

# **Learning and Growing as the People of God**

**Year Five**

**Archdiocese of Birmingham**

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# FOREWORD

I welcome warmly the publication of 'Learning and Growing as the People of God'. I do so because it underlines the importance of the task of exploring and handing on Catholic faith within the generations of family and Church life

This document is the curriculum strategy for Religious Education in Catholic Primary Schools in the Archdiocese of Birmingham. It lays out clearly the steps to be taken in RE at each stage of every term in the Nursery and Primary Years. For the schools it is an essential guide and norm. For families and parishes it makes clear what is being tackled in the RE classes. It provides, therefore, the foundations for improved partnership between school, home and parish, a partnership that lies at the heart of Catholic Education.

Teachers, I know, will welcome this document. It presents them with clear expectations and rich guidance. Much in this document is challenging; and rightly so. Good teachers will know how to select and adapt material so that it suits the children in their care. There is plenty of good classroom material to choose from, in pursuit of this curriculum strategy.

I thank all who have worked hard to produce 'Learning and Growing as the People of God' and I warmly commend it as a document essential for the future of RE in this Archdiocese.

✝ Vincent Nichols  
Archbishop of Birmingham

15 August 2001

Feast of the Assumption of Our Lady

# INTRODUCTION

“The task of handing on the faith to future generations is both the privilege and responsibility of the local Church. Its primary purpose is to bring young people to a personal relationship with Jesus Christ. Catechesis aims to draw people into discipleship. Discipleship must always involve not only a personal encounter with Jesus Christ, but a knowledge of Scripture, of what has been declared in the Creeds and defined by the Church.”<sup>1</sup>

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So Cardinal Hume would introduce the preface to the Curriculum Directory and this remains the context for contemporary RE in Catholic schools. Since the Second Vatican Council, the Church has reflected anew on its catechetical and educational mission both universally and nationally. Through her teaching at the Council, encyclicals and locally, the Church has reflected on its task of handing on the faith to the next generation and helping to form religiously literate young people. There is continuity between the four constitutions of the Second Vatican Council, the Catechism that was published in 1992, the Curriculum Directory in 1996, Diocesan Curriculum Maps in 1997 and this Curriculum Strategy. The first two articulate and reflect theologically on what we as a community have received and believe. The last three attempt to order them so that teachers can share them systematically and progressively with pupils. The four areas of study listed below provide the keys to the Catechism, Curriculum Directory and this strategy:

AREA OF STUDY	CONTENT	SOURCE
Revelation	God's Self-Revelation	<i>Dei Verbum</i> <i>Catechism</i> Part One: The Profession of Faith
Church	Communion of life in Christ	<i>Lumen Gentium</i> <i>Catechism</i> Part One: The Profession of Faith
Celebration	Living the Christian Mystery in worship and prayer	<i>Sacrosanctum Concilium</i> <i>Catechism</i> Part Two: Celebration of the Christian Mystery Part Four: Prayer
Life in Christ	The search for holiness and truth	<i>Gaudium et Spes</i> <i>Catechism</i> Part Three: Life in Christ

Pupils have a right to receive authentic Church teaching and to have a curriculum that draws them into a systematic study of the saving mystery of Christ, which the Church proclaims<sup>2</sup>. This strategy tries to secure the link between what the Church teaches and the classroom by supporting teachers'

short, medium and long term planning. The experience of inspections has shown us that pupils' understanding of the Catholic faith and tradition does not always grow commensurately with other subjects. The skills that they learn in other literary subjects can be applied to RE and pupils should be encouraged to investigate the faith with the same enthusiasm and rigour as other subjects. For RE is never simply one subject among many, but the foundation of the entire educational process. "The beliefs and values studied in Catholic RE inspire and draw together every aspect of the life of a Catholic school...Pupils have a right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them."<sup>3</sup>

In many Church documents, RE is described as the core subject. It must, therefore, be of a quality to engage pupils' intellect, heart and imagination. This strategy aims to provide a curriculum that will address all three and make RE enjoyable to study. In this way RE will remain a beacon of excellence and contribute significantly to the "catechetical task of the whole school." For some in the classroom, RE will be received as catechesis, deepening and enhancing their personal faith; for others it will be evangelisation, the first time that they will have been presented with the main truths of living faith. However, for all pupils it will be educational, covering a systematic study of Catholic faith and life. Although its educational focus will be formed and enhanced by the vitality of faith, the criteria by which the subject is assessed are educational<sup>4</sup>. To this end, in the months and years ahead RE must be resourced sufficiently to meet the breadth of this strategy.

Finally, to thank Fr. Jonathan Veasey, the co-authors of this Strategy and those who will use it in schools across the diocese. Through your combined ministry, the young Church will come to know more about their identity, purpose and fulfilment<sup>5</sup> and be guided to that eternal moment where "hope and history rhyme"<sup>6</sup>.

Fr. Joseph A. Quigley  
Director of RE (Schools)

Feast of the Transfiguration of the Lord, 2001

<sup>1</sup> Cardinal Hume, *Religious Education: Curriculum Directory for Catholic Schools*, December 1996, page 5

<sup>2</sup> Bishops' Conference of England and Wales, *Statement on Religious Education in Catholic Schools*, Low Week, 2000, paragraph 7

<sup>3</sup> *ibid*, paragraph 4

<sup>4</sup> *ibid*, paragraph 8

<sup>5</sup> *Catechism of the Catholic Church*, paragraph 282

<sup>6</sup> Seamus Heaney





# YEAR

# 5

# UNIT A

# CREATION

## ABOUT THE UNIT

This unit outlines some key beliefs about the creation of human beings and the creation of the world. It introduces the children to the story of creation as a way of explaining that God is creator, rather than a re-telling of the order of the created world. It will help teachers to reflect with the children on their God given talents and living their lives in response to the teaching of Christ.

## WHERE THE UNIT FITS IN

This unit will build on references to creation from Key Stage 1 and Year 4.

## PRIOR LEARNING

It would be useful if the children have:

- some knowledge of the creation story.

## SKILLS

Comparing texts, research skills, discussion skills, thinking skills, art skills, poetry and song writing, reference skills, interpreting skills.

## VOCABULARY

Bible, Old Testament, Genesis, inspired, creation, image, likeness, canticle, Beatitude, talents, dignity.

## ASSESSMENT

At the end of this unit:

**Most children will** know that there are two stories of Creation in the Book of Genesis. Understand what being made in the image and likeness of God means and the responsibility to use our God given talents. Know some reasons for praising God the creator of the world.

A.T.1

A.T.2

4a

4a

4b

4b

4c

4c

**Less able children will** know and recall elements of the creation stories. They will recognise some God given talents and be able to explain reasons for praising God the creator.

3a

3a

3d

**More able children will** be able to compare the two stories of Creation from the Book of Genesis. They will understand the need to acknowledge and respect the image and likeness of God in others and how the teaching of Jesus in the Beatitudes is a challenge to do this. Understand how the story of creation is a way of explaining the reality of God as creator rather than just an historic rendering of the act of creation.

5a

5a

5c

5c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear about and explore the Bible.

- Explain to the children that for thousands of years people from every nation and culture have been telling and writing stories about the creation of the world.
- Children to work in groups to explore some creation myths.
- Children to identify any common features from these myths.
- Produce the results in tabular/chart format of their own choosing (Design on a computer software package).
- During Year 5 children will learn some important Bible referencing skills. Revise previous learning in Year 4 about the Bible being a library of books and the basic structure of the Bible.
- Explain to the children the numbering of chapters and verses and how they can tell which is a chapter and which is a verse. Provide some examples for the children to find.
- Children to find the two stories of the creation of human beings in the Book of Genesis.
- Compare and contrast both stories.
- Create a table with two columns to record their findings.
- Children to write a brief summary of what the two stories tell us about God and what they tell us about human beings.
- Explore with the children the idea of stories not being factually true, but actually revealing something that is an underlying truth. Reflect on fables and myths as examples of this.
- Explain to the children that the stories of creation were written by the Jewish people to express their belief that God had created everything in the world that was good and that human beings were created in God's image and likeness. This is more than a factual account of how the world was made.
- Explain to the children that Christians believe that the Scriptures are the "inspired" Word of God.
- Children to find out the meaning of the word "inspired". Have they ever felt inspired to do something?
- Explain to the children that God inspired people to write these words to reveal important truths about creation.

**L1** Human gifts and qualities and the physical world, as gifts and signs of God's love.

**L3** The joys and challenges of human community.

**L1** Human gifts and qualities and the physical world, as gifts and signs of God's love.

- Consider with the children the order and perfection of creation. What do the words "image and likeness" mean?
- Provide some opportunities for observational drawing of themselves or each other.
- Explore with the children the concept of "dignity". If human beings are made in the image and likeness of God, then what does this demand of us?
- Consider exploring issues of racism and prejudice, helping children to see that these are inappropriate if we are to recognise God's image and likeness in people from all nations and cultures.
- Brainstorm with the children opportunities they have to respect and recognise the image and likeness of God in others.
- Children to identify their own gifts and talents. In what ways have these grown and developed since Nursery or Reception? What can they do now that they couldn't do some time ago?
- Revisit the stories of creation from the Old Testament. What do they tell us about the roles and responsibilities of human beings in the world? What is God asking his people to do?
- Explore with the children the ideas that talents and gifts are not to lie dormant. They are to be used actively for the good of others.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**R3** Of how to find their way round the Bible.

- Know that there are two stories of Creation in the Book of Genesis.
- Understand that Creation stories are simply a way of teaching that God created the world and everything in it rather than a factual account of how Creation took place.
- Know that every human being is made in God's image and likeness.
- Understand that every human being is called to respect and care for the human family of the world.
- Understand why the Creation story has an important message for the people of today.

**L1** That every human person is made in the image of God and is called to reflect God's love; of the new life and new creation that is God the Father's gift in Jesus; that the natural world is God's gift to all people.

**L3** That individuals and communities must make choices about attitudes to human strengths and weaknesses; of the joys and challenges relationships bring; of the nature of community life.

**L1** That every human person is made in the image of God and is called to reflect God's love; of the new life and new creation that is God the Father's gift in Jesus; that the natural world is God's gift to all people.

- Identify ways in which they can use their God given gifts and talents in the service of other people.

**L2** Of what nourishes and what damages human relationships and relationship with God; of the need for sorrow and

Science/PSHE work could be part of the focus for this unit.

Use art as a means to support learning about this creation topic.

This unit presents opportunities for pupils to affirm their peers by focussing on the positive. These comments could be displayed in the room.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**L2** How such gifts may be used, neglected or abused.

- Children to think about being in Year 5 and what they can do now to show to others that they are using their gifts and talents.
- Children to write a simple poem addressed to God the Creator about using their gifts and talents in the service of other people.
- Create some real life scenarios for the children to consider where they can use their gifts and talents in the service of other people.

**C3** A variety of prayers and prayer forms.

- Write a promise to use your gifts/talents to help someone on the back of a post it note with own name on front. Stick on to PROMISES display. When children have carried out promise, remove post-it note – fold it – add to basket in prayer corner.
- Emphasise to the children Christian responsibility to use gifts and talents and to care for God's creation.
- Revise the story of St. Francis of Assisi and the love and respect he showed for the creation of God.
- Read a version of St. Francis' Canticle of Creation.
- Highlight parts of the text where St. Francis praises God for the world he has made.
- What does the Canticle teach us about the way St. Francis looked on creation?
- Children to create their own version of the Canticle of Creation.

**L5** How love of God is shown in obedience to God's commandments.

- Jesus taught his disciples to use their gifts and talents at the service of other people.
- Explore some of the teaching of Jesus to his disciples about being the light of the world and the salt of the earth.
- What do you think Jesus was asking his disciples to do?

**C7** God's call to individuals and their different responses.

- Another important form of teaching from Jesus about using gifts and talents at the service of other people was found in the Beatitudes.
- Share the version of the Beatitudes in Matthew and Luke's Gospel with the children.
- In groups, children to decide what gifts and talents are needed to live out some of these Beatitudes (e.g. The quality of a peacemaker, the quality of somebody who tries to bring justice).
- Children to create some prayers asking God to use their gifts and talents at the service of other human beings.
- In groups research variety of nature, e.g. flowers, trees, fish, birds, etc.
- Children to recognise the importance of relating to other people of different colour, language, race and creed.
- Hold a celebration liturgy to conclude the topic. Focus on the diversity of people and creation but also the common idea of God as the Creator.

