each of the sacraments.

In the *Respond* stages in each topic, there are opportunities for children to participate in community worship and this is a foundation for a fuller participation in the celebration of the sacraments. Through active participation in the preparation and celebration of *Rejoice*, children will be introduced to symbol, gestures and actions of liturgy and worship. They begin to experience the symbolism of water, light, food and gesture in preparation for their celebration in liturgy and sacraments. (*Directory on Children’s Masses* 9).

From years 3 to 6, children need to be encouraged to prepare the *Rejoice* celebration in groups, making use of the planner.

³² Directory on Children’s Masses 1973: 13,

³³ cf, CCC 1066

³⁴ cf Levels of Attainment page 20 Reflection and contemplation

Guidelines for completing the celebration planner at the end of each topic**REJOICE**

Celebrating the children's new knowledge and understanding of the topic. This focus will be found in the planner at the end of each topic.

PLAN

Decide from all the children have remembered, what will be included. Consider the:

- Display
- People involved
- Place of the celebration
- Setting and sitting
- Time

Share some refreshment at the end.

GATHER

Arrival and welcome to everyone.

Use a variety ways of gathering together, e.g. music, song, procession, silence etc

WORD – LISTEN

Use of scripture/ritual prayer which has been explored in the topic.

This could be expressed through use of drama, art, music, movement, silence, story, gesture, song, poem, etc.

RESPONSE

Using a variety of means, this is an opportunity to engage with the Word of God and make an appropriate response.

GOING FORTH

Use a variety of means to help the participants understand they are being sent forth with the message of Rejoice.

Invite those involved to partake in refreshments.

This same structure of gathering, listening, responding and going forth can be used in all forms of worship.

a. Appreciating Symbol

The programme lays a foundation for an appreciation and understanding of symbols and the power of symbol. This is suited to the age and development of the children.

Ages 3 –7: At this stage we provide a rich experience of colour, sound, water, light, food, objects and gestures. Children are encouraged to become familiar with actions such as exchanging greetings, giving gifts, celebration meals, expressions of gratitude, sorrow and forgiveness. Activities are suggested which foster awareness of all this, evoke an affective response, stimulate creativity and imagination and encourage discussion.

Ages 7–9: Children begin to explore the properties, qualities and use of symbols and actions experienced at the earlier stage. They examine and investigate these as part of life at home, at school, in the neighbourhood and in church. For example, the giving of gifts, light, flowing water etc.

Ages 9–11: Children begin to explore the wider value of symbols in society and in religious faith. They explore the expression of ideas through language and non-verbal symbols, as well as the use of important symbols, for example, light, water, fire. They discover the use of symbol in art, architecture, music, movement, prayer, liturgy and sacraments.

*'A sacramental poetics appeals to the imagination; by appealing to the basic realities in our lives – bread, water, oil, salt, earth, trees, in word and symbol, prayer and gesture – it awakes a depth dimension and an experience of the sacred'*³⁵

b. Prayer

Children have a natural aptitude for prayer. They are open to God. They respond in joy, wonder, anger, disappointment and elation to the world around them. The whole of creation is new to them and their days are full of endless exploration and discovery. The task of the teacher is to recognise that this is the beginnings of prayer and to create and maintain an environment where this is fostered and developed.

It is desirable to create a visible prayerful space in each classroom, which will usually reflect either the topic or the liturgical season. Each person has to find the 'space within' where the encounter with God takes place.

In ***Come and See*** the process offers specific opportunities for sustaining and deepening this natural aptitude for prayer.

c. Words for Prayer

Informal words for prayer: the ordinary, everyday language of praising, thanking, asking and saying sorry are provided in the stories and activities. The prayers suggested take account of the need to avoid a simplistic view of God, so that children are not left disillusioned when, for example, a sick or dying person, especially someone they love, does not recover. For example, Be near to who is sick. Give your peace (love, strength) to who is dying. Help me to bring them your love and care.

Formal words for prayer are introduced gradually throughout the programme. Children will become familiar with them:

- by hearing them said and by joining in with them;
- by singing them;
- by focusing on small phrases which are incorporated into the topic work when and where this is appropriate. For example, in the Eucharist topics, focus is on the Eucharistic Prayers, especially those for use with children. In the Reconciliation topics, the penitential rites are a focus for prayer. In the sacraments of Baptism and Confirmation the promises give good openings for prayer and reflection.

³⁵ Begin with the Heart 2008 page 42, quoting Mary Grey

d. Prayer Experiences

Children are introduced to a variety of forms and styles of prayer:

- Praying the psalms “I thank you for the wonder of my being,” (Psalm 139)
- Traditional prayers Our Father, Hail Mary, Glory be to the Father,
- Repetitive prayer phrases eg ‘Jesus, I love you’, repeated several times, slowly or sung repetitively
- Scripture – reflection/meditation/ use of imagination
- Bodily prayer raising hands in praise, bowing, dancing, genuflecting
- Prayer of the heart, stillness to listen to God: “Be still and know that I am God.”
- Contemplation – looking at trees, a sunset, an icon, work done in the topic
- Gestures – the sign of the cross, sign of the cross on forehead, lips and breast before the gospel, the sign of peace, genuflecting etc
- Hymns both traditional and modern are suggested
- Music – listening to quiet reflective music or other appropriate pieces
- Litanies eg, for all creation: Thanks be to God
- Processions – Gospel procession with sung acclamation.
- Prayer services and liturgies – formal and spontaneous, prayer using holy water, candles, etc
- Celebrations – gathering in prayer, song, scripture, celebrating all aspects of life, sharing food and drink
- Use of visuals images – art, banners, displays, flowers, candles, PowerPoint presentations etc

Appropriate use of all the above can enhance the experience of prayer.

There is also place for the memorisation of prayers and phrases from the psalms; this will gradually begin over time, according to the age and capacity of the children. This can be made interesting and often comes with frequent use rather than testing.

Knowing prayers by heart is a gift for life and will always be useful. Those prayers so marked * are ones that the children are able to pray together from memory.

Traditional prayers are introduced to children as follows:

Aged 3 to 5

Sign of the cross *

Hail Mary

Our Father

Morning and Evening prayers

Prayers before and after meals

Simple responses at Mass

Greeting the Gospel (acclamation)

Simple litanies of thanks and praise.

Prayerful reflection on the day

Prayers for the blessing of the Advent wreath

Prayers for the lighting of the Advent candles

Aged 5 to 7 – All those listed above, and:

Sign of the cross *

Our Father*

Hail Mary *

Glory be to the Father *

Morning Offering *

Grace at Meals *

Act of Sorrow *

Mass responses *

Prayers at Mass (Lord have mercy, Prayers of Intercession, Children's Eucharistic Prayer II)

Prayers used at Baptism

Prayer for Lent (This is the wood of the cross)

Simple examination of conscience/ review of the day

Aged 7-11 – All those listed above, and:

I confess *

Angelus *

Benedictus (Luke; 1:67-79)

Magnificat (Luke; 1:46-55)

Eternal rest *

Act of Contrition *

The Mysteries of the Rosary

Stations of the Cross

Prayers at Mass:

Penitential rite

Glory to God (Gloria)

Offertory prayers

Eucharistic prayers for Masses with children

Holy holy, holy *

Lamb of God *

Rite of dismissal

Litany of the Saints

Prayers used for sacramental rites

Prayers from the liturgy for special feasts

Funeral Mass prayers

Blessing and giving of ashes

Saints' prayers, for example, St Teresa of Avila, St Francis of Assisi

Some simple phrases from the psalms *

Many of the most common prayers can be found on the Widgit symbol supported text site.

http://www.widgit.com/resources/classroom/i_call_you_friends

e. Using a private notebook

A *private* notebook is a place where the children write their thoughts and prayers. It allows new ideas and insights to develop and enables the children who are less extrovert to engage in dialogue with their own thoughts and feelings. This is an activity best suited for children towards the end of key stage 2.

The important principles are that the activity is undertaken in an atmosphere of reflection and meditation; and that it is done individually. The content of a journal is personal, to be shared only if the child so wishes. This is a good way to help pupils reflect on a Scripture passage. After they have had the opportunity to share their understanding they could write about an important word, phrase or image from the passage and what it means to them. Alternatively, they could give a reaction to the whole passage.

In one of the most famous of all diaries Anne Frank wrote: 'I want to write, but more than that, I want to bring out all kinds of things that lie buried deep in my heart.'

f. Sacramental preparation

During the primary years children may well be prepared for such sacraments as Reconciliation, Confirmation and Eucharist depending on the diocesan policy. This is a vital part of catechesis, formation for the Christian journey. The partnership of home, school and parish is crucial at these times. The way the partnership is enabled is a matter of diocesan policy.



12. Using Scripture in *Come and See*

Engagement with Scripture is essential to understanding the faith story of the community of the Church. It is the story of God's love and care for all and of how people responded to that love. The Bible was written over several centuries, by many different authors, using different styles of writing, among which there is poetry, prayer, letters, history, legend and biography. All the authors wanted to express the truth about God and God's Holy Spirit guided and inspired them. In *Come and See*;

“Scripture is used to ‘hold up a mirror to life’ so that the experience of over 2,000 years of people’s relationship with God contained in Scripture, will light up their own experience.” (Nora Hanlon, Heirs to the Kingdom, St Paul Publications).

Depending on the age and ability of the children, it is good to try to tell stories either from scripture other sources in your own words, if possible, to enable them to come alive. However, it is also important for children to hear and be familiar with some phrases of scripture which are critical for their understanding. It is important that the teacher remains faithful to the context and the meaning of the passage in Scripture and that the message is not distorted in a misguided attempt to bring it down to child level. Story-telling was an essential feature of daily life in Palestine and Jesus would have grown up with stories of what God had done for Israel. When he told his own stories he rooted them in the everyday experiences of his listeners; so they tell of ploughing, fishing, sowing seeds, baking, losing and finding.

The literary styles and devices used in Scripture were instantly accessible to and understood by the people sharing them. The authors were writing for adults and raising adult questions. The use of scripture requires sensitivity to the Bible and to the children. It also requires willingness on the part of the teacher to become engaged in the process. When using a Bible passage the teacher will need to be familiar with the text and its context. The teachers' notes at the end of each of *God's Story* books offer some useful information and the *Catholic Good News Bible*³⁶ has an introduction to each of the books of the Bible.

Depending on the age and ability of the children, it is good for them to hear the Word of God from its original source – the Bible. However, it is necessary at times for a teacher to retell a story in words appropriate to the listener to enable the message to come alive. Children will soon become familiar with words and phrases critical to the understanding of God's message.

a. Miracles and Parables

A miracle may be understood as an event which is contrary to nature and demonstrating particular aspects of the kingdom. However, St Augustine in his *City of God*³⁷ suggested that it is an event which is contrary to what we *know* of nature, as our understanding of nature is limited and has developed over the ages. Many events in the Old Testament were considered miraculous, the most notable being the Exodus from Egypt and the parting of Sea of Reeds.³⁸ All miraculous events were regarded by the Jewish people as signs of the power of God and are part of God's liberating activity. They brought to people's attention God's love in action.

36 Catholic Good News Bible, pub Collins ISBN 0-00-772816-6

37 cf City of God XXI: 5

38 Exodus 14

Miracle Stories in the New Testament

The first words on the lips of Jesus in Mark's Gospel are "The time is fulfilled – the Kingdom of God is at hand." Miracle stories in the New Testament are, before all else, signs that the Kingdom of God is at hand. In his ministry Jesus welcomed all who were excluded from the community for whatever reason. The Miracle Stories invariably restore these people to community – no wonder the word 'amazement' regularly reflects the reaction of the crowd to Jesus in these expressions of his healing ministry. Miracle Stories are a call to a way of life that transforms. They invite us to see the world through the eyes of Jesus – eyes of inclusion, welcome, healing and love.

Appropriate and relevant miracles stories are introduced towards the end of the primary years, when children have the ability to understand them more accurately.

The Parables of Jesus

While parables are a significant part of the preaching of Jesus, he did not invent the form. One of the most famous parables in the Old Testament is the story told by the prophet Nathan to King David after the murder of Uriah the Hittite, the husband of Bathsheba (2 Samuel 12:1-7). The rich man takes the poor man's lamb to feed his guest. The story provokes David's anger against this rich man's injustice. Then Nathan says to David "You are the man."

Jesus' parables are challenging. The temptation to tell a 'nice story' may lead us to reduce his teaching to bland moralising. Unless I can identify the resistance to a true change of heart in my own life there is a very good chance that I am not hearing the parables of Jesus. Parables, like miracles, are signs that the Kingdom of God is at hand. Parable tellers put their lives on the line because they invite their hearers to a new way of seeing and acting in the world.

b. Delivering Scripture

When introducing children to Scripture it is important to use the skills developed in literacy and to present a passage several times in order to enhance, deepen and extend children's awareness of the message. The following offers some ideas for using Scripture:

- Underline a favourite word or phrase and say why you like it.
- Imagine you are one of the characters and re-tell the story from your point of view.
- 'Hot seat' one of the characters to face questions about their part in the story.
- Imagine you are a journalist for newspaper or TV and report on the event.
- Sequence the story with cartoon pictures and captions.
- Find the key words and key symbols in the passage.
- Create a display to illustrate the story: include poems, creative writing, drawings, paintings, models, artefacts and natural objects.
- Use pictures of the story on the IWB add speech bubbles, highlight a section of the picture and talk about what is happening (helpful for visual learners to connect to the story).
- Invite older children to read the passage or compose a letter, a prayer or a short piece of writing to reflect their thoughts and feelings.
- Underline the words which describe God the Father, Jesus or the Holy Spirit. Think of other words to describe them. Use these words to make a litany prayer.
- Prepare a drama, dance, mime based on the story.
- Retelling a story is purely a literary skill. Where this is deemed an appropriate task it should always include the child's understanding of the meaning, or an appreciation of the story, why they think Jesus told the parable, or some other personal reflection.



Using Prayer of Imagination to help reflection:

- Imagine the scene, the surroundings, the noises and the smells;
- How did the people look; how did they feel.
- What do they say and do?
- Close your eyes and listen to the story again.
- How do you feel?
- What would you say?
- What would you do?
- What do you want to hold onto from the story?

Within each topic there are a number of suggestions given for activities.

It is recommended that teachers use *God's Story 1, 2 or 3* as appropriate. The scripture contained within these books is accessible to children whilst remaining true to the original text.

Scripture references are given throughout the programme. They will normally be from *God's Story 1, 2 & 3* otherwise the version used will be the *Catholic Good News Bible* and from the *Catholic NRSV Bible*.

13. CAFOD: The Global Dimension

The development of a social conscience is an integral part of religious education. Catholic social teaching identifies this as 'seeking the common good'. (CCC, 1905, The Common Good.).

CAFOD (Catholic Agency for Overseas Development) is the official development agency of the Catholic Church in England and Wales and is part of the global Caritas network. CAFOD exists to bring about lasting and positive change in partnership with some of the world's poorest and most disadvantaged people in the global south, whilst challenging those of us in the North to transform our lives for the common good.

Inspired by faith, CAFOD supports schools to embed a global dimension across the whole school curriculum, with particular reference to the teaching of religious education and the Catholic Ethos of the school.

CAFOD's development education resources include stories, images, assemblies, activities and lesson ideas and can be ordered and downloaded from their website www.cafod.org.uk/primary. The work is also supported by INSET provision and a dedicated team of volunteer speakers.

The Universal Church topics were written by CAFOD. Those topics rely on CAFOD resources and develop for children the global dimension of the teaching of the Church.

14. Religious Literacy

The outcome of excellent religious education is religiously literate and engaged young people.
Religious Education Curriculum Directory 2012

This is delivered through a process recognised in the Catechism of the Catholic Church:

- by exploring their life experience to discover value and significance: **EXPLORE**
- by hearing, understanding and reflecting on the Christian message: **REVEAL**
- by bringing it to mind, by celebrating and by applying it: **RESPOND**

a. Talking to children about God

God must be named for children, in the same way that people are named for them. Very small children first meet God as someone about whom and to whom adults speak, at home, in school, or in church. God is someone about whom stories are told – this is what God does, what God says, what God is like – in much the same way as stories are told of a member of the family or community whom the children have not yet met. Out of all this, children begin to build up a framework within which they can use the word God meaningfully.

Come and See introduces them to a wealth of images to ensure that their thinking about God remains open and their understanding goes on developing.

The Trinity

Children are introduced to the doctrine of the Trinity through the life and message of Jesus and the teaching of the Church. Their understanding develops by hearing about the work of Father, Son and Holy Spirit in the lives of believers. Topics in autumn focus on the work of the Father, (Creation) in spring on the work of the Son, (Incarnation) and in summer on the work of the Spirit, (Redemption).

The way in which prayer is worded also helps children enter into the mystery of the Trinity. As a rule, **Come and See** follows the way in which the public prayers of the Church's worship are addressed to the Father, through Jesus, in the power of the Spirit. It is important that when speaking of God we are consistent about the way in which we address each of the Persons of the Trinity. God the Father created the universe and sent his Son, Jesus, who leads us to the Father, he is 'the Risen Lord', 'my Lord', 'our Lord'. Jesus prayed to God as Father and taught his disciples to do the same. The Holy Spirit, the Spirit of God, given by the Father and the Son, is the Spirit of love, joy, peace, strength....

b. Talking to children about Jesus

For Christians Jesus Christ is the 'image of the invisible God'. It is vital that we introduce children to the living Christ of today, the Risen Jesus, whom the Church proclaims as alive, strong, and active in our lives, with us now and forever. The approach must concentrate on the person of Jesus because 'it is possible to love a person; it is rather difficult to love a formula.'³⁹

Few young children have real permanent friendships within their peer group until the age of seven. The friendship of a three, four, five or six-year-old is usually a dependent one, in which the child receives more than gives. At this stage of development their 'best friends' are the adults they trust and upon whom they rely. In speaking of Jesus to children aged three to seven (Early Years to Year 2) we present him as a grown-up friend, strong and protective. He is someone to whom they can look up, admire, imitate, trust, and upon whom they can rely always. He shows us what God his Father is like.

This image of Jesus as a friend is developed and deepened in Years 3 to 6. He is a friend who cares for, helps, forgives and shares. He invites each one to friendship with himself, to follow in his way, to love as he loves, and to be the same kind of friend as he is. Children can begin to understand that Jesus is more than 'just a friend'. He is the best gift of God his Father. He is the perfect picture of God. He shows what God is like. Jesus is the sacrament of God. He is leader, servant of all, the one God promised, the foundation of the Church, the builder of bridges between God and people, between individuals and groups. He shows God's way. He leads people to love even their enemies; to become like his Father.

This understanding of the person of Jesus is focused on various ways throughout the programme.

In ***Come and See*** Jesus is presented as the one who offers a richer, fuller life to everyone. By the power of the Holy Spirit his ministry continues through the Church. The creative power of God, the source of all life, is explored in a variety of topics which enable children to reflect upon 'the wonderful works of God'.

³⁹ paragraph 107, The Religious Dimension of Education in A Catholic Schools. Pub. CTS 1988 ISBN 0 85183 7492

Other Religions

15. Judaism and Other Religions

a. Why?

In his life on earth Jesus showed a respect for those within and outside his own faith community; for example his encounter with the Samaritan woman (John 4) and the healing of the Roman centurion's servant (Luke 7). This encourages Christians to do likewise.

We live in a pluralistic country with people of different races, cultures and religions.

Within our schools we are seeking to educate all pupils of whatever religion to be able to live a way of life that integrates their beliefs with all other aspects of what it means to be human. As part of this, they must learn to live alongside others who are different and hold alternative views, including religious views.⁴⁰

Children today live in a fast changing global world, where communication and travel opens them to diversity and challenge. It is important that we prepare them for this. Jesus, who is the fullness of God's revelation to humanity, showed respect for those within and outside his own faith community. The Church calls us to be committed to respecting people of other religions and to recognise that God is at work in them. The opening words of the document *Gaudium et Spes* expresses well our common humanity:

"The joy and hope, the grief and anguish of the people of our time... are the joy and hope, the grief and anguish of the followers of Christ as well."⁴¹

Another important document from Vatican II was *Nostra Aetate* (Declaration on the Relation of the Church to Non-Christian Religions):

"In this age of ours, when people are drawing more closely together and the bonds of friendship between different peoples are being strengthened, the Church examines with greater care the relation which she has to non-Christian religions. Ever aware of her duty to foster unity and charity among individuals, and even among nations, she reflects at the outset on what people have in common and what tends to promote fellowship among them. "All people form but one community. This is so because all stem from the one stock which God created to people the entire earth (cf Acts 17: 26) and also because all share a common destiny, namely God..."

"The Catholic Church rejects nothing of what is true and holy in these religions. She has a high regard for the manner of life and conduct, the precepts and doctrines, which, although differing in many ways from her own teaching, nevertheless often reflect a ray of that truth which enlightens all."⁴²

In more recent Church documents, Christians are directed to both witness and dialogue. This means entering into relationships with people of other religions. Taking children to places of worship of other religions provides experiences on which to base knowledge and understanding. Asking people of other religions or even children and staff within the school to talk about their religion is another way of making friends and paving the way for future good relationships. This is what the Church calls the "dialogue of life"; co-operation, respect for one another's convictions and traditions, and learning from each other in a very human way.⁴³

40 paragraph. 201, Meeting God in Friend and Stranger 2010, Catholic Bishops' Conference of England and Wales

41 *Gaudium et Spes* Vatican Council II , page 903 Preface, Flannery, 1975.

42 *Nostra Aetate* 1-2 Vatican Council, page 738-739, Flannery, Costello, 1975.

43 Cf *Redemptoris Missio*, 1990 nn 55, 57.

The Church teaches that, whilst living out our Christian faith, we are called to listen in dialogue and be ready to learn from those of other faiths, many of whom may, be our neighbours. The Bishops of England and Wales in *Catholic Schools and Other Faiths* (1997)⁴⁴ suggest that schools need to:

“find ways in which pupils can learn to engage in dialogue and to develop an attitude of respect for religious diversity. This will necessitate the inclusion of a broader study of both Christianity and of other world faiths in the Religious Education syllabus. . . .

At the very least this will entail learning about such communities – their beliefs, traditions, religious practices, etc. But it may also mean learning from them, through encounter and dialogue at various levels. In a multi-faith society it is becoming increasingly important for Christians of all ages to reflect positively on the inter-faith relationships.”⁴⁵

b. How?

Pupils are encouraged not simply to learn facts about other religions but also to reflect upon them and gain insights from them.⁴⁶

The teaching of other religions for primary-aged children is about how the members of that faith community live as a family and how they worship. It begins from the faith community’s own understanding of itself and what it is to be a member of a particular community.

