

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

**Year Six**

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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

6

# UNIT A

## THE STORY OF THE PEOPLE OF GOD

### ABOUT THE UNIT

In this unit children will be given opportunities to develop their knowledge and understanding of the structure of the Bible and the forms of literature that are found in the different books. The children will be introduced to stories of significant people in the Old Testament. They will discover what some of these stories tell us about their relationship with God.

### WHERE THE UNIT FITS IN

This unit builds on the Old Testament units from Year 4 and the work on the Passover in Year 5. It also provides a foundation for work on the Sacrament of Confirmation when we consider God's call in the lives of Christians today.

### PRIOR LEARNING

It would be helpful if the children have:

- some Bible referencing skills
- knowledge of some Old Testament characters and stories.

### SKILLS

Research and referencing skills, writing skills, speaking and listening group work, thinking skills.

### VOCABULARY

Proverb, prophet, prayer, parable, commandment, Moses, Esther, Exodus, Israelite, Old Testament, New Testament.

### ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> know that the Bible is a library of books that can be placed into different categories. They will be able to identify some styles of literature found in the Bible. They will know some stories of significant people from the Old Testament and will be able to discuss the relationship these people had with God. They will know and be able to reflect on the Commandments.	4a 4b	4a 4b 4c
<b>Less able children will</b> know that the Bible is a library of books that can be placed into different categories. They will identify a few styles of literature from the Bible and will be able to recall parts of some Old Testament stories.	3a	3a 3c
<b>More able children will</b> have a greater knowledge of the structure of the Bible. Be able to identify and use different styles of literature found in the Bible. In recalling significant Old Testament stories they will understand that God called the people of Israel into a relationship with him and that they in their turn were asked to respond to his invitation. They will understand and be able to explain why the Commandments are important for life.	5a 5b 5c	5a 5b 5c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R3** Hear, read and explore the Bible.

- Children to think about stories that they know about their family and the ancestors that went before them.
- Ask the children to complete some research into their family tree.
- Explain to the children that the Bible contains the story of the Jewish people in the Old Testament and is the foundation of the story of the Christian people in the New Testament.
- Revise previous learning from Year Four about the Bible being a library of books rather than one book.
- Explain that the Bible can be broken up into different sections.
- Children to work in small groups to find the names of the books of the Pentateuch, books of the Prophets, The books of Wisdom literature, the books of the Gospels, the Letters of the New Testament writers. Report back findings to the rest of the class.
- How many books are there in the Bible?
- Create a class display indicating the different books.
- Revise with the children that the Bible contains different styles of writing. Can they recall any of the styles of writing that might be found in the Bible? (e.g. prophecy, story, prayer, poetry, proverb, psalm, parable, letter)
- Use the following quotations and ask the children to work in small groups to find out what style of writing is being used and what message is found in the writing: *Philemon 4: 1-4* a letter, *Micah 6: 8* a prophecy, *Proverbs 24: 1-2* a proverb, *Psalms 15 (16)* a psalm, *Lk. 15: 1-7* a parable, *Lk. 12: 22-30* a teaching.
- Ask the children to consider which types of writing they like and which one would they use to explain an important message about God our Father or about being a follower of Christ today?
- Children to write their message in the style of writing they have chosen.
- Explain to the children that the books in the Bible were written at different times and that the stories of the different characters spread over hundreds of years. In this unit we will be exploring the development of the story of the People of God in the Old Testament.
- Brainstorm with the children the names of Old Testament characters they can remember from previous learning. You might need Bibles to complete this work.
- The children should remember Abraham, Isaac, Jacob, Joseph, Moses and King David. What can they recall about their lives and some of the things that they did?
- Provide the children with a brief synopsis of the life of different Old Testament characters on pieces of card. Children to make a presentation about the character to the rest of the class without naming him and see if the class can guess the character.
- Using Bibles, ask the children to find relevant stories from the Old Testament about these different characters.
- Find out some approximate dates for when these people lived.
- Create a class timeline indicating some of the different dates for the different people.
- Read *Genesis 3: 1-15*. Explain to the children that this is a story that was written to explain freedom of choice that God had given to people and how that freedom could be abused.
- What does the story tell us about the consequences of choosing to do something that is wrong? What words would you use to describe these consequences?
- What do you think life would be like if people did not sin by the wrong choices they deliberately make?

**R1** Recognise joy in giving, receiving, challenge in relationships.

- Read the story of Cain and Abel. What was Cain and Abel's relationship like? Why was Cain so jealous of Abel? Why did he want to do him some harm?
- The story reminds us of resentment and jealousy being two human emotions that can damage relationships between people and be a cause of sin.
- Children to explore some real life scenarios when they have experienced such emotions against members of their family or friends. How have they reacted when they have felt these things? What have been the consequences of their actions?

## LEARNING OUTCOMES

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

- Pupils will know that the Bible is a library of books that can be divided up into different sections.
- They will be able to name and categorise books into different sections.