## LEARNING OUTCOMES

forgiveness; that everyone is called to cherish and conserve creation.

**C3** Increase variety of forms of prayer.

- Know the story of St. Francis of Assisi.
- Hear the words of the Cantic of Creation.
- Be able to write a simple version of the Cantic.

**L5** That Jesus reveals the love and mercy of God his Father for every single person; that the Commandments are guides in loving God; that worship and obedience are responses to God's love; of Christian values of justice, compassion, truthfulness and respect.

**C7** Of Christian responsibility for the sign we give and the Church's mission.

- Know the Beatitudes of Jesus.
- Understand that they provide a guide for living as a disciple of Christ.
- Be able to reflect upon using gifts and talents, to live out the Beatitudes.

## FURTHER DEVELOPMENT

## RELATED SCRIPTURE

*Genesis 1: 1-31*

*Genesis 2: 5-24*

*Psalm 103 (104)* – Psalm in praise of God the Creator

*Mt. 5: 1-12* – The Beatitudes of Jesus

*Lk. 6: 20-23*

## OTHER LINKS

P.S.H.E. and Circle time: Valuing and treating others with respect. Putting the Beatitudes of Jesus into daily living.

## COLLECTIVE WORSHIP

- Learn a sung version of the Canticle of Creation.
- Use some creation prayers as part of class prayer.
- Have a class liturgy to give thanks for the positive qualities found in each other and an opportunity to praise God the Creator.
- The Beatitudes of Jesus could be used to form an examination of conscience.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

YEAR

5

UNIT B

# MIRACLES & THE SACRAMENT OF THE SICK

## ABOUT THE UNIT

In this unit children learn about some of the miracles of Jesus and the work of the Church to heal and care for the sick in Christ's name.

## WHERE THE UNIT FITS IN

This unit draws together materials studied in Key Stage 1 units and in Year 4 about roles and responsibilities in the Church.

## PRIOR LEARNING

It is helpful if children have:

- some knowledge of the miracles of Jesus.

## SKILLS

Research skills, organising information, map work, thinking skills, empathetic writing, interpreting symbolism.

## VOCABULARY

Miracle, healing, Sacraments, Sacrament of the Sick.

## ASSESSMENT

At the end of this unit:

**Most children will** know a number of miracles of Jesus and identify how his actions brought change to people's lives. Know about some places of pilgrimage and prayer for the sick. Understand that the Sacrament of the Sick is an important celebration for those who are ill.

**Less able children will** recall at least one miracle of Jesus and know that the Sacrament of the Sick is an important celebration for those who are ill.

**More able children will** have a greater understanding of the change Jesus brought to the lives of people through his miracles. They will be able to discuss the important work of the Church today in caring for the sick and will be able to recognise the importance of some pilgrimages for those who are ill.

A.T.1

A.T.2

3a  
3b

3c

3a  
3b

3c

4a  
4b  
4c  
5a

4a  
4b  
4c  
5a

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear about and explore the Bible.

**R4** Hear, read and explore the Gospel accounts of key events in the life of Jesus, e.g. Nativity.

**Ch1** The ways Jesus proclaimed the Good News to everyone he met and the variety of responses he made.

**R1** Observe and recognise ways in which people of today can hear and respond to God's call.

**Ch5** Key images of the Church used in Scripture and Tradition.

- Children to name the magicians that they see on Television.
- Invite the children to demonstrate their magic tricks.
- Investigate with the children the difference between a magic trick and a miracle.
  
- Use a variety of dictionaries to explore definitions of a miracle.
- Word-process these definitions to add to a class display.
- Using Bible references, the children are to find different Miracle stories including the Cure of the Demoniac, the Healing of the Woman with a Haemorrhage, the Healing of the Man Born Blind, the Calming of the Storm and the Feeding of the Five Thousand.
- Organise the information found in chart form under various headings (e.g. Where? Who? The Problem? Resolution)
- Focus the children's attention on the words and the actions of Jesus. Can they identify any similarities?
- Why was Jesus able to do these things?
- Do you think that the Miracles helped people to understand who Jesus was?
- Identify the difference between a healing miracle and a nature miracle.
- Ask the children to think about the things onlookers might have said about Jesus after the miracles took place.
- Were people only cured or helped in some way? How do you think their lives were changed by what Jesus did for them?
- Brainstorm lots of ideas and create a mind-map.
- Write an account of one of these miracles as one of the people who was there. Set the scene, identify the problems, the actions of Jesus and the change it brought to people's lives.
  
- Today, many people of faith seek healing from sickness. Some people never experience this healing. Does God no longer hear prayers and heal people?
- Revise with the children the importance of praying for people who are sick.
- Introduce the children to the word "pilgrimage". Find definitions for it from the dictionary.
- Identify different places of pilgrimage where Christians gather to pray and sometimes seek God's healing.
- Use maps to locate these different places (e.g. Lourdes, Walsingham, Knock, etc.)
- Research the story of some of these places and find reasons why they are important places for Catholics to visit.
- Are pilgrimages just for sick people?
- How can they help the rest of us?
- Create a travel brochure on some places of pilgrimage saying why they are important, their location, their origins and reasons why people might benefit from such a visit Include pictures and any other published information.
  
- Revise with the children the definition of the "Church" being more than a building, being the People of God and the Body of Christ here on earth.
- Explain to the children that catholic Christians believe that Jesus continues to work through the people of his Church. Revise the prayer of St. Theresa of Avila. "Christ has no hands but your hands."
- Revise with the children previous learning in Year Three and Year Four about the seven Sacraments.
- The children should recall and try and categorise them into three groups.



## LEARNING OUTCOMES

**R3** Of how to find their way round the Bible.

**R4** That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.

**Ch1** That the Good News Jesus lived and taught reveals God's love and forgiveness and brings joy and new life.

- Know and be able to recall a number of miracles performed by Jesus including The Curing of the Demoniac, The Healing of a Woman with a Haemorrhage, and the Healing of the Man Born Blind.
- Understand that Jesus was able to work these miracles because he was the Son of God.
- Describe how peoples lives were changed by Jesus healing them

**R1** That love and service express love of God and a response to God's Word, and at times this will involve sacrifice.

- Know that pilgrimages are a special form of prayer.
- Know about some of the major Christian religious shrines in the United Kingdom and around the world.
- Understand some reasons why people make special pilgrimages to these places of faith.
- Be able to research some information about these special places.

**Ch5** That Jesus Christ is the source of the Church's unity and holiness.

- Know the names of the Seven sacraments.
- Understand that these are actions of Jesus Christ today.
- Be able to categorise the Sacraments.

## FURTHER DEVELOPMENT

Identify on the map of the Holy Land different places associated with the miracles of Jesus.

Use the internet to research information about places of pilgrimage.

Create a class display of photographs, pictures and artefacts about pilgrimages.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

- 1) Sacraments of Initiation or Belonging which are Baptism, Confirmation and the Eucharist. 2) Sacraments of Healing which are the Anointing of the Sick and Reconciliation. 3) Sacraments of Commitment which are Marriage and Holy Orders.
- Explain to the Children that Catholics believe these are seven powerful signs through which Jesus Christ continues his work today.
  - Show the children photographs and pictures of the Sacrament of the Sick being administered.
  - Explore the gestures of laying on of hands and anointing with the Oil of the Sick. Why do you think these gestures might be performed?
  - Hear the words that are said to the sick person as they are anointed with the oil on their forehead and hands: "Through this holy anointing may the Lord in his love and mercy strengthen you by the grace of the Holy Spirit. May the Lord who frees you from sin, save you and raise you up."
  - Explore the meaning of these words with the children.
  - Invite your local priest and or deacon to talk to the children about the way the parish cares for the people who are sick.
  - Children to write a prayer for the sick and invite the priest, deacon or eucharistic minister to take these to the sick when they next visit.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

- Know that Jesus brought God's presence into the world in a unique way.
- Understand how Christ might continue to heal people today.
- Understand that in the Sacrament of the Sick Jesus Christ brings healing and peace to those who are ill.
- Be able to describe the actions that take place at the celebration of the Sacrament of the Sick.

## RELATED SCRIPTURE

*Mt. 8: 23-27* – Jesus Calms the Storm  
*Lk. 8: 22-25*

*Mt. 14: 13-21* – Feeding of the Five Thousand  
*Lk. 9: 10-17*

*Mt. 8: 28-34* – Healing of the Demoniac  
*Lk. 18: 35-43* – Healing of the Blind Man  
*Mk. 7: 24-30* – Healing of the Woman with a haemorrhage

## OTHER LINKS

School – Parish links are important for this unit.

## COLLECTIVE WORSHIP

- Make a litany prayer for those who are sick.
- Reflect about those who throughout the world suffer sickness because of hunger.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

# YEAR

# ADVENT

## 5

## UNIT C

### ABOUT THE UNIT

This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.

### WHERE THE UNIT FITS IN

The unit builds on references to Advent from Year 2, Year 3 and Year 4.

### PRIOR LEARNING

It is helpful if the children have:

- some experience of the Season of Advent
- an awareness of the concept of 'Preparation'.

### SKILLS

Discussion skills, research, thinking skills, writing skills, I.C.T. skills.

### VOCABULARY

Advent, coming, Messiah, Zechariah, John the Baptist, Benedictus.

### ASSESSMENT

At the end of this unit:

**Most children will** know and understand that Christians prepare to remember the first Coming of Christ and prepare for his Second Coming during Advent. They will know and discuss the messages of those who have proclaimed the coming of Christ.

**Less able children will** know that Advent is a time of preparation for Christmas and for Jesus to come again.

**More able children will** understand that John the Baptist's message of preparation can help Christians to prepare for Christ to come again.

A.T.1      A.T.2

3a      3c  
4a      4a  
4b      4b

2c      2b  
3a      2c

4a      4a  
4b      4b  
4d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear about and explore the Bible.

- Research the meaning of the word “Advent”.
- Which language does the word originate from and what does it mean?
- Explore with the children the dual meaning of the season: to prepare for the birthday of Jesus and to prepare for Jesus to come again.

**R2** Hear, read and explore key imagery that speaks of God in the Gospels.

- Children to research the meaning of the title “Messiah”.
- Explore with the children the belief of the Jewish people at the time of Jesus’ birth that God would send the Messiah to rescue them.
- Share with the children some Old Testament quotations about the promised Messiah (e.g. *Micah 5:2-5*, *Jeremiah 23:5-6*, *Ezekiel 34:23-25*)
- Children to create a mind map containing important ideas from these texts about the promised Messiah.
- Do the children think that any of these might fit the person of Jesus that they have come to know about?

- Children to read the story of the annunciation of the birth of John the Baptist to Zechariah.
- Highlight the parts of the text which speak about the type of person John the Baptist was going to be.
- Why do you think the news of the birth of this child was so surprising?
- Brainstorm words to express the thoughts and feelings of Zechariah.
- Write a letter in the person of Zechariah to tell the story to Mary his wife’s cousin.
- Read with the children the naming of John the Baptist and the prayer of Zechariah called the Benedictus.
- Children to make lists of words which reveal what Zechariah says about God, what he says about his child John and what he says about the coming of Jesus.
- What was the reaction of the crowd to all of this?
- Explain to the children that this is an important prayer which some people in the Church say each day. Why do you think they might use this prayer so regularly?

- Brainstorm with the children the concept of “messages”. Which ones have you recently received? Categorise types of messages (e.g. for information, reassurance, etc.)
- Read the message of John the Baptist in the wilderness.
- Summarise the message in a group of statements.
- What was John asking the people to do?
- Why do you think he saw his role as being so important?
- Explore ways in which different people who came to John in the wilderness may have responded to his message.
- Have the children ever had to deliver an unwelcome message?
- Do the children think that John’s work was always easy for him?
- What qualities did John need to complete his task?
- In what ways does the message of John the Baptist help Christians to prepare for the coming of Jesus?
- From what you have learnt about John the Baptist, create a “person profile” document for John the Baptist. This could be an appropriate opportunity to develop ICT skills.

**R1** Observe and recognise ways in which people of today can hear and respond to God’s call.

- John told everyone to “prepare a way for the Lord”.
- Explore with the children a range of things that they can do to make Christmas a special celebration of the birthday of Jesus and why the preparations they have chosen might be important.

## LEARNING OUTCOMES

- Know that in the season of Advent we prepare to celebrate the first coming of Jesus.
- Know that Advent is also about preparing for Jesus to come again at the end of time and that this is an important message for Christians.