Within our schools we are seeking to educate all pupils of whatever religion to be able to live a way of life that integrates their beliefs with all other aspects of what it means to be human. As part of this, they must learn to live alongside others who are different and hold alternative views, including religious views.⁴⁷

Some principles

- Each religion is taught separately in order to avoid confusion. Comparison can lead to inaccurate teaching and does not do justice to the integrity of each religion. Comparisons may be noted by the pupils, but that will not be the starting point of the teaching.
- Teaching of Judaism needs special attention because of the intrinsic relationships between Judaism and Christianity – our very roots lie in Judaism. However, while it is important to teach about Jesus’ Jewish background this should be taught separately from modern Judaism as a world faith.
- When you handle ritual objects, which are important to people of other religions, we do so with reverence and respect.
- Learn from a member of the religion, make a visit to a place of worship, but take care to check out speakers and visits. Ideally it is best to learn about religions from members of that religion but that is not always possible; if you do go to a place of worship find out what is expected of you in terms of dress and behaviour, prepare the group well so that there are no surprises.
- As with Christianity there are various expressions of any one religion. What is being taught here is *a middle of the road view*. It is too complex and confusing to go into too much detail about variations within religions. Judaism might be an exception, for example, where it is explained that in some synagogues the women sit separately from the men and don’t read and in others women are more integrated.
- Use of videos and the internet. There are many good websites and videos, but check them out carefully; not all videos and internet sites are of the same quality.
- Take care at assemblies or collective acts of worship. A *show and tell* information sharing is acceptable but we cannot worship as people of another religion, to do so would give the wrong message and might compromise the integrity of the Catholic faith.

44 Page 22, the Bishops’ Conference of England and Wales, published by Matthew James 1997.

45 Ibid page 22.

46 Meeting God in Friend & Stranger 2010, Catholic Bishops’ Conference of England and Wales; section 205

47 Ibid 201

c. Which religions and when?

It is important always to teach Judaism: “since Christians and Jews have such a common spiritual heritage.” The other religions may be chosen from Hinduism, Islam or Sikhism, depending on which is the most common community in the locality. Where there is no other religion present, it is recommended that the school teaches Islam.

It is recommended that other religions be taught for 5 hours per year or 2 weeks out of the religious education allocation. Further study could be developed across the curriculum through such subjects as humanities or art.

It is suggested that Judaism be taught in the Autumn and the other religion during either the spring or the summer. Where there are more than three terms in the year the school will determine where the topics are best taught.

Early Years – Foundation Stage: for this age group the educational experience of other religions will be an introduction through story and ritual objects. Using religious artefacts or story as a stimulus, children will think about and express meanings associated with the artefact or story and share their own experiences and feelings and those of others, and are supported in reflecting on them.

This learning will contribute to the Early Years Goals through:

- Personal, social and emotional development: understanding that people have different views, cultures and beliefs which are treated with respect.
- Communication, language and literacy: listening and responding, using vocabulary related to people of other religions.
- Knowledge and understanding of the world: showing an interest in the world in which the pupil lives, uses observation to identify features which are different.
- Creative development: using different media to respond to a variety of sensory experiences. Use of their imagination in art and design, music, dance, imaginative play, role-play and stories. The children will then respond to what they see, hear, smell, touch and feel.

d. The process

Each topic has an overview page with some background information for the teacher, a description of the process of the teaching of that religion and a list of possible resources and key words. If teachers wish to assess this work the Levels of Attainment will be applicable.

- **LOOK:** a very short introduction to the topic, starting with the children’s own familiar experience. This is not a whole session but the opening part of the first session.
- **DISCOVER:** is the main section of teaching and learning about this religion and includes a range of activities which might include a visit to a place of worship, or a video.
- **RESPECT:** is the plenary when children are given the opportunity to reflect on what they have learnt, appreciated and respected and what it means for the followers of that religion.

FOCUS 1

Look leading to **Discover**.

FOCUS 2

Discover: the main section of teaching and learning

FOCUS 3

Discover followed by **Respect**

e. Resources

There are plenty of resources available online at the BBC schools learning zone, which is excellent, and has video clips that can be used on the white board, as well as downloadable material.

(See the note above about the use of the internet when looking at what the religions say about themselves.)

It is usually possible to borrow ritual objects and books from the local authority library service.

A useful guide for Catholic schools is: *Teaching Other Faiths in the Catholic and Church Primary Schools*, 2003 Victoria Hummell, published by McCrimmons, ISBN 978-0855976491

For understanding the Catholic approach to other religions a very useful reference is; *Meeting God in Friend and Stranger*, 2010 Catholic Bishops' Conference of England and Wales, CTS ISBN 978-1-86082-663-4

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself Psalm 131 Isaiah 43 1-2	Families Psalm 28: 6-8 Psalm 63: 6-9 Luke 12: 27-30 Psalm 16: 7-9	Beginnings Genesis 1: 39, 20, 24-26 Psalm 139: 1-6, 14-18 Psalm 8: 3-11 Psalm 19: 1-5 Ephesians 1: 3-5	Homes Romans 12: 8-13 Ephesians 5: 1-9 Ephesians 6: 1-4 Luke 2: 39-40 Jn 13: 34-35 Col 3: 12-17	People Genesis 12:1-8, 18 Genesis 21:1-7 Genesis 25:20-27 Genesis 35: 9-15, 23-26 Ruth 1, Proverbs 3 1 Kings 1, 2, 4 Matthew 1:1-17:14-20 Matthew 2: 13-15, 19-23 Luke 2:40-51	Ourselves Genesis 1: 26-31 Cols 3: 10-11 Col 3: 12-17 Phil 4:4-9 Hosea 11: 1-4	Loving Isaiah 40:1-5,9-11,28-31 Psalms 23, 136 Matthew 5:1-12, 44-48 Luke 15: 11-32 John 15: 9-14 Ephesians 4:26, 31-32 Titus 3: 2-8
Baptism/ confirmation belonging	Welcome Col 3:4	Belonging Mark 10: 13-16	Signs & symbols	Promises Jeremiah 31: 3 Mark 1: 9-11	Called 1 Samuel 2: 11 1 Samuel 3: 3-10,19 1 Samuel 16: 4-13 1 Cor 12: 31 1 Cor 13: 1-8a, 13 Mark 1: 14-20 1 John 1: 5-7	Life choices Ephesians 4: 1-7, 11-13, 15 Proverbs 31: 10-29 Matthew 5: 6-9	Vocation & commitment Mark 1: 9-11 John 1: 35-41
Advent/ Christmas loving	Birthday Luke 2: 8-20 Matthew 2: 1-12 Luke 2: 4-7 Matthew 2: 13-15, 19-23	Waiting Luke 1: 26-31,38 Luke 1: 39-45 Luke 2: 1-7 Luke 2: 8-20	Preparing Isaiah 9: 2,6 Luke 1: 26-31, 38, 39-45 Luke 2: 1-7 Luke 1: 46-55	Visitors Isaiah 11: 1 Isaiah 40: 1-5 Luke 1: 26-31, 38-58 Luke 2: 1-20 Matthew 2: 1-12, 16-18, Romans 13: 9b-13a	Gift Isaiah 40: 9-11 Matthew 2: 1-12, 16-18 Eph 1: 3-6 1 John 1: 4, 9-12 Phil 4: 4-7	Hope 1 Sam 16: 4-13 Psalm 27: 13-14 Isaiah 40: 9-11 Isaiah 9: 1,2-3, 5-6 Isaiah 25: 8-9 Jeremiah 33: 14-16 Matthew 1: 18-25 Mark 13: 33 Luke 1: 38-57, John 1:5	Expectations Isaiah 35: 9-10 Isaiah 62: 11-12 Mark 1: 1-5 John 1: 14-18 1 Cor 1: 8-9 1 Cor 16: 13-14
Local church community	Celebrating Luke 2: 22b	Special people Luke 2: 23-40 Luke 2: 41-52	Books Matthew 3: 13-17	Journeys Psalm 122: 1-9 Psalm 84 Psalm 118: 19-20, 26-29	Community Rom. 12: 8-11 Mark 3: 13-19 Acts 6: 2-13; 7: 57-60	Mission Luke 4: 14-22 Luke 5: 27-32 Isaiah 61: 1-2, 10-11 Luke 8: 1-3 John 17: 12-13, 20-21 1 Cor 12: 12-17, 21, 27	Sources Bible Romans 15: 4-6
Eucharist relating	Gathering Mark 10: 13,14,16	Meals Luke 22: 19-20	Thanksgiving Luke 22: 19-20	Listening & sharing 2 Timothy 4: 22	Giving & receiving Matthew 5: 45-48 Rom 12: 8-11	Memorial sacrifice Exodus 13:3 Luke 22: 14-20	Unity Matthew 6: 9-15 John 17: 11, 20-23 Rom 12: 3-10 1 Corinthians 10: 17

SCRIPTURE	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Lent/Easter giving	Growing John 13: 34-35 John 19: 25-27, Luke 2: 51-52 Acts 2: 23-24	Change Luke 23: 33-35,38-43 Joel 2: 13 Mark 11: 1-11 Mark 16: 1-6.	Opportunities Mark 11: 1-11 Mark 15: 16-21 John 13: 4-15 Matthew 28: 1-10	Giving all Luke 4: 1-4 Mark 14: 26-31,32-46 Matthew 25: 31-40 Matthew 5: 1-17 Mark 15: 21-27 Luke 24: 1-12	Self discipline Luke 6: 27-28, 32-36 Matthew 6: 2-4 John 13: 4-9,12-15 Mark 15: 23-41 Mark 16: 2-8	Sacrifice Matthew 28: 1-10 Mark 14: 10-11, 32-46 Mark 15: 1-15, 21-41 Luke 23: 26-43 Luke 22: 39-48 John 13: 34-35 John 20: 1-10	Death & new life John 6: 35,37,51,60, 67-68 John 11: 1-43 John 12: 24-25 John 19: 16-21, 25-30, 38-42 John 20: 1-8
Pentecost serving	Good News Acts 2: 1-4	Holidays & holydays John 14: 26 John 13: 33, 14:18 Acts 2: 1-4	Spread the word Act 2: 1-4 1 Thess 4: 13-14, 18 John 13: 33 John 14: 15, 18, 26 John 16: 5,7,13 Luke 24: 1-9, 48-52 Romans 8: 22-28	Energy 1 Corinthians 12: 4-8, 11 Acts 2: 1-18, 43, Matt 28: 1-10 Isaiah 11: 2 Acts 1: 6-11 John 16: 5-7	New life Acts 4: 1-26 2 Cor 6: 3-10 Acts 2: 1-18 Acts 8: 26-30, 34-38	Transformation Gal: 5: 16-17, 22-23 Luke 24: 13-35 Acts 2: 1-43 Acts 22: 6-16 Rom 8: 14-17	Witnesses Matthew 28: 16-20 Luke 24: 44-49 Acts 1: 6-14 Acts 6: 6 - 7:6 Act 16: 11-15 Ephesians 2: 10
Reconciliation Inter-relating	Friends John 13: 34-35 Mark 6: 6-7, 30-32 Joel 2: 13	Being sorry Isaiah 58: 9-11 Luke 5: 27-31 John 13: 34-35 Luke 19: 1-10	Rules John 15: 12 Col 3: 10-17 Matthew 18: 21-22	Choices Matthew 21: 28-31 1 Thess 5: 12-18 Luke 15: 11-20	Building bridges Col 3: 12-15 Matthew 5: 23-24 Mark 12: 30-31 Luke 15: 3-7	Freedom & responsibility Exodus 20: 1-17 Deut'y 6: 4-9 Isaiah 58: 3-8 Amos 5: 14-15 Matthew 5: 1-17 Mark 12: 28-31	Healing Mark 6: 13 Luke 18: 35-43 Luke 10: 30-37 James 5: 14-15
Universal Church world	Our world Genesis 1: 3, 9, 20, 24-26	Neighbours Psalm 18: 1-5 Mark 6: 30-32 Luke 10: 25-37	Treasures Genesis 1: 3, 9, 20, 24-26 Isaiah 41: 17-18 Psalm 19: 1-6 Psalm 147: 4-5, 8-9, 15-18 Luke 12: 27-28	Special places Luke 2: 11 Matthew 2: 23 Luke 2: 41, 46 Matthew 5: 1-2 Psalm 24: 1 Romans 5: 5 Mark 1: 9	God's people Col 3: 12-13 1 Cor 12: 4-30 1 Thess 5: 14-15 1 John 3: 1-3 Romans 12: 4-5	Stewardship Genesis 1: 1-25 Lev 19: 9-10, 26-31 Psalm 104 Luke 12: 32-34 Isaiah 1: 17	Common good Micah 6: 8 Matthew 5: 1-17 Matthew 25: 31-40 Luke 4: 14-22
Judaism	Hanukkah 1 Maccabees 4: 36-51	Abraham & Moses Genesis 12: 1,2,5,15, Genesis 15: 5 Exodus 2-3, 12	Shabbat Genesis 1: 26-28 Genesis 2: 1-3 Deut. 6: 4-9	Synagogue	Torah Genesis Exodus Lev. Numbers Deut. Genesis 24: 10-20 Exodus 3: 1-12	Passover Exodus 4, 12: 14-17 Deut. 6: 4-9	Rosh Hashanah, Yom Kippur Leviticus 23: 23-25 The Book of Jonah

themes and topics

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holidays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

Come and See for yourself

DOMESTIC CHURCH – FAMILY

Teacher's page



EXPLORE

This is a sensitive theme. The experience of 'family' in society today is varied, with many joys and sorrows. Whatever the experience, family still remains the first place for growth and development, the basic social unit.

- Q What does the word 'family' mean to you?
- Q What people do you associate with 'family'?
- Q What joys and sorrows do you remember of family life?

REVEAL

For Christians the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family. While offering ideals for family life, it is important to acknowledge and respect the real experience of some children which is not ideal.



Word of God

"As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you must also forgive. Above all clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body." (*Colossians 3: 12-15*)

- Q In your daily life, how can you be 'clothed with compassion' or 'with love'?
- Q In practical terms, how can these be expressed?



Catechism of the Catholic Church

"In our own time, in a world often alien and even hostile to faith, believing families are of primary importance as centres of living, radiant faith. For this reason the Second Vatican Council, using an ancient expression, calls the family the *Ecclesia Domestica*: the Domestic Church. It is in the bosom of the family that parents are by word and example... the first heralds of the faith with regard to their children." (*CCC1656*)

RESPOND

- Q What positive message about the family of the school is put across in the classroom?
- Q How does the school ensure that when it welcomes a child, it welcomes that child's family?
- Q In what ways can the partnership between home and school be developed?

Prayer and Reflection

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.
Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone. Amen.*

DOMESTIC CHURCH – FAMILY: FAMILIES – TOPIC OVERVIEW

YEAR 1 FOUNDATION 1 4 WEEKS
 God is present in every beginning

TEACHERS' NOTES

Everyone belongs to the family of God. It is in the love of a family that most Christians first experience the reality of Church.

Scripture: Colossians 3: 12, 14 *You are the people of God; he loved you and chose you for his own. So then you must clothe yourselves with compassion, kindness, humility, gentleness and patience... And to all these qualities add love, which binds all things together in perfect unity.*

Catechism of the Catholic Church 2207: The family is the community in which from childhood we can learn moral values, begin to honour God and make good use of freedom. See also 2208.

ABOUT THE TOPIC

Prior learning: God knows and loves me and each one by name

This Topic: learning outcomes

Know and understand:

- About the love and care shown in the family – **Explore**
- About God's love and care for every family – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

SCRIPTURE

Psalm 63: 6-9 *God's Story 2* page 31 (teachers' notes page 96)
 Psalm 16: 7-9 *God's Story 2* page 30
 Psalm 28: 6-8
 Luke 12: 27-30

TRADITION

The family, the first place to experience God's love
Church's Story 1 pages 6-7

CORE VOCABULARY

Family, belong, God, love, care, different, God's children, psalm, family of God, response

SOME QUESTIONS OF MEANING & PURPOSE

Who loves me?
 Who are my family?
 How do families show love and care?

ATTAINMENT TARGETS

AT 1 Learning about religion

- i beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagement with own & others' beliefs & values
- ii engagement with questions of meaning

RESOURCES

Church's Story 1
God's Story 2
 Family photos
 Stories about families
 Pictures from *God's Story 2*
CAFOD Global Alphabet
 ☺ http://www.widgit.com/resources/classroom/i_call_you_friends

CROSS CURRICULAR LINKS

Art, Music, Literacy, ICT

COME & SEE WEBSITE

Pictures of a variety of families
 Pictures of the life and times of Jesus
 PowerPoint – Psalm 63

LITURGICAL/PRAYERS LINKS

Litany, Responses
 Place for prayer

SONGS/HYMNS TO SING

about families
 Evening Song Rejoice 1

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Spirit
Area of Study 2: What is the Church? One and holy
Area of Study 3: Prayer
Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

POINTS TO REMEMBER

Sensitivity to individual children's family circumstances.

EXPLORE

The love and care shown in the family.

LEVEL INDICATOR

Within **Level 1** children will be able to **talk about** their experience and feelings about the roles of people within families. AT2 (i) L1

Within **Level 1** children will be able to say what they **wonder** about the care given to people within families. AT2 (ii) L1

Within **Level 2**, children will be able to **ask and respond** to questions about the difference between families. AT2 (i) L2

RESOURCES

CAFOD Global Alphabet [F]

Once There Were Giants by Martin Waddell
ISBN: 978-0744578362

Carry Me by Monica Hughes ISBN: 978-0007185357

Love You Forever by Robert N. Munsch and Sheila McGraw
ISBN: 978-0920668375

http://www.widgit.com/resources/classroom/i_call_you_friends

KEY WORDS

**family, belong
different, love, care**

COME & SEE WEBSITE

Use *Church's Story 1* picture pages 6-7

LEARNING INTENTION: The love and care shown in the family.

Y CONTENT

f WHOLE CLASS CORE INPUT

Points to remember when introducing this topic:

Differences and similarities between families.

Everyone plays a different role in the family.

Use the stories such as: *Once There Were Giants* by Martin Waddell or *Love You Forever*, Robert N. Munsch and Sheila McGraw, or *Carry Me* by Monica Hughes, to investigate 'what a family is' and 'how different members of a family care for each other.' This may also begin with a story about a family which highlights the role each person plays. Look at some family photos. Discuss who is my family? What makes you a family? Display *Church's Story 1* page 6-7 on the IWB putting in speech bubbles to consider the interaction between the families. What might the people be saying to each other? (Check the teachers' notes page 50.) Who is in each family? Talk about the people in the pictures and what they are doing.

SOME KEY QUESTIONS

- Q Who might be in a family?
- Q How are all families different?
- Q What might each person do?
- Q How do they show love and care for each other?
- Q What do things do they do together?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶▶ [If appropriate] Talk about the people in your family.
- ▶▶ Check out the activities on the back of CAFOD Global Alphabet Show children that there are different families all over the world.
- ▶▶ Make a family album.
- ▶▶ Play 'happy families' card game.
- ▶▶ Make own family finger puppets, use them for a puppet show.
- ☺ http://www.widgit.com/resources/classroom/i_call_you_friends use the symbol supported text for stories or matching.
- ▶▶ Invite children to bring in some photographs of their own families. Get them to talk about their family, what they do and how they show love and care. so that they can act out a variety of roles played by the different members of a family.

f CONTINUOUS PROVISION

- ▶▶ Set up a variety of listening centre activities.
- ▶▶ Provide children with a 'home corner' so that they can act out a variety of roles played by the different members of a family.
- ▶▶ Use small play in the doll's house.
- ▶▶ Play family games e.g. 'snap'.

There could be a range of follow-up activities such as role-play, making a family album, singing songs about families, listening to rhymes.



REFLECTION ON SIGNIFICANCE

Gather round the display or prayer focus. Have a quiet moment together to reflect on and appreciate:

- * All that is done in the family to show love and care.
- * Someone in your family you want to thank for loving you so much. Talk about how you could do that.

REVEAL

God's love and care for every family.

CONTENT: – scripture – tradition – prayers

LEVEL INDICATOR

Within **Level 1** children will be able to **recognise** the stories and psalms which reveal God's love and care. AT1 (i) L1

Within **Level 2**, children will be able to **retell** some of the psalms and something about Jesus' childhood. AT1 (i) L2

KEY WORDS

God, psalm, love, care response, family of God

ICT

PowerPoint and clip art, photos etc

RESOURCES

Church's Story 1 and 2
God's Story 1 and 2



1

LEARNING FOCUS: My family loves me. God loves all of us.

Y CONTENT

f WHOLE CLASS
CORE INPUT

Look at *Church's Story 1* page 8-9 and the teachers' notes on page 50. Use the pictures on pages 8-9 on the IWB with the text. Look at the picture of the family and talk about who is there, what they are doing and how they might be feeling. Read the text together and talk about the ways our families love and care for us and how God loves us all.

Prepare some key phrases inside speech bubbles – let children guess who is saying what?

SOME KEY QUESTIONS

- Q How do members of your family show love and care to each other?
- Q How do you show love and care?
- Q Who loves and cares for everyone?

Y SOME SUGGESTED
ACTIVITIES

f ADULT DIRECTED
GROUP ACTIVITY

- ▶▶ Display *Church's Story 1* pages 8 and 9 on the IWB and add speech bubbles. Discuss who is there and what they doing, what they saying to each other.
- ▶▶ Display the 'Families.....' from the website on the IWB. It shows how families over the world interact with each other with love and care. Talk about it with the children.
- ▶▶ Invite the children to role-play a situation that shows family members loving and caring for each other e.g. someone falling over, taking them swimming, etc.
- ▶▶ Take digital photos and create a display: 'Families love and care for each other.'
- ▶▶ Design a family activity which shows love and care.
- ▶▶ Provide children with magazines. Let them cut out pictures which show families showing love and care for each other.

f CONTINUOUS
PROVISION

- ▶▶ Make a clay family candle ring.
- ▶▶ Paint pictures of their families showing love and care.

2 LEARNING FOCUS: The psalms tell us about God’s love and care.

Y CONTENT

f WHOLE CLASS CORE INPUT

A psalm is a prayer and a song. In the Bible, the book of Psalms has 150 prayer songs. They are still prayed by Christians and by Jewish people today. Psalm 28 thanks God for taking care of us.

Thanksgiving (based on Psalm 28:6-8)

Blessed be God

God hears me when I pray for strength.

God is strong for me.

God takes care of me.

How good God is to me!

God helps me and I feel strong again.

Thank you, thank you God.

SOME KEY QUESTIONS

- Q How do I know from this psalm that God cares for me e.g. God hears me when I pray, he helps me to feel strong again.
- Q Which are your favourite lines or words in this psalm? Talk why you like them and what they mean to you.

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶ Teach the children a song about ‘thanksgiving’ and add actions and percussion as appropriate
- ▶ Using a word bank make up your own psalm, poem or prayer.
- ▶ Talk to a partner about your favourite lines or words in this psalm. Talk why you like them and what they mean to you.
- ▶ Ask children to choose their favourite phrases or words from the psalm and illustrate them.

f CONTINUOUS PROVISION

- ▶ Print out the class psalm and the children can decorate it using a heart or other suitable shape – add to the display.