- Know that the Bible is filled with different types of literature.
- Understand some reasons why different styles of writing have been used.
- Be able to identify different styles of writing by studying the scriptures.

- Know the names of important figures in the Old Testament.
- Understand that many of them had a special relationship with God.
- Be able to find out the approximate time that they lived.

- Know the Story of the Fall.
- Understand that the writer uses a story to talk about human beings' freedom to choose to do right or wrong.
- Be able to discuss and reflect upon choices to do right or wrong and the consequences of these choices.

**R1** That love and service express love of God and at times this will involve sacrifice.

- Know the Story of Cain and Abel.
- Understand that it reminds us of jealousy and disharmony in human relationships.
- Be able to consider ways in which people can work to

## FURTHER DEVELOPMENT

The teacher needs to make sure that they have available a good Bible which provides this sort of information. The Christian Community Bible is very useful for this type of information.

There may be some opportunities to link work in RE with circle time here.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**L6** How love of God is shown in obedience to God's commandments.

- Consider using role-play or circle-time as an opportunity to discuss some of these issues.
- What can we do to overcome some of these emotions and create greater harmony in family life and in our relationships with people in general?
- Create a table to record some situations where emotions of resentment and jealousy might arise. Record in another column some actions you could take to avoid using these emotions in a negative way against somebody else.
- Explore with the children some qualities that are needed to live and work in harmony with other people.
- Write some forgiveness prayers for times when jealousy and resentment have led to sinful actions and some prayers of intercession for families and friends.
  
- Recall previous learning about Moses. What did God ask of Moses at the burning bush? What did Moses ask Pharaoh to do and what was Pharaoh's reply?
- Recall the story of Moses leading the people from Egypt through the Red Sea.
- Read some extracts of the story of Moses and the people of Israel journeying through the wilderness.
- Read the story of the manna and the story of water from the rock.
- Consider with the children the plight that the people of Israel found themselves in. How would you have felt at this time of difficulty?
- Children to imagine that they were one of the Israelites. In twos explain to their partner their own thoughts and fears about having little food and water.
- Children to write a letter as one of the Israelites to Moses begging him to find food and water. Encourage the children in their writing to consider reasons why the plea for help is so desperate.
- Children to imagine that they were Moses. How would you have felt with all the people grumbling and knowing that they were in a state of despair?
- Children to write a prayer as Moses to God, asking for his help to overcome these difficulties.
- In the story of the manna and water from the rock we discover that God provides for his people. From these stories what words could you use to describe the care of God?
- Introduce the children to kennings as a form of literature to describe somebody or something. Create kennings about the action of God from these two stories.
  
- Read the story of God giving Moses the commandments.
- Hold a class discussion about why the commandments were important for the people of Israel?
- What do they tell us about the way people should treat themselves and other people?
- Consider with the children the importance of the commandments for Christians today. Children to write some reflections about this.
  
- Children to research the meaning of the word "Prophet".
- Recall names of Old Testament prophets from previous work.
- Look up the following words of the prophets: *Joel 2: 12-17, Amos 2: 6, Hosea 14: 2-3 and Hosea 14: 5-8.*
- What do the prophets have to say to the people in these different passages? What is their message?
  
- Read the story of Queen Esther and King Xerxes.
- Who was Esther? Who was Mordecai? Who was Haman?
- What reasons had Haman for wanting to kill Mordecai?
- What dilemma does Queen Esther face in the story?
- How does her faith and trust in God help her in this difficult situation? Why do you think this is an important story?
- Imagine that you are Queen Esther or Mordecai. Write your version of this story and explain how the difficult situation that you faced was resolved.

## LEARNING OUTCOMES

establish harmony in family life and in their relationships with others.

- Know the story of Moses and the people of Israel in the Wilderness
- Know the Story of the Manna and Water From the Rock
- Understand why God provided for the needs of his people.
- Be able to empathise with the thoughts of the people and Moses at this event.

**L6** That the Commandments are guides of true love for oneself and for other people.

- Know some names of Old Testament Prophets.
- Be able to recognise and interpret some of their messages.
  
- Know some parts of the story of Queen Esther.
- Understand that she had great trust in God.
- Be able to identify some reasons why this story is important in Scripture.

## FURTHER DEVELOPMENT

Children to recall previous learning in Year Five about the Passover celebration.

This part of the unit might be linked with some work on social justice through Mission Together or CAFOD themes exploring the plight of people today who are starving and who live without clean water.

Keeping the Sabbath holy is an important commandment for the Jewish people. Find out how they keep this commandment through their celebration of Saturday as the day of rest.

## RELATED SCRIPTURE

*Genesis 3: 1-15* – The Story of The Fall

*Genesis 4: 1-13* – The Story of Cain and Abel

*Exodus 16: 1-18* – The Story of Manna From Heaven

*Exodus 17: 1-7* – The Story of Water From The Rock

*Exodus 19:-20:17* – The Giving of the Commandments to Moses

*Joel 2: 12-17* – The Writings of Old Testament Prophets

*Hosea 14:2-3*

*Hosea 14:5-8*

*Amos 2:6*

*The Book of Esther* – The Story of Queen Esther and King Xerxes

## OTHER LINKS

Moral Development: There are lots of links here with values and attitudes that could be explored through circle time.