### **R3** Of how to find their way around the Bible.

- Know some of the messages of the Old Testament prophets about the coming of the Messiah.
- Understand that some of these messages help us to appreciate the person of Jesus.
- Be able to reference some of these texts in the Old Testament.

### **R2** That human language seeks imagery to express the mystery of God.

- Know the story of the birth of John the Baptist
- Understand why his birth was unexpected.
- Empathise with the thoughts and feelings of Zechariah.
- Know the Benedictus Prayer.
- Understand that it says some important things about John the Baptist and about Jesus.
- Recall parts of the prayer.
  
- Know the story of the ministry of John the Baptist in the wilderness.
- Be able to explore and describe the character of John the Baptist and the significance of his message for the Season of Advent.

### **R1** That love and service express love of God and a response to God's Word, and at times will involve sacrifice.

## FURTHER DEVELOPMENT

Use the Internet to research definitions.

Revise with the children colours and symbols of the season.

Definitions drawn from the Old Testament about the Messiah are somewhat complex. Here we simply talk of the Messiah as somebody who the prophets expected to come into the world following the line of King David.

Create a class display of titles and quotations about the coming of the Messiah.

Find out about the Temple in Jerusalem.  
Use incense to capture the atmosphere of the Temple.

Create an announcement for the birth of John the Baptist for the local paper.

Use the internet to find out information about John the Baptist.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

- Create some “quick tip” guides that the children could share with younger children in the school.
- Explain to the children that Christians believe that Jesus is going to come again and that preparing for this coming is an important part of Advent.
- What can Christians do to prepare for this second coming?
- How do you think they should live to show that they are waiting for Jesus to come again?
- Are these preparations any different from the ones they are making to celebrate Jesus’ birthday?
- Make Advent cards with “Come Lord Jesus” on the front covers. Children to write a message about using this season of preparation well.
- Ask the children to consider ways in which they can use this time of preparation in a constructive way by responding to the needs of others.
- The SVP is an organisation which responds to the needs of other people. Invite a member of the local SVP to talk to the children about their work and explore ways in which the school might support this work in practical ways as a sign of preparing for Christmas and for Jesus to come again.



## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

- Identify ways in which we can prepare for Jesus' coming by responding to the needs of others, e.g. SVP.

## RELATED SCRIPTURE

*Micah 5: 2-5*

*Jeremiah 23: 5-6* – Prophecies relating to the Messiah

*Ezekiel 34: 23-25*

*Lk. 1* – The Birth of John the Baptist

*Mt. 3: 1-12*

*Mk. 1: 1-8* – The Ministry of John the Baptist

*Lk. 3: 1-18*

## OTHER LINKS

Parish links with S.V.P.

## COLLECTIVE WORSHIP

- Prayers for the Coming of Christ again.
- Use Scripture passages in class worship.
- Introduction of the Benedictus as a class prayer.
- Learn some religious songs which contain John's message.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

YEAR

CHRISTMAS

5

UNIT D

## ABOUT THE UNIT

In this unit the children will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod.

## WHERE THE UNIT FITS IN

This unit builds on previous work on the characters in the Christmas story.

## PRIOR LEARNING

It would be helpful if the children could:

- sequence some of the events and name characters in the Christmas Story.

## SKILLS

Research skills, speaking and listening, thinking skills, writing skills, map work, prayer writing.

## VOCABULARY

Matthew, Wise Men Herod, Bethlehem, Egypt, refugee.

## ASSESSMENT

At the end of this unit:

**Most children will** know the main features of the Christmas Story and understand some of the difficulties faced by the different characters in the story.

**Less able children will** know the main features of the Christmas Story.

**More able children will** ask deeper questions about the actions of Herod and why he was so opposed to the birth of this special child.

A.T.1

A.T.2

3a

3c

4a

2a

2b

3a

3c

4a

4a

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear about and explore the Bible.

**R4** Hear, read and explore the Gospel accounts of key events in the life of Jesus: The Nativity.

**L6** Ways love of neighbour can be shown at home, at church, locally and globally.

**C3** A variety of prayers and prayer forms.

**C7** Community prayer through taking part in and leading simple celebrations.

- Children to find references to the birth of Jesus in Matthew's and Luke's Gospels.
- Read the story of the birth of Jesus in Matthew's Gospel and record the main features in note form.
  
- Invite the pupils to "hot seat" King Herod. Ask the children to compose questions that would reveal his thoughts and feelings.
- Children to "hot seat" Mary and Joseph in the same way.
- Compare the answers given by Mary and Joseph with those of King Herod. Did they think about the birth of this baby in different ways? Highlight the major differences.
- Create "for and against" lists for the baby Jesus from the answers of Mary, Joseph and King Herod.
- Follow this up by producing a news report for the Six O'Clock News. Include an interview with King Herod, maps which highlight Nazareth, Bethlehem and Jerusalem.
- Children to write play scripts based on the Christmas story from different perspectives (e.g. the perspective of the Wise Men)
- Alternatively, create some writing frames called "through the window". Children to imagine King Herod looking out of his palace window. What are his fears and anxieties at the birth of this child?
- Imagine the Wise Men looking in through the stable window at the manger scene. What are their thoughts and reactions at being there?
  
- Explore with the children some of the journeys associated with Matthew's account of the birth of Jesus.
- Make a table to record the different journeys, the dilemmas faced and how they were resolved.
- On the map of the Holy Land, trace the journey of the Holy Family from Nazareth – Bethlehem-Egypt-Nazareth. How far is it? How difficult a journey do you think it was? How long might it have taken them to get from Egypt back to Nazareth?
  
- Explore newspaper and television reports which address problems of the homeless. Who are the homeless? Why are they homeless? How might the life and teaching of Jesus inspire people to help those who are homeless?
- Look with the children at Estate Agent information. What do we find in an ideal house?
- In groups, children to produce a recipe for an ideal house.
- Reflect with the children about refugees and homeless people not having opportunities to create such an ideal living place.
- Write a bullet point list imagining what the accommodation was like for Mary and Joseph in the stable.
- Create a "For Sale" advertisement for the stable advertising its limited features.
  
- Incorporate prayers for the homeless, refugees and asylum seekers in collective worship and class liturgies which focus on the Nativity of Jesus.

## LEARNING OUTCOMES

**R3** Of how to find their way around the Bible.

**R4** That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.

- Know the main features of the Christmas story from Matthew's Gospel.
- Understand some reasons for King Herod's anxiety over the birth of Jesus.
- Discuss and write about the thoughts and feelings of Herod, Joseph, Mary and the Wise Men at the birth of Jesus.

- Know some of the journeys in the Christmas story.
- Understand some difficulties these imposed on the Holy Family.
- Be able to trace the journeys on the map.

**L6** That the commandment are guides to true love of oneself and others.

- Know that Jesus was born in poverty.
- Understand some of the difficulties faced by homeless people and refugees today.

**C3** Increased variety of forms of prayer.

**C7** That the Church celebrates the life and love of Jesus Christ, the Son of God.

## FURTHER DEVELOPMENT

Think of lots of different aspects that could be put into a news broadcast of the Christmas story. Include weather and travel news, etc.

This could be an opportunity for ICT.

Find out about the work of Catholic charities supporting the homeless.

Research some information about refugees and asylum seekers.

# RELATED SCRIPTURE

*Mt. 1: 18-2: 23 – The Birth of Jesus*

## OTHER LINKS

Map work links are essential to this unit of work.

## COLLECTIVE WORSHIP

- Sing the 'Coventry Carol' as part of collective worship.
- How does this retell Matthew's account of the birth of Jesus?
- Prayers for refugees and those in grave need.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

YEAR

# BAPTISM

5

UNIT E

## ABOUT THE UNIT

The unit explores the role of John the Baptist in the Baptism of Jesus and provides an opportunity for an in-depth study of the signs, symbols and prayers associated with the Sacrament of Baptism.

## WHERE THE UNIT FITS IN

The unit builds on previous learning about John the Baptist during Advent.

## PRIOR LEARNING

It would be helpful if the children have:

- some understanding of the signs and symbols associated with Baptism.

## SKILLS

Research skills, geography skills, comparing texts, interpreting symbols, art skills, presenting information in different forms, sequencing skills.

## VOCABULARY

Sacrament, Baptism, John the Baptist, sign, symbol, action.

## ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> be able to reference Gospel accounts of the Baptism of Jesus. They will be able to describe, sequence and explain many of the signs, symbols and actions in the Sacrament of Baptism.	3c 4a	4a 4c
<b>Less able children will</b> know the story of the Baptism of Jesus and recall some actions that take place at Baptism.	3c	3c
<b>More able children will</b> ask deeper questions about the meaning of the signs and symbols of Baptism. Recognise A number of reasons why this Sacrament is so important to people.	4a 4c 5a 5b	4a 4c 5a

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R4** Hear, read and explore Gospel accounts of key events in the life of Jesus: The Baptism.

- Recall previous work in Advent on the coming of the Messiah and the message of John the Baptist.
- Use a biblical map to locate the River Jordan. Use the Key to help to identify the physical features and write a brief description of the area.
- Discuss reports on the news from this area. Are the news reporters today reporting from an area whose features match the descriptions that have been written?
- What are the temperatures in that part of the world? Use newspapers to help and travel magazines.
  
- Find the Gospel reference for the Baptism of Jesus. Is it in more than one Gospel?
- Compare and contrast the different accounts.
- Children to imagine they had gone to John for Baptism. If they had they been there how might they have viewed John? What would you have told the neighbours when you got home?
- How might John have felt about his special role and responsibility?
- Did he fit in with the crowd or was he different from them? Think of his clothes and the things he ate. How do we react when we are in close contact with people who are different?
- Write an account of John's arrival at the River Jordan from John's point of view and the reaction of the people at that time.
  
- What did John feel like when Jesus came to him and asked for Baptism?
- Draw pictures of the two of them by the River Jordan and create speech bubbles to record their conversation.
- Research some paintings of the Masters which record the Baptism of Jesus and use these to produce paintings, drawings and pastels in the style of .....
- Look at Bible references that follow the Baptism of Jesus what did he do next and how did he begin his ministry?
  
- God was very pleased with his Son.
- When have we made our parents proud of us? What do we need to do to achieve this?
  
- Revise previous learning about the seven Sacraments being powerful signs through which Jesus Christ continues his work today.
- Revise with the children the three categories for the Sacraments. Initiation or belonging, healing and commitment.
  
- Explore the Order of the Sacrament of Baptism.
- Recall that the Holy Spirit descended upon Jesus at his Baptism.
- Explain that this is also given to those being Baptised.
- Focus on the words and actions of this Sacrament and build further on the work of previous years.
- Explore some of the promises that are made at Baptism. What do they mean?
- Create a table on the computer in landscape format with columns that separate and identify moments of blessing, prayers, signs and symbols.
- Create a "Power-Point" style presentation to share with the rest of the school about this Sacrament.

**C9** Understand the significance and power of signs and symbols.

**C6** The rites of Baptism and the response they invite.

**C8** Elements of sacramental celebration, e.g. blessing, exchanging, greetings, praise.



## LEARNING OUTCOMES

**R4** That the Gospels proclaim that Jesus is the fulfilment of God's promises.

- Know the story of Jesus' Baptism in the River Jordan.
- Understand that this marked the beginning of his ministry.
- Be able to empathise with his thoughts and the feelings of John at this time and some possible reactions by the crowd.

**c9** Of the significance and power of signs and symbols in the Sacrament of Baptism.

**c11** Of the promises of Baptism and how they are to be lived and renewed.

**c8** Of how to participate in and prepare celebrations.

## FURTHER DEVELOPMENT

Collect different representations of the Baptism of Jesus in religious art.

It would be useful if the children saw a video presentation of a Baptism taking place.

## RELATED SCRIPTURE

*Mt. 3: 13-1*

*Mk. 1: 9-11*

*Lk. 3: 21-22* – The Baptism of Jesus

*Jn. 1: 29-34*

## OTHER LINKS

Parish link: Send congratulations and prayer cards to those who have just been baptised.

I.C.T. Link: Take digital photographs of some baptisms

## COLLECTIVE WORSHIP

- Write prayers for those who have been baptised.
- Learn some hymns about Baptism.
- Use Baptismal promises in a prayer service.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

YEAR

5

UNIT F

# PARABLES & SAYINGS OF JESUS

## ABOUT THE UNIT

In this unit children gain a greater knowledge and understanding of the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.

## WHERE THE UNIT FITS IN

This unit builds on previous work in Year 4 about the Parables of Jesus, extending children's knowledge of this key area of Jesus' teaching.