3

LEARNING FOCUS: What we can learn about God's love in the Bible.

Y CONTENT

f WHOLE CLASS
CORE INPUT

Psalm 63 (*God's Story 2* page 31 and teachers' notes page 96). Trust God is another psalm which tells of God's love and care for everyone. This psalm reminds us that God loves everything he has created including us and even the baby chicks.

Use the PowerPoint of this psalm on the IWB. Explore the text and talk about what it means.

SOME KEY QUESTIONS

- Q How did you feel about this psalm?
- Q What other pictures could be on the power point?
- Q Who created us?
- Q Who created all the animals?
- Q Who cares for everyone?

Y SOME SUGGESTED
ACTIVITIES

f ADULT DIRECTED
GROUP ACTIVITY

- ▶▶ Dramatise the psalm, taking it line by line.
- ▶▶ Put some words of their own with their picture.
- ▶▶ Make large brick shaped work cards that can be put together to make a house shape. On each brick write all the things that you recognise need doing in a family to show love and care.
- ▶▶ Ask children to choose their favourite phrases or words from the Psalm and illustrate them.

f CONTINUOUS
PROVISION

- ▶▶ Use brick shaped cards to make a house shape.



4 LEARNING FOCUS: God is takes care of everyone.

Y CONTENT

f WHOLE CLASS CORE INPUT

Sometimes we get worried and concerned about things that are not important and forget that God is there to take care of everyone.

One day two brothers came to Jesus to ask him to sort out a problem about sharing out some money. Jesus explained to them that there were more important things in life than being rich. It is more important to be loving and kind. Jesus said, 'Don't worry about food or about clothes. Life is more important than those things.' Jesus pointed to some birds and explained, 'Look at the birds they don't store things up. God feeds them, and you are worth more than birds. Look at the wild flowers, they are not rich, but even a king does not look as beautiful as a flower, God makes them beautiful. He cares much more about you. So don't be worried, trust God.'

SOME KEY QUESTIONS

- Q What silly things do you worry about? (hint: who is going to first in the queue, get the best seat or the biggest cake etc)
- Q What did Jesus say about the wild flowers?
- Q What does this tell you about God?
- Q How do you feel when you hear this?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶▶ Make a collage of birds and flowers, with pictures of themselves in the centre with a heading like: God cares for the flowers and the birds and even more for ME.
- ▶▶ Invite the children to make up a prayer for people in their families, using religious words, signs or symbols. The following might be given as a guide, or children may make up their own prayer.

*Loving God, creator,
Take care of...
Look after...
Be there for...
Comfort...
Help...
Amen*

f CONTINUOUS PROVISION

- ▶▶ Make large brick shaped work cards that can be put together to make a house shape. On each brick write all the things that you recognise need doing in a family to show love and care.
- ▶▶ Ask children to choose their favourite phrases or words from the Psalm and illustrate them.

5 LEARNING FOCUS: God loves and cares for us.

Y CONTENT

f WHOLE CLASS CORE INPUT

Read together Psalm 16 from *God's Story 2* page 30, *God with us*, on the IWB, which tells of God's love and care. Talk about the picture on page 31. Discuss bedtime routines and how at the end of the day and how we thank people who have helped us and Christians thank God especially for the love and care given during the day.

SOME KEY QUESTIONS

- Q Who is in the picture?
- Q What time of day is it?
- Q What they are doing?
- Q What is Mummy saying?
- Q What is the little boy saying?
- Q Think about the kind of prayers we might say at bedtime. What are your ideas?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶▶ Print out the verses of the psalm for each child to decorate.
- ▶▶ Put the following words on cards: safe, happy, joy, glad, thank you, adding any more the children choose to show God's love, and match with pictures from a magazine or out of *God's Story 1* or *2*.
- ▶▶ Make up a night prayer.
- ☺ http://www.widgit.com/resources/classroom/i_call_you_friends use getting ready for bed.

f CONTINUOUS PROVISION

- ▶▶ Make a book of prayers.



6 LEARNING FOCUS: Jesus grew up in a family who loved and cared for him.

Y CONTENT

f WHOLE CLASS CORE INPUT

Jesus grew up in a family who loved and cared for him. Using simple images, artefacts and food. Talk to the children about the kind of life Jesus had grown up in Nazareth.

We know very little from the Bible about Jesus' childhood only that he would have been brought up as a Jewish boy. Mary, Joseph and Jesus lived as a family in Nazareth. Joseph taught Jesus how to be a carpenter and would have taken him to the synagogue where he would have learnt to read the Jewish scriptures, [what we call the Old Testament]. Mary and Joseph would have helped Jesus to pray and would have told him stories about God the Father.

Jesus and his family would have lived in a small square house with one or two rooms, a bare floor and a flat roof, where people sometimes slept when it was hot. People slept on mats which they rolled up during the day to give more room.

They had to get water from a well which everyone in the town used. Lights were made out of earthenware oil lamps. No one owned very much.

The main food was bread, [which looked a bit like pitta bread], cheese, vegetables, fruit and eggs. Wine and olives were also available. Fish and chicken were eaten. Meat [beef and lamb] was only eaten on very special occasions. Most food was boiled in a big pot with lots of herbs.

Jesus knew all the psalms. Many of them he knew by heart and used them for his prayers. Jesus and his family went to celebrations, like weddings, together. They used to go to the Temple in Jerusalem on special occasions. Jesus lived at home until he was grown up. It was a holy family because everyone loved God and each other.

SOME KEY QUESTIONS

- Q How can you tell Mary and Joseph loved Jesus?
- Q What do you think life was like for Jesus when he was growing up?
- Q What stories do you remember about Jesus when he was young?
- Q What would a typical day be like for Jesus and his family?
- Q How do you think Jesus' life is different from yours? (Look at the house, the lighting, the food and water, the beds.)

Y SOME SUGGESTED
ACTIVITIES**f** ADULT DIRECTED
GROUP ACTIVITY**f** CONTINUOUS
PROVISION

- ▶▶ In groups of three; each could take the part of Mary, Joseph or Jesus and talk about their family life together.
- ▶▶ Make a comparative zig-zag book showing their life and Jesus' life.
- ▶▶ Adapt home corner to reflect Jesus' house add simple crockery, food, blankets, wooden tools.



RESPOND

Remembering, celebrating and responding to the love and care shown in the family and God's love and care for every family.

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience *Families*.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder about

- Q How families show love and care for each other.
- Q God's love and care for them and their families.
- Q How God shows love and care for individuals, families and all of creation.

Provide the opportunity, possibly by one of the means above, for the children to remember

- ☀ Words and phrases which tell people what God is like.
- ☀ How Jesus was shown love and care in his family.
- ☀ That the psalms are prayers Jesus would have known and used and that they tell us about God.

Rejoice

Remember to plan. (*Download the Rejoice and Gather Form on the **Come and See** website.*)

Renew

The teacher helps each child to make an individual response in order to hold on to and make their own what they have understood of their own experience and of the experience of the Church community.

Apply their learning

What can I do to show love and care at home?

Some sample ideas

After a time of quiet reflection and prayer

- ☀ Give out a heart-shaped card to the children and invite them to write on it the name of someone in their family who shows them love and care. Add a picture of how they might return this love and care on the back of the heart. Let them take this home to share with the family.

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

REJOICE	
	<p>Celebrate: The children’s new knowledge and understanding of the love and care they receive in their family and God’s love and care for every family.</p>
PLAN	
	<p>Decide from all the children have remembered what will be included, share some refreshment at the end. Send invitations to the children’s families.</p>
GATHER	
<p>Consider how the children will begin the celebration.</p>	
WORD – LISTEN	
<p>Listen to some scripture from the topic read or enacted in some way.</p>	
RESPONSE	
<p>How will the children respond to all they have heard?</p>	
GOING FORTH	
<p>How will the celebration be concluded?</p>	

LEVEL SUMMARY

Within **Level 1** children will be able to **talk about** their experiences and feelings about the love and care shown to them by their family. They will be able to say what they **wonder** about love and care in families. They will be able to **recognise** the stories and psalms which reveal God's love and care.

Within **Level 2**, children will be able to **ask and respond** to questions about their own and others experiences of love and care in their own families. They will be able to **retell** some of the psalms and they will know something about the love and care Jesus experienced as a child.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **FAMILIES**:

- God loves and cares for everyone.
- We can trust God.
- Jesus was part of a loving family.
- The importance of prayer: night prayers.
- The psalms help us pray and think about God.
- God cares for us a loving parent.

Come and See for yourself

EUCHARIST – RELATING

Teacher's page



EXPLORE

Being thoughtful for life, for people and gifts, is a vital part of our relationships with one another. When praise and appreciation are experienced, we are enabled to relate on a deeper level.

- Q Recall a time when you were thanked. How was the gratitude expressed? How did you feel?
- Q How are relationships deepened in everyday life?

REVEAL

Word of God

Where two or three are gathered together in my name I am there among them. (*Matthew: 18:20*)

Catechism of the Catholic Church

Believers who respond to God's word and become members of Christ's Body become intimately united with him: "In that body the life of Christ is communicated to those who believe, and who, through the sacraments, are united in a hidden and real way to Christ in his Passion and glorification.' This is especially true of Baptism, which unites us to Christ's death and Resurrection, and the Eucharist, by which 'really sharing in the body of the Lord, we are taken up into communion with him and with one another.'" (CCC790)

The inexhaustible richness of this sacrament is expressed in the different names we give it. Each name evokes certain aspects of it. It is called:

Eucharist, (Thanksgiving) because it is an action of thanksgiving to God.

The Lord's Supper, because of its connection with the supper which the Lord took with his disciples on the eve of his Passion.

The Breaking of Bread, because Jesus used this rite, part of a Jewish meal, when as master of the table he blessed and distributed the bread, above all at the Last Supper. It is by this action that his disciples will recognise him after his Resurrection.

The **memorial** of the Lord's Passion and Resurrection.

The **Holy Sacrifice**, because it makes present the one sacrifice of Christ the Saviour and includes the Church's offering.

Holy Communion, because by this sacrament we unite ourselves to Christ who makes us sharers in his Body and Blood to form a single body.



Holy Mass, (Missa) because the liturgy concludes with the sending forth (missio) of the faithful, so that they may fulfil God's will in their daily lives. (cf 1328-1332)

Q How do we express being in communion with one another?

RESPOND

Q What can a school community do to enhance the sense of feeling 'included' and 'forgiven'?

Q What is done for those who might feel excluded?

Q What can home, school and parish do to help all people relate on a deeper level?

Prayer and Reflection

*Lord Jesus Christ,
in you we know the love of God.
When we gather together in your name
we experience the marvel of your loving presence
which challenges us to live for one another.
Help us to follow your example
so that we may never become complacent.
Help us to listen to your constant call to us
to continue the work you began,
you who lived and died for us.
Grant this through your Spirit of Love. Amen.
(Prayer for Unity of Christians)*

EUCHARIST – RELATING: THANKSGIVING – TOPIC OVERVIEW

YEAR 2 & FOUNDATION 2 4 WEEKS

Mass a special time for saying thank you to God for everything, especially Jesus

TEACHERS’ NOTES

The word Eucharist meaning ‘thanksgiving’. The Eucharist is another name for the Mass. The parish family gathers to give thanks to God, most of all for the gift of Jesus, his Son.

Scripture: 1 Cor. 11: 23-24 *Jesus on the night he was betrayed, took a piece of bread, gave thanks to God, broke it, and said, ‘This is my body, which is for you. Do this in memory of me.’*

Catechism of the Catholic Church 1360: The Eucharist is a sacrifice of thanksgiving to the Father, a blessing by which the Church expresses her gratitude to God for all his benefits, for all that he has accomplished through creation, redemption, and sanctification. Eucharist means first of all “thanksgiving”.

ABOUT THE TOPIC

Prior learning: Mass as Jesus’ special meal

This Topic: learning outcomes

Know and understand:

- Different ways to say thank you – **Explore**
- The Eucharist: the parish family thanks God for Jesus – **Reveal**

Acquire the skills of assimilation celebration and application of the above – **Respond**

SCRIPTURE

Luke 22: 19-20 – *God’s Story 2* page 77 (teachers’ page 100)

SOME QUESTIONS OF MEANING & PURPOSE

- Why it is important to say thank you?
- How it feels to say thank you?
- How it feels to be thanked ?

RESOURCES

- Church’s Story 2*
- God’s Story 2*
- Welcome To The Mass (2008)* Pauline Books and Media, Big book with CD ROM ISBN: 978:0953854080
- Jesus Through Art (1998)* by Margaret Cooling ISBN: 978-1851751198
- The Jesus Journey Picture Pack: A Primary School Resource for Exploring the Life of Jesus* by Diane Walker, et al ISBN: 978-1902234250

COME & SEE WEBSITE

- Video of Concluding Rites of the Mass
- Pictures of the different events of the Last Supper
- Words to Children’s Eucharistic Prayer 1

RE CURRICULUM DIRECTORY

- Area of Study 1:** Knowing and loving God, the Scriptures, Jesus Christ, Son of God
- Area of Study 2:** What is the Church? One and holy, Catholic
- Area of Study 3:** Liturgy, Sacraments, Eucharist, prayer
- Area of Study 4:** The dignity of the human person, the human community, love of God, love of neighbour

TRADITION

- Eucharistic prayer for children
- Structure of the Mass
- Some Mass responses
- Jesus’ presence in the Eucharist
- Church’s Story 2* pages 38-43 (teachers’ pages 84-85)

CORE VOCABULARY

- thank you, thanksgiving, thoughtful, eucharist, eucharistic prayer

ATTAINMENT TARGETS

- AT 1 Learning about religion**
 - i beliefs, teaching & sources
 - ii celebration and ritual
 - iii social & moral practices & way of life
- AT 2 Learning from religion**
 - i engagement with own & others’ beliefs & values
 - ii engagement with questions of meaning

CROSS CURRICULAR LINKS

- Science, dance, ICT, PSHE, citizenship, literacy
- poetry, art, music

LITURGICAL/PRAYERS LINKS

- Responses; Thanks be to God, Holy, holy
- Eucharistic prayer for children 1

SONGS/HYMNS TO SING

- Thank you song

POINTS TO REMEMBER

- Attitudes vary to making new beginnings. We usually need help to begin anything new.

thanksgiving

EXPLORE

Different ways to say thank you.

LEVEL INDICATOR

Within **Level 1** children will be able to **talk** about their experience of receiving and giving thanks. AT 2(i) L1

Within **Level 1** children will be able to say what they **wonder about** how others feel when they are thanked. AT 2(ii) L1

Within **Level 2** children will be able to **ask and respond to questions** about how they and others feel when receiving and giving thanks. AT2 (i) L2

KEY WORDS

**thank you, thoughtful
thanksgiving**

TEACHING POINT

If you wish to tell or choose your own story, songs or poems, be aware of the need to include the following elements: an occasion or an incident for which people want to give thanks.

LEARNING INTENTION: Different ways to say thank you.

Y CONTENT

f **WHOLE CLASS
CORE INPUT**

Ask the children to talk about their own experience and feelings about thanking others and being thanked themselves. Here is a story to tell:

Mrs Hegarty had taught in St Mary’s School for thirty-seven years. Everyone loved her. She was very kind and sometimes quite strict, but no-one minded because she was very fair and really loved the children. Now she was retiring.

Everyone wanted to say goodbye and thank you. On her retirement day, there was a special thanksgiving Eucharist in the big church with all the children, parents and teachers. There were special prayers for Mrs Hegarty, and her favourite hymns. Afterwards, everyone crowded into the hall and there were lots of speeches. Father Atkins told a story about when he had been a little boy in school and Mrs Hegarty had taught him. Everyone laughed. He said he owed her a lot and gave her a bouquet of roses, her favourite flowers. One of the

mums reminded everyone how Mrs Hegarty had made St Mary’s into a really good school. The parents gave her a computer because she was going to learn computing in her retirement. Peter, from the top class, made a speech wishing her happiness and, because she likes bird-watching, the children gave her a pair of binoculars.

Mrs Hegarty was sad to say goodbye. She thanked everyone for their kind and thoughtful gifts and explained that as she used each one, she would think of all the children, parents and staff. She said she would read through all her cards when she got home. She thanked everyone who had prepared the Mass and the party. It was a happy day. Everyone was pleased to say thank you to someone who had done so much to help other people.

SOME KEY QUESTIONS

- Q Why was Mrs Hegarty thanked?
- Q How do you think she felt?
- Q How did different people say thank you?
- Q Which way would you choose?

Y SOME SUGGESTED ACTIVITIES**f ADULT DIRECTED GROUP ACTIVITY**

- ▶ Research and record what people give thanks for, and how – in school, at home and in the neighbourhood, using headings such as ‘Who thanks?’ ‘What for?’ ‘How?’ for example:
 - ▶ in school: being kind to others, words of thanks.
 - ▶ at home: being helpful, a kiss, a hug.
 - ▶ in the neighbourhood: doing a good turn, a letter, a phone call, email, or text.
- ▶ Collate and classify the ways people give thanks under the headings: ‘Signs’, ‘Words’, ‘Celebrations’ and ‘Actions’.
- ▶ Learn an appropriate ‘Thank you’ song...
- ▶ Share the findings and display them.

f CONTINUOUS PROVISION

- ▶ Create a class collage using the headings ‘Signs, Words, Celebrations and Actions’.

REFLECTION ON SIGNIFICANCE

Children gather around the display and have a quiet moment to reflect on different ways of showing thanks at home, in school and in the neighbourhood. Is there anyone that should be thanked today and how might this be done?



REVEAL

The Eucharist: the parish family thanks God for Jesus.

CONTENT: – scripture – tradition – prayers

LEVEL INDICATOR

Within **Level 1** children will be able to **recognise** the story of the Last Supper. (AT 1(i) L1)

Within **Level 1**, children will be able to **recognise** signs and symbols, different words and phrases used in the Eucharist (at Mass) to give thanks. (AT1 (ii) L1)

Within **Level 1**, children will be able to **recognise** that Catholics go to Mass to remember what Jesus did at the Last Supper and give thanks to God. (AT1 (iii) L1)

Within **Level 2** children will be able to **retell** the story of the Last Supper AT 1. (i) L2

Within **Level 2** children will be able to **use words and phrases** from the Eucharist (Mass) that show how Catholics give thanks to God. AT1 (ii) L2

Within **Level 2** children will be able to **describe** how Catholics try to live what they have experienced at Mass in their daily lives. AT1 (iii) L2

KEY WORDS

**Eucharist,
Eucharistic Prayer
Thanksgiving**

RESOURCES

Church's Story 2 page 6-17, 38-43

Video clip of Concluding Rites of the Mass.

Welcome To The Mass

Jesus Through Art

Jesus Journey pack

ICT

Use of pictures on IWB



1 LEARNING FOCUS: Recall 'The Last Supper'.

Y CONTENT

f WHOLE CLASS CORE INPUT

Church's Story 2 pages 6-16
(Teachers' pages 82-85)

Various Last Supper pictures,
Story Cards or Jesus' Journey
Pack, or Welcome to the
Mass

Display 'Church's Story 2' page 38 on IWB. Talk about the picture.

Recall the story of the Last Supper. Listen to the story (based on Luke 22:19-20):

The night before he died, Jesus and his friends went to Jerusalem to celebrate a special meal together. While they were at table, Jesus took some bread, gave thanks to God, broke it and gave it out to his friends. He said, "Take and eat. This is my body, given for you. Do this in memory of me."

In the same way, Jesus took a cup of wine. He gave thanks, and gave it to them saying, "Take and drink. This is my blood shed for you."

This is why, ever since then, Jesus' friends have met together to celebrate the Eucharist in thanksgiving as they remember him and do again what he told them to do. Another name for the celebration of the Eucharist is Mass.

SOME KEY QUESTIONS

- Q What do we call this special meal?
- Q Who did Jesus give thanks to?
- Q What did he do?
- Q What did he say about the bread and wine?
- Q What did he ask his friends to do?
- Q How do you think the friends of Jesus felt?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶ Use images from 'Welcome to the Mass' and ask children to describe what is happening.
- ▶ Jumble up the sentences from the 'The Last Supper' as above. Re-order the sentences and write.
- ▶ Give the children a picture from *Church's Story 2* page 38 add the words that Jesus spoke.
- ▶ Using the art work 'The upper room' by Colin Wilbourn in Jesus through Art. Imagine you have been sent to clean up this room – retell what has just gone on here.

f CONTINUOUS PROVISION

- ▶ Sequence and illustrate the story of the Last Supper.
- ▶ Role-play the story of the Last Supper. Freeze frame at various points and discuss how the friends of Jesus felt etc.

2 LEARNING FOCUS: Learning about the parts of the Mass.

Y CONTENT

f WHOLE CLASS CORE INPUT

Remind the children that another word for the Mass is the Eucharist. This word means thanksgiving. Explain to the children that the Mass has four parts:

- 1 We gather
- 2 We listen
- 3 We give thanks
- 4 We go out

1 WE GATHER: (Use *Church's Story 2* pages 6-9 on IWB). We gather together with others in our parish family. Everyone is welcome. We gather to give God praise and thanks. Talk briefly about what is happening in the picture.

2 WE LISTEN: (Use *Church's Story 2* pages 10-13 on IWB). We listen carefully and give thanks as God speaks to us through His Word in Scripture. Talk briefly about what is happening in the pictures.

3 WE GIVE THANKS: (Use *Church's Story 2* pages 40-43 on IWB). During this part of the Mass, we give thanks to God as the priest says the same words as Jesus did at the Last Supper. We call this the 'Eucharistic Prayer.' Show the pictures on pages 40 and 41. Read the text together. Display p42-43 talk about the picture.

4 WE GO OUT: (Use *Church's Story 2* page 16 on IWB). The priest sends us out in peace to spread God's love to everyone.

SOME KEY QUESTIONS

- Q Why does the parish family gather at Mass?
- Q What do the parish family listen to at Mass?
- Q When does the priest use the same words that Jesus did at the Last Supper?
- Q How should the parish family spread God's love to everyone?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶ Sequence in pictures the parts of the Mass (use pictures from *Church's Story 2*, or *Welcome To The Mass*, Pauline Books) Write a sentence under each picture to say what the parish family are giving thanks for.
- ▶ Prepare and plan a simple liturgy using the four parts, gather, listen, give thanks and go out.

f CONTINUOUS PROVISION

- ▶ Role-play some of the actions in a Mass or invite the priest in. Use a video camera to record the activity. Ask pupils to retell what is happening.

thanksgiving

3

LEARNING FOCUS: Learning about the responses the parish family uses at Mass.

Y CONTENT

f WHOLE CLASS
CORE INPUT

The parish family pray with the priest in thanksgiving at Mass. They reply to his words by saying certain responses. At the beginning of Mass, the priest may say, “The Lord be with you!” and the parish family reply, “And with your spirit.” By saying this, they are asking the Lord to be with the priest, too. When the people listen to the readings, they reply to these as well. At the end of the first reading, the reader says, “The Word of the Lord!” and the people reply, “Thanks be to God!” The people are thanking God for giving them the words of Scripture which help and guide them in their lives.