Multicultural Links: Explore some Jewish celebrations to go with the Old Testament stories being studied. Look at ways in which other world religions show honour and respect to their holy writings and books.

Recall that the Old Testament was originally written in Hebrew and the New Testament in Greek. Show the children copies of the Scriptures in these languages to indicate their origins.

## COLLECTIVE WORSHIP

- Some of the stories provide opportunities for penitential liturgies to take place.
- The Story of Moses and the Manna might provide a reflection on the gift of the Eucharist and what is given in this Sacrament.

## 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

# 6

# UNIT B

## FOLLOWERS OF CHRIST

### ABOUT THE UNIT

In this unit of work we consider the call of the disciples by Jesus. The children will learn about the demands that the call of Christ placed on these first disciples and they will think about ways in which people answer the call of Christ today through the life of the Church.

### WHERE THE UNIT FITS IN

This unit builds upon previous work in Key Stage 1 and in Year 4 about discipleship. It will also help to support children who are preparing to receive the Sacrament of Confirmation.

### PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of Bible stories concerning the call of the disciples and the life Jesus shared with them.

### SKILLS

Research skills, thinking skills, writing for different audiences, group work, speaking and listening.

### VOCABULARY

Disciples, call, vocation, Body of Christ, discipleship.

### ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> know that Jesus called many people to follow him. They will be able to identify reasons why these people responded to his call. The children will understand that following Christ sometimes demands sacrifices and they will be able to identify some vocations that exist in the life of the Church.	4a 4b 4c	4a 4b 4c 4d
<b>Less able children will</b> have a more limited knowledge of stories about people following Christ. They will know that Christians today are called to serve Christ in the Church and world.	3a 3b	3b 3c 3d
<b>More able children will</b> be able to discuss in greater detail reasons why the first disciples of Jesus chose to follow him. They will be able to talk about some of the challenges of being a disciple of Christ. They will be able to ask questions and give answers about why some people have died for their belief in Christ.	5a 5b 5c	5a 5b 5c 5d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R5** Hear about and recall Gospel accounts of how the lives of men and women were changed by their encounters with Jesus.

**Ch3** The cost of discipleship.

**Ch1** God's call to individuals and their different responses.

**Ch2** The Gifts of the Holy Spirit are given to individuals and groups for the service of the whole community.

- Ask the children to think about the question "Who is Jesus?"
- Children to imagine that they were meeting a group of people who had never heard of Jesus Christ before. Consider together What they would tell them? What important words and actions of Jesus would you recall? What titles would you give to him? What personal opinions about Jesus would you share?
- Create a class drama of an interviewer stopping people in the street and asking them what they think about Jesus?
  
- Read Mk. 8: 27-30 about Peter's Profession of Faith.
- Why do you think that Jesus asked the disciples this question?
- Find out who Elijah was and the names of some other prophets.
- What does the title "Christ" mean?
- Explain and revise with the children that this title was attributed to a Messiah type figure that the Jewish people were expecting to come into the world.
- Why do you think that Peter thought that Jesus was this figure? What words and actions of Jesus might have convinced Peter that Jesus was the Christ?
  
- Explain to the children that it is evident from the Gospel that Jesus had a major influence on the people he called to follow him
- Read the account of the Call of the Disciples in the Gospels of Matthew, Mark and Luke. Compare and contrast the different accounts.
- Ask the children to consider the type of life that these men would have had before they met Jesus. Children to write a short presentation of their ideas.
- Imagine the conversation that James and John would have had with their father Zebedee when they told him that they were going to follow Jesus. What do you think Zebedee would have said in reply?
- Write a three-character play script describing the departure of the fishermen to follow Jesus.
- Read the Call of Levi in Lk. 5: 27-32. What might be considered unusual about Jesus' choice of Levi to be one of his followers? Why were the Pharisees unhappy at the dinner that Jesus was having at Levi's house?
- Consider some of the different tasks that Jesus gave to the disciples. Read Mk. 6: 10-15. What does this tell you about some of the work that the disciples were called to do? Why do you think that Jesus asked the disciples to preach? What might they have said to people about Jesus?
- In the Gospels we find that Jesus provides certain criteria for being a disciple.
- Children to read Lk. 8: 19-21, Jn. 13: 35, Jn. 15: 15, Jn. 8: 31. What does Jesus teach about discipleship in these passages of the Gospels?
- Identify ways in which followers of Christ might live out this teaching of Jesus.
  