## PRIOR LEARNING

It is helpful if children have:

- an understanding of what a Parable is
- some knowledge of the Parables of Jesus.

## SKILLS

Reading skills, text level work, referencing skills, note taking, thinking skills, researching skills, speaking and listening, writing skills, group work.

## VOCABULARY

Parable, Holyland, Samaritan, Levite, Priest, Saint, Kingdom of God.

## ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> know some important Parables and Sayings of Jesus. They will understand the Kingdom of God was part of the language Jesus used to explain his preaching about welcoming and accepting God's presence through him. Be able to think of some ways in which the Church lives out this teaching of Jesus.	3a 4a	3c 4a
<b>Less able children will</b> be able to recall some of Jesus' teaching in the Parables and know that they contain some messages about living as followers of Christ today.	2c 2a 3a	2c 2a 3a
<b>More able children will</b> have a greater understanding of the image of the Church as the Kingdom of God. They will be able to explain through discussion and written work the challenge that Jesus' teaching offers and think about some of the consequences of responding to it.	4a 4b	4a 4b

## PROGRAMME OF STUDY

**Ch1** The ways Jesus proclaimed the Good News to everyone he met and the variety of responses he made.

**R2** Hear, read and explore key imagery that speaks of God in the Gospels.

**R3** Hear about and explore the Bible.

## TEACHING STRATEGIES

- Explore with the children the use of comparisons to describe something important.
  - Recall simile and metaphor work from Year Four (e.g. "I am the vine and you are the branches.")
  - Explain to the children that Jesus often used metaphors to explain the invitation that he was offering the people to share in his life and in the life of God the Father.
  - Revise with the children the definition of a Parable as learnt in the previous year groups.
  - Children to research as many Parables of Jesus as they can. You might consider giving them Bible references to support this activity.
  - Children to make some brief notes about some Parables and what the message of the Parable might be.
- 
- Recall the Parable of the Good Samaritan.
  - Locate Jericho and Jerusalem on the map of the Holy Land.
  - Which direction did the man in the parable have to travel on his journey?
  - Explore aspects of safety on this journey and the fears that the traveller might have had.
  - Ask the children to think of their own feelings of not being safe or comfortable. Who are you suspicious of? Why?
  - Discuss each character in the Parable. Research some information about Priests, Levites and Samaritans.
  - What did each one of them do for the man who had been hurt?
  - Why did two of them not get involved?
  - Create a modern day version of the parable.
  - What was Jesus trying to teach the people?
  - Jesus ended the Parable of the Good Samaritan by saying, "Go and do like wise." What does this mean?
  - Children to explore ways in which they can live out this commandment of Jesus.
  - Research some newspaper and magazine articles about people who are living as Good Samaritans today.
  - Introduce children to the lives of some of the saints who died to serve God and other people. You might include here the story of St Maximilian Kolbe and the story of Archbishop Oscar Romero.
  - Children to discover the meaning of the word "martyr".
  - In what ways did these men show themselves to be Good Samaritans to others?
- 
- Divide the class into three groups and provide them with the text of the following Parables:  
The Parable of the Sower  
The Parable of the Wedding Feast  
The Parable of the Houses Built on Sand and Rock
- 
- Children to prepare a retelling of these Parables through drama. Instead of a simple retelling, consider presenting the Parable in the style of a television news report. The Wedding Feast could be by the Royal Correspondent. The Houses Built on Sand and Rock could be by the Weather Reporter. The Sower could be by the Farming Reporter.
  - The drama could be written up in a play script form. Support this with a proforma to identify the characters and the setting.
  - Each group should perform their drama for the rest of the class and they try and guess what the message of Jesus was in the Parable.

## LEARNING OUTCOMES

**Ch1** That the Good News Jesus lived and taught reveals God's love and forgiveness and brings joy and new life.

**R2** That human language seeks imagery to express the mystery of God.

**R3** Of how to find their way around the Bible.

- Know that Jesus taught his disciples about God's Kingdom through parables and sayings.
- Know the Parables of the Sower, the Wedding Feast, the Houses Built on Sand and Rock and the Good Samaritan.
- Understand that Jesus showed his disciples what God was like and what it meant to accept God's Kingdom through the Parables.

## FURTHER DEVELOPMENT

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch5** Key images of the Church used in Scripture and Tradition.

**R1** Observe and recognise ways in which people of today can hear and respond to God's call.

**C10** That everyone is called to be a disciple, growing to be more like Jesus.

- Explain to the children that Jesus used Parables to describe what God's Kingdom was like and how it could grow if people welcomed his Kingdom in their lives.
- Children to brainstorm images that they might have of a kingdom (e.g. palace, king, etc.)
- Is this the image of the Kingdom that, Jesus presents in the Parables? How is it different?
- Revisit each Parable through discussion and questioning.
- Who is the Sower? Why does some seed grow? What prevents other seed from growing? What does the parable teach about welcoming God's Kingdom?
- Who do you think the King is in the Parable of the Wedding Feast? What stopped the guests from coming? Why were the other people keen to come? What does this Parable teach about welcoming God's Kingdom?
- What is the big difference between the foolish and sensible man in the Parable of the Houses built on Sand and Rock? What does this Parable teach about welcoming God's Kingdom?

- Revise with the children some of the images of the Church that they learnt in Year Three and Year Four (e.g. Body of Christ, People of God, etc.)
- Explain that the Kingdom of God is another image that can be used of people who belong to the Church today.
- Revisit the Parables just studied and reflect with the children about how they impact on the life of a member of the Church today (e.g. The Parable of the Wedding Feast reminds us that we are called to share in the Eucharist. The Parable of the Houses Built on Sand and Rock reminds us that we must listen and respond to the Word of God. The Parable of the Sower is about allowing God's life to grow in us because we respond to his invitation to share his life with us.

- Many of Jesus' messages and saying are important for members of the Church to try and live their daily lives by.
- In groups, children to look at these different texts and try to interpret the message contained within them:

*Lk. 12:22-30*

*Lk. 6: 27-36*

*Mt. 5: 13-16.*

- In what ways can these help people to be followers of Christ today?
- Children to come up with examples from real life when they or other people could apply some of this teaching.
- Create an "advice column" for a newspaper report based on some of this teaching.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**Ch5** That Jesus Christ is the source of the Church's unity and holiness.

**R1** That love and service express love of God and a response to God's Word, and at times this will involve sacrifice.

**C10** That everyone is called to be a disciple, growing to be more like Jesus.

- Know some of the important sayings of Jesus to his disciples.
- Understand that Christians follow these teachings as they try to love God and neighbour
- Think of ways in which these teachings can be applied to daily living.

Explore other sayings of Jesus about his Father's Kingdom. Word process the words for display – "The Kingdom of Heaven is like ....."

## RELATED SCRIPTURE

*Mk. 4: 1-9, 13-20*

*Lk. 8: 4-8, 11-15* – The Parable of the Sower

*Mt. 13: 1-9, 18-23*

*Mt. 7: 21-27*

*Lk. 6: 46-49*

– The Parable of the House built on Sand and Rock

*Mt. 22: 1-14*

*Lk. 14: 15-24*

– The Parable of the King's Wedding Feast

## OTHER LINKS

History links: Find out about how houses were built at the time of Jesus. How different are they from the houses we might live in? Find out about the work of a sower in Jesus' day.

Drama links: Lots to do in this unit.

Art links: Create displays of the Parables for the school.

Multicultural links: Learn about important sayings in other Faiths.

## COLLECTIVE WORSHIP

- Share the work that has been completed through a School Assembly.
- Learn some hymns about the Kingdom of God.
- Reflect with the children on praying for God's Kingdom to come in the "Our Father".
- Use some of the Sayings of Jesus as part of a penitential prayer service.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**



## ABOUT THE UNIT

This unit involves the children in thinking about the concept of 'temptation' as they study the temptations of Jesus. Children will be given the opportunity to reflect on what nurtures and damages human relationships they will study some important texts from the New Testament about Christian living and will learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness.

## WHERE THE UNIT FITS IN

The unit builds upon previous work in Year 3 and Year 4 about the Sacrament of Reconciliation and themes concerned with the Season of Lent.

## PRIOR LEARNING

It would be helpful if children have:

- some knowledge of the Sacrament of Reconciliation
- some experience of celebrating the Season of Lent.

## SKILLS

Reading and reference skills, thinking skills, research skills, preparing liturgy, writing skills.

## VOCABULARY

Lent, repent, temptation Corinthians, Colossians, Ephesians, Sacraments, healing, forgiveness, reconciliation, act of contrition, examination of conscience.

## ASSESSMENT

At the end of this unit:

**Most children will** know that Lent is a Season of Change for Christians to become more like Christ. Understand some things that damage human relationships and the consequences of giving in to temptations that are wrong. Recognise that the Sacrament of Reconciliation is the Church's celebration of God's forgiveness of sin.

A.T.1      A.T.2

3a      3a  
3b      3b  
3c      3d  
4a      4a

**Less able children will** know that Lent is an important Season in the Church year. Identify some things that are wrong and damage human relationships. Know that the Church celebrates God's forgiveness of sin in the Sacrament of Reconciliation.

2a      2a  
2b      2b  
2d

**More able children will** know reasons which motivate Christians to live more like Christ. Understand that Christ is the model and example by which Christians try to live. They will have a greater understanding of things that damage relationships and the evil consequences of giving in to temptations. They will be able to think of reasons why Christians would want to experience and receive the forgiveness of God in the Sacrament of Reconciliation.

4a      4a  
4b      4d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R4** Hear, read and explore the Gospel accounts of key events in the life of Jesus: The Temptations.

- Explore with the children some of the changes that take place in the different seasons of the year (e.g. contrast Autumn and Spring)
- Recall previous learning about Lent and remind the children that just as the seasons of the year change, Christians use the Season of Lent as a time to try to grow and change to be more like Christ.
  
- After receiving ashes at an Ash Wednesday liturgy recall the words as the Sign of the Cross is marked on the forehead in ashes.
- Use thesaurus to investigate alternatives to “repent”.
- Use a variety of dictionaries to explore definitions.
- Write these definitions out on strips of paper and use these to create a purple Lenten display board entitled: “Lent – a time to repent, a time to pray.”
  
- Children to read the story of the Temptation of Jesus.
- Highlight the responses that Jesus made to each temptation.
- How might he have felt during all of this?
- What does Jesus’ response to the devil teach us?
- What does the response of Jesus to the devil tell us about his understanding of God the Father?
- Children to imagine that they were Jesus. What questions might come into your mind as you heard each temptation? Draw pictures and write the questions in thought bubbles.
- Imagine that the temptations were taking place in the twenty first century. What might the devil use to tempt Jesus? Why?
  
- In groups, ask the children to brainstorm temptations felt by themselves today.
- How do you know that the temptation is wrong?
- What are some of the consequences if you give into a temptation that will hurt other people?
- Use newspaper cuttings to explore occasions when temptations were not resisted
- How might the response of Jesus in the story of the Temptation help people to overcome their own temptations?

**R3** Hear about and explore the Bible.

- Ask the children to find some of the New Testament Letters.
- Explain to the children that these were written after the resurrection of Jesus to guide people who began to believe in him.
- Using the Letters, find out the type of guidance that they offer . ask the children to work in small groups and reference the following quotations from the Letters: *1 Corinthians 13:1-13, Colossians 3: 12-15, Colossians 3: 20-23, Ephesians 4: 1-3.*
- Ask the children to think about how these messages could help followers of Jesus today as they try to grow and change to be more like him.
  
- Children to explore good and bad times experienced in friendship, family and at school.
- What are some of the aspects of these good and bad times?
- Create lists of ideas and compare the impact that these aspects have upon us and on other people.
- Explore with the children the next step that is needed after sin and wrong doing. The need to say sorry and ask God Our Father for forgiveness.
- Use a variety of dictionaries to explore the meaning of the following words: Forgiveness, reconciliation and sorrow.
- Why do we need forgiveness? What does it do for us and for other people?

## LEARNING OUTCOMES

- Know that Lent is a season of repentance and a special season of prayer.
- Know that the ashes used on Ash Wednesday symbolise our desire to change to be more like Christ

**R4** That the Gospels proclaim that Jesus is the fulfilment of God's promises.

- Know the story of the temptation of Jesus.
- Understand that he was tempted to do things that were wrong.
- Think, discuss and write about their ideas of Jesus' feelings at this time.
- Be able to consider what the temptations would be if it was today.
  