Everyone stands up to greet the Gospel. At the end of the Gospel, the priest or deacon says, “The Gospel of the Lord!” and the people reply, “Praise to you, Lord Jesus Christ!” They say this because they are praising Jesus for all he showed us in his life and his words.

SOME KEY QUESTIONS

- Q Why do people say “Thanks be to God!” at the end of the first reading?
- Q How does the parish family show that the Gospel is very special?

Y SOME SUGGESTED
ACTIVITIES

f ADULT DIRECTED
GROUP ACTIVITY

- ▶▶ Split the class in half. One half to take the part of the priest and the other half to be the congregation. Take turns to say the words spoken by the priest at Mass and the people’s responses.
- ▶▶ Write the words and responses on cards. Have a mix and matching activity. Use pictures to support the text from *Church’s Story*, *Welcome to the Mass*, *Last Supper Art*, *Story Cards* or *Jesus’ Journey Pack*.

f CONTINUOUS
PROVISION

- ▶▶ Continue above activity independently.

4 LEARNING FOCUS: Children’s Eucharistic Prayer 1.

Y CONTENT

f WHOLE CLASS CORE INPUT

Make sure that the Holy, Holy is displayed. Insert some pictures that might be suitable to illustrate the words of the prayer.

We have many things to be thankful for. Before we have a meal, we try to remember to thank God for our food. At the Mass, the greatest meal for the parish family, we have a special prayer of thanksgiving, which we call the Eucharistic prayer. Here is the beginning of a Eucharistic prayer written especially so children can understand it. Put the prayer or part of it on the IWB. Read all or part of it together quite slowly.

God our Father,
 you have brought us here together
 so that we can give you thanks and praise
 for all the wonderful things you have done.
 We thank you for all that is beautiful in the world
 and for the happiness you have given us.
 We praise you for daylight
 and for your Word which lights up our minds.
 We praise you for the earth,
 and all the people who live on it,
 and for our life which comes from you.
 We know that you are good.
 You love us and do great things for us.
 So we all sing (say) together:
*Holy, holy, holy Lord, God of hosts,
 heaven and earth are full of your glory.
 Hosanna in the highest.*

SOME KEY QUESTIONS

- Q What words do you like best in the prayer and why?
- Q What are some of the things that we are saying ‘thank you’ to God, our Father for?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶ Give the children phrases from the Eucharistic prayer and a selection of pictures they can cut out of magazines etc. Ask them to choose pictures to illustrate the phrases.
- ▶ Pick out the words in the prayer that have a special meaning for you. Write them down and talk about why you like them. On your own copy, highlight all the words of thanks and praise.
- ▶ Join together in saying the ‘Holy, holy...’ at the end of the prayer.

f CONTINUOUS PROVISION

- ▶ Give each child a card that begins ‘We thank you for..., We praise you for ...’ Ask children to complete the phrase and put together to make a class litany of thanks and praise.



thanksgiving

5 LEARNING FOCUS: We give thanks to God for giving us Jesus in Holy Communion.

Y CONTENT

f WHOLE CLASS CORE INPUT

Teaching point

The children of this age will not yet have made their First Holy Communion, but may be used to joining the Communion procession to receive a blessing.

After the words of Consecration, said by the priest, the bread is called the Host because it is the Body of Christ.

The cup holding the Blood of Christ is called the Chalice.

Display *Church's Story 2* pages 40-43 on IWB. Talk about what is happening in the pictures. The priest uses the words Jesus used at the Last Supper. The bread and wine become the Body and Blood of Jesus Christ. Catholics receive Jesus in Holy Communion. Jesus joins us closer to himself, to God His Father and to one another. When Catholics go forward in church to receive Jesus in Holy Communion it is a very special time of thanks and praise. The priest holds up the host "Amen!" Anybody who has not made their First Holy Communion can go up for a blessing. Notice the little girl with her hands crossed, on page 43, she is going to receive a blessing.

Afterwards, people return to their benches and in their hearts, say "Thank you!" to Jesus and want to be very close to him.

SOME KEY QUESTIONS

- Q Why do you think that on pages 40-43 in *Church's Story 2*, the priest is holding up the host and the chalice?
- Q What are the people thanking God for?
- Q How do people show receiving Communion is a very special time?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶ Invite a special minister of Holy Communion to talk to the children about their ministry.
- ▶ Using *Church's Story 2* pages 42-43 on the IWB, insert speech bubbles for the priest. Ask the children to suggest what words should go in it.
- ▶ Ask the children to make up a prayer of thanksgiving to Jesus for Holy Communion.

6 LEARNING FOCUS: Going out after Mass.

Y CONTENT

f WHOLE CLASS CORE INPUT

Using pages 16-17 from *Church's Story 2* on IWB, talk about the pictures. (See Teachers Notes on p85). Show the video of the Concluding Rites of the Mass. At the end of the Eucharist, the priest gives the parish family a blessing. He then will say e.g. "Go in peace" and the people reply "Thanks be to God!" (There may be other endings to the Mass. The one used here is the simplest.) The Eucharist ends with the people being sent out to follow Jesus' example by how they live their lives.

Outside church, people will chat to one another and sometimes go to the hall to meet together and share some refreshments before they go home. People help by taking it in turns to make the tea and coffee. This is a good time for people to talk to one another and be friendly.

During the week, people try to remember to live in peace and friendship with others, to be kind and thoughtful just like Jesus.

SOME KEY QUESTIONS

- Q How can people spread the message of thanksgiving and peace they have experienced at Mass?
- Q Can you think of some ways of being kind and thoughtful towards others at home and in school?

Y SOME SUGGESTED ACTIVITIES

f ADULT DIRECTED GROUP ACTIVITY

- ▶ Write a list of ways you can be thoughtful towards others at home and in school.
- ▶ Use page 17 of *Church's Story 2* in the IWB and talk about what the people are saying. Emphasise how and what the people may give thanks for.
- ▶ In the 'Home Corner', role-play how the parish family get together after Mass.
- ▶ Make invitations to send home to parents to come to the Respond 'Celebration'.

RESPOND

Remembering, celebrating and responding to different ways to say thank you and the Eucharist: the parish family thanks God for Jesus.

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of *Thanksgiving*.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder about

- Q How they feel when they give thanks to others?
- Q How they feel when they are thanked?
- Q Why we thank God our Father?
- Q How the parish family can spread the message of thanksgiving and peace?

Provide the opportunity, possibly by one of the means above, for the children to remember

- ☀ The story of the Last Supper.
- ☀ The four parts of the Mass.
- ☀ Why the parish family gather at Mass.
- ☀ Some of the Mass responses.
- ☀ During the Eucharist, the bread and wine become the Body and Blood of Jesus Christ.
- ☀ The parish family go out from Mass in peace and thanksgiving to love and serve God.

Rejoice

Remember to plan. (*Download the Rejoice and Gather Form on the **Come and See** website.*)

Renew

The teacher helps each child to make an individual response to what they have understood of their own experience and the experience of the Church community.

Apply their learning

How can I find ways to say thank you today?

Some sample ideas

After a time of quiet reflection and prayer

- ☀ find opportunities to remember to say thank you to someone today.
- ☀ make up a thank you prayer for someone who cares for you.
- ☀ around a photo or drawing of themselves, draw pictures of everything they are thankful for.
- ☀ Make a prayer card to share at home as a reminder to say prayers in the morning

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

REJOICE	
	<p>Celebrate: The children’s new knowledge and understanding of the experience different ways to say thank you and the Eucharist: the parish family thanks God for Jesus.</p>
PLAN	
	<p>Decide from all the children have remembered what will be included, share some refreshment at the end.</p>
GATHER	
<p>Consider how the children will begin the celebration.</p>	
WORD – LISTEN	
<p>Listen to some scripture from the topic read or enacted in some way.</p>	
RESPONSE	
<p>How will the children respond to all they have heard?</p>	
GOING FORTH	
<p>How will the celebration be concluded?</p>	

thanksgiving

LEVEL SUMMARY

Within **Level 1** children will be able to **talk about** their experience of receiving and giving thanks and what they **wonder about** how others feel when they are thanked. They will be able to **recognise** the story of the Last Supper and that Catholics go to Mass to give thanks to God and remember what Jesus did. They will be able to recognise some signs and symbols, different words and phrases used in the Eucharist (at Mass).

Within **Level 2** children will be able to **ask and respond to questions** about how they and others feel when receiving and giving thanks and be able to **retell** the story of the Last Supper. They will be able to **use words and phrases** from the Eucharist (Mass) that show how Catholics give thanks to God and **describe** how Catholics try to live what they have experienced at Mass in their daily lives.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **THANKSGIVING**:

- Parts of the Mass – Introductory Rites, Liturgy of Word, Liturgy of Eucharist, Concluding Rites.
- Some Mass responses.
- Eucharistic prayer for children.
- Jesus' presence in the Eucharist.
- The implication of the Concluding Rite of the Mass, where Catholics enter the world with a mission.

Come and See for yourself

LENT/EASTER – GIVING

Teacher's page



EXPLORE

Life, especially family life, or life in school, is full of opportunities for self-giving.

When children are young, parents have to do everything for them and sacrifice their own needs for those of their children. The quality of the parents' loving care lays the foundation for their children to grow into people capable of giving love to others.

When parents are old and infirm, they become dependent on their children to look after them. So life is a cycle of being cared for and caring for others, of dependence and independence, of receiving and giving. Self-giving is essential if individuals and relationships are to grow and develop.

- Q Recall a time when you had to give up your own needs in order to help someone else.
- Q What were the costs?
- Q What were the rewards of the giving?

REVEAL

Lent is the season when Christians practise both giving and giving-up, to identify with the complete self-offering of Jesus which is remembered in the liturgy of Holy Week and the Easter Triduum (Holy Thursday, Good Friday and Easter Vigil). In his Gospel, Matthew makes it clear that in loving and caring for other people we are loving and caring for Jesus.

Word of God

"For I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me. I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me. Then the righteous will answer him, 'Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?' And the king will answer them, 'Truly, I tell you, as you did it to one of the least of these who are members of my family, you did it to me.'" (*Matthew 25:35-40*)

- Q What does this scripture passage say to you?
- Q Have you been moved by the need of another or ignored the need of another?
- Q Do I really believe that everyone is made in the image of God?



Catechism of the Catholic Church

“Lent: By the solemn forty days of Lent the Church unites herself each year to the mystery of Jesus in the desert.”
(CCC540)

“The seasons and days of penance in the course of the Liturgical Year (Lent, and each Friday in memory of the death of the Lord) are intense moments of the Church’s penitential practice. These times are particularly appropriate for spiritual exercises, penitential liturgies, pilgrimages as signs of penance, voluntary self-denial such as fasting and almsgiving, and fraternal sharing (charitable and missionary works).” (CCC1438)

No one was an eyewitness to Christ’s Resurrection and no evangelist describes it. No one can say how it came about physically. although the Resurrection was an historical event that could be verified by the sign of the empty tomb and by the reality of the apostles’ encounters with the risen Christ. It remains at the very heart of the mystery of faith as something that transcends and surpasses history.”
(CCC647)

RESPOND

- Q How can you give of yourself to your pupils in a way which encourages them to give to others?
- Q Is there any situation where you find self-giving difficult?
- Q What can you do to make it easier to give yourself more whole heartedly in that situation?

Prayer and Reflection

*Lord, when I am hungry
give me someone to feed;
When I am thirsty
give water for their thirst.
When a burden weighs upon me
lay upon my shoulders
the burden of my fellows.
Lord, when I stand
greatly in need of tenderness,
give me someone who yearns for love.
May your will be my bread;
Your grace my strength;
Your love my resting place.
(Quaker prayers, Peace and Service,
The Society of Friends)*

LENT/EASTER – GIVING: GIVING ALL – TOPIC OVERVIEW

YEAR 3 4 WEEKS

Lent a time to remember Jesus' total giving

TEACHERS' NOTES

Lent and Holy Week is a time of giving in different ways and remembering the total giving of Jesus.

Scripture: John 10:18 *No one takes my life away from me. I give it up of my own free will.*

Catechism of the Catholic Church 609: Indeed, out of love for his Father and for men, whom the Father wants to save, Jesus freely accepted his Passion and death: "No one takes [my life] from me, but I lay it down of my own accord.

ABOUT THE TOPIC

Prior learning: Lent, the opportunity to turn towards what is good in preparation for Easter

This Topic: learning outcomes

Know and understand:

- How people give themselves – **Explore**
- Lent, a time to remember Jesus' total giving – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

SCRIPTURE

Matthew 5: 1-17 *God's Story 3* page 82
 Luke 4: 1-4 *God's Story 3* page 94
 Mark 14:26-31, 32-46 – *God's Story 3* page 116
 Matthew 25: 31-40 – *God's Story 3* page 88
 Mark 15: 21-27 *God's Story 3* page 120
 Luke 24: 1-12 *God's Story 3* page 126

TRADITION

Lent Jesus' total self-giving
 Prayer, fasting and almsgiving – *Church's Story 3* page 96
 Beatitudes – *Church's Story 3* page 97, *God's Story 3* page 82
 Sorrowful Mysteries of the Rosary – *Church's Story 3* page 99
 Easter new life

SOME QUESTIONS OF MEANING & PURPOSE

Why are people brave and courageous?
 What does it mean to give yourself to others?

CORE VOCABULARY

self giving, courage, Ash Wednesday, Holy Week, prayer, fasting, alms giving, Easter – new life, Resurrection, Sorrowful Mysteries.

RESOURCES

Church's Story 3
God's Story 3
 CAFOD or Misson Together Lenten resources

ATTAINMENT TARGETS

- AT 1 Learning about religion**
 i beliefs, teaching & sources
 ii celebration and ritual
 iii social & moral practices & way of life
- AT 2 Learning from religion**
 i engagement with own & others' beliefs & values
 ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God, the Scriptures, Jesus Christ, Son of God
Area of Study 2: What is the Church? One and holy, Catholic
Area of Study 3: Liturgy, prayer
Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, the human community, love of God, love of neighbour

LITURGICAL/PRAYERS LINKS

Ash Wednesday, Lent Sorrowful Mysteries of the Rosary, Holy Week Easter

SONGS/HYMNS TO SING

POINTS TO REMEMBER

Acts of Penance suitable for the age group

EXPLORE

How people give themselves.

LEVEL INDICATOR

Within **Level 2**, children will be able to **ask and respond** to questions of their own and others’ experience and feelings of how people give themselves for others. AT2 (i) L2

Within **Level 2**, children will be able to **ask questions** about the courageousness of giving and realise that some questions are difficult to answer. AT2 (ii) L2

Within **Level 3**, children will be able to **make links** to show how feelings and beliefs affect their own and others’ attitude to giving of themselves. AT2 (i) L3

Within **Level 3**, children will be able to **compare** their own and other people’s ideas about giving that are difficult to answer. AT2 (ii) L3

KEY WORDS

courage, self-giving

LEARNING INTENTION: How people give themselves.

CONTENT

Listen to this story:

The man who was a bridge

It was 1987. The ferry set sail from Zeebrugge on time. All the people and cars were loaded. It carried holiday-makers returning home, businessmen and long distance lorry drivers. All of them would have had thoughts of their families and homes that lay some five hours’ sailing time away.

The men on the bridge guided the huge vessel carefully out of port. The restaurant opened for service and people settled down for the voyage. The men on the car deck were making a last check of the fittings that held the cars and lorries in place. The giant mouth of the entrance to the deck was still gaping open revealing a huge swell of sea. The doors should have been closing. Instead, in an awful moment, the sea flooded in. The ferry lurched under the extra weight. The cars and lorries shifted. The vessel began to list heavily to one side.

Shouts and screams filled the public areas. Tables, chairs and luggage slid downward

carrying people into the rising water and mud. Top became bottom, ceilings became floors, panic gripped everyone. Some passengers out on deck were rescued very quickly. Others were not so lucky. It was a time for cool heads and bravery to save and rescue as many as possible.

One group of people escaping from the cafeteria came face to face with a gaping hole which they could not cross. Beyond it was their only way out. Among them was Andrew Parker, a strapping man of more than six foot. He laid himself across the gap and the water that was rising fast. People climbed across his body to safety. Mums and dads and children, more than twenty people in all, were saved by the man who made himself a bridge.

Andrew was awarded the George Medal for his bravery. Afterwards he said he was not trying to be a hero, he just did what he thought was right. A total of 31 people received awards for their bravery and courage on that day.

SOME KEY QUESTIONS

- Q How does the story describe Andrew?
- Q How do you think of Andrew?
- Q How did Andrew give himself for others?
- Q Do you know anyone who gives themselves for others, perhaps in small but important ways? What do they do?
- Q Why do you think people are brave and give themselves to others?

SOME SUGGESTED ACTIVITIES

- ▶▶ Make lists of people who work in dangerous situations, at difficult tasks in unpleasant places, at unsocial times.
- ▶▶ Invite people into school to talk about their jobs, for example, a member of the fire or ambulance service, a doctor, a member of the police force, a CAFOD worker.
- ▶▶ In groups, examine, discuss and evaluate the giving demanded of people by different occupations and ways of life.
 - Who are they?
 - What do they do?
 - How do you think these people feel about what they do?
 - What do you think about what they do?
 - What would we do without them?
- ▶▶ Could you imagine yourself doing any of these jobs? Why? Why not? Record, evaluate and present the findings. Display the group findings.
- ▶▶ In groups, draw cartoons of givers and takers. In schools, a giver shares ideas with you; a taker uses your ideas with friends. A giver shares sweets, a taker eats other people's sweets. At home, a giver helps with the dishes; a taker leaves dishes for other people to wash. Make a book from your collection of cartoons. On the last page, ask the question, 'Am I a giver or a taker?' Add these books to your display.

REFLECTION ON SIGNIFICANCE

Children gather around the display and have a quiet moment to reflect on what they have heard. *Did anything surprise you? What are some things that people do for one other?*

Thank you for... who...

What do I do for others?

I am glad I...

Think for a moment of when I am a giver and when a taker.

REVEAL

Lent, a time to remember Jesus total giving.

CONTENT: – scripture – tradition – prayers

LEVEL INDICATOR

Within **Level 2**, children will be able to **retell** some of the stories of Holy Week and the Resurrection. AT1 (i) L2

Within level 2, children will be able to use religious words and phrases to **describe** the religious action and symbols of Lent and Holy Week. AT1 (ii) L2

Within **Level 2**, children will be able to describe some ways in which Christians use the time of Lent to give to others. AT 1(iii) L2

Within **Level 3**, children will be able to **make links** between the scripture and what Christians believe about how they should act. AT 1(i) L3

Within **Level 3**, children will be able to give **reasons** given by Christians for being kind and generous, especially during Lent. AT 1(iii) L3

KEY WORDS

giving, courage
Ash Wednesday
Holy Week, prayer, fasting
almsgiving, Easter-new life
Resurrection
Sorrowful Mysteries,
Gethsemane

RESOURCES

God Story 3 page 94
Church's Story 3 page 96
 CAFOD Lenten resources
 Pictures of people who are hungry, thirsty, a stranger, sick, in ragged clothes, in prison and match these with pictures of food, cup of tea, a house, nice clothes, First Aid, and someone visiting a prisoner. (There may be some on the Widgeit website.)



1

LEARNING FOCUS: Lent; an opportunity for giving.

CONTENT

Recall the understanding of Lent from Year 2, 'Opportunities'. Lent starts on Ash Wednesday, the day when Christians go to Mass and receive ashes in the shape of a Cross on their foreheads. As the ashes are given, the priest/deacon says: *Repent, and believe in the Gospel.*

Or:

Remember that you are dust, and to dust you shall return.

These words remind Christians that they are beginning a time when they are making a new start by giving themselves to God and others, through prayer, giving up things and doing good for others. During Lent, the Church uses the colour purple, to symbolise repentance and does not use the word Alleluia until Easter. Lent is a time when Christians stop and think about following the example of Jesus. It is a time to grow in goodness.

Use the pictures from *Church's Story 3* page 96 on the IWB and discuss their meaning.

Lent lasts for 40 days, remembering that Jesus spent 40 days in prayer in the desert before he started his ministry. Read the beginning of the story, *God's Story 3* page 94 *Jesus chooses God's way* (first paragraph) (based on Luke 4: 1-4)

SOME KEY QUESTIONS

- Q In what ways what do you think Lent is an opportunity for giving?
- Q What will help you stop and think about how you might follow Jesus?
- Q What ideas do you have for prayer, giving up and doing good for others during this time?
- Q How do you think spending forty days in the desert helped Jesus?

SOME SUGGESTED ACTIVITIES

- ▶▶ Find some symbols or pictures to represent what Lent means. With labels give reasons why these were chosen and what they mean. Add these to the display.
- ▶▶ Using the symbols or pictures above, either individually, or in groups or as whole class, make a Lenten promise and make a plan about how you will achieve this.
- ▶▶ Hot seat activity: ask the children to prepare and plan questions that they can ask Jesus in the desert, about his choices and why he made them and especially what Jesus meant by saying, '*no one lives on bread alone*'. Choose different children to act the role of Jesus.
- ▶▶ Following on from questioning Jesus, in small groups talk what they consider are the important things in life and the reasons why.

2 LEARNING FOCUS: How to be giving.

CONTENT

Jesus was always trying to help his friends understand how they should live their lives. Here is a parable (that is a story with more than one meaning) about a king passing judgement on his people. This parable can help people change their lives. Listen to or read the story using *God's Story 3* page 88 (based on Matthew 25: 31-40). Put the six lines starting *When I was ...* on the IWB

SOME KEY QUESTIONS

- Q Why do you think the people on the king's right are called good people?
- Q How had these people helped the king?
- Q Discuss what it might mean to be hungry, thirsty, a stranger, without proper clothing, ill and in prison today and how these people might be helped?

SOME SUGGESTED ACTIVITIES

- ▶▶ Write out a new six lines starting *When I was (e.g. lonely etc) you*
Add details about how you would help.
- ▶▶ Imagine you were in one of these situations, what do you think it would be like and what might help you?
This might take the form of a newspaper report, a letter, TV interview etc.
- 😊 Use pictures of people who are hungry, thirsty, a stranger, sick, in ragged clothes, in prison and match these with pictures of food, cup of tea, a house, nice clothes, First Aid, and someone visiting a prisoner.
- ▶▶ Remember your Lenten promise. How can the reading help you in your promise?

3

LEARNING FOCUS: A new way of living.

CONTENT

Lent gives Christians the chance to think about how they are living their daily lives and through praying and thinking about the needs of other people, they may want to change something in their lives. Jesus calls all people to a new way of living. He explains this in his teaching called ‘The Beatitudes’ (that is another way of saying blessed). Listen to how Jesus describes when we are blessed.

You will be blessed when you share what you have with other people.

God will be very close to you.

You will be blessed when you are gentle.

When you treat others with kindness and patience.

God will give you all you need.

You will be blessed when you forgive others and don't hold grudges.