- In the Gospels we find that Jesus describes being called to be a follower as something that can be difficult.
- Children to read Mt. 8: 18-22 and Lk. 9: 23-27. What challenge does the person called to follow Jesus have in front of them? Is it always easy?
- From what the children have learnt about those who were called to follow Jesus, create an advertisement for the post of a disciple and a job description. What slogans would you use? What would you say about the rewards and benefits of the job?
  
- Revise and explain again to the children the meaning of the term "Vocation". In what ways do you think the disciples of Jesus listened and responded to the call of Jesus?
- Consider with the children the range of vocations that are apparent in the life of the Church today. It is not just priests and religious who have a vocation, but every Christian who is trying to follow Jesus Christ.
- Revise and recall the Image of the Church as the Body of Christ. Read with the Children 1 Corinthians 12: 12-28. What implications does this have for somebody who follows Christ.



## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

You might consider using this material during/to prepare for a school assembly.

**R5** That Jesus called people to follow him.

- Know some of the stories of the call of the disciples.
- Understand different reasons why people decided to follow Jesus.
- Be able to recognise the variety of people that Jesus called to follow him.

Produce some art work for the class room on the call of the disciples.

**Ch3** That following Jesus demands sacrifice.

- Know that the call of Jesus to follow him was a challenge for some people and demanded sacrifice.

**Ch1** Of the variety of forms of Christian life and service.

**Ch2** That belonging to the Church brings privileges and responsibilities of sharing life, gifts and service of each other.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch4** Opportunities they have to be Church in the parish, diocese and wider world.

- Ask the children to think about what part they might play in the Body of Christ now and in the future.
  - What might God be calling them to do with their lives?
  - Revise with the children the prayer of St. Teresa of Avila, "Christ has no hands but your hands."
  - Explore with the children marriage and family life as a special vocation. What responsibilities does marriage and caring for a family bring? Is it always easy?
  - Invite your local priest to talk about his vocation and how he lives it out in his daily life.
  - Invite people to school who live out their vocations in different ways. Invite them to form a panel and provide the children with opportunities to ask them questions about their vocation. You might include the head teacher as one of the members of the panel.
- 
- Ask the children to say what they think a saint is. Explore with the children about saints being people who listened to and responded to the call of Jesus to follow him.
  - Research lots of stories of the lives of the saints.
  - Children to work in small groups and consider how these saints responded to the call of Christ. What important attributes do they display?
  - Talk to the children about some saints having to die because of their faith in Christ.
  - Ask the children to find out the meaning of the word "martyr".
  - Introduce the children to some stories of the English martyrs from the Reformation. You might include here St. Thomas More, St. John Fisher, St. Nicholas Owen and St. John Wall.
  - Why did these people give their lives for their faith?



## RELATED SCRIPTURE

*Mk. 8: 27-30* – Peter’s Profession of Faith

*Mt. 10: 2-10* – Accounts of the Call of the Disciples

*Mk. 1: 1-20*

*Lk. 5: 1-11*

*Lk. 5: 27-32* – The Call of Levi

*Mk. 6: 10-15* – The Sending Out of the Disciples

*Mt. 8: 18-22* – The demands of Being a Disciple

*Lk. 9: 23-27*

*Lk. 8: 19-21* – The Disciple of Jesus Keeps His Word

*Jn. 13: 35* – Teaching on Discipleship

*1 Corinthians 12: 12-28* – The Image of the Church as the Body of Christ

## OTHER LINKS

## 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

# 6

# UNIT C

# ADVENT

## ABOUT THE UNIT

In this unit the children will be given opportunities to develop their knowledge and understand of the two parts of the Season of Advent. A time to prepare for Christ to come again and a time to prepare to celebrate his birth at Christmas. Through some Parables of Jesus and some of the prayers and hymns of the Church they will explore these themes.

## WHERE THE UNIT FITS IN

The unit builds on a lot of previous work in Year 4 and in Year 5 when the two comings of Christ were explored.

## PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the customs and traditions of the Church for the Season of Advent
- some knowledge of Scripture that is used by the Church during Advent.

## SKILLS

Writing skills, ICT skills, discussion, researching information, group work.

## VOCABULARY

Parable, Advent, second coming, watch, pray, stay awake, Emmanuel, Rod of Jesse.

## ASSESSMENT

At the end of this unit:

**Most children will** know that there are two parts to the Season of Advent. They will understand some reasons why it is important for Christians to prepare for Christ to come again. They will be able to write a modern parable and parts of a hymn about the coming of Christ into the world.

A.T.1      A.T.2

4a      4a  
4b      4b  
4c

**Less able children will** know that advent is a season of preparation for Christmas and a time of preparation for Christ to come again. They will recall some teaching of Jesus about preparing and write some simple texts about the coming of Christ.

3a      3a  
3b      3c

**More able children will** have a greater understanding of the meaning of some Old Testament images that have been used to describe the coming of Christ into the world. They will understand that the second coming of Christ is at a time that Christians do not know and that this keeps them watchful and ready for this time.