- Know that today people can be tempted to do things that are wrong.
- Understand some consequences of choosing to do something that is wrong.

**R3** Of how to find their way around the Bible.

- Know some of the teachings of the apostles from the New Testament letters about becoming more like Christ.
- Understand that this teaching has some reference to the lives of Christians today.
- Be able to think of some ways in which they can apply Christ's teaching to their own lives.
  
- Know some of the things that nourish or damage human relationships.
- Understand the consequence of some actions and the need for sorrow and forgiveness when we do wrong.
- Understand that every Christian is called to change to be more like Christ and seek God's forgiveness for their sins.

## FURTHER DEVELOPMENT

Dramatise the story.

Create a Lenten display with some of the symbols found in the story (e.g. bread, rocks, etc.)

Look for other New Testament quotations that might help Christians think about growing and changing to be more like Christ.

Learn by heart the words of the "I Confess" and use this prayer during Lenten collective worship.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch5** Key images of the Church used in scripture and Tradition.

**C7** Community prayer through taking part in and preparing simple celebrations.

**C8** Elements of sacramental celebration,  
e.g. blessing, exchanging, greetings, praise.

- Revise previous learning in Year Three and Year Four about the Sacrament of Reconciliation.
- Recall the names of the seven Sacraments.
- Revise with the children that Catholics believe that these are seven powerful signs through which Jesus Christ continues to work in his Church and world today.
- Recall with the children the three categories for the Sacraments. 1) Sacraments of Initiation or Belonging which are Baptism, Confirmation and Eucharist. 2) Sacraments of Healing which are Anointing of the Sick and Reconciliation. 3) Sacraments of Commitment which are Marriage and Holy Orders.
- Ask the children to think about why the Sacrament of Reconciliation is a Sacrament of Healing? What damage do sins and wrong choices in our relationships with God and others cause?
- Revise the Rite of Reconciliation emphasising the confessing of sins, the act of contrition asking for God's forgiveness, the words of absolution given by the priest and the penance that is given as a thanksgiving for God's forgiveness.
- Remind the children that the priest celebrates the Sacrament of Reconciliation in the person and place of Christ to bring his forgiveness to those who ask it.
- Provide the children with an opportunity to prepare a penitential service.
- Explain to the children the meaning of an "Examination of Conscience".
- Provide children with an opportunity to experience this form of prayer and recognise that it is an important part of preparation for the Sacrament of Reconciliation.
- Ensure that the children know a form of the Act of Contrition. Revise and help the children develop their understanding of the words of this prayer.
- If possible, provide an opportunity for the Sacrament of Reconciliation to be celebrated individually with the children.

## LEARNING OUTCOMES

**Ch5** That Jesus Christ is the source of the Church's unity and holiness.

**C7** That the Church celebrates the life and the love of Jesus Christ the Son of God.

- Know that the Sacrament of Reconciliation is a celebration of God's forgiveness.
- Understand that it helps Christians as they try to be more like Christ.

**C8** Of how to participate in and prepare celebrations.

## FURTHER DEVELOPMENT

Identify different symbols that might be used for the seven Sacraments.

Use *Psalm 50 (51)* as a prayer seeking God's forgiveness. Use words and phrases from the Psalm to create forgiveness prayers.

## RELATED SCRIPTURE

*Mt. 4: 1-11*

*Lk. 4: 1-13* – The Temptations of Jesus

*Mk. 1: 12-13*

*Psalm 50 (51)* – A Psalm of Repentance and Forgiveness

*1 Corinthians 13: 1-13*

*Colossians 3: 12-15* – New Testament Messages about Christian Living

*Ephesians 4: 1-3*

## OTHER LINKS

Multi-cultural: Explore penitential celebrations in other world religions.

## COLLECTIVE WORSHIP

- Use the Examination of Conscience and the Act of Contrition during the Season of Lent.
- Use Psalm 50 (51) as a class prayer psalm.
- Learn a sung version of the Penitential Rite.
- Prepare a reflection to share with other classes in the School about forgiveness and trying to live like Christ.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

YEAR

HOLY WEEK

5

UNIT H

### ABOUT THE UNIT

In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer.

### WHERE THE UNIT FITS IN

This unit is built on all previous units on Holy Week. It provides an opportunity for a greater in-depth analysis of the last days of Jesus' life.

### PRIOR LEARNING

It is helpful if children have:

- knowledge of some of the parts of the Holy Week story.

### SKILLS

Reading and reference skills, research skills, mapping skills, thinking skills, speaking and listening, interpreting symbolism.

### VOCABULARY

Holy Week, Jerusalem, Palm Sunday, betrayal, Gethsemane, Pilate, crucifixion, Passover, vocabulary.

### ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> know many of the events of the last week of Jesus' life.	3a	3b
Understand the reasons why some people wanted to kill Jesus. Know the story of the Passover and recognise key links between this story, the Last Supper, and the celebration of Mass.	3b 4a	3c 4a
<b>Less able children will</b> know and be able to recall in discussion and writing key events that took place in the Final week of Jesus' life.	2a 2b 2c 3a	2a 2b 3b
<b>More able children will</b> have a more developed knowledge of the story of Holy Week. They will be able to understand why his death was necessary. Pupils will be able to discuss and write about some of the important places and people in Jerusalem at this time.	4a 4b 4c	4a 4b 4d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R4** Hear, read and explore the Gospel accounts of key events in the life of Jesus, e.g. Finding in the Temple, Baptism.

- Revise and recall with the children everything they can remember about the last week of Jesus' life.
- Create a "Holy Week Web". Recall names of people, places and events that took place during this week.
- Look at the map of the Holy Land and trace the journey of Jesus from Bethany to Jerusalem on Palm Sunday.
- Share the story of Palm Sunday from St. Luke's Gospel.
- Were all the people praising and shouting for Jesus when he entered Jerusalem?
- What did Jesus say to the Pharisees when they asked him to tell his disciples to be quiet? Why do you think he said this? Why did the Pharisees want the people to be quiet?
- What do you think all the followers of Jesus thought about him as they praised him?
- What titles did they give to Jesus.
  
- Look at a map of the city of Jerusalem. Identify important places associated with the story of Holy Week (e.g. Temple, Upper Room, Mount of Olives, Pilate's House, etc.)
- Use glossaries from bible reference books and the internet to research information about the Temple in Jerusalem.
- Why was this an important building for the Jewish people?
- What did they do in the Temple.
- Can the children recall incidents from the life of Jesus when he was in the Temple?
- You might play a game of charades to help the children recall important events such as the Presentation or the Finding in the Temple.
- Read the story of Jesus driving out the traders from the Temple.
- From all that you know about the Temple find reasons to support this action of Jesus.
- Create a newspaper report about this event. Interview Jesus and one of the traders and allow them to put their points of view about their different activities in the Temple.
- Summarise at the end why you think Jesus was right to do what he did.
  
- Explain to the children that many people wanted to get rid of Jesus because they saw him as a troublemaker and they did not like his preaching and popularity with the people.
- Research information about the Jewish High Priest and the Sanhedrin and find out reasons why they were opposed to him.
- Explore the story of Judas plotting to betray Jesus.
- What reasons can the children come up with that explain this betrayal?
- Write a letter as Judas indicating your reasons for betraying Jesus.
  
- Read the story of the Last supper from the Gospel of Luke. What special Jewish meal was Jesus celebrating with his apostles?
- Using library books and possibly the internet, find out information about the Jewish Feast of Passover.
- Recall previous learning from year Four about Moses being called by God to lead the people of Israel from Egypt to their own land.
- Recall with the children the story of the plagues and share the story of the Passover from the Book of Exodus.
- What does this tell us about God's care for his people?
- Introduce the children to the ritual food of the Passover.
- Children to identify and find out the meaning of each item of the Seder plate.
- Children to draw pictures of the items on the Seder plate and write a brief explanation about them.
- Lead the children through a simple celebration of the Passover.
- Focus on the questions that Jewish children ask at a Passover meal and the explanations that are given.
- Learn some prayers and songs from this celebration.
  
- Reflect with the children that the Passover was the story that Jesus and the apostles were remembering and the meal they were celebrating.
- Focus on what Jesus did with the Passover bread and wine. What new meaning did he give to them?
- Read aloud with the children the words of the Institution of the Eucharist from the Last Supper story. What do they tell us about Jesus' forthcoming suffering and death?



## LEARNING OUTCOMES

**R4** That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.

- Know the story of the entry of Jesus into Jerusalem.
- Understand some reasons why the coming of Jesus to Jerusalem was not popular with everybody.
- Be able to consider reasons why the followers of Jesus rejoiced at his entry into Jerusalem.
  
- Know the story of Jesus driving the traders from the Temple.
- Understand that this was a sacred place for the Jewish people.
- Be able to consider the thoughts of Jesus and the traders at this event.
  
  
  
  
  
  
  
  
  
  
- Know the story of the betrayal of Jesus.
- Understand reasons why some people wanted to do away with Jesus.
  
  
  
  
  
  
  
  
  
  
- Know that Jesus was probably celebrating the Passover at the Last Supper with his disciples.
- Know some elements of the ritual of the Jewish Passover.
- Know some of the prayers, psalms and songs associated with the Jewish Passover
- Be able to name some of the symbols and artefacts associated with the Passover and explain their meaning.
  
  
  
  
  
  
  
  
  
  
- Know that the celebration of the Mass recalls and makes present the Sacrifice of Christ on the Cross.

## FURTHER DEVELOPMENT

Create a map of the city of Jerusalem for display in the class.

Find pictures of places in Jerusalem associated with the life of Jesus.

Use the internet as a research tool.

Find a video presentation of the Passover for the children to watch.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

- Recall that at the celebration of Mass the bread and wine become the Body and Blood of Christ and those same words of Jesus are said again. Explain to the children that this is one of the reasons the Mass is called a sacrifice.
- Children to create a "Power-Point" style presentation on the story of the Passover and link this to Jesus' celebration at the Last Supper and what Catholics now celebrate at Mass.
- Return to the map of the City of Jerusalem. Trace the journey Jesus and the apostles would have made from the Upper Room to the Garden of Gethsemane.
- Read the prayer of Jesus to God his Father in the Garden. What was he asking God his Father to do? What was Jesus agreeing to do?
- Draw a picture of the scene at Gethsemane and some speech bubbles to capture Jesus' feelings and prayer at this event.
  
- Share with the children the story of Jesus before Pilate.
- What were the charges that were levelled against Jesus? Make a list of the accusations.
- Focus on words of Jesus and words of Pilate in pairs – each in role.
- What made Pilate give in to the crowd at the end?
- "Hot Seat" Pilate to defend his actions.
- How did Jesus react in all of this? Did he fight against his arrest, trial and sentence to death?
- Why do you think that Jesus willingly accepted the verdict that he was to die?
- Help the children to answer these questions by returning to the prayer of Jesus in the Garden of Gethsemane. What does this tell us about Jesus accepting his suffering and death?
  
- Revisit the map of Jerusalem and trace the journey that Jesus would have made from Pilate's House to Golgotha where he was crucified.
- Visit your church and look again at the Stations of the Cross which tell the story of the carrying of the cross and the death of Jesus.
- Focus on some key Stations. Include the condemnation of Jesus to death, a fall of Jesus, Simon of Cyrene, Veronica, Jesus meets his Mother and the death of Jesus.
- Ask the children to work in groups and discuss what they can see in the station they have chosen. Focus on the expression and the possible thoughts of the characters.
- Children to write a short reflection in the role of one of the characters in the Station. These could then be shared with the rest of the class to aid reflection.
- Word-process key words and phrases from the reflection and add these to pictures of the Stations around the school or in the class.
- Children to produce some art work on the Stations of the Cross.
- The Stations of the Cross serve as an important reminder for Christians today about how they are called to live in the world.
- What do the figures of Simon of Cyrene and Veronica teach us?
- Explore with the children the meaning of the words "service" and "compassion". In what way do these two words epitomise Simon of Cyrene and Veronica?
  