You will find God ready to forgive you.

You will be blessed when you are peacemaker.

When you try not to let a quarrel even begin or are first to say sorry,

you will be known as children of God.

You will be blessed when you are made fun of for doing what God wants.

When people laugh at you for living in God's way, know that you are very close to God.

Remember what happened to so many of God's messengers.

Rejoice and be glad.

Based on Matthew 5: 1-17 – *God's Story 3* page 82, *A new way of living*. Use pictures on page 83.

Write the key words from the text on the IWB *generous, gentle, kindness, patience, forgive, peacemaker, living God's way*.

SOME KEY QUESTIONS

- Q What do you think a generous heart is like?
- Q What does it mean to be gentle?
- Q Give reasons why is it important to forgive?
- Q Give reasons why peacemakers are important?
- Q What ideas has this passage given you for Lent?

SOME SUGGESTED ACTIVITIES

- ▶▶ Re-enact examples of times when you have forgiven others and not held a grudge. Record this using a digital camera or video.
- ▶▶ Choose one of the Beatitudes. Plan and write a short story showing the reasons why someone is acting in a certain way.

4 LEARNING FOCUS: Sometimes it is hard to be totally giving.

CONTENT

After Jesus' Last Supper with his disciples he suggested they all went to the nearby olive garden called Gethsemane, to pray. This is Mark's account of what happened there. Read *Gethsemane: Mark 14:26-31, 32-46 – God's Story 3* page 116

The greatest week of the year for Christians is Holy Week, when the Church remembers the suffering, death and resurrection of Jesus. This story is heard during that time.

SOME KEY QUESTIONS

- Q How did Jesus feel when he got to the garden of Gethsemane? What did he do?
- Q What does this story tell you about Jesus' generosity?
- Q Why do you think Jesus took his disciples with him and why did he ask them to stay awake?
- Q What do you think about how the disciples behaved and why?
- Q How do you think Jesus felt when his betrayer arrived with the soldiers?
- Q How do you think Judas felt?

SOME SUGGESTED ACTIVITIES

- ▶▶ Freeze frame aspects of this story and explain the actions of the people within the story.
- ▶▶ Use photos from the above activity and add dialogue through speech bubbles or sound buttons.
- ▶▶ Imagine you are Jesus and make up the prayer you would pray to God your Father, if you were in the garden.
- ▶▶ Write an account of this story from the point of view of Peter, exploring his actions and feelings.



5 LEARNING FOCUS: Jesus' total giving.

CONTENT

The Sorrowful Mysteries:

1. The agony of Jesus in the garden
2. The scourging of Jesus at pillar
3. The crowning with thorns
4. The carrying of the Cross
5. The Crucifixion

After Jesus was taken prisoner in the garden of Gethsemane, he was treated badly and then taken to be crucified. Read the story *On the way to Calvary* Mark 15: 21-27 *God's Story 3* page 120. Use the picture on the IWB (check the notes on page 121)

Jesus gave his life for us, because he loved us so much. On Good Friday, Christians go to church to recall again how Jesus died for us.

The friends of Jesus got permission to take his body down from the cross. They buried Jesus in a grave cut out of a rock and put a huge stone over the entrance.

SOME KEY QUESTIONS

- Q How do you think Simon of Cyrene felt?
- Q How do you think Jesus felt?
- Q What do you think the friends of Jesus said to one another as they watched?

SOME SUGGESTED ACTIVITIES

- ▶▶ Research some of the Sorrowful Mysteries of the Rosary. Choose one to explain to a partner.
- ▶▶ Gather round the prayer focus or go to the parish church, and have a time of quiet reflection. Take one of the Stations of Cross as the focus. Use scripture, a prayer and a Taizé chant like: *Jesus remember me*, or *Stay here keep watch with me*.



giving all

6

LEARNING FOCUS: Jesus is risen

CONTENT

Jesus' death was not the end of the story. Luke tells us what happened next. Read *God's Story 3* page 126 *Luke's story* (Luke 24: 1-12).

Jesus had risen from the dead, as he told his disciples that he would. He appeared many times to them and promised to send his Holy Spirit to help them spread the Good News of his love.

Christians celebrate the Resurrection of Jesus on Easter Sunday. 'Alleluia' is sung because everyone is so happy.

SOME KEY QUESTIONS

- Q Why you think the women went to the tomb?
- Q What did the two men tell the women?
- Q What do you think the women thought about this?
- Q Why did the apostles not believe the women?
- Q How do we celebrate the Resurrection today?

SOME SUGGESTED ACTIVITIES

- ▶▶ Make an Easter garden with an empty tomb
- ▶▶ Talk about what an Easter card might contain that shows we celebrate Jesus' Resurrection at Easter. Make such a card. (If possible have some examples of good Easter cards.)
- ▶▶ Imagine you are writing an article for the 'Jerusalem Times', interviewing one of the women who went to the tomb. Ask them to explain what they believe about Jesus.

RESPOND

Remembering, celebrating and responding to how people give of themselves and that Lent is a time to remember Jesus' total giving.

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of *Giving All*.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder and ask questions about:

- Q How people give themselves to others.
- Q How giving brings demands.
- Q What I can give to others.
- Q Jesus' total giving.

Provide the opportunity, possibly by one of the means above, for the children to remember

- ☀ Lent is an opportunity for giving and growing in goodness.
- ☀ The story of Jesus in the desert.
- ☀ Those in need and how they might help them.
- ☀ Something of the Beatitudes.
- ☀ Jesus' experience in the Garden of Gethsemane.
- ☀ Jesus' total giving on Good Friday.
- ☀ The story of the Resurrection.

Rejoice

Remember to plan. (*Download the Rejoice and Gather Form on the **Come and See** website.*)

Renew

The teacher helps each child to make an individual response to what they have understood of their own experience and the experience of the Church community.

Apply their learning

How can I be more giving?

Some sample ideas

After a time of quiet reflection and prayer:

- ☀ Compile a list of ways in which they could give time, help and care to others at home, in school and to friends.
- ☀ Continue the Lenten promise at home.
- ☀ Give/make an Easter card for someone in your family.

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

REJOICE	
	Celebrate: The children’s new knowledge and understanding of the experience of how people give themselves and Lent, a time to remember Jesus’ giving all.
PLAN	
	Decide from all the children have remembered what will be included. Share some refreshment at the end.
GATHER	
Consider how the children will begin the celebration.	
WORD – LISTEN	
Listen to some scripture from the topic read or enacted in some way.	
RESPONSE	
How will the children respond to all they have heard?	
GOING FORTH	
How will the celebration be concluded?	

giving all

LEVEL SUMMARY

Within **Level 2**, children will be able to **ask and respond** to questions of their own and others' experience and feelings of how people give themselves for others and be able to **ask questions** about the courageousness of giving and realise that some questions are difficult to answer.

They will be able to **retell** some of the stories of Holy Week and the Resurrection and use religious words and phrases to **describe** the religious actions and symbols of Lent and Holy Week. They will be able to **describe** some ways in which Christians use the time of Lent to give to others.

Within **Level 3**, children will be able to **make links** to show how feelings and beliefs affect their own and others' attitude to giving of themselves and be able to **compare** their own and other people's ideas about giving that are difficult to answer.

They will be able to **make links** between the scripture and what Christians believe about how they should act and give **reasons** for Christians being kind and generous especially during Lent. AT 1(iii) L3

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **GIVING ALL:**

- Liturgical season of Lent.
- Lenten promises, giving through prayer, giving up and good deeds.
- The Beatitudes.
- Jesus in the desert.
- The Sorrowful Mysteries of the Rosary.
- The Agony in the Garden.
- Jesus' sacrifice on Good Friday.
- The Resurrection.

Come and See for yourself

PENTECOST – SERVING

Teacher's page



EXPLORE

Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service.

Often we are especially influenced by those whose actions speak powerfully of a life of service.

- Q Think of someone who impresses you deeply because of the way she/he lives.
- Q What is it that impresses you?
- Q What do you think inspires them?

REVEAL

Christians believe that the Spirit of God is active in each person and, in a special way, in the community of believers, which is the Church. It is the work of the Spirit to enable people to hear God's message and to live Jesus' way of service.

Word of God

"The Spirit of the Lord is upon me, because he has anointed me to bring Good News to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord's favour." (*Luke 4: 18-19*)

Catechism of the Catholic Church

"Those, who with God's help, have welcomed Christ's call and freely responded to it, are urged on by love of Christ to proclaim the Good News everywhere in the world. This treasure, received from the apostles, has been faithfully guarded by their successors. All Christ's faithful are called to hand it on from generation to generation, by professing the faith, by living it in fraternal sharing, and by celebrating it in liturgy and prayer." (*CCC3*)

- Q How is this lived out in your life today?

RESPOND

- Q In what ways is serving emphasised in the classroom and throughout the school?
- Q How can you help children to appreciate their energy and use it for the good of others?
- Q In what ways may a school community draw on the power of the Holy Spirit?



Prayer and Reflection

*Father, pour out your Spirit
upon your people,
and grant us
a new vision of your glory,
a new faithfulness to your Word
and a new consecration to your service,
that your love may grow among us,
and your kingdom come:
through Christ our Lord. Amen
(Prayer of preparation for Vatican II)*

PENTECOST – SERVING: NEW LIFE – TOPIC OVERVIEW

YEAR 4 4 WEEKS

To hear & live the Easter message

TEACHERS’ NOTES

On the day of Pentecost, the Apostles spoke to the gathered people in the power of the Spirit. St. Paul continued this work and we continue it today.

Scripture: Acts 2:1-4 *When the day of Pentecost had come they were all together in one place... All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability.*

Catechism of the Catholic Church 739 ...Christ ... as head of the body, pours out the Spirit among his members to nourish, heal and organise them in their mutual functions, to give them life, send them to bear witness, and associate them to his self-offering to the Father and to his intercession for the whole world.

ABOUT THE TOPIC

Prior learning: the wonder and power of the Holy Spirit

This Topic: learning outcomes

Know and understand:

- The wonder and power of the Holy Spirit– **Explore**
- The new life of the Easter message is spread through the power of the Holy Spirit – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

SCRIPTURE

Acts 4 : 1-26 – *God’s Story 3* page 136
 2 Corinthians 6: 3-10 – *God’s Story 3* page 144
 Acts 2: 1-18 *God’s Story 3* page 143
 Acts 8: 26-30, 34-38 *God’s Story 3* pages 138-139

TRADITION

Resurrection
 Pentecost
 Journeys of St Paul

CORE VOCABULARY

life, good news, Resurrection, Pentecost, Holy Spirit

SOME QUESTIONS OF MEANING & PURPOSE

How can good news change the way you feel?
 How good news can bring life.

ATTAINMENT TARGETS

AT 1 Learning about religion

- i beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagement with own & others’ beliefs & values
- ii engagement with questions of meaning

RESOURCES

Church’s Story 3
God’s Story 3
Lost and Found by Oliver Jeffers ISBN: 978-0007150342
Friends of Jesus by Victoria Hummell
 ISBN: 978-085597-640-8
 Widgit symbol supported text

COME & SEE WEBSITE

Link to *The Baptism of the Ethiopian Eunuch* – by Rembrandt
 Simple map of the journeys of St Paul and the map on page 140 of *God’s Story 3*

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Spirit
Area of Study 2: What is the Church? One and holy, Catholic, Apostolic, Mission
Area of Study 3: Liturgy, Sacraments, Baptism, Confirmation, prayer
Area of Study 4: The dignity of the human person, sin, the human community, love of God, love of neighbour

LITURGICAL/PRAYERS LINKS

SONGS/HYMNS TO SING

to the Holy Spirit

EXPLORE

Good news brings life.

LEVEL INDICATOR

Within **Level 2**, children will be able to **ask and respond** to questions about their own and others’ experiences of Good News bringing life. AT2 (i) L2

Within **Level 2**, children will be able to ask questions about what they and others **wonder** about how good news brings life and happiness. AT2 (ii) L2

Within **Level 3**, children will be able to **make links** to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others’ behaviour. AT2 (i) L3

Within **Level 3**, children will be able to **compare** their own and other people’s ideas about how good news brings life. AT2 (ii) L3

Within **Level 4**, children will be able to **show how** their own and others’ decisions about receiving and giving good news are informed by beliefs and values. AT 2 (i) L4

KEY WORDS

life, Good News

RESOURCES

Lost and Found
by Oliver Jeffers
ISBN: 978-0007150342

RESOURCES

If using a story, make sure it has the following components:
the before and after, feeling down, then brought alive by good news and the affect it has on others.

LEARNING INTENTION: Good news brings life.



CONTENT

Talk about the experience of feeling a bit miserable or just slightly bored and then something happens to brighten your day and make you feel alive. What happened? Who was responsible and why did it make a difference? How did your good feeling affect others?

Use a story. *Lost and Found* could be used or the following:

Cameron's birthday present

Cameron had just had a birthday. His parents had given him what he really wanted, a remote controlled stunt monster car. He was really thrilled and had spent the weekend learning how to use it and doing lots of stunt manoeuvres.

He took it to bed with him and looked at it sitting on his window sill, sparkling in the light from the street.

Monday morning arrived and his Mum reminded him that he had to leave his stunt monster at home and not take it to school. Cameron nodded, hoping his Mum would not notice the large shape in his school bag.

When he got to school he told all his friends about his present. He knew he could not show them in school, so suggested that they walk home through the park so he could demo his monster.

The other boys watched as Cameron made his stunt monster do incredible things and go really fast. Someone was watching this, an older boy called Gary. Slowly he got nearer and no one noticed him until he ran over snatched the monster and ran off with it.

Cameron felt sick. What could he do? It was no good running after Gary. He would never catch him. He and his friends all went off to their homes.

Mum commented that he was a bit late, but Cameron just muttered something, and went to his room. His Mum shouted up that if he got on and did his homework now, he would have time to play with his monster after tea. That made Cameron feel even worse.

His Dad thought Cameron looked sick, and thought he had better go to bed rather than play with his monster. Cameron agreed. Next morning he was still feeling rotten. He knew his parents had saved for his present and his Dad was as excited as Cameron with it. He knew he had been really stupid – not to mention disobedient. All day in school, he was quiet. His friends were sympathetic, but he felt lifeless.

Another day went on like that. He heard his Mum and Dad talking about him, wondering what was wrong with him. He looked unwell and he didn't even want to play with his monster. They wondered if they should take him to the doctor.

His elder sister, Danielle, came into his bedroom and asked him what was wrong and she asked him where his monster was. At first he said nothing was wrong, but his sister had a kind way of talking to him, and eventually he told her his sad story and how awful he had felt about it, especially because his parents had been so generous and he had let them down.

Next evening, after another miserable day, when he got home he went straight up to his room and there to his surprise was his monster sitting on his bed. He picked it up and hugged it. Tears of joy ran down his cheeks. He quickly brushed them away. He felt like a new person. He called his sister to tell her and ask her what had happened.

Danielle smiled, and told him she knew Gary's Mum and had been round to his house. Gary's Mum gave her the monster and told her she wondered where Gary had got it from and that it was useless to him as he didn't have the radio to make it work. Gary was going to be in trouble when he got home.

Cameron was jumping up and down and was so excited that his Mum came up to see what was wrong. She said she was glad to see him looking happy and alive again. He told her the story and said he was very sorry. She said she thought he was fortunate to have such a good sister and he had learnt an important lesson.



SOME KEY QUESTIONS

- Q How did Cameron react to something really bad happening?
- Q Why was Cameron upset about how his parents would feel? (Note he was not worried about being punished, although he knew he deserved it.)
- Q What do you do when life is difficult?
- Q What good news changed the way you felt and what you did?
- Q How was Cameron rescued and what effect did it have on him?
- Q What effect did it have on the people who knew Cameron?
- Q What lesson do you think he learnt?
- Q What do you think happened in school next day?

SOME SUGGESTED ACTIVITIES

- ▶ Write your own story about someone being sad and miserable and some good news that brought them happiness and made them feel alive.
- ▶ Make a chart with three columns. In the first column write down what might make a person feel miserable and in the second what, why or who made them feel alive again. In the third column write how this would affect their behaviour. This could be done by asking questions of one another. Share the conclusions with the class.
- ▶ Make a Good News board. Collect some good news from everyone, and say why and for whom it is good news.

REFLECTION ON SIGNIFICANCE

Children gather around the poster and have a quiet moment to reflect on all the good news which brings new life and happiness, and all the people who give it, all the people who hear it, the way it changes people's lives and why it is important to spread good news. Will you be different because of what you have learned? What gives you new life?

REVEAL

The new life of the Easter message is spread through the power of the Holy Spirit.

CONTENT: – scripture – tradition – prayers

LEVEL INDICATOR

Within **Level 2**, children will be able to **retell** some special stories about the religious event and people connected with Pentecost. AT1 (i) L2

Within **Level 2**, children will be able to use religious words and phrases to **describe** the events of Pentecost. AT1 (ii) L2

Within **Level 2**, children will be able to describe some ways in which the apostles spread the Good News through the power of the Holy Spirit. AT1 (iii) L2

Within **Level 3**, children will be able to **give reasons** why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul. AT 1 (iii) L3

Within **Level 3**, children will be able to **make links** between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit. AT1 (i) L3

Within **Level 4**, children will be able to **show understanding** of how the belief in the Good News and the coming of the Holy Spirit at Pentecost shapes the lives of Christians today. AT1 (iii) L4

KEY WORDS

**Pentecost, Holy Spirit
Resurrection**

RESOURCES

God's Story 3

Simple map of the journeys of St Paul and the map on page 140 of *God's Story 3*

The Baptism of the Ethiopian Eunuch – by Rembrandt

1 LEARNING FOCUS: Pentecost

CONTENT

Pentecost is a Greek word meaning fiftieth. The Jewish 'Feast of Weeks' was held fifty days after the beginning of the grain harvest. It was a thanksgiving feast.

Pentecost is a Greek word meaning 'the fiftieth Day'. At this feast the Jewish people celebrate Shavu'ot, the Festival of Weeks. It celebrates the giving of the Torah, that is the first five books of the Bible, at Mount Sinai. In Jesus' day it would have been a time when there were a lot of people in Jerusalem. This was the time of year when the Holy Spirit came upon the Apostles and Mary.

This is described in Chapter 2 of the Acts of the Apostles. Notice how Peter tells everyone about Jesus' Resurrection.

Peter's Message

Then Peter stood up with the other eleven apostles and in a loud voice began to speak to the crowd: 'Fellow Jews and all of you who live in Jerusalem, listen to me and let me tell you what this means. This is what the prophet Joel spoke about: 'Yes, even on my servants, both men and women, I will pour out my Spirit in those days, and they will proclaim my message.'

Listen to these words, fellow Israelites! Jesus of Nazareth was a man whose divine authority was clearly proven to you by all the miracles and wonders which God performed through him. You yourselves know this, for it happened here among you. In accordance with his own plan, God had already decided that Jesus would be handed over to be crucified. But God has raised this very Jesus from death, and we are all witnesses to this fact. All the people of Israel, then, are to know for sure that this Jesus, whom you crucified, is the one that God has made Lord and Messiah!

When the people heard this, they were deeply troubled and said to Peter and the other apostles, 'What shall we do, brothers?'

Peter said to them, 'Each one of you must turn away from your sins and be baptised in the name of Jesus Christ, so that your sins will be forgiven; and you will receive God's gift, the Holy Spirit. For God's promise was made to you and your children, and to all who are far away—all whom the Lord our God calls to himself'.

Many of them believed his message and were baptised, and about three thousand people were added to the group that day. They spent their time in learning from the apostles, taking part in the fellowship, and sharing in the fellowship meals and the prayers.

The Coming of the Holy Spirit

When the day of Pentecost came, all the believers were gathered together in one place. Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. Then they saw what looked like tongues of fire which spread out and touched each person there. They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

There were Jews living in Jerusalem, religious people who had come from every country in the world. When they heard this noise, a large crowd gathered. They were all excited, because all of them heard the believers talking in their own languages. In amazement and wonder they exclaimed, 'These people who are talking like this are Galileans! How is it, then, that all of us hear them speaking in our own native languages? We are from Parthia, Media, and Elam; from Mesopotamia, Judea, and Cappadocia; from Pontus and Asia; from Phrygia and Pamphylia, from Egypt and the regions of Libya near Cyrene. Some of us are from Rome, both Jews and Gentiles converted to Judaism, and some of us are from Crete and Arabia—yet all of us hear them speaking in our own languages about the great things that God has done!'

The power of the Holy Spirit is for all Christians and all are called to share the Gospel message. The Good News of Jesus is for the whole world. The event is celebrated in Christian churches on the Feast of Pentecost.

continues ►►

SOME KEY QUESTIONS

- Q What happened to the friends of Jesus?
- Q How would this help people to spread the Good News?
- Q How would you have felt on hearing Peter’s message?
- Q What reaction did the people have who heard Peter speak?
- Q What effect did it have on their lives?
- Q How does the power of the Holy Spirit change people’s lives?
- Q How could you be bearers of Good News in school or at home?

SOME SUGGESTED ACTIVITIES

- ▶▶ Illustrate in a way of your choice e.g. writing, drama, ICT etc, what this scripture passage tells us about what Christians believe about the power of the Holy Spirit.
- ▶▶ Write an article entitled ‘Power of the Spirit’ describing the kind of lives that Christians are living in the present because of the power of the Holy Spirit and give reasons for their actions.
- ▶▶ Use a religious painting that depicts Pentecost and describe the feelings of the people in the painting.
- ▶▶ Paint a picture depicting the events of Pentecost to be displayed in the National Gallery. Write a synopsis to accompany the painting in no more than 100 words.



2

LEARNING FOCUS: The Holy Spirit gives courage to Peter and John.

CONTENT

The apostles are witnesses to Jesus being raised to new life by God. The Holy Spirit confirmed their faith in Jesus and gave them the courage they needed to speak out about the Good News of Jesus even when they were threatened.

Share *God's Story 3* page 136 Acts 4: 1-26, *We cannot keep silent*.

SOME KEY QUESTIONS

- Q Why were the friends of Jesus full of new life?
- Q Why do you think the officials were annoyed?
- Q What happened to Peter and John?
- Q How do you think Peter and John felt when they were arrested?
- Q What did they say to the council?
- Q How did Peter and John show their courage to the officials?
- Q What would you have done? Why?

SOME SUGGESTED ACTIVITIES

- ▶▶ Write a character sketch of either Peter or John, giving reasons for their actions.
- ▶▶ Having read 'We cannot keep silent', work in a group to prepare and present a short drama about an aspect of life today called 'Not afraid to speak out'.
- ▶▶ Identify key themes from 'We cannot keep silent' and use these to write a poem or an article entitled '*Amazing Courage*', showing how religious belief in the Holy Spirit shapes life.
- ▶▶ Prepare a set of questions for Peter and John to find out why they did what they did. Use these to interview Peter and John through an interview scenario.