5a      5a  
5c      5b  
         5c  
         5d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C4** The Church's celebration of significant events in the life of Christ: Advent

**C12** A variety of prayers and prayer forms, formal and informal used for community and personal prayer.

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

- Revise with the children all that they can remember about the Season of Advent.
- Explain to the children that Advent has two major parts to it. The first part is about preparing for the second coming of Christ and the second part is about preparing to celebrate his birth at Christmas.
- Read the two prefaces for the Season of Advent from the Sacramentary.
- Highlight different things that they tell us about the Season of Advent. Make a list of key words and phrases.
- Read the opening prayers of the Mass for each of the four Sundays of Advent. What message do they give about the Season of Advent?
- Use ICT skills to design posters to advertise around the school the message of the Season of Advent. What slogans could you use to describe the season?
- Look at the words of the preface and the opening prayers again. Consider some of the things that Christians should do during Advent to show that they are waiting for Christ to come again.
- Make your own version of these prayers to be used in collective worship during the season.
- Explain to the children that some of the Parables of Jesus are concerned with watching. These have been used by the Church to help people think about the second coming of Christ.
- Read The Parable of the Wise and Foolish Bridesmaids and The Parable of the Servant Waiting for the Master to Return.
- What was the major difference between the two sets of bridesmaids? Why do you think some were not ready to greet the bridegroom? Who do you think the bridegroom in the parable might be?
- Write a report of this wedding for a magazine. Explain the difference between the two sets of bridesmaids. Think of lots of different adjectives to describe them.
- What is the message of Jesus in this parable?
- After reading the Parable of the Servant Waiting for the Master to Return think about the qualities of a good servant. Brainstorm ideas and create a "word bank".
- Explain to the children that "servant" is a title that is often given to Christians. If we are to be good servants, what are some of the actions we should be doing?
- Create a short summary of these parables to be shared with younger children in the school.
- If Jesus were here today telling people to prepare for his coming, what images do you think he would use to describe the people who were preparing and those who were failing to do so?
- Write a modern day parable about preparing for Christ to come.
- From all that you have learnt about preparing for the coming of Christ, what actions do you think are necessary on the part of Christians?
- Create a "Preparation Recipe" to include some of the things you would be expecting people to do to prepare for Christ to come again.
- Revise previous work from Year Four and Year Five about the Old Testament figures who waited for the Christ to come.
- Recall customs associated with the Jesse Tree and some references to the coming of the Messiah.
- Introduce the children to the Advent hymn "O Come, O Come Emmanuel."
- Explain that this is an ancient Christian hymn that the Church uses in its evening prayer during the last week of Advent. It serves to remind us of the people who waited for the first coming of Christ long ago. The Church uses this hymn to prepare to celebrate Christmas and remember his first coming.
- Read through the hymn together and identify the different titles that are given to the person who is to come. These should include: Emmanuel, Rod of Jesse, Key of David and Lord of Might.
- Learn the hymn to sing during collective worship.
- Discuss the meaning of each verse of the hymn. What does it mean and who is it referring to? How do you know?
- Using Bibles or Biblical CD-ROM find Old Testament references for Emmanuel, Shoot of Jesse and the giving of the Law on Mt. Sinai.
- What do these references tell you about the one who is to come?
- From what you have learnt create a class poem or hymn using the words "O Come O Come" at the beginning of each verse. Think of the things you might want to say about the coming of Jesus in each verse. You might use the same titles given in the hymn or alternative titles from what you already know about Jesus. These might include "Light of the World, Bread of Life, Saviour, Lord, Son of God."

## LEARNING OUTCOMES

**C4** Of the customs and traditions of major liturgical feasts and seasons.

- Know that Advent is a season of preparation for the second coming of Christ and a season of preparation for celebrating his birth at Christmas.
- Understand that this season demands some preparation from the followers of Christ.
- Be able to discuss the words of the Church's prayers for Advent and write their own prayers for the season.

**C12** Of some traditional prayers; of the variety of forms of prayer in the Church.

- Know that some of the Parables of Jesus are about watching and preparing.
- Understand that these can help us think about preparing for Christ to come again.
- Be able to summarise and retell these parables for people today.

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

- Know some Scripture quotations about the coming of Christ.
- Know that in the second part of Advent the Church prepares to celebrate the first coming of Christ.
- Be able to discuss and write a hymn or song about the coming of Christ.

## FURTHER DEVELOPMENT

Ask the children to look at the words of the Memorial Acclamations for the Season of Lent. What do they tell us about the coming of Christ?

Display prayers in class to highlight their importance.

Find out about some Jewish wedding customs at the time of Jesus.

Use ICT to design a poster version of the hymn using different colours for the different verses. You might also include some clip art of Advent symbols that the children should be familiar with by the end of Year Six.

## RELATED SCRIPTURE

*Mt 25: 1-13* – The Parable of the Bridesmaids

*Lk. 12: 35-40* – The Parable of the Servant Waiting for The Master to Return

*Micah 5: 1* – From the City of David He Will Come

*Isaiah 7: 3-5* – Emmanuel

*Exodus 24: 9-15* – Moses Climbs the Mountain of The Lord

## OTHER LINKS

Drama Links: There are lots of opportunities to explore the Parables of Jesus in this unit through role-play.