- Holy Week is a special celebration in the life of the Church. How does the parish celebrate the last few days of the life of Jesus?
- Research what takes place on Palm Sunday, Maundy Thursday and on Good Friday.
- Explain to the children that the days from Maundy Thursday until Easter are called the Easter Triduum.
- Ask the children to think about why these are the most important days in the Church year.
- Children to think about why a procession with palms takes place on Palm Sunday and why the washing of feet takes place during Mass on Maundy Thursday.
- Explain to the children that the church is stripped of lots of its important artefacts on Good Friday to symbolise this being a day when we remember the death of Jesus.
- Focus on the Veneration of the Cross that takes place during the liturgy on Good Friday. Why do you think this happens?
- Explain to the children that the most important ceremony of Holy Week is the Easter Vigil that takes place in the dark on Holy Saturday night.
- Begin to research some information about the Easter Vigil and the symbols of fire, light and water that are used during this important ceremony.
- Use the parish newsletter to discover times of the Holy Week liturgies. Discuss reasons why we have these services.
- Make posters to display around school and to take home to encourage people to attend

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

- Know some of the things that Jesus said to God his Father when he prayed in the Garden of Gethsemane.
- Be able to imagine some of his thoughts and feelings at this time.

- Know the story and setting of the Passion of Jesus in detail.
- Understand some reasons why Jesus freely accepted death on the cross in obedience to his Father.

- Know and be able to discuss some of the reasons why Pontius Pilate allowed Jesus to die.

- Know that the Stations of the Cross are a form of prayer that recall the journey of Jesus to Golgotha and his death on the cross.
- Be able to imagine the thoughts and the feelings of Veronica and Simon of Cyrene at they met Jesus on his journey.

- Know that the last three days of Holy Week are called the Triduum.
- Understand why these are the holiest days in the Church's year when we commemorate the death and resurrection of Jesus.

Revise the words and actions of the priest at Mass. Remind the children that the priest acts in the person of Christ at Mass when he does what Jesus did at the Last Supper.

Explore with the children that this was the prayer of Jesus prayed in a moment of suffering. Ask the children to think about people who suffer in the world today and to create prayers for their intentions.

Create a class display of Jesus before Pilate. Word-process the accusations and charges that were brought against Jesus and add these to the display.  
Create some "Wanted" posters with the charges brought against Jesus included in them.

Display some of the pictures of the Stations of the Cross in the class.

## RELATED SCRIPTURE

*Mt. 21-27*

*Mk. 11-15* – All of these contain parts of the story of Holy Week

*Lk. 19-23*

*Jn. 13-19*

*Exodus 12-13* – The Festival of Passover

*Exodus 14-15* – The Crossing of the Red Sea and The Song of Victory

*Psalms 113 (114)* – Israel comes out of Egypt

## OTHER LINKS

Multi-cultural: An understanding of the Jewish Passover is essential to this Unit of work.

Geography links: Find out about the City of Jerusalem today.

School-Parish links: Focus on the Holy Week Ceremonies.

## COLLECTIVE WORSHIP

- Use some prayers from the Passover Story during Collective Worship.
- Create some prayers of thanksgiving for the gift of the Eucharist.
- Role-play during a liturgy the Washing of the Feet.
- Hold a liturgy of the Veneration of the Cross.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

# YEAR

# EASTER

## 5

## UNIT 1

### ABOUT THE UNIT

In this unit the children learn about the Church's Celebration of Easter through the Easter Vigil. They will learn about the Church's belief in eternal life through the Easter Story and the Story of the Ascension of Jesus into heaven.

### WHERE THE UNIT FITS IN

This unit builds on previous work in Year 3 and Year 4 about the Easter Story and how the Church celebrates Easter.

### PRIOR LEARNING

It would be helpful if the children have:

- experience of Easter stories
- appreciation of Easter symbols.

### SKILLS

Research skills, group work, reference skills, sequencing skills, interpreting symbolism, thinking skills.

### VOCABULARY

Resurrection, Easter Vigil, Easter Fire, Paschal Candle, Baptism, Eucharist, eternal life.

### ASSESSMENT

At the end of this unit:

**Most children will** know that the Easter Vigil is the Church Celebration of the Resurrection of Christ. They will know the structure of the Vigil and will understand the meaning attached to some of the symbols used during the Vigil. They Will be able to discuss the importance of Christian belief in eternal life.

A.T.1      A.T.2

3a	3a
3b	3b
3c	3c
4a	4a
4b	4b

**Less able children will** know that the Easter Vigil is a Celebration to remember the Resurrection of Christ. They will know some Easter symbols and recall the story of the Resurrection of Jesus.

3a	
3b	3b
3c	3c

**More able children will** have a greater knowledge and understanding of the meaning of the Church's Easter symbols. They will be able to ask questions about why the Church uses fire, water, bread and wine to celebrate the Resurrection of Christ. They will understand and explain why belief in eternal life is essential for Christians.

4a	
4b	4b
4c	4c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C8** Elements of Sacramental celebration

**C7** Community prayer through taking part in and preparing simple celebrations.

- Explain to the children that Easter is the most important season in the Church's year. Why do they think this is so?
- Revise previous learning about the Easter Season being fifty days long and some of the liturgical colours and symbols of the season.
- Recall Holy Week work on the Easter Triduum. What took place on Maundy Thursday and Good Friday? What happens on Easter Saturday night?

- Share with the children some of the different elements of the Easter Vigil. In groups ask the children to investigate the different parts of the Vigil and to report back to the rest of the class.
- Provide children with some texts of the ceremony.
- Through class and group work, explore the four parts of the Vigil.

### **Service of Light:**

- Explore with the children the blessing of the new fire at the start of the Vigil. What are some of the qualities of fire? Brainstorm important words (e.g. strong, powerful, bright, etc.)
- What might this tell us about the Resurrection of Jesus?
- Children to use missals to look at the preparation of the Paschal Candle.
- Highlight the words used as the cross is cut into the candle and the letters Alpha and Omega are traced at the top and the bottom. What do these words tell us about Christ? Is he just like anybody else? What makes him so different?
- Notice that the current year is put inside the cross on the candle. Why do you think this is done?
- Explore with the children that this reminds us that Christ is Risen now and that it is in this moment of time that Christians can share in his life.
- Can the children remember the meaning of the five nails in the candle? What is the link with the crucifixion of Jesus? Highlight the words as the nails are put into the cross.
- Everybody in the Church has candles lit from the Paschal Candle.
- Explore the words of the Exsultet, an Easter song of praise sung at the Vigil.
- Read through parts of the text with the children and highlight some important aspects.
- Why do we rejoice? What does the song tell us about Jesus Christ?

### **Liturgy of the Word:**

- During the Easter Vigil we listen to lots of readings from the Old Testament about what God Our Father has done for his people and we listen to one of the Gospel accounts of the Resurrection.
- Look at the readings of the creation of the world from the Book of Genesis, the exodus of the people of Israel from the Book of Exodus and an account of the Resurrection from one of the four Gospels.
- Why do you think that these readings are chosen for the celebration of Easter?
- Reflect with the children on how these readings reveal the powerful work of God the Father in the world and that the Resurrection of Jesus from the dead is God's most powerful act.

### **Liturgy of Baptism:**

- Explain to the children that it is customary for people to be Baptised during the Easter Vigil
- Brainstorm with the children the qualities of Baptism and some of the things we use it for (e.g. powerful, strong, used for cleaning, washing, etc.)
- Reflect on the power and danger of water (e.g. drowning).
- Explain to the children that in the first centuries of the Church's existence, people were Baptised by being fully immersed in the water three times. This was to symbolise that they were dying and rising to a new life in Christ and that their Baptism was in the name of the Holy Trinity.
- Reflect with the children about Baptism being a celebration of new life. That in a special way the person being Baptised shares in the life of Christ in a new and

## LEARNING OUTCOMES

**C8** Of how to participate in and prepare celebrations.

**C7** That the Church celebrates the life and the love of Jesus Christ, the Son of God.

- Know that the Church celebrates the Resurrection of Jesus at the Easter Vigil.
- Understand some reasons why the Feast of Easter is the most important celebration in the Christian Year.
- Be able to discuss the meaning of some of the Church's actions and symbols used at the Easter Vigil.

## FURTHER DEVELOPMENT

Create a class display about the Easter Vigil.

Invite your priest, deacon or somebody from the parish to talk to the children about what happens at the Easter Vigil.

Make sure that you have available some copies of the Sunday Missal for the children to use.

Children to consider other ceremonies in the church when candles are used such as on the Feast of the Presentation of Jesus.

Recall previous learning about the creation story and the celebration of Passover during the Holy Week unit.

Children to recall some of the parts of the Rite of Baptism. Include the clothing with the white garment, the anointing with the Oil of Chrism and the lighting of the Baptismal Candle from the Paschal Candle.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R4** Hear, read and explore the Gospel accounts of Key events in the life of Jesus: The Resurrection and the Ascension.

special way.

- Ask the children to think about ways in which they and others can share in the life of Christ because they have been Baptised.

### **Liturgy of the Eucharist:**

- Children to recall and if necessary research the meaning of the word "Eucharist".
- What do you think the Church thanks God Our Father for at the Easter Vigil?
- Remind the children that in this part of the Vigil we do what Jesus did at the Last Supper.
- Recall the words and the actions of the priest with the bread and wine.
- What do these gifts become? Remind pupils that the Risen Christ is now present in the form of bread and wine.
- Highlight parts of the Eucharistic prayer which proclaim the Resurrection of Jesus from the dead.
- Learn the words of the Memorial Acclamations as a reminder that we celebrate the Resurrection of Jesus from the dead.
  
- Through art work, represent different parts of the Easter Vigil in poster or banner form. Include the blessing of the new fire, the preparation of the Paschal Candle, Baptism and the celebration of Eucharist.
- Use word-processing skills to produce key phrases and prayers from the Easter Vigil using a variety of fonts, and display with the posters and banners.
- Create some poems using the language and imagery of fire to reflect on the Resurrection of Jesus from the dead.
- Make some prayers to the Risen Christ using some of the things that are said about him in the words of preparation of the Paschal Candle.
- Create a simple version of the Exsultet as a class Easter prayer.
  
- Find accounts of the Resurrection of Christ in the four Gospels.
- Identify similarities and differences in the various accounts.
- Record these in a form of a chart or a fact file.
- Why do you think there are differences in the accounts of the Resurrection?
- Why did some people doubt the fact that Jesus was alive?
- In what ways do you think the resurrection of Jesus changed the lives of the disciples? Make lists of words to express your ideas.
- Children select a character and explore the story from the point of view of one of their chosen characters. Ask the children to try and address some of the following questions in their writing.
- What was it like when you realised that Jesus was alive? What had your feelings been like previously? What are your beliefs about Jesus now that you have seen him alive?
- Summarise feelings engendered or events of the Easter story by producing a Haiku as studied in Year Four within Literacy.
  
- Children to read and to dramatise the story of the Ascension of Jesus from the Acts of the Apostles.
- From reading this story, why do you think Jesus had to return to God his Father?
- Do you think that the apostles were sad to see Jesus return to the Father?
- From the words of the text, what do you think might have helped them to overcome their sadness?
- Children to write their diary entry as one of the apostles witnessing the Ascension of Jesus into heaven.
  
- Explore with the children the human reality of death. Some children might want to share their own experiences of losing somebody in their family or a pet that has died.
- Reflect with the children on this sometimes being a source of sadness and loneliness.
- Consider some reasons why people might find it hard at times to believe in a life



## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**R4** That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.

- Know that the four Gospels of the New Testament contain accounts of the Resurrection of Jesus.
  - Be able to recall in some detail what happened to Jesus at the resurrection.
  - Understand that this changed the lives of the disciples.
  - Be able to research different accounts of the Resurrection from the Gospels.
- 
- Know and be able to retell the story of the Ascension of Jesus.
  - Be able to think about the thoughts of the disciples at this event.
- 
- Know that death is part of life and can bring times of sadness.

Remind the children that every Sunday is a celebration of the Resurrection of Jesus from the dead for the Church. This is why it is the holy day of the Church.

Children to recall the story of Emmaus and the disciples recognising the Risen Christ in the breaking of the bread.

Remind the children that every celebration of Mass is a celebration when we meet the Risen Christ.

This part of the topic may need to be treated sensitively depending on the needs and experiences of the children.

It might be important to consider with the children why Christians don't believe in reincarnation. Jesus has returned to the Father. Where he has gone we hope to follow.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C3** A variety of prayers and prayer forms used in community prayer.