3 LEARNING FOCUS: The Ethiopian receives the new life of Jesus.

CONTENT

Philip was a follower of Jesus. He, too, spoke of the Good News of Jesus everywhere he went. He baptised the Ethiopian in the river before embarking on his journey spreading the message of new life.

Share *God's Story 3* pages 138-139 Acts 8: 26-30, 34-38, *Philip and the Ethiopian official*.

If possible, show the children the picture *The Baptism of the Ethiopian Eunuch* – by Rembrandt, talk about what is happening in the picture. The Ethiopian had been reading from the prophet Isaiah about the Messiah being like a lamb taken to be slaughtered.

SOME KEY QUESTIONS

- Q What happened to Philip on the way to Gaza?
- Q How did Philip help the Ethiopian?
- Q What do you think the Ethiopian meant when he said he needed help to read the Bible?
- Q Why did the Ethiopian want to be baptised?
- Q How did the Ethiopian feel then?

SOME SUGGESTED ACTIVITIES

- ▶▶ Imagine you are the Ethiopian. Write a letter to the Queen to describe your encounter with Philip. Give reasons to show how this meeting has changed you.
- ▶▶ Using the story of the Ethiopian, write an article for the parish newsletter showing an understanding of the story, and making links to how Christians spread the Good News today.
- ▶▶ Write a guide for younger children on how to read one of the Gospels. Give an outline of what might be found in the Gospel, the outline of the story and how it might affect the reader.

4 LEARNING FOCUS: The story of Paul.

CONTENT

Pharisees were a distinct group within Judaism, who believed in both the written and oral tradition of the Torah and were strict in their observance.

Paul was originally called Saul. He was a Jew who came from Tarsus. He grew up in a Jewish home. He was a Pharisee and did everything he could to be a good man. He kept every rule there was to keep, but he did not like the followers of Jesus. He did his best to wipe them out; however God filled his mind and heart with the light of truth and he recognised who Jesus was. He knew he owed everything to God's love. All he wanted to do was spread the Good News of that love all over the world. When he became a Christian, he changed his name to Paul.

He travelled many thousand of miles, on foot, on horseback and by boat to spread the Good News, mainly to the Gentiles, the people who were not Jews. In every place, he told people about Jesus and the power of the Holy Spirit. He explained the Good News that Jesus had come to bring – God loves everyone. He told them how Jesus had died and been raised to a new life by his Father in heaven and how the Holy Spirit helps people. He told them that Jesus wanted them to share this new life. When they asked him what they had to do to live this new life, he told them that they must believe and be baptised and try to live like Jesus, loving God and loving one another. They were to share their faith with one another, pray together and break bread together as Jesus had done with his friends at the Last Supper.

See *Friends of Jesus*, Victoria Hummell.

SOME KEY QUESTIONS

- Q Who was Paul?
- Q How did he became a Christian? How did he feel about it?
- Q Why did he want to go all over the world spreading the Good News?
- Q How did he change?
- Q What was the Good News that he gave?
- Q Why did Paul think it was important for him to do this?

SOME SUGGESTED ACTIVITIES

- ▶▶ Hold a class debate using the example of Paul and the Gentiles, using reasons to convince the Gentiles to live like Jesus. Record ideas in any way e.g. visual/audio etc.
- ▶▶ Create a character sketch of Paul before he became a follower of Jesus. Write a second character sketch of Paul after he became a follower of Jesus. How did he change and why?
- ▶▶ Transporting a character. Imagine you are Paul today and many people are turning out at the O2 Arena to listen to you. Your task is to help people to understand how the Holy Spirit is working today in the Church in the same way as we read in the Acts of the Apostles.

5

LEARNING FOCUS: Paul spreads the good news.

CONTENT



The ancient city of Ephesus

Paul was a Jew and became one of the friends of Jesus. He travelled many thousands of miles on foot, on horseback and by boat to give the message to the Gentiles, the people who were not Jews. Paul wanted as many people as possible to hear about the Good News of the new life which Jesus brought. So he travelled around to the towns surrounding the eastern Mediterranean Sea. The Acts of the Apostles tells about those journeys and what happened. He had many adventures during his journeys. He was shipwrecked and was imprisoned several times.

Paul would start a Christian community in a town and then move on to another place. He would often write to the people of the town where the Christian community had been started,

offering them advice and encouragement. Sometimes he sent one of his friends to help them.

Put the map from the website on the IWB or use the map on page 140 of *God's Story 3*.

This is a simple outline of Paul's journeys:

- 1 The first journey began and ended in Antioch in Syria, and included Cyprus as well as Iconium, Lystra and Derbe.
- 2 The Second Journey, also began and ended in Antioch and included Phrygia and Galatia, Philippi, Thessalonika, Athens, Corinth and Ephesus. It included Caesarea in Palestine, and probably Jerusalem. (Note there are two towns called Antioch one in Pisidia and one in Syria,)
- 3 The Third Journey, included Galatia, Phrygia and Ephesus, where Paul spent more than two years; then Macedonia, Greece, where he spent three months, Philippi, and a return to Caesarea and Jerusalem.
- 4 The fourth journey was from Caesarea where Paul was arrested, and on to Rome where he was to be tried because he was a Roman citizen. On the way he stopped on the islands of Crete, Malta and Sicily. He was shipwrecked on this journey, but managed to get to Malta.

Talk about the way Paul would have travelled, by sea and over land, and that these journeys probably took place over a span of thirty years. It was the beginning of the Christian Church which later spread throughout the world.

SOME KEY QUESTIONS

- Q What do you wonder about the journeys of Paul?
- Q What drove Paul to put his life in danger by such hazardous journeys?
- Q What do you think it was that kept Paul going for 30 years in spite of all the hardships that he faced?
- Q How do you think the people felt when Paul came to their city?
- Q What do you think happened when he left?

SOME SUGGESTED ACTIVITIES

- ▶▶ Look in the Bible (references given above) and make a list of all the letters Paul wrote to people living in certain places. Using the map from the website match, up the names of the people with the names of the places for example Galatia – Galatians in Turkey.
- ▶▶ Write a diary extract, based on the events of Paul's experiences on his journeys. Include a record of how you think he felt and why.
- ▶▶ Set up a series of scenarios which reflect daily life e.g. falling out on the playground. Using the Gifts of the Holy Spirit e.g. love, joy and peace, patience, kindness, goodness, trust, gentleness, faithfulness and self-control, resolve the situation giving reasons for the gift you have chosen.

6

LEARNING FOCUS: The Holy Spirit gave Paul new life and happiness.

CONTENT

Paul is a very important person in the early Church. He wrote many letters to encourage and advise others. Corinth was a city in Greece. In his letters to the Corinthians, Paul is stern in dealing with problems and encouraging too. The letters show how the Good News is given throughout the early Church.

Read *God's Story 3* page 144, 2 Cor. 6: 3-10 *Paul's happiness* and talk about how he felt and what kept him going.

SOME KEY QUESTIONS

- Q What did Paul expect when he set off on his journeys?
- Q What happened to him?
- Q How do you think he was able to cope?
- Q What part of the letter did you like best? Why?
- Q What will you remember most of all?
- Q How do you think we might live if the Holy Spirit guides us?

SOME SUGGESTED ACTIVITIES

- ☺ Use some Widgit symbol-supported text to illustrate how Paul was feeling.
- ▶▶ Make a booklet about Paul. Make reference to his message, his journeys, his hardships, his advice and his beliefs.
- ▶▶ Ask the pupils to imagine that they are Paul. Invite them to prepare a talk/write a speech for the class. They are to include how he feels and what he believes and how this has helped him to stay strong. Hold a question time following the speech.
- ▶▶ *Thought for the Day* is a short reflection broadcast every day on Radio 4. It is based on a religious issue, belief or question. You have been invited to speak on the programme for about 2 minutes and the title you have been given is – 'A whole new way of living'. Write your script showing how belief in the Good News and the coming of the Holy Spirit at Pentecost shapes the lives of Christians today.



RESPOND

Remembering, celebrating and responding to good news bringing life and the new life of the Easter message is spread through the power of the Holy Spirit.

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of *New Life*.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder and ask questions about:

- Q The experience of good news bringing life.
- Q How good news brings life and happiness.
- Q The power of the Holy Spirit

Provide the opportunity, possibly by one of the means above, for the children to remember:

- ☀ The new life of the Easter message.
- ☀ The story of Pentecost.
- ☀ The power of the Holy Spirit.
- ☀ How the Holy Spirit gave courage to Peter and John to bear witness to Jesus.
- ☀ How the Ethiopian received the new life of Jesus.
- ☀ The story of Paul.
- ☀ How the power of the Holy Spirit helps Christians today.
- ☀ How Paul spread the Good News of Jesus.
- ☀ How to continue to spread the Good News.
- ☀ How the Holy Spirit gave Paul the new life of Jesus.

Rejoice

Remember to plan. (*Download the Rejoice and Gather Form on the **Come and See** website.*)

Renew

The teacher helps each child to make an individual response hold on to and make their own, what they have understood of their own experience and of the experience of the Church community.

Apply their learning

How can I spread the Good News, bringing life through the power of the Holy Spirit?

Some sample ideas

- ☀ Think of ways in which you could help to spread the Good News at school or at home
- ☀ Make a banner with the message 'Good News brings life'

After a time of quiet reflection and prayer, invite the children to gather round their poster of candles, join hands to represent one family and pray the prayer.

Teacher evaluation

This ongoing and will inform future teaching and learning, which will include assessment for learning.

REJOICE		Celebrate: The children’s new knowledge and understanding of good news bringing life and the new life of the Easter message is spread through the power of the Holy Spirit.
PLAN		Decide from all the children have remembered what will be included. Share some refreshment at the end.
GATHER	Consider how the children will begin the celebration.	
WORD – LISTEN	Listen to some scripture from the topic read or enacted in some way.	
RESPONSE	How will the children respond to all they have heard?	
GOING FORTH	How will the celebration be concluded?	

new life

LEVEL SUMMARY

Within **Level 2**, children will be able to **ask and respond** to questions about their own and others' experiences and feelings of good news bringing life and be able to **ask questions** about what they and others wonder about how good news brings life and happiness. They will be able to **retell** some special stories about the religious event and people connected with Pentecost and **describe** some ways in which the Apostles spread the Good News through the power of the Holy Spirit. They will be able to use religious words and phrases to **describe** the events of Pentecost.

Within **Level 3**, children will be able to **make links** to show how feelings of sadness and joy and the beliefs in the goodness of others, affects their own and others' behaviour and to **compare** their own and other people's ideas about how good news brings life.

They will be able to **give reasons** why the apostles spread the Good News and the reasons for the actions of Peter, John and Paul. They will be able to **make links** between the Pentecost story and the Christian belief in the new life of the Easter message through the power of the Holy Spirit.

Within **Level 4**, children will be able to **show how** their own and others' decisions about receiving and giving good news are informed by beliefs and be able to **show understanding** of how the belief in the Good News and the coming of the Holy Spirit at Pentecost shapes the lives of Christians today.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **NEW LIFE**:

- The descent of the Holy Spirit on Our Lady and apostles
- The feast of Pentecost.
- The power of the Holy Spirit.
- The gift and guidance of the Holy Spirit.
- The witness to the Resurrection of Peter and John.
- The journeys of St Paul.
- The beginning of the Christian Church.
- Paul's journeys and the growth of the Christian Church.

Come and See for yourself

RECONCILIATION – INTER-RELATING

Teacher's page



EXPLORE

Networks of friendships and relationships enable human beings to live together. When a child's power to reach out, trust and make friends is diminished, they may suffer the effects for a lifetime. Both children and adults have to discover their ability to reach out and repair what has been damaged. If human beings are to live together in relationships, there is always need for reconciliation.

- Q Recall a time when you were reconciled to someone else.
- Q What or who made the reconciliation possible?
- Q How might that person have felt?
- Q How did you feel?



REVEAL

Christians believe that, in Jesus Christ, the world has been reconciled to God. Through and in Christ, every human being is offered the power to reach out in forgiveness and peace, to receive and to offer reconciliation.

Catechism of the Catholic Church

"It is called the Sacrament of Reconciliation, because it imparts to the sinner the love of God who reconciles: 'Be reconciled to God'. He who lives by God's merciful love is ready to respond to the Lord's call: 'Go; first be reconciled with your brother'... Indeed the Sacrament of Reconciliation with God brings about a true 'spiritual resurrection', restoration of the dignity and blessings of the life of the children of God, of which the most precious is friendship with God." (CCC1424, 1468)



Word of God

St Paul in his letter to the Ephesians, wrote:

"But now in Christ Jesus, you that used to be so far apart from us have been brought very close, by the blood of Christ. For he is the peace between us, and has made the two into one and broken down the barrier which used to keep them apart, actually destroying in his own person the hostility caused by the rules and decrees of the Law." (Ephesians 2:14-15)

- Q How can the example of Christ bring people closer together?
- Q How does his example of making peace help you?



RESPOND

- Q Are there any areas in the life of the school where you think it might be necessary to restore broken relationships?
- Q What opportunities are there in the classroom for restoring relationships when misunderstanding or hurt arise?
- Q How is reconciliation truly celebrated?

Prayer and Reflection

*I have chosen the way of faithfulness;
I set your ordinances before me.
I cling to your decrees,
O Lord; let me not be put to shame.
I run the way of your commandments,
for you enlarge my understanding.
Teach me, O Lord, the way of your statutes,
and I will observe it to the end.
Give me understanding that I may keep your law
and observe it with my whole heart.
(Psalm 119: 30-34)*

RECONCILIATION – INTER-RELATING: FREEDOM & RESPONSIBILITY – TOPIC OVERVIEW

YEAR 5 4 WEEKS

TEACHERS' NOTES

Commandments enable Christians to be free & responsible

Christians believe that God has given to each person the free will and power to choose. The gift of God's Spirit, guarantee of God's abiding presence is the foundation of Christian faith in the holiness of conscience. The creative interplay of freedom and responsibility informs the life of the community of believers, the Church.

Scripture: Gal 5:13-15 *For you were called to freedom, brothers and sisters, only do not use your freedom for self indulgence but through love become slaves to one another. For the whole law is summed up in a single commandment; "You shall love your neighbour as yourselves". If, however, you bite and devour one another, take care that you are not consumed by one another.*

Catechism of the Catholic Church 387: Only the light of divine revelation clarifies the reality of sin and particularly the sin committed at our (man's) origins. Without the knowledge Revelation gives of God we cannot recognise sin clearly and are tempted to explain it as merely a developmental flaw, a psychological weakness, a mistake, or the necessary consequence of an inadequate social structure, etc. Only in the knowledge of God's plan for us (man) can we grasp that sin is an abuse of the freedom God gives created persons so that they are capable of loving him and one another.

ABOUT THE TOPIC

Prior learning: the importance of admitting wrong and being reconciled with each other and God

This Topic: learning outcomes

Know and understand:

- Freedom involves responsibility – **Explore**
- God's rules for living freely and responsibly – the Commandments – **Reveal**

Acquire the skills of assimilation, celebration and application of the above – **Respond**

SCRIPTURE

Exodus 20: 1-17,
Deuteronomy 6: 4-9
Isaiah 58: 3-8 *God's Story 3* page 63
Amos 5: 14-15 *God's Story 3* page 67
Mark 12: 28-31 *God's Story 3* page 92
Matthew 5: 1-17 *God's Story 3* page 82

TRADITION

The Ten Commandments
The greatest Commandment
Beatitudes
Christian living
Church's Story 3

CORE VOCABULARY

freedom, responsibility, Beatitudes, Commandments, reconciliation

SOME QUESTIONS OF MEANING & PURPOSE

How to enjoy freedom with responsibility
How rules can bring freedom

ATTAINMENT TARGETS

- AT 1 Learning about religion**
i beliefs, teaching & sources
ii celebration and ritual
iii social & moral practices & way of life
- AT 2 Learning from religion**
i engagement with own & others' beliefs & values
ii engagement with questions of meaning

RESOURCES

Church's Story 3
God's Story 3
CAFOD website
Friends of Jesus

COME & SEE WEBSITE

PowerPoint of Matthew 5: 1-17
God's Story 3 page 82-83

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God,
Area of Study 2: What is the Church? One and holy, Catholic
Area of Study 3: Liturgy, Sacraments, Reconciliation, prayer
Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour

LITURGICAL/PRAYERS LINKS

Act of Contrition
Sacrament of Reconciliation

SONGS/HYMNS TO SING

EXPLORE

Freedom involves responsibility.

LEVEL INDICATOR

Within **Level 3**, children will be able to **make links** to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others. AT2 (i) L3

Within **Level 3**, children will be able to **compare** their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer. AT2 (ii) L3

Within **Level 4**, children will be able to **show** how their own and others' decisions about freedom and responsibility are informed by beliefs and values. AT2 (i) L4

KEY WORDS

freedom, responsibility



LEARNING INTENTION: Freedom involves responsibility.

CONTENT

Talk about what you think freedom means and what responsibility means and would it mean the same for everyone and why?

Use a story or as song which highlights the use of freedom with or without responsibility, or use the story below:

After school

Daniel and Samantha had been secretly saving their pocket money for six weeks to buy their Mum a birthday present. They had seen her admiring some earrings in the jeweller's shop in town, so they decided they would get off their bus in town and buy them. When they got to town they went to the shop, only to find it was closed, so they decided to find another shop. After a long search, they found another jeweller's where they had the same earrings. They bought them and went back to catch their bus.

Meanwhile, at home, their Mum was very worried. It was nearly 5.30 and Daniel and Samantha weren't home. She rang up the school and was told they had gone home. She rang a few friends, but the children weren't there. "I shall have to ring the police if they don't turn up soon," she said to herself.

SOME KEY QUESTIONS

- Q Has anything like that happened to you? What did you learn from the experience?
- Q What do you think happened when Daniel and Samantha got home? Why?
- Q What would the main issues be for Daniel and Samantha?
- Q What would the main issues be for their Mum?
- Q If the police were involved, what would the main issues be for them?
- Q What freedom does the Mother have a right to?
- Q What freedom do the children have a right to?
- Q What do you think is responsible and irresponsible behaviour and what are your reasons?
- Q What do you think Mum, Samantha and Daniel have learnt from the experience and what do you think they will do in future?

continues ►►

SOME SUGGESTED ACTIVITIES

- ▶▶ Work in groups to role-play the scene when Samantha and Daniel got home. At the end hot-seat each character to find what their feelings and beliefs were and how this affected their behaviour. Decide on a way to record this.
- ▶▶ Make a survey of situations of freedom (see grid below) asking children to respond to questions 1-4, share this survey with the class or a group and answer questions 5 and 6 for each situation, see if others agree with your finding and reasons and why.

1. Situation of freedom	2. What do you do at this time?	3. How do you feel?	4. What are the dangers?	5. Rules for this situation	6 Reasons for the rules

- ▶▶ Work in groups on ‘School rules, now and then’. What are the school rules? Find out what the rules were when your parents were at school, and your grandparents were at school? How are they different today? Why? Which ones, if any, would you add to the school rules you have today? Why? Share the findings as a class. Evaluate your school rules. Do these enable safety, happiness, confidence and freedom for pupils, teachers and parents? Do they enable pupils to be free and responsible?

REFLECTION ON SIGNIFICANCE

Gather round the display or prayer focus, have a quiet moment together to reflect on and appreciate:

Think about:

- * The importance of being free.
- * The importance of being responsible.
- * The purpose of rules.
- * The rules you have explored.
- * The rules you agree with and why.
- * The rules you do not agree with and why.
- * The rules you would find easy to keep and why.
- * The ones you would find hard to keep and why.
- * Did anything surprise you and make you stop and think?

Choose a new rule you’ve heard today that you think is important and that you will try to keep. Design a card to remind you of this rule.

REVEAL

God's rules for living freely and responsibly – the Commandments.

CONTENT: – scripture – tradition – prayers

LEVEL INDICATOR

Within **Level 3**, children will be able to **make links** between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings. AT1 (i) L3

Within **Level 3**, children will be able to **give reasons** why believers choose to live by God's laws. AT1 (iii) L3

Within **Level 3**, children will be able to **make links** to show how feelings and beliefs in the laws God has given us affect their behaviour and that of others. AT2 (i) L3

Within **Level 4**, children will be able to **describe and show understanding** of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others. Children will be able to make links between these. AT1 (i) L4

Within **Level 4**, children will be able to **show understanding** of how religious belief in the freedom and responsibility of living by God's law shapes our lives. AT1 (iii) L4

Within **Level 4**, children will be able to **engage with** and respond to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws. AT2 (ii) L4

Within **Level 5**, children will be able to **identify** sources of religious belief concerning the Commandments and the Beatitudes and explain how distinctive religious beliefs arise in relation to freedom, responsibility and reconciliation. AT1 (i) L5

KEY WORDS

freedom, responsibility
Ten Commandments
Beatitudes

RESOURCES

Church's Story 3

God's Story 3

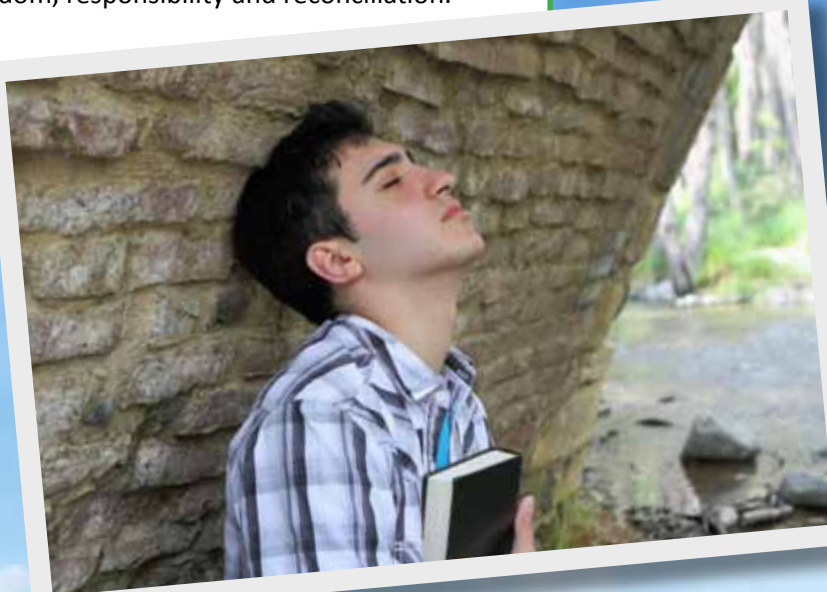
Friends of Jesus

by Victoria Hummell

CAFOD website

TEACHING POINT

Note that the Biblical references in *God's Story 3* pages 26-27 are inaccurate; use the references given here in this topic.



1

LEARNING FOCUS: The giving of the Ten Commandments.**CONTENT**

People who want to live or work together make rules for themselves. The rules give them freedom to live as they wish, but at the same time, be responsible for the happiness of the whole group. After Moses led the Israelites from slavery in Egypt, they wandered in the desert for many years. They were glad they were free but it was hard going at times, sometimes they were hungry and thirsty, then they began to grumble. But God provided for them, in spite of their grumbles and they knew that God was with them leading and guiding them.