## COLLECTIVE WORSHIP

- Use the words of “O Come O Come Emmanuel” as a class prayer and a hymn for the Season of Advent.
- Provide the children with moments of quiet prayer and reflection at the end of each day to think about the future coming of Christ and what we must do to prepare for it.

## 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

# 6

# UNIT D

# CHRISTMAS

## ABOUT THE UNIT

In this unit of work the children will explore the story of the birth of Christ from the Gospel of St. Matthew and the Gospel of St. Luke. They will also learn about some images of Christ that are found in the Prologue to the Gospel of St. John.

## WHERE THE UNIT FITS IN

This unit builds on previous work in Key Stage 2 about the story of Christmas. It provides children with an opportunity to bring together their learning about the events of Christ's birth.

## PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the story of Christmas from the different Gospels.

## SKILLS

Research skills, recording information, speaking and listening, writing skills.

## VOCABULARY

Matthew, Luke, John, Prologue, Word Made Flesh, Christmas.

## ASSESSMENT

At the end of this unit:

**Most children will** know the main features of the story of Christmas and be able to identify which Gospel they are recorded in. They will be able to discuss some of the images of Jesus found in the Gospel of St. John. They will also be able to talk about some reasons why Christmas is an important celebration in the life of the Church.

**Less able children will** know some parts of the accounts of the birth of Jesus. They will be able to recall an image of Christ from the Prologue of St. John's Gospel.

**More able children will** know the main features of the story of Christmas and recognise all the similarities and differences in the two accounts. From their study of the Prologue of St. John they will understand that Christ enjoyed a special relationship with God the Father and they will be able to think about how he revealed God's presence in the world.

A.T.1    A.T.2

4a  
4c

4b

3a

3c

5c

5a

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

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

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

**C4** The Church's Celebration of significant events in the life of Jesus: Christmas.

- Reflect with the children on the important details that are needed in telling a story (e.g. time, place, characters and events).
- Recall the names of the four Gospels. Do they all tell exactly the same story of Jesus? Do some Gospels have more stories about his life than others?
- Children to read the story of the birth of Jesus in the Gospel of Matthew and the Gospel of Luke.
- Using a column grid, ask the children to list details that were only in Matthew and details that were only in Luke and in the third column write details that are included in both accounts.
- Discuss possible reasons for the differences.
- Think about the different characters involved in the Christmas story. What changes did the birth of Jesus bring to their lives?
- Children to imagine that they have been asked to talk about the importance of the birth of Jesus to a group of people who have never heard about him. From the two stories of the birth of Christ what would you tell them and why?
- Children to work in small groups and to reflect on some of the following questions.
- Why did the message of Jesus' birth first come to shepherds rather than King Herod?
- Why did Herod want to get rid of Jesus.
- What words would you use to describe the threat that this baby was to Herod?
- What do you think led men to come from the east by the light of a star to find this child?
- Research the meaning of the three gifts that they brought to him.
  
- In St. John's Gospel there is no account of the birth of Christ, but there is a poem at the beginning that speaks about him.
- Read the Prologue of St. John's Gospel
- Highlight the words and phrases that speak about Christ.
- What do you think is the most important image of Christ that is presented in this passage?
- Why do you think he is described as the "Word of God?"
- Which words in the passage indicate the birth of Christ.
- In the Prologue we discover that Christ has always been in existence. Reflect with the children on the words from the Creed that we say at Mass, "Begotten not made, of one being with the Father, through him all things were made."
  
- Explain to the children that as we celebrate the birth of Jesus at Christmas we remember his relationship with God the Father. Revise with the children the Christian belief in the Holy Trinity.
- Look at the words of the preface for Christmas from the Sacramentary. "In him we see our God made visible and so are caught up in love with the God we cannot see."
- Discuss what these words mean and what they tell us about God the Father and about Jesus.
- Ask the children to think about their favourite images of Jesus. Draw and paint pictures and write a short explanation of the image they have chosen.
  
- Invite your priest or deacon to visit the class and explain some of the Church's customs for the celebration of Christmas. Children to create a fact-file of information about how the Church celebrates this feast.
- Create a survey sheet asking parents, parishioners and other people in the school community to record their thoughts about the celebration of Christmas and why it is such an important feast.
- Children to record the findings from the survey in the form of graphs and bar charts.
- Ask the children to explain what they have learnt about the feast from this survey. Does it concord with their own thoughts and opinions? In what ways is it different?

## LEARNING OUTCOMES

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

**R4** That Jesus is the Son of God who showed his love for God the Father.

- Know that the story of the Birth of Christ is found in the Gospel of St. Matthew and the Gospel of St. Luke.
- Understand what the accounts tell us about Jesus.
- Compare and contrast the similarities and differences in the two Gospel accounts.