- after death here on earth.
- Explore with the children Christian belief in the resurrection of the dead to everlasting life. As Christ has gone to heaven to be with the Father, Christians hope to share in that life after their death.
  - Read the story of Jesus going to the house of his friend Lazarus after the latter had died.
  - Focus on the dialogue between Martha and Jesus.
  - What does Martha say to Jesus?
  - What does Jesus say in reply?
  - Teacher to speak in role as Jesus. Explain what had happened when you got to the house of Lazarus and why you said to Martha that you were the resurrection and the life.
  - Children to “hot seat” Jesus and ask him questions about this.
  - Children to write up the questions they would want to ask Jesus about everlasting life.
  - Explain to the children that one of the most important prayers that Catholics pray during Mass is the Creed.
  - Discuss with the children the final statement of the Creed. “We believe in the resurrection of the dead and the life of the world to come.” What do these words mean?
  - Explain to the children the importance Catholics attach to praying for people who have died asking God to give them eternal life.
  - Can the children think of some reasons why they would consider it important to pray for people who have died?
  - Explore some of the prayers and customs of praying for the dead. Include prayers such as the “Eternal Rest” and the “In Paradisum”. You might also include lighting candles as a prayer for those who have died and November being a special time in the Church year to pray for the dead.
  - Create some prayers for people who have died using some phrases from the “Eternal Rest” and the “In Paradisum”.

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

- Know that Christians believe in the promise of Eternal Life.
- Understand that the Resurrection and Ascension of Christ into heaven is the hope of eternal life for all who follow him.
- Be able to recall teaching of Jesus and the words of the Nicene Creed about eternal life.

**C3** Increased understanding of variety of forms of prayer.

- Know some of the Church's prayers for those who have died.
- Understand some reasons why it is important to pray for the dead.
- Be able to write or join in prayers for those who have died.

## RELATED SCRIPTURE

*Genesis 1: 1-31* – Creation stories  
*Genesis 2: 4-24*

*Exodus 14:* – The Festival of the Passover and  
*Exodus 15:* – The Crossing of the Red Sea

*Mt. 28: 1-10*

*Mk. 16: 1-8* – The Appearances of the Risen Christ

*Lk. 24: 1-12*

*Jn. 20: 1-10*

*Jn. 11: 17-27* – The Death of Lazarus

*Lk. 24: 50-53* – Stories of the Ascension  
*Acts 1: 9*

## OTHER LINKS

Art links: Look at some paintings of the Resurrection of Jesus through the ages of religious art.  
Research: Christian customs of prayer for the dead.

## COLLECTIVE WORSHIP

- Use some of the prayers from the Easter Vigil for class prayers and assemblies.
- Use the Easter Candle and blessed Easter Water.
- Learn new Easter hymns.
- Use the 'Alleluia' as a song during collective worship.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

YEAR

PENTECOST

5

UNIT J

### ABOUT THE UNIT

This unit is designed to give children greater insight into the Church's belief in the Holy Spirit. It will also explore the Christian belief in the Holy Trinity and prayer and devotion to the Holy Spirit.

### WHERE THE UNIT FITS IN

The unit develops previous work on the Holy Spirit and Pentecost from Key Stage 1 and Year 3 and Year 4.

### PRIOR LEARNING

It would be helpful if the children have:

- knowledge of the Story of Pentecost.

### SKILLS

Reading and reference skills, interpreting diagrams, map work, writing skills.

### VOCABULARY

Holy Spirit, Pentecost, Holy Trinity, transformation, power, advocate, truth.

### ASSESSMENT

At the end of this unit:

**Most children will** know about the transformation of the Apostles of Jesus through the gift of the Holy Spirit. They will know that the Holy Spirit is included in the Church's belief in the Holy Trinity. They will be able to discuss some of the qualities of the Holy Spirit.

**Less able children will** know that the Holy Spirit brought change to the life of the Apostles and is God the Holy Spirit.

**More able children will** explain the Christian belief in the Holy Trinity. Be able to think of questions they would ask the Apostles about the change the Holy Spirit brought to their lives. Explain some reasons why prayer to the Holy Spirit is so important.

A.T.1      A.T.2

3a	
3b	3c
3c	3d
4a	4b

3a	
3b	
3c	3c

4a	
4b	4b
4c	4c
5c	5a

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R4** Hear, read and explore the Gospel accounts of key events in the life of Jesus: Pentecost.

**R5** Hear about and explore how Jesus spoke of God His Father and the Holy Spirit.

**R6** Hear, read and explore the Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples.

**C3** A Variety of prayers and prayer forms, formal and informal used for personal and community prayer.

- During his ministry, Jesus spoke about the presence of the Holy Spirit to the disciples in different ways.
- Read with the children extracts from *John 14-16*.
- What are the names that Jesus gives to the Holy Spirit.
- Find out the meaning of the word “advocate”. What does the word “true” mean.
- What do these words tell us about the gift of the Holy Spirit.
- Read with the children *Acts 1:6-9*. What image of the Holy Spirit do we find in these words of Jesus?
- Ask the children to recall different types of power that they know about. What can power do? (e.g. electricity and gas bring light and warmth. Petrol and diesel makes an engine powerful and able to work, etc.)
- If the Holy Spirit is a form of power it will enable people to do many things.
- What do you think that these titles tell us about Jesus’ idea of the Holy Spirit?
- Use reference books such as a book of Bible quotations to research references by Jesus to the coming of the Holy Spirit.
- Create a litany style prayer to the Holy Spirit using the titles you have found.
  
- Revisit the words of Jesus in *John 14-16*.
- Reflect with the children that in this passage of Scripture we hear about the special relationship that Jesus enjoys with God his Father and about the Holy Spirit who the Father will send in the name of Jesus.
- Explain to the children the Christian belief in the Holy Trinity: One God revealed in three persons. Father, Son and Holy Spirit.
- Reflect with the children different models that have been used to explain the unity in the Godhead (e.g. concentric circles, the Shamrock, etc.)
- Think of a model or diagram that could be used to describe the Holy Trinity.
  
- Hear the story of the coming of the Holy Spirit at Pentecost.
- In groups write the story from different points of view. What did the individuals or group think or feel?
- In what ways were their lives transformed for ever?
- Recall previous learning from Year Four about the people who heard the disciples speak in different languages.
  
- List some of the names of the people and the places they came from.
- Find some of the places on a map. Which names do we know today? Which are found in holiday brochures? How do you think these people travelled to Jerusalem?
  
- Identify references to the Holy Spirit in Creed and the Gloria. Use these prayers regularly during the season of Pentecost.
- Learn to say and use the prayer to the Holy Spirit.
- Discuss and reflect upon some of the images found in this prayer (e.g. kindle, fire of love, renew the face of the earth)
- Create a class version of the Prayer to the Holy Spirit, word-process this prayer using a variety of fonts and colours.
- Explore any other prayers to the Holy Spirit used by the church.
- Use names for the Holy Spirit or names they have created themselves to write their own prayers asking for help as they try to live out the example of Jesus and the apostles today.

## LEARNING OUTCOMES

**R4** That the Gospels proclaim that Jesus is the fulfilment of God's promises; that Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.

**R5** That the Holy Spirit, the Helper, is the gift which Jesus promised.

- Know and be able to read about what Jesus said about the coming of the Holy Spirit.
- Know some of the titles given by Jesus to the Holy Spirit.
- Understand that the titles tell us what the Holy Spirit is like and be able to discuss their meanings.

**R6** That the coming of the Holy Spirit transformed Jesus' disciples and was the beginning of the life of the Church.

- Know the story of the coming of the Holy Spirit at Pentecost.
- Understand how the Holy Spirit transformed the lives of the disciples of Jesus.
- Be able to empathise with the thoughts and feelings of the disciples at the coming of the Holy Spirit.

**C3** Increased variety of forms of prayer.

- Know the prayer to the Holy Spirit.
- Know other Church prayers to the Holy Spirit.
- Be able to write own prayers to the Holy Spirit asking for help as they try to walk in the footsteps of Jesus today.

## FURTHER DEVELOPMENT

Lists  
Map work  
Diary accounts

## RELATED SCRIPTURE

*Jn. 14-16* – Jesus' teaching about the Holy Spirit

*Acts 1: 6-9* – Jesus promises the Holy Spirit

## OTHER LINKS

## COLLECTIVE WORSHIP

- Use parts of the Creed, Gloria and Prayer to the Holy Spirit in Collective Worship.
- Learn songs and hymns that praise the Holy Spirit.
- Use the Litany to the Holy Spirit from class work.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**



YEAR

5

UNIT K

# THE WORK OF THE APOSTLES

## ABOUT THE UNIT

This unit has been designed to help the pupils understand the significant role the Apostles played in proclaiming the Good News. Pupils will reflect on the work of the Apostles as building the foundations of the Church which continues to proclaim the Good News of Christ today.

## WHERE THE UNIT FITS IN

This unit builds on previous work in Year 4 at Pentecost on the Missionary work of the Apostles.

## PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the Pentecost story and the change the Holy Spirit brought to the lives of the Apostles.

## SKILLS

Discussion skills, map work, empathetic writing, speaking and listening, research and referencing skills.

## VOCABULARY

Apostles, Book of Acts Pentecost, Names of the Apostles.

## ASSESSMENT

At the end of this unit:

**Most children will** have a knowledge of the work of the Apostles after Pentecost. They will understand some reasons why they were so keen to proclaim the Resurrection of Christ to the world.

A.T.1

A.T.2

3b  
4a

3c

**Less able children will** know some stories of the Apostles after Pentecost and about their missionary work.

3a

3c

**More able children will** identify and discuss many of the teachings and activities of the Apostles after Pentecost. Recognise the importance of the early Church community in the lives of the Apostles.

4a  
4b  
4c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear about and explore the Bible.

- Revise with the children the names of the Apostles of Jesus.
- Look at the content and the structure of the New Testament.
- Identify the names of the four Gospels and understand that they record the life of Jesus.
- Look briefly at the Acts of the Apostles. Can the children see what some of the stories are about?
- Explore idea/concept of a “cliff-hanger”. Imagine what would have happened if the Apostles had not proclaimed the Resurrection of Jesus. People would have been left on a “cliff-hanger”.

**Ch2** The life and growth of the first Christian communities: Peter, Stephen and Paul.

- Recall previous learning about Pentecost and how the Apostles’ lives were changed by this event.
- What does the name “Apostle” mean?
- The Apostles of Jesus were sent out after Pentecost to preach the Good News of the Resurrection.
- Read the story of the preaching of Peter on the first Pentecost Sunday.
- Highlight from the text the main elements of the message of Peter. What does this message tell us about Christ? Why was it so important for him to proclaim this message?

**Ch3** The teaching role of the Apostles through the New Testament.

- Explore the story of the Beggar at the Beautiful Gate.
- Identify where this gate is on the map of the City of Jerusalem.
- Make a table to record the words of the beggar, the words of Peter and John and the reactions of the people.
- From the information gathered, how was Peter able to heal the man? In whose name did he heal him?

- Explain to the children that the Apostles and the first followers of Jesus shared their lives together.
- Read Acts 2:42-47. What do we learn about the first Christian community from this text?
- Why do you think it was important for the Apostles to do these things together?
- What does the “breaking of bread” refer to?

- Read and role-play the story of Stephen.
- Hot-seat Stephen to discover what his feelings might have been at this time. Why was he so keen to be a follower of Christ?
- Children to write an account as if they were Stephen. Explore the issues of conflict that Stephen faced and how he dealt with them.
- Revise previous learning about a martyr. Explore the idea of Stephen giving his life for his belief in Christ.

- Read the story of the Apostles being thrown into prison. In *Acts 5: 17-42*.
- What were the main reason for this happening?
- Revise previous learning about the High Priest and the Sanhedrin.
- Create a courtroom scene and write position papers for or against the Apostles being allowed to preach.
- Some children could act as the jury and can reach a verdict.
- What qualities would the Apostles have needed to have to face all of this?

- Read and dramatise the story of Peter escaping from Prison with the help of the angel. Use percussion and other musical instruments for sound effects.
- Brainstorm thoughts of what it would have been like in this prison. Imagine Peter’s

## LEARNING OUTCOMES

**R3** Of how to find their way around the Bible.

- Know that the New Testament contains four gospels that tell the story of the life of Jesus.
- Know that the Acts of the Apostles describes the story of the first Christians after the Resurrection of Christ.

**Ch2** Of how the Church spread through the first Christian communities.

**Ch3** Of how the Church spread through the first Christian communities.

- Know the story of Peter preaching at Pentecost.
- Be able to recall the main elements of the message of Peter.

- Know the story of the Healing at the Beautiful Gate.
- Understand why Peter and John were able to perform this miracle.

- Know that the Apostles shared a common life together.
- Understand some reasons why it was important for the disciples to share a common life together.