As they made their way through the desert they lived together as a community learning to care for each other's needs, but above all learning to know and worship the God who had saved them.

When they reached a very high mountain called Mount Sinai, Moses ordered the people to camp at the foot of it and not to climb its slopes, because it is God's mountain.

Moses himself began to climb and asked the people to pray that God would teach them the laws which would bring them together as a people. Moses stayed on the mountain for a very long time, praying and talking with God. Then he returned to God's people and gave them God's Laws: The Ten Commandments. These were to help the people to live in freedom and to be responsible for their actions.

This story is found in the Book of Exodus, which is the story of the Israelites' journey from Egypt to the Promised Land. The book of Exodus is one of the five books which make up the Jewish Torah or law. (Recall Year 4 Judaism)

On IWB display the map or aerial view on page 17 *God's Story 3* or other images (e.g. page 26) to show terrain around Mount Sinai.

SOME KEY QUESTIONS

- Q Why are rules necessary to enable people to co-exist successfully?
- Q Why was this particularly true for the Israelites wandering in the desert?
- Q In what way do rules and laws bring freedom to people who follow them?
- Q Why did Moses feel it was his duty to seek advice from God on rules to live by?
- Q Would all the rules necessarily be about religious belief and practice?
- Q Why would the Israelites accept these rules from Moses?



SOME SUGGESTED ACTIVITIES

- ▶▶ In groups create a role-play about a situation which may have arisen in the desert where clear rules would be necessary to avoid conflict.
- ▶▶ Prepare the speech/prayer that Moses made to God when asking for his help to establish the rules by which they were to live.
- ▶▶ Hotseat Moses. Prepare questions to ask him why it was necessary to present the Israelites with God's Law and about what happened on Mount Sinai.
- ▶▶ Having read *God's Story 3* pages 24-26 write a diary entry from an Israelite complaining about the situation they found themselves in. Explain why they would be willing to accept God's Laws from Moses.

2 LEARNING FOCUS: The Ten Commandments.

CONTENT

The story of the Ten Commandments is found in the book of Exodus 20: 1-17 and in the book of Deuteronomy 5: 1-21. Moses reminds the people again about them.

Christians share these Commandments with Jewish people.

This list is from the book of Exodus;

God spoke, and these were his words:

I am the Lord your God who brought you out of Egypt, where you were slaves.

1. Worship no god but me. Do not make for yourselves images of anything in heaven or on earth or in the water under the earth. Do not bow down to any idol or worship it, because I am the Lord your God
2. Do not use my name for evil purposes.
3. Observe the Sabbath and keep it holy. You have six days in which to do your work, but the seventh day is a day of rest dedicated to me. On that day no one is to work – neither you, your children, your slaves, your animals, nor the foreigners who live in your country. In six days I, the Lord, made the earth, the sky, the seas, and everything in them, but on the seventh day I rested. That is why I, the Lord, blessed the Sabbath and made it holy.
4. Respect your father and your mother, so that you may live a long time in the land that I am giving you.
5. Do not kill.
6. Do not be unfaithful.
7. Do not steal.
8. Do not lie against your neighbour.
9. Do not be greedy and want what other people own.
10. Do not take another's husband or wife.

Based on Exodus 20 1-17

SOME KEY QUESTIONS

- Q Which Law do you think is most important and why?
- Q How do you think these Laws helped the Israelites to live in harmony with one another?
- Q Which day do Jewish people observe as the Sabbath? How do they keep it holy and make it a day of rest?
- Q Which day of the week is the holy day for Christians? How should Christians observe this?
- Q Who are the first three Laws concerned with and why?
- Q Who are Laws 4 -10 concerned with?
- Q Which of these beliefs and values are most important to us today and why?

SOME SUGGESTED ACTIVITIES

- ▶▶ Organise a debate on the reasons for or against keeping Sunday a holy or holiday or day of rest. (explain that in a debate you are arguing using reason and understanding, but you may not necessary hold those views yourself)
- ▶▶ Using appropriate images from *Church's Story 3* or other images create a collage or powerpoint on some of the Ten Commandments, explaining why it is important for Christians to follow these Commandments.
- ▶▶ Describe a) life for God's people having received the Ten Commandments and b) life for God's People without the Ten Commandments. Explain which you would prefer and why?
- ▶▶ Make a book called '*God's Guide to Freedom and Responsibility*'. Allow a page for each commandment. Include ways in which people can keep this commandment; what they do, say and feel; how it helps people live together freely. Write an introductory page to say why people choose to live by these commandments and how belief in them can shape our lives.
- ▶▶ Using the Ten Commandments as a guide, write a set of commandments for children, which Moses could have written, which you believe would enable them to live life freely and responsibly.

3 LEARNING FOCUS: The greatest Commandment.

CONTENT

God gave Moses some commandments and rules for his people. These helped the people to love God and live in peace with each other. In the book of Deuteronomy 6: 4-9, which is part of the Torah, God gives his people a special reminder of their responsibility to love God. It is a prayer called the Shema. It helps the Jewish people to focus on the day ahead and on the day that has just gone. It is a commitment to belief. It shows belief in God. The *Shema* is recited twice a day by Jewish people and is a special prayer in the synagogue. (Recall Year 5 Judaism)

Listen Israel, the Lord is our God, the Lord is one.

Love the Lord your God with all your heart, with all your souls and with all your might.

These words which I am commanding you today must remain in your heart.

Teach them to your children and speak of them when you are at home,

when you are travelling on the road, when you lie down and when you get up.

Tie these words as a sign on your hand; let them be a sign in the centre of your head.

Also write them on the doorposts of your houses and on your gates.

Deuteronomy 6: 4-9

Read Mark 12: 28-31 *God's Story 3* page 92, *What does God want?* Make it explicit that Jesus is quoting from Deuteronomy.

SOME KEY QUESTIONS

- Q Why do you think the Pharisees and scribes ask Jesus what commandment is the most important of all?
- Q What do you think it means to love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength?
- Q What has Jesus added to the Shema and what difference does that make?
- Q How do we love our neighbours as we love ourselves?
- Q How do we love and care for ourselves well?
- Q How do these two commandments given by Jesus sum up all the Ten Commandments?
- Q How do you think these two commandments give you freedom and what is the responsibility?

SOME SUGGESTED
ACTIVITIES

- ▶▶ Using the internet or *'Friends of Jesus'* books to research and write a profile on a person whose life has been lived following these two commandments making links between their life and the Ten Commandments, e.g. Pope John XXIII, Martin Luther King, Shelia Cassidy.
- ▶▶ Write a prayer asking God to help you to love yourself or a neighbour more fully.
- ▶▶ Using IT make a presentation of pictures/texts which illustrate how we can love our neighbours in the way God wants us to.
- ▶▶ There are times when we do not show love for our neighbours. What steps should we take to reconcile ourselves with them? In pairs create a drama to illustrate this scenario.



Martin Luther King, a carving on the front of Westminster Abbey

4 LEARNING FOCUS: Using freedom for good.

CONTENT

Isaiah 58: 3-8 *God's Story 3* page 63 *God's people*

Isaiah emphasises the freedom God gives us to make choices and that these should be used responsibly. There is advice on what we can do for other people rather than adopt selfish attitudes. Isaiah tells us God is given pleasure by seeing what we do for others. This behaviour is what He hopes will inspire others and permeate throughout the whole world – love, kindness, generosity, consideration, as these are signs that we have learnt from God's love for us and wish to share it with others.

SOME KEY QUESTIONS

- Q What behaviour mentioned by Isaiah does not impress God?
- Q What are some of the positive things God wants us to do?
- Q How does Isaiah's advice link with the Ten Commandments?
- Q Can we keep the rules that God gives us and why?
- Q Why has Isaiah used the idea of sunrise in the last line. What do you think it means?

SOME SUGGESTED ACTIVITIES

- ▶▶ Using all or some of the readings studied write an interpretation of how God wants us to live. Show how your belief in following these instructions make you a better person.
- ▶▶ Design a poster entitled 'Be one of God's people!' illustrating the actions which Isaiah tells us please God. Why do people who believe in God behave in this way?
- ▶▶ Make a mind map showing how to behave as one of God's people. Add text to show the links between our beliefs and actions.

5

LEARNING FOCUS: The Beatitudes.

CONTENT

Devise a dance showing how our positive choices can make a difference to the lives of others. Use the Powerpoint of Matthew 5 1-17, *A New Way of Living*, from the *Come and See* website or read *God's Story 3* page 82 *Introduction Jesus the Teacher* and Matthew 5 1-17, *A New Way of Living*, showing the text on the IWB section by section to allow for discussion. Show the images on page 83 on the IWB to illustrate.

SOME KEY QUESTIONS

- Q Which Beatitude do you like best and why, what effect would it have on you and others?
- Q In what way are the Beatitudes different from the Ten Commandments?
- Q How does what Jesus says link to Isaiah's advice?
- Q How does Jesus want us to live? Highlight the relevant parts of text.
- Q How will we be rewarded for living in this way? Highlight in a different colour.

SOME SUGGESTED ACTIVITIES

- ▶▶ Working in groups of two or three; give each group one of the Beatitudes from *God's Story 3* page 82 or a powerpoint screen. Each group will choose a scenario appropriate for the statement and dramatise someone fulfilling the Beatitude and someone acting contrary to Jesus' teaching. Have a class discussion after each role-play on how our decisions are informed by our beliefs.
- ▶▶ Rewrite the Beatitudes in language appropriate for a younger class, showing why people believe it is important to behave in this way.
- ▶▶ Imagine you were present at the Sermon on the Mount. Write a letter to a friend explaining how seeing Jesus and listening to these words has changed your life.

6 LEARNING FOCUS: God is loving and merciful.

CONTENT

Remember rite means ritual or ceremony, a way of doing things.

Sometimes we can misuse the freedom we have and use it irresponsibly. We forget to love God and our neighbour. It may not be by something that we do, but by something that we omit to do.

'All that is necessary for the triumph of evil is that good men do nothing'. Edmund Burke 1729-1797

Put reading on IWB – Amos 5: 14-15 *God's Story 3* page 67
Make sure justice is for all.

Amos was a prophet who lived long before Jesus and challenged the people to care for the poor and those in need. Prophets reminded them of God's love and of the kind of people they were called to be.

At times when we do not follow these instructions we need reconciliation and forgiveness from God. We know that God is loving and merciful and that He will always forgive us.

Revisit the Sacrament of Reconciliation covered in Year 4 – *Church's Story 3* pages 66-67. In the Sacrament of Reconciliation we celebrate God's love and mercy. We learn about the joys and challenges of living as a follower of Jesus in love and peace. During the celebration of the Sacrament of Reconciliation the Church celebrates the love and mercy of God and calls people to confess their sins, ask for forgiveness and be reconciled to God and to one another.

Use the Act of Contrition from *Church's Story 3* page 67 on IWB or another one if a different one is used locally. Compare this with the reading from Amos.

*O my God, because you are so good,
I am very sorry that I have sinned against you
and with the help of your grace I will not sin again.
Amen*

SOME KEY QUESTIONS

- Q In which ways can we do wrong by doing nothing, as Edmund Burke comments?
- Q Compare this with the reading from Amos; how does he tell us to live?
- Q In the Act of Contrition what promise are we making to God?
- Q Why is it sometimes difficult to keep this promise?
- Q What should we do if we break this promise?

**SOME SUGGESTED
ACTIVITIES**

- ▶ Take time to reflect quietly then use the reading from Amos to write your own Act of Contrition.
- ▶ Hold a class discussion on the quote from Edmund Burke. When might you be called upon to act rather than stand back and do nothing, Sum up the ideas explaining how religious teaching, the Commandments and Beatitudes give meaning and purpose to life?
- ▶ Using a poem structure familiar to the children, e.g. acrostic, cinquain, haiku, write a poem showing how belief in reconciliation and God's mercy and love affects our behaviour or shapes our lives.



RESPOND

Remembering, celebrating and responding to the understanding that freedom involves responsibility and God’s rules for living freely and responsibly – the Commandments.

Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to the experience of *Freedom and Responsibility*.

Using the display, children may be able to recognise the following by use of discussion, role-play, drama, art, cue cards etc.

Ask the children if there is anything they wonder and ask questions about:

- Q How rules can bring freedom.
- Q How people know the boundaries that their personal freedom gives them.
- Q How freedom and responsibility are linked.
- Q How people’s perception of what their freedom allows may conflict with the expectation of others.
- Q Whether it is necessary for people to have religious beliefs to live their lives well; where might problems arise.

Provide the opportunity, possibly by one of the means above, for the children to remember

- ☀ Why Moses asked God’s help in giving the Israelites rules to live by.
- ☀ Some of the Ten Commandments.
- ☀ How the Ten Commandments improved the lives of the Jewish people.
- ☀ How important the Ten Commandments are for Christians today.
- ☀ How the Beatitudes show us a positive way of life.
- ☀ Jesus teaching on the greatest commandments, love of God and others.
- ☀ What actions Isaiah taught us are pleasing to God.
- ☀ The importance of the Sacrament of Reconciliation in mending our relationships with God and others.

Rejoice

Remember to plan. (*Download the Rejoice and Gather Form on the **Come and See** website.*)

Renew

The teacher helps each child to make an individual response to hold on to and make their own, what they have understood of their own experience and the experience of the Church community.

Apply their learning

How can I be aware that with freedom comes responsibility?

Some sample ideas

After a time of quiet reflection and prayer; children should think of the rules which govern our lives in school, at home, in the world. Think about how they feel when others break the rules; how will others feel if they do likewise. With a partner design a pair of cards one of which shows a freedom and the other a matching responsibility.

Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

REJOICE	
	Celebrate: The children’s new knowledge and understanding that freedom involves responsibility and God’s rules for living freely and responsibly – the Commandments.
PLAN	
	Decide from all the children have remembered what will be included. Share some refreshment at the end.
GATHER	
Consider how the children will begin the celebration.	
WORD – LISTEN	
Listen to some scripture from the topic read or enacted in some way.	
RESPONSE	
How will the children respond to all they have heard?	
GOING FORTH	
How will the celebration be concluded?	

LEVEL SUMMARY

Within **Level 3**, children will be able to **make links** to show how feelings and beliefs about the relationship of freedom and responsibility affect their behaviour and that of others and be able to compare their own and other people's ideas about questions concerning the use of freedom and responsibility and know that these questions are sometimes difficult to answer.

They will be able to **make links** between the stories of the Ten Commandments, the Beatitudes and other texts studied and belief in God's rules for living freely and the responsibility this brings and **give reasons** why believers choose to live by God's laws. Children will be able to **make links** to show how feelings and beliefs in the laws God has given us affect their behaviour and that of others

Within **Level 4**, children will be able to **show** how their own and others' decisions about freedom and responsibility are informed by beliefs and values and be able to **describe and show understanding** of scripture, beliefs, ideas, feelings and experiences of living according to God given laws and how when we fail to keep these laws and are contrite we can be reconciled with God and with others.

They will be able to **show understanding** of how religious belief in the freedom and responsibility of living by God's law shapes our lives and be able to **engage with** and respond to questions of life in the light of religious teaching on the freedom and responsibility given to us by God through his laws.

Within **Level 5**, children will be able to **identify** sources of religious belief concerning the Commandments and the Beatitudes and explain how distinctive religious beliefs arise in relation to freedom, responsibility and reconciliation.

CHURCH TEACHING

This is an outline of the teaching of the Church covered in **FREEDOM & RESPONSIBILITIES:**

- Ten Commandments.
- Greatest Commandment – love God and love others.
- Beatitudes.
- Freedom brings responsibility.
- God is loving and merciful.
- Seeking God's forgiveness in the Sacrament of Reconciliation.
- Dignity of the human person.

OTHER RELIGIONS





OVERVIEW FOR JUDAISM – YEAR 6

BELONGING AND VALUES – ROSH HASHANAH, YOM KIPPUR

Judaism is taught for one week every year. Each year, the pupils learn more about how their Jewish sisters and brothers live and what they believe as the theme develops. The themes are the same for all religions.

TEACHERS' NOTES

Yom Kippur is probably the most important holiday of the Jewish year. Many Jews who do not observe any other Jewish custom will refrain from work, fast and/or attend synagogue services on this day. The name "Yom Kippur" means "Day of Atonement". It is a day set aside to atone for the sins of the past year. There are 10 **Days of Awe**, before Yom Kippur to put things right with others. On Yom Kippur, the judgment is sealed. This day is the last chance to demonstrate repentance and make amends.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Hanukkah (Chanukah) The feast of lights	There are special days	Hanukkah. The story of the oil lamp in the Temple	God cares for his people
Year 1 FS 1	Stories	Abraham and Moses	We all have stories	Abraham and Moses, leaders of the Jewish people	How God led the Jewish people
Year 2 FS 2	Prayer/home	Shabbat	Families gather	Shabbat	Shabbat the day for God, the day of rest
Year 3	Places for worship	The synagogue	There are special places	The synagogue	The importance of the synagogue
Year 4	Holy Books	The Torah	Books are important	The Torah	The importance of the Torah
Year 5	Beliefs and festivals	Pesach	There are times for remembering	Pesach	God cares for his people
Year 6	Belonging and values	Yom Kippur	Making a new start	Yom Kippur	The value of atonement

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/rosh-hashanah-and-yom-kippur>
picture of a shofar
Bible

KEY WORDS

Rosh Hashanah,
Teshuvah, Yom Kippur
shofar, forgiveness,
confession
responsibility, fasting
sins, repentance,
mikveh

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God, the Scriptures,

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

LOOK AND DISCOVER

Making a new start; Rosh Hashanah.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/rosh-hashanah-and-yom-kippur>

Bible

Picture of a shofar

KEY WORDS

Rosh Hashanah, Teshuvah
forgiveness, repentance

LEARNING FOCUS: Making a new start.

CONTENT

LOOK

How often have you thought that you would make a new start? Perhaps at the beginning of a New Year or when you go into a new class. It is good to look back and think it is possible to start again and try better.

SOME KEY QUESTIONS

- Q When have you decided to make a new start?
- Q What helped you and how did you feel?
- Q How did it work?
- Q Did you do it with others?

LEARNING FOCUS: Rosh Hashanah.

CONTENT

DISCOVER

For Jewish people, Rosh Hashanah (beginning of the Year), marks the beginning of the new year of the Jewish calendar. It is a holiday and one of the most important times of the year. It takes place in September/October and lasts for ten days. It ends with the celebration of Yom Kippur (the Day of Atonement) on the tenth day. The Jewish people celebrate New Year at this time because their year is based on the phases of the moon and they celebrated it many thousands of years before Christians celebrated it in January.

For the Jewish people, Rosh Hashanah is a time to look back over the past year. They believe that God gave human beings free will to choose between good and evil and that God will forgive anyone who is really sorry. Saying 'sorry' in Hebrew means returning – that is, returning to God. The word 'sorry' in Hebrew is 'Teshuvah' which means 'returning'. It is a time to put right any wrong committed against other people and to express sorrow for sins. When people meet each other

CONTENT

they say, 'May you be inscribed for a good year.' The hope is that God will record all people's deeds with favour in the "Book of Life".

During this time, in the synagogue, the ark, the bimah (reading desk) and the scrolls are covered in a white cloth. No work is permitted on this day, much of which is spent in the synagogue. In the Bible, Rosh Hashanah is also called the *Day of the Shofar*. The shofar is a ram's horn which is blown one hundred times on each of the two days of Rosh Hashanah to call the people to repentance.

On Rosh Hashanah, apples dipped in honey are eaten with a prayer that God will make the New Year a good and sweet one. A blessing is said over the fruit:

Blessed are You, Lord our God, king of the universe, who creates the fruit of the tree. Amen

SOME KEY QUESTIONS

- Q What do you like best about this time and why (apart from the apples and honey!)?
- Q Why do you think this feast is the beginning of the holiest time of the year for Jewish people?
- Q How do the Jewish people make a new start?
- Q How would you feel if someone asked to be forgiven for something they had done to you?

SOME SUGGESTED ACTIVITIES

- ▶▶ Design a Rosh Hashanah card for a Jewish friend and include in it a blessing for the New Year.
- ▶▶ Have a discussion about how Jewish people's lives are shaped by the beliefs expressed in Rosh Hashanah and record your findings.
- ▶▶ Enjoy some apples dipped in honey.
- ▶▶ Research more about this feast. Look up Leviticus 23:23-25
- ▶▶ Find out how the Shofar was used to win a battle. (Clue: look up Joshua 6: 2-5 and find a song about that.)



DISCOVER

Yom Kippur.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/rosh-hashanah-and-yom-kippur>

KEY WORDS

Yom Kippur, atonement, fast, mikveh, responsibility

LEARNING FOCUS: Rosh Hashanah.

CONTENT

The ten days from Rosh Hashanah to Yom Kippur are called ten days of returning. ('Yom Kippur' means 'day of atonement'.) During this time, people try to mend broken relationships by apologising, saying 'sorry' and also accepting apologies and forgiving others. Everyone gets a chance to put things right with other people before asking God's forgiveness. It is a time when Jews can make up for the wrongs of the past year and make a firm commitment not to do the same things again.

Rosh Hashanah also celebrates God creating the world and humankind, so it is a kind of birthday of humanity. Being made in God's image is celebrated by being truly human, through forgiveness and kindness.

The word '*mitzvah*', means 'a good deed', a growing number of Jewish communities hold a *Mitzvah Day*, around this time, when they spend time helping in some way in the community. It might be for homeless people, or work on a city farm, collecting recycling, visiting a sick or disabled person. This idea is spreading to other communities as well as Jewish ones. It is about caring for everyone.

SOME KEY QUESTIONS

- Q Sometimes these ten days are called *Days of Awe*, can you think why?
- Q What do you think are the signs of a really human person, one made in God's image?
- Q Why do you think this time is called *returning*?
- Q In what ways is a person responsible for their behaviour?

SOME SUGGESTED ACTIVITIES

- ▶▶ Find out what '*atonement*' means and write out a meaning in your own words, giving an example of atonement in everyday life?
- ▶▶ Research *mitzvahs* and describe to a partner its meaning and how it shapes the lives of Jewish people.
- ▶▶ Make a poster advertising a Mitzvah day. (Hint: there is a *Mitzvah Day* website.)

DISCOVER AND RESPECT

Yom Kippur and the value of atonement.

KEY WORDS

confession

LEARNING FOCUS: Yom Kippur.

CONTENT

On the eve of the last day before Yom Kippur, many families give money to the poor. Then, a meal is eaten, and after that, a fast begins for 25 hours. This is a time when some men may visit the mikveh (a ritual bath for spiritual cleansing).

Yom Kippur is the holiest day of the Jewish year. It is a day on which no work is allowed. It is a very solemn day for Jews. On Yom Kippur, people express sorrow for their sins (Teshuvah) and receive God's forgiveness. People stay in the synagogue throughout this day and there are 5 different services of prayer and readings from the Torah. There is a special Yom Kippur prayer which includes a long confession of sins.