- Know about the Prologue of St. John's Gospel.
- Understand the meaning of some of the images of Jesus contained in the Prologue.
- Be able to discuss and reflect upon the relationship between Jesus and God the Father.

**C4** Of the customs and traditions of major liturgical feast and seasons.

- Know about some images of Jesus found in scripture and in art.
- Be able to discuss their favourite images.
- Know some of the customs associated with the Church's celebration of Christmas.
- Understand some reasons why this feast is important to Christians today.

## FURTHER DEVELOPMENT

You might set the grid up on the computer and let the children fill in the details.

Create a display of questions and answers about the Christmas story. These could be for the class room or the school hall.

Word-process some of the titles for Jesus found in the Prologue of St. John's Gospel. Add these to the focal area for prayer.

Use images of Jesus from religious. You might use the internet as a source of research.

Look at some items and explore the images of Christ that they portray.

Some important opportunities here for home-school-parish links.

## RELATED SCRIPTURE

*Lk. 2: 1-14* – The Story of the Birth of Jesus

*Mt. 1: 18-2:23*

*Jn. 1: 1-14* – The Prologue of the Gospel of St. John

## OTHER LINKS

ICT Links: Use Bible CD-ROM packages to research the passages being studied in this unit of work.

Art: Research the symbols for the different authors of the Gospels and paint them.

## COLLECTIVE WORSHIP

- Use parts of the Prologue of St. John's Gospel in Collective Worship.
- Lead the children in an imaginative contemplation of parts of the Christmas story. Ask them to recall their thoughts and feelings about the different scenes associated with the birth of Christ.
- Learn some new carols for Christmas.
- Visit the Church after the holiday and hold a short prayer service around the crib. Pray especially for the whole school community and the parish in this moment of prayer.

## 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

6

# UNIT E

## BAPTISM & CONFIRMATION CELEBRATIONS OF THE HOLY SPIRIT

### ABOUT THE UNIT

In this unit the children will learn about the celebration of the Sacraments of Baptism and Confirmation. They will explore the signs and symbols of both these Sacraments and will hear about the gift of the Holy Spirit being given in the celebration of these Sacraments.

### WHERE THE UNIT FITS IN

The unit builds on the previous work in Year 4 and Year 5 about Baptism and Confirmation. It will provide an opportunity for the children to bring together their knowledge of the symbols and actions associated with these Sacraments.

### PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the symbols of Baptism and Confirmation.

### SKILLS

Sequencing skills, referencing and researching information, interpreting symbolism, writing and discussion skills.

### VOCABULARY

Baptism, Confirmation, anointing, Oil of Chrism, Baptismal Promises, laying on of hands, Baptismal name, Confirmation name, parent, God parent, sponsor.

### ASSESSMENT

At the end of this unit:

**Most children will** know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit. They will be able to identify the actions, signs and symbols of Baptism and Confirmation and recognise which symbols are used in both Sacraments.

A.T.1    A.T.2

4a    4a  
4b    4b  
4c

**Less able children will** know that the Holy Spirit is given at Baptism and Confirmation and will be able to name some of the symbols used in both Sacraments.

3a    3c  
3b  
3c

**More able children will** have a greater knowledge and understanding of the actions, signs and symbols used at Baptism and Confirmation. They will be able to explain their meaning and why they are connected to both Sacraments.