- Know the story of Stephen.
- Understand why he was martyred.
- Be able to think about sacrifices that are sometimes needed to follow Christ.

- Know the story of the Apostles being thrown into prison.
- Understand some reasons why this happened.
- Be able to imagine the qualities the disciples would have needed.

- Know the story of Peter in Prison.
- Understand why God protected him and led him to freedom through the work of the angel.

## FURTHER DEVELOPMENT

Create some artwork from these images of the early Church.

Explain to the children that to be a follower of Christ and a member of the Church means that you are united with others who share your beliefs.

Some of the children might belong to the altar server Guild of St. Stephen. This might be an opportunity for them to share something about this with the rest of the class.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

thoughts and feelings. What kept him going during this time?

- Write an account of this event as the angel leading Peter to freedom. Explain the reasons why you were sent to perform this act.
  
- Recall previous learning in Year Four about the conversion of St. Paul and his teaching.
- Why do you think Paul had previously been a persecutor of Christians? What changed his life?
- Paul went on three important journeys to preach the Good News about the Resurrection of Christ. Look at the following quotations from the Acts of the Apostles and trace his journeys.  
Journey One in *Acts 13-14*  
Journey Two in *Acts 15:36-18:22*  
Journey Three in *Acts 18:22-21:16*.
- Children to work in groups to trace the journey and summarise some of the things that happened on each journey.
- Share this information with the rest of the class and bring it together in a class display.
  
- Look at some of the Letters of St. Paul.
- Who were they written to?
- What are they often about?
- In the style of St. Paul write a letter to children in the school about the sort of lives they should lead and the way in which they should behave.

## LEARNING OUTCOMES

- Know that St. Paul was an Apostle who wrote some of the New Testament Letters.
- Be able to trace some of the journey he made to proclaim the Good News of Christ's Resurrection.
- Understand that he taught and handed on many important things about Christ.
- Be able to write a letter in the style of St. Paul explaining how people can follow Jesus.

## FURTHER DEVELOPMENT

Photograph the role-play of this story and create a display for the class.

## RELATED SCRIPTURE

*Acts 2: 14-41* – Peter’s speech on Pentecost Day

*Acts 3: 1-16* – The Beggar at the Beautiful Gate

*Acts 2: 42-47* – The Early Christian Community

*Acts 5: 17-42* – The Apostles in Prison

*Acts 6: 8-8:1* – The Story of Stephen

*Acts 9: 1-25* – The Conversion of Paul

*Acts 11: 27-12: 23* – Peter in Prison

*Acts 13-14* – The First Journey of St. Paul

*Acts 15: 36-18: 22* – The Second Journey of St. Paul

*Acts 18: 22-21: 16* – The Third Journey of St. Paul

## OTHER LINKS

Geography links: Lots of opportunities to discover where the Good News spread to Rome. Tradition tells us that both Peter and Paul ended up in Rome and gave their life for Christ. Reflect on the significance of the city for Catholics today.

Multi-cultural links: The Catholic Church is universal and multi-cultural.

## COLLECTIVE WORSHIP

- Make a Litany of the Saints with the names of the Apostles.
- Pray for the Pope and the Bishops who have the special role of being the Apostles in the Church today.
- Pray for persecuted Christians.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**

YEAR

5

UNIT 1

# MARRIAGE & HOLY ORDERS

## ABOUT THE UNIT

This unit is designed to help children understand that Marriage and Holy Orders are important Sacraments of Commitment in the Church. It will also help them appreciate that everybody has some responsibility and part to play in the life of the Church.

## WHERE THE UNIT FITS IN

This unit builds on previous work in Year 4 about roles and responsibilities in the Church.

## PRIOR LEARNING

It would be helpful if children have:

- some knowledge of the work of a Priest
- some knowledge of other responsibilities in the Church.

## SKILLS

Discussion skills, research skills, thinking skills, reference skills, interpreting symbols.

## VOCABULARY

Responsibility, Body of Christ, Archbishop, Priest, deacon, Holy Orders, Sacrament, promises, laying on of hands.

## ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> know that Marriage and Holy Orders are Sacraments of Commitment. Recall the promises made in Marriage and key tasks of the Archbishop, Priests and deacons. Explain the meaning of the Body of Christ as a term for roles and responsibilities in the Church.	3b 4a	3c 4a
<b>Less able children will</b> know that Marriage and Holy Orders are Sacraments of Commitment. Be able to talk about roles and responsibilities of a Bishop, Priest and deacon.	3b	3c
<b>More able children will</b> be able to explain the meaning of the promises made at Marriage and why the roles of Bishops, Priests and deacons are important in the life of the Church, Be able to recall a number of different ways in which people contribute to the life of the Church through the roles and responsibilities they embrace.	4a 4b 4c	4a 4b 4c
	5a	

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R1** Observe and recognise ways in which people of today can hear and respond to God's call.

**C1** Ways in which love and commitment are important in human life.

**C8** Elements of sacramental celebration, e.g. blessing, exchanging, greetings, praise.

**C2** Be able to name the Sacrament of Matrimony and to explain its significance

**C2** Be able to name the Sacrament of Holy Orders and be able to explain its significance.

- Children to think about some of the special responsibilities that they have been given at home and at school.
  - What happens if you don't do the tasks you have been given?
  - What does the word "responsibility" mean?
  - Recall prior learning from Year Four about the Church being the Body of Christ with everybody having a part to play.
  - Read the Passage from St. Paul about this.
  - Discuss the passage with the children. What does it mean?
  - Does it say that only some people have been called to a special task in the life of the Church?
  - Do you think that following Christ and taking on a responsibility in the Church is something that is easy?
  - Help the children to reflect on the way they can show they belong to the Church and what they can do.
- 
- Have £20 note plus selection of attractive papers exactly the same size and shape. Ask children to select their favourite.
  - The £20 note will be chosen even though it's not the most attractive! Explore reasons why.
  - Explain that the only reason that the £20 note can be used to buy anything is because of promise written on it, "I promise to pay the bearer ...". Promises are worthless if they are not kept.
  - At various times in life we are called upon to make promises. When?
  - Recall work from Year Four on Abraham regarding the promise God made to him about being a great nation.
  - Recall story of Noah and identify promise made by God.
  - When have we ever made a promise?
  - Are some promises easier to keep than others?
- 
- Recall previous learning about the Seven Sacraments. Can the children name them? Can they put them into the categories of belonging, healing and commitment?
  - Recall that the Sacraments are seven powerful signs through which Jesus Christ continues his work today.
- 
- Explain to the Children that important promises are made in the Sacrament of Marriage.
  - Explore promises of the Marriage ceremony. Write these out as question and answer. What sort of commitment is required from the man and woman getting married?
  - Children to investigate marriage ceremonies in other cultures. What are similarities and differences?
  - Read the prayer of Tobias and Sarah on the eve of their Marriage in the Book of Tobit.
  - What are some of the things they ask God to do for them?
  - What does this prayer teach us about Marriage?
- 
- Married people play their part in the Family of God and so do other people such as bishops, priests and deacons. They receive a special Sacrament so that they can play their part in the life of the Church. This is called the Sacrament of Holy Orders.
- 
- Research information about the Archbishop of Birmingham
  - Where does he live? How long has he been the Archbishop?
  - You might find his Coat of Arms. What does his motto mean?
  - Explain to the children that a bishop has the responsibility of teaching and preaching



## LEARNING OUTCOMES

**R1** That love and service express love of God and a response to God's Word, and at times this will involve sacrifice.

**C1** That everyone is called to be a disciple, growing to be more like Christ.

- Know that people today are called to follow Christ and belong to the Church.
- Understand some reasons why people take up special responsibilities in the Church.
- Understand that being a follower of Christ and belonging to the Church can sometimes be difficult and demands some personal sacrifice.

**C8** Of how to participate in and prepare celebrations.

**C2** That the Sacrament of Marriage is a special form of commitment and service.

- Know that marriage is a special form of commitment and service
- Understand something of the importance of the promises made.
- Be able to sequence the rite of marriage and explore some references about marriage in the Old Testament.

**C2** That the Sacrament of Holy Orders is a special form of commitment and service.

- Know that some members of the Church have special roles

## FURTHER DEVELOPMENT

This reflection about belonging to the Church and tasks and responsibilities should not be limited to present experience of the children, but should also help them think about what they might be called to do in the future.

Create some prayers about taking part in the life of the Church.

Revise the symbols for the seven Sacraments.

You might consider the use of role-play here!

This might be an appropriate time to visit the Cathedral Church of St. Chad in Birmingham.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch7** God's call to individuals and their different responses.

- the Gospel of Christ and the Catholic Faith and caring for God's people in an area of the country called a diocese.
- Find out about some of the vestments that the Archbishop has to wear. The Mitre as a sign of his responsibility to teach and preach. The Crozier as a sign that he is called to care for God's people like Christ who is the Good Shepherd. The Pastoral Ring is a sign that he has a special love and commitment to caring for God's people. The Pallium is a piece of woven wool which the Archbishop wears over his vestments at Mass around his shoulders. This was given to him by the Pope who is the Bishop of Rome. It is a reminder that he has been given special responsibility in the Church and that he is a successor to the first Apostles in caring for God's people and in preaching the Gospel.
  - The Archbishop's church is called a Cathedral. Find out the name of the Cathedral of the Archdiocese of Birmingham
- 
- Brainstorm some of the things that the local priest does.
  - Explain to the children that he is appointed by the Archbishop to care for God's people, to teach the Gospel and the Catholic Faith in an area called a parish. Usually a town or part of a bigger city.
  - Find out about what happens at the ordination of a priest.
  - Explain that the laying on of hands and the calling down of the Holy Spirit are signs of the person being chosen to serve in the Church as a priest.
  - Recall previous learning in Year Four about the hands of the new priest being anointed with the Oil of Chrism. This is a sign that he has been chosen to continue Christ's work in a special way.
  - Children to create a storyboard of the ordination ceremony.
  - Learn about some of the vestments worn by the priest at the celebration of Mass. The alb, the stole a sign of being a priest and the chasuble.
  - Reflect with the children on the role of the priest in the local parish. If there were no priests what would happen? What important task do they fulfil in the Church today?
  - Invite your priest to the class for question and answer session with the children.
  - Children to practice note taking skills in order to write up an account of the visit later.
  - Recall previous learning in Year Four about "vocation" being a call from God to follow him in a special way.
  - Remind the children that being a priest today is a vocation, answering a call to follow Christ and serve the Church in a special way.
  - Create some prayers for vocations to the priesthood.
- 
- Explore the role of the deacon in the life of the Church. Have the children an experience of a parish deacon? What tasks do they undertake?
  - Explain to the children that a deacon is ordained to serve in a local community, helping the priest to care for God's people and sharing in the task of celebrating some of the Sacraments.
  - Explain that a deacon is ordained into this ministry like the priest through the laying on of hands and the calling down of the Holy Spirit.
  - If you have a deacon in your parish, invite them to talk to the children about their work.

## LEARNING OUTCOMES

and responsibilities

- Know some details of the work of the Archbishop of Birmingham
- Understand that he has a special task of caring for God's people in the diocese.
- Be able to name and explain some of the symbols and vestments of a bishop and what they mean.

- Know some of the roles and responsibilities of a priest.
- Understand that priesthood is a special vocation in the life of the Church.
- Identify some of the vestments worn by the priest at the celebration of Mass.

**Ch7** Of Christian responsibility for the sign we give and the Church's mission.

- Know some of the roles and responsibilities of a deacon in the life of the Church.
- Understand that they are called to serve God's Family in a special way.

## FURTHER DEVELOPMENT

## RELATED SCRIPTURE

*1 Corinthians 12: 12-27* – The Body of Christ

*Tobit 8: 5-8* – The Wedding Prayer of Tobias and Sarah

## OTHER LINKS

History links: Find out about the significance of a Cathedral in the life of a Diocese. Research information about the origins of St. Chad's Cathedral.

Diocese links: Find the Coat of Arms for the Diocese. Find out the area of the Archdiocese of Birmingham. Research information about the life and work of The Archbishop of Birmingham.

## COLLECTIVE WORSHIP

- Recall prayer in the Mass for our Archbishop.
- Make prayers of intercession for the Archbishop, our Priests and deacons.
- Ask St. Chad and Our Lady, the patrons of the Diocese to pray for you.
- Pray for other people who have special responsibility in the Church.

## EVALUATION

**What went well?**

**Which areas of planning need to be developed/adapted next time?**

**What needs to be revisited/developed in a later unit?**