In the afternoon the book of Jonah is read, which is about forgiveness. One blow on the shofar finally announces that the fast is over.

Afterwards, everyone goes home to break their fast. After Yom Kippur, Jewish people begin preparing for the next holiday, Sukkot, the festival of shelters, which begins five days later.

SOME KEY QUESTIONS

- Q What are the signs that people are really sorry?
- Q How do you think Jewish people feel on this day, especially as they receive God's forgiveness?

continues ►►

**SOME SUGGESTED
ACTIVITIES**

- ▶▶ Describe the experience of a Jewish child during the day of Yom Kippur, what they do and how they might feel. (Note: children over the age of nine will fast like the adults.)
- ▶▶ Find out about Sukkot, sometimes called the Festival of Shelters. What does this festival mean to Jewish people and why do they celebrate it? Add the information to the display or class book.
- ▶▶ Look up the Book of Jonah, and talk about why you think it is read during Yom Kippur.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic. Encourage them to think about and appreciate the value of atonement for Jewish people.



OVERVIEW FOR ISLAM – YEAR 6

BELONGING/VALUES – GUIDANCE FOR MUSLIMS

Judaism is studied by everyone and Islam one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Muslims are followers of the religion of Islam, which began in Saudi Arabia around the seventh century. They believe in one God, Allah. There are two main groups of Muslims, Shi'ah and Sunni. The Sunnis are the larger group. Their beliefs are similar but they differ on the forms of leadership. What the children learn in this programme of study is a *middle* way, offering what is most general in Islam. The spelling used is *Makkah* rather than the common version Mecca to avoid confusion

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ritual objects	Prayer mats	Special objects	Prayer mats and the Qur'an	What is special for Muslims
Year 1 FS 1	Stories	Muhammad	Special stories	Muhammad	Muhammad is important for Muslim people
Year 2 FS 2	Prayer/home	Prayer at home	Quiet times	Prayer five times a day	Prayer is important for Muslims
Year 3	Places for worship	The mosque	Special buildings	Friday is a day of special prayer. Call to prayer	How Muslim people worship
Year 4	Holy Books	The Qur'an	Important books	The Qur'an. 99 beautiful names of God	The importance of the Qur'an for Muslims
Year 5	Beliefs and festivals	Ramadan and Pilgrimage	Special times	Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha, Hajj	Respect for the special occasions for Muslims
Year 6	Belonging and values	Guidance for Muslims	Guidance in life	The 5 pillars Zakat	What is important for Muslims

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/muslims-and-charity/3292.html>
pillar shapes
<http://www.islamic-relief.org.uk/>
IWB pictures representing each of the Pillars match with the words

KEY WORDS

Guidance, Shahada, Salah, Zaka, Sawm and Hajj

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Guidance in life and the five pillars of Islam.

RESOURCES

Pillar shape A4 size

KEY WORDS

Guidance, belief, five pillars, Shahada, Salah Zaka, (Zakat) Sawm, Hajj

LEARNING FOCUS: Guidance in life.

CONTENT

LOOK

If there were no rules about when trains, buses or planes ran and a driver/pilot could drive off with their vehicle whenever they liked or not, what would things be like? What do planes and buses need to run effectively?

Similarly as humans we need help in the form of beliefs and guidance. We receive that at home, in church and in school. There are things which we believe in and are important to us and these affect the way we behave. Can you think of examples?

LEARNING FOCUS: The five pillars of Islam.

CONTENT

DISCOVER

Islam is a mixture of belief, thought and action. Many Muslims explain Islam as being like a building that is held up by five important pillars, which are the foundation on which Islam is built. They give guidance to Muslims in their daily life.

The five pillars are:

1. **SHAHAD:** this is at the heart of what Muslims believe and is the most important pillar. It is summed up in one sentence; *'There is no God but Allah and Muhammad is his messenger.'* These words are whispered into the ear of a Muslim baby when it is born. It is often written in works of art and jewellery. Muslims pray this several times a day.
2. **SALAH:** this is the requirement of Muslims to pray five times a day. (See work in year 2.)
3. **ZAKA:** Muslims should give to the poor.
4. **SAWM:** fasting. During the months of Ramadan, Muslims go without eating and drinking during daylight hours (see the work of year 5).
5. **HAJJ:** once in a lifetime Muslims are required to make a pilgrimage to the holy places in Makkah. (See the work of year 5.)

SOME KEY QUESTIONS

- Q How do you think these Pillars give guidance to Muslims?
- Q Which Pillars are about worship and which are about action for others?
- Q Why do you think that Shahadah is the most important Pillar?

SOME SUGGESTED ACTIVITIES

- ▶ Create a poster explaining the Five Pillars of Islam to children who know nothing about them, using any reference material available, such as books, pictures and CD-ROM.
- ▶ Find out more about one of these Pillars and write it on a Pillar shape and add to the display.
- ▶ Find the word 'Allah' in Arabic and copy it out, decorating it in Arabic calligraphy.



DISCOVER

Zaka, giving to the poor.

RESOURCES

<http://www.islamic-relief.org.uk/>
Grid of squares for a word search

KEY WORDS

sadaqa

LEARNING FOCUS: Zaka, giving to the poor. (Sometimes spelt Zakat).

CONTENT

Zaka is about caring for others. One of the most important teachings of Islam is that everything belongs to Allah and anything a person owns is only given in trust. The Zaka means both 'purification' and 'growth'. Possessions are made pure and free from selfishness and greed by sharing them. When plants are pruned or cut back they grow more strongly, so by giving, a person grows in goodness. It is a reminder that when we die, we can take nothing with us. It means freedom from loving possessions and that other people can share in the goodness of Allah.

Zaka is compulsory, and it means that 2.5% of a person's savings are given once a year to charity. For Muslims, it is an act of obedience and an acknowledgment of gratitude. The one who receives Zaka, receives it as a gift from Allah, to whom he/she is thankful. The Prophet Muhammad said: 'Charity is a necessity for every Muslim.'

As well as Zaka, Muslims may also voluntarily give as much as they wish as 'sadaqa' that is, charity for the sake of Allah that is done secretly. Islamic Relief distributes contributions to everyone who is in need in the world, regardless of their race or religion.

SOME KEY QUESTIONS

- Q Why do Muslims give Zaka?
- Q What would the world be like if everyone gave Zaka?
- Q This Pillar is believed to be as important as Salah. Why do you think that is?
- Q Do you think that Zaka is fair?

SOME SUGGESTED ACTIVITIES

- ▶▶ Design a word search using all the new words you have learnt and their meaning.
- ▶▶ Hot-seat someone who is acting as a Muslim and ask them about Zaka and what it means to them.
- ▶▶ Find out about *Islamic relief*.

DISCOVER AND RESPECT

Care for creation.

RESOURCES

BBC DVD Pathways of Belief, Islam

LEARNING FOCUS: Allah's care for creation.

CONTENT

The Qur'an tells Muslims a lot about Allah, but that is not the only place where Muslims learn about Allah. They also see the natural world as a sign of Allah who created it. They believe that everything in Creation is linked together and interdependent. Muslims believe that people should make use of what Allah has placed on the earth for their benefit and should do their best to take care of it. They should feel honoured to have been given this responsibility. The creatures, plants and minerals should be cherished and used wisely, so Muslims are expected to live a life that is not based on destruction, waste, cruelty or pollution. Wherever possible, they use renewable sources of energy, such as solar, wind and water power.

Islamic art includes lots of pictures of plants and flowers. Although care for creation is not a Pillar, it does spring from the belief that Allah is the only God and that all comes from Allah.

SOME KEY QUESTIONS

- Q Why do Muslims care for creation?
- Q What do you think is meant by the interdependence of life on Earth?
- Q Why do you think Muslims feel honoured to care for the Earth?

**SOME SUGGESTED
ACTIVITIES**

- ▶▶ Find out about clothes donation at the following website, <http://www.islamic-relief.org.uk/Clothes>. Look at the statistics. What do they show you?
- ▶▶ In groups, make a list of what you think Islamic Relief might send to victims of an earthquake, and compare list with other groups.
- ▶▶ On an open plan of a home, show how a family could honour Allah by caring for resources of the Earth.

RESPECT

Children gather around the display and have a quiet moment to reflect on what the children enjoyed about the topic. Encourage them to think about what is important for Muslims, how the Pillars guide them in their lives and how they care for creation.



OVERVIEW FOR HINDUISM – YEAR 6

BELONGING/VALUES – KARMA

Judaism is studied by everyone and Hinduism one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Hinduism is one of the oldest religions of the world. It has no known founder, but is deeply rooted in Indian culture, having begun in the Indus Valley about 5,000 years ago. There are many shared beliefs among Hindus but it is a flexible religion which allows people to express their belief and worship in different ways. The programme of study here is a middle way, offering what is most general in Hinduism, but not necessarily what every Hindu would believe or live. Spellings of words may vary.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Diwali	We all celebrate	Diwali	Diwali is important for Hindu people
Year 1 FS 1	Stories	Krishna and Ganesh Raksha Bandan	Stories we enjoy	Krishna and Ganesh Raksha Bandan	Shared stories bring people together
Year 2 FS 2	Prayer/home	Prayer at home Puja	Quiet times	Puja	Prayer is part of Hindu life
Year 3	Places for worship	The Mandir	Special places	The Mandir	How Hindu people worship
Year 4	Holy Books	Vedas and Bhagavad-Gita	Special books	Vedas and Bhagavad-Gita	Sacred writings guide people's lives
Year 5	Beliefs and festivals	Brahman Belief in one god Pilgrimage	What is important?	Hindus believe in one God, pilgrimage	Respect for the beliefs of Hindus
Year 6	Belonging and values	Karma	Rules for life	Karma and Dharma	Hindus care for creation

RESOURCES

BBC learning zone video clips
<http://www.bbc.co.uk/learningzone/clips/preparations-for-janmashtami/4536.html>
 A picture of the symbol aum

KEY WORDS

Karma, duty,
salvation,
Dharma,
Moksha, aum

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Rules and Karma.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/>

KEY WORDS

Karma, salvation, Moksha

LEARNING FOCUS: Rules

CONTENT

LOOK

Rules are part of life. Talk about rules in the family, in school and in the classroom? Why are they there? Who do they help? Rules are for safety, wellbeing and to help other people. What would happen if there were no rules about driving a car?

LEARNING FOCUS: Karma

CONTENT

DISCOVER

*Show the video clip,
<http://www.bbc.co.uk/learningzone/clips>
about preparations for
janmashtami which explains
about karma.*

Every religion offers its followers guidance on living a good life which gives glory to God, helps others and makes life better for people.

Hindus believe in a cycle of life, death and rebirth, called 'reincarnation'. They believe that when they die, their soul is reborn into another kind of body and lives on. That body might be an animal or a human. The type of creature or person they become depends on how they have lived their life. This is called '*karma*'; the word means 'action'. Karma is the cause of the destiny. Misfortunes in this present life are the result of acts that have been committed in the past. In the same way, actions in this present life will determine the fate of life that follows. Hindus therefore aim to live in a way that will cause each of their lives to be better than the life before. Hindus try to be charitable and to lead selfless lives. Eventually a Hindu is reborn into a higher and higher being until they reach salvation and become one with Brahman and completely free from material things. This is called 'Moksha'.

SOME KEY QUESTIONS

- Q How does karma affect the life of a Hindu?
- Q What might a Hindu do to be reborn as a higher being?
- Q What is the final goal of Hindus?

SOME SUGGESTED ACTIVITIES

- ▶▶ If you were to write a guidebook to life or a rule book for Hindus, what would be on the first page?
- ▶▶ Make a list of five good deeds that a person might do and how those deeds might be influenced by what Hindus believe. Compare it with a partner and discuss your thoughts.



DISCOVER

Dharma.

KEY WORDS

Dharma, duty

LEARNING FOCUS: Dharma.

CONTENT

Life is thought of as a journey. Hindus follow their chosen path to union with the divine, according to their dharma, or chosen way of life. Hinduism teaches that everyone has a dharma, that is, a religious duty that they should follow depending on their age and the situation in their lives. For instance parents have a dharma (duty) to care for their children and do their best for them. Children have a dharma (duty) to respect their parents and follow their guidance. A person who is rich has a dharma (duty) to care for the poor. Everyone has a dharma to do their best and do what is right. There are values to which everyone is committed: truth, right action, peace, love and non-violence. Hindus believe God to be in all living creatures and in all that exists. This means that they have a dharma to respect life and care for the environment. The commitment to non-violence is because they have a reverence for life. Many Hindus are vegetarians as a way of showing respect and non violence to animals.

SOME KEY QUESTIONS

- Q How would you explain 'dharma'?
- Q How do we show respect for life?
- Q Do you support non-violence completely or sometimes?

SOME SUGGESTED ACTIVITIES

- ▶▶ Hold a debate on vegetarianism, giving reasons which Hindus have for being vegetarian.
- ▶▶ Compose an acrostic poem using the word *dharma*.
- ▶▶ Find a story of Rama which might illustrate an aspect of dharma, and share the story and reasons why it illustrates dharma.
- ▶▶ Research the life of Gandhi, and include in your findings, the reasons for his behaviour.
- ▶▶ Find and cook a vegetarian recipe.

DISCOVER AND RESPECT

Hindus care for creation.

RESOURCES

A picture of the symbol *aum*

KEY WORDS

aum

LEARNING FOCUS: Hindus care for creation.

CONTENT

Hindus believe that people are linked very closely to the natural world and that God is everywhere and in all things. So Hindus try not to do any harm, as they reverence life and treat it with respect and compassion –the earth, water, fire, air and space, as well as plants and trees, forests and animals, and they believe that they are all linked together.

Hinduism is full of stories that treat animals as divine, such as how Krishna used to herd cows, or how the monkey, Hanuman, was a faithful servant of Rama. Even trees, rivers and mountains are believed to have souls, and should be honoured and cared for.

Hindus try to live a simple life. Teachers, or gurus, are advised not to accumulate too much wealth. The most highly respected person in Hindu society is the sage, someone who lives outside normal society, in forests or caves, or travels on foot from one town to another, seeking truth and wisdom. Hindus take pride in living simply and consuming as little as possible.

Hinduism emphasises that true happiness comes from inside a person and not from what they own. This means that the search for material possessions, and the consumption of materials, are not the most important things in life. What is important is to discover the spiritual nature and the peace and fulfilment it brings.

Here is a Hindu prayer about the earth:

*“Let us adore the Lord of Life, who is
Present in fire and water, plants and trees.*

Let us adore the Lord of Life!

Let us adore the Lord of Life!”

~ Shvetashvatara Upanishad, II, 17

The holy symbol AUM or OM is the main symbol of Hinduism, and Hindus like to have the symbol in their homes.

It represents the first sound in creation and it signifies God, Creation, and the oneness of all creation. It concludes most prayers and it is found at the beginning and end of all Hindu books.

continues ►►

SOME KEY QUESTIONS

- Q Why do Hindus treat the world with respect?
- Q How do you think all things in creation are interdependent, or linked together?
- Q What can everyone learn from the beliefs of Hindus?
- Q Where do you think true happiness comes from?
- Q What would life be like if everyone lived simply and cared for creation?

SOME SUGGESTED ACTIVITIES

- ▶▶ Make a copy of the Aum symbol and use it in a poster, encouraging people to have a 5 point list of caring for the world and giving the reasons why.
- ▶▶ Using clipart on a computer, design a PowerPoint showing how and why Hindus care for the world.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic. Encourage them to think about and appreciate how Hindus care for creation.



OVERVIEW FOR SIKHISM – YEAR 6

BELONGINGS AND VALUES

Judaism is studied by everyone and Sikhism one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Sikhism was founded by Guru (teacher) Nana around 1469 in Punjab in India. Sikhism is the fifth largest world religion. Sikhs believe in one God and the teachings of the ten Gurus. Women are treated with equality. The largest community of Sikhs outside India is in Britain.

The units on Sikhism presuppose that previous units have been taught. If that is not the case, earlier ideas and concepts will need to be taught. Be aware of the fact that the spelling of words many vary.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Recognising Sikhs	Special clothes and sharing	Sikhs' dress Prasad, Diwali	Sikhs share with everyone
Year 1 FS 1	Stories	Guru Nanak	Enjoy stories	Guru Nanak	Guru Nanak was a wise teacher
Year 2 FS 2	Prayer/home	Sikh daily life	Our families	Sikh daily life	Family life and prayer is important for Sikhs
Year 3	Places for worship	Gurdwara, langar Amritsar	Welcoming people	The gurdwara	Special places of worship for Sikhs
Year 4	Holy Books	Guru Granth Sahib	Important books	Guru Granth Sahib and the Gurus	The gurus guide and teach the Sikhs
Year 5	Beliefs and festivals	Baisakhi, the Khalsa, Mool Mantra	Belonging to a group	The Khalsa. One God	The Khalsa show the Sikh's commitment
Year 6	Belonging and values	Guidelines for living, sewa	Service to others	Commitment to service, sewa	Sikhs' concern for others

RESOURCES

Pictures of people carrying out sewa

KEY WORDS

Service, sewa,
Nam japna,
Kirat karma,
Vand chhakna,
ecology

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Guidelines for living.

KEY WORDS

Service, sewa, Nam japna, Kirat karma, Vand chhakna

LEARNING FOCUS: Guidelines for life.

CONTENT

LOOK

What do you think your class would be like if everyone was very selfish and did just what they wanted? What are the guidelines for living with others that you have in your home and at school? In what way do they help people to live happy lives?

LEARNING FOCUS: Guidelines for living for Sikhs.

CONTENT

DISCOVER

Watch BBC learning zone video clip 4803

Watch BBC learning zone video clip 672 the beginning of the Khalsa

The way in which Sikhs live their lives can vary from person to person. However, most Sikhs try to follow three basic guidelines.

1. **Nam japna:** remembering God by praying to God and studying the Guru Granth Sahib and the lives of the Gurus
2. **Kirat karma:** earning your living by being hardworking and honest.
3. **Vand chhakna** means sharing with others who are in need and serving one another, which is 'sewa'.

All of these are carried out because a Sikh wants to serve God and not for personal gain. So, following these guidelines, Sikhs serve God and one another.

Guru Amar Das started the idea of giving a tenth of a person's surplus money to the community. This money may be used for building schools or hospitals or to help those who are poor or suffering.

Sikhs' rules about food are simple. They are required not to eat meat which has been killed in a certain way that they consider cruel. So they do not eat meat which has been killed according to Muslim or Jewish religious practices. They often do not eat beef, as cows are sacred to their neighbours, the Hindus, in India. Sikhs also avoid tobacco, gambling, drugs (except for health reasons) and alcohol.

SOME KEY QUESTIONS

- Q What do you think it means to be a faithful Sikh?
- Q How do you think these three aspects link together?
- Q Which of these could apply to anyone, not just a Sikh? Explain why.
- Q What do the Sikh's guidelines about food tell you about them?
- Q Why do you think Sikhs avoid tobacco, gambling, drugs (except for health reasons) and alcohol ?

SOME SUGGESTED ACTIVITIES

- ▶▶ Make a PowerPoint presentation about a Sikh person's lifestyle and include reasons for certain actions
- ▶▶ In groups, talk about the values which are important to Sikhs and are shown in their lifestyles and compare them with your own values and any prohibition you might have for yourselves and why. Show the findings in the form of a poster.

DISCOVER

Sewa, service to others.

RESOURCES

Pictures of people carrying out sewa

KEY WORDS

Service, sewa

LEARNING FOCUS: Service to others.

CONTENT

Service is an essential aspect of the life of a Sikh. It is called 'sewa' (sometimes spelt *seva*). All Sikhs should be prepared to give up some of their time, talents and energy to help others. Sikhism requires service to God, to the Khalsa and to all of humanity, whether they are Sikhs or not.

Sikhism teaches that people should try to become less self-centred and more God-centred and should live their lives in the selfless service of others

Sewa is an act of selflessness for the community, done with goodwill, for the benefit of others. It may take the form of giving hospitality, skills, money or time. Many types of sewa take place in the gurdwara, providing hospitality in the langar. Sometimes a Sikh will tidy and clean the shoes which worshippers leave outside the prayer hall. Shoe sewa is considered to be an act of humility. The Sikh's love of God makes sewa an act of love of God, not a duty.

SOME KEY QUESTIONS

- Q What do you think of sewa?
- Q If everyone performed sewa, what would our world be like?
- Q What do you think humility is?
- Q What do you think the difference is between doing something out of duty and/or out of love?

SOME SUGGESTED ACTIVITIES

- ▶ Describe what you might do in service of others, how it would help the community or individual, why you are doing it and how you might feel doing it.
- ▶ Decide and carry out, as a class, a sewa to help the school community.
- ▶ Select some pictures from the internet or magazines, showing people doing sewa. Use them to make a poster saying how they are making the world a better place for everyone and everyone can join.

DISCOVER AND RESPECT

Sikh's concern for the earth and respect for Sikh's beliefs and lifestyle.

KEY WORDS

Ecology

LEARNING FOCUS: Sikh's concern for the earth.

CONTENT

Ecology is important for Sikhs. They have a great respect for the dignity of all life, human or otherwise. They recognise the divine within themselves and so see it and appreciate it in others. This leads them to treat all people equally and to want to share the resources of the earth. The Guru Granth Sahib teaches consideration towards the environment and a reverence for all creation. The history of the Gurus is full of stories of their love for animals, birds, trees, vegetation, rivers, mountains and sky. Many Sikhs, though not all, also have a strong tradition of being vegetarian. A simple life, avoiding waste as much as possible, is important for Sikhs. Their life stresses mastery over themselves rather than mastery over nature.

In the Punjab, where many Sikhs are farmers, water is seen as a source of life, bringing food for humans and animals. Water is seen as a link in the interdependence of humanity and nature, and is to be used in a sustainable and fair way. In particular, access to clean water is a focus for the community and, in the Punjab, the Gurdwara is often sited beside a water tank or a river. When building a gurdwara, Sikhs try to be as eco friendly as possible.

A strong Sikh tradition is the equality of men and women. Special attention is paid to education in Sikh communities and to making it available to both men and women.

SOME KEY QUESTIONS

- Q What does 'ecology' mean?
- Q Why do Sikhs care for creation?
- Q What do you think it means to see the divine within yourself and what effect would it have in the way you treated others?
- Q How do the Sikh guidelines for living reflect a care for creation?
- Q Why is education important for both men and women?

continues ►►

**SOME SUGGESTED
ACTIVITIES**

- ▶▶ Find a Sikh story which reflects their care of animals and creation. Share it with the class and include some questions of life it raises.
- ▶▶ Design a poster with practical ideas for avoiding waste at home or at school.
- ▶▶ Write what would you think might be a Sikh code for the care of creation, with reasons and practical ideas.

RESPECT

Children gather around the display and ask them what they enjoyed about the topic. Have a quiet moment to reflect and appreciate the Sikh's concern for others and what they have learned about the Sikh's beliefs and lifestyle.