5a    5a  
5c    5c

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

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

**C3** Signs and symbols and their significance in the liturgy.

**C6** The Rites of Baptism and Confirmation and the response they invite.

**C6** The Rites of Baptism and Confirmation and the response they invite.

- Revise with the children the story of the Baptism of Jesus.
  - Create a “Gospel grid” and record from the four Gospels details about the Baptism of Jesus.
  - Compare and contrast the different accounts.
  - What are the main things that these accounts tell us about Jesus?
  - What major difference exists between Jesus and John? Why was John unsure about Baptising Jesus?
  - What does this tell us about Jesus?
- 
- Explain to the children that for Christians, Baptism celebrates the giving of the Holy Spirit and their being welcomed into the Church as the Family of God.
  - Revise the symbols, signs and actions that are associated with Baptism.
  - Role-play the celebration of the Rite of Baptism. Use lots of the prayers that are part of the celebration of the Sacrament in your role-play.
  - Ensure that the following elements are included in the role-play:
    - The naming of the child.
    - The signing of the cross on the forehead.
    - Laying on of hands and anointing with the Oil of Baptism.
    - The Baptismal Promises made by the parents.
    - Baptism in water in the name of the Holy Trinity.
    - Anointing with the Oil of Chrism
    - Role of Parents and Godparents.
    - Baptismal Candle is presented after being lit from the Paschal Candle.
  - Through discussion explore the meaning of these different signs and symbols.
  - Why do you think that the giving of the name is important? (God calls us by name.)
  - Why is making the sign of cross on the forehead important? (Sign of welcome into God’s Family and a sign of belonging to Christ.)
  - Why is the laying on of hands and anointing with Oil of Baptism important? (Prayer of protection and strengthening the person who is to be Baptised.)
  - Why do the parents (and sometimes the person being baptised if they are old enough) profess their Faith at a Baptism?
  - Why do we receive Baptism in the name of the Holy Trinity? (A reminder that we belong to God who is Father, Son and Holy Spirit and that the Holy Spirit comes to live in us at this moment.)
  - Why are we anointed with the Oil of Chrism? (As a sign that we now belong to Christ and share in his life.)
  - What role do the parents and the Godparents play at a Baptism? (Promise to support the person as they grow in faith.)
  - Why do we receive a Baptismal Candle? (The light of Christ is now our guide in life.)
- 
- Write a booklet about the Rite of Baptism explaining the different signs, symbols and actions. Use illustrations or photographs of a Baptism taking place.
- 
- Explore with the children the Rite of Confirmation. Make sure that the following elements are included:
    - Renewal of Baptismal promises.
    - Laying on of hands calling down the Holy Spirit on those being Confirmed.
    - Giving of a new name.
    - Anointing with the Oil of Chrism.
    - Support given by Godparent or sponsor.
  - Identify the similarities that exist between Baptism and Confirmation.
  - Write a booklet about the Rite of Confirmation in the form of a story that could be shared with younger children in the school.
- 
- Through discussion ask the children to think about the meaning of the word “Confirmation”. What does this Sacrament “confirm” when it is received?
  - Why do you think that the promises that were made (often on behalf of the person)



## LEARNING OUTCOMES

**R4** That Jesus is the Son of God.

- Know the story of the Baptism of Jesus.
- Understand that Jesus is the Beloved Son.
- Identify similarities and differences between the Gospel accounts.

**C3** Of patterns and forms of liturgical prayer.

**C6** That Sacraments express and deepen communion with Jesus; of the promises of Baptism and how they are to be lived and renewed.

- Know in detail the Rite of Baptism
- Understand the meaning of the Baptismal symbols, signs and actions and some of the prayers.
- Be able to discuss and write about the Rite of Baptism.

**C6** That Sacraments express and deepen communion with Jesus; the promises of Baptism and how they are to be lived and renewed; of the significance of anointing within Confirmation.

- Know the Rite of Baptism
- Understand that it celebrates the gift of the Holy Spirit.
- Be able to sequence the Rite, identify symbols and explain similarities with the Rite of Baptism.

## FURTHER DEVELOPMENT

Create a class display of some of the symbols associated with Baptism and Confirmation.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch2** The gifts of the Holy Spirit which are given to individuals and groups for the service of the whole community.

- at Baptism are renewed at Confirmation?
- Compare and contrast the Baptismal promises with statements found in the Creed that is prayed at Mass. What links can you identify?
  - Read the Baptismal promises and think of ways in which you could actually live out the promises that you are making.
  - Explore the words of anointing with the Oil of Chrism. "Be sealed with the gift of the Holy Spirit."
  - Brainstorm different words for "sealed" and consider what this might mean about the presence of the Holy Spirit in the person being Confirmed.
  - Explain to the children that in the Scriptures, people who were anointed with oil were given a special task to do on God's behalf.
  - Revise the story of the anointing of David as King of Israel. What task was he anointed for? What responsibility did this give him?
  - In Confirmation Christians are anointed with the gift of the Holy Spirit. What might the presence of the Holy Spirit enable them to do?
  - Explain to the children that in some of the other Sacraments of the Church people receive the laying on of hands and anointing with the Oil of Chrism as a sign of the gift of the Holy Spirit. This takes place at the Ordination of a Bishop and a Priest when they receive the Sacrament of Holy Orders.
  - Research some of the tasks undertaken by a bishop and a priest. In what way might they need the presence of the Holy Spirit to fulfil their tasks in the life of the Church?



## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**Ch2** That belonging to the Church brings privileges and responsibilities of sharing, life gifts and service.

- Know that anointing with the Oil of Chrism takes place at the Ordination of a Bishop and Priest.
- Understand that this sets them apart for special tasks within the life of the Church.
- Be able to identify important tasks performed by the bishop and priest.

## RELATED SCRIPTURE

*Mt. 4: 13-17* – Accounts of the Baptism of Jesus

*Mk. 1: 9-11*

*Lk. 3: 21-22*

*Exodus 29: 1-9* – Aaron is anointed to serve God

*1 Samuel 16: 1-13* – The Anointing of David as King of Israel

## OTHER LINKS

ICT: Use clip art to explore some of the different symbols associated with Baptism and to find symbols of the Holy Spirit.

## COLLECTIVE WORSHIP

- Use some of the prayers from the Rite of Baptism and the Rite of Confirmation during collective worship as a reminder of the Gift of the Holy Spirit that has been given.

## 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

In this unit of work children will be given some opportunities to develop their knowledge and understanding of prayer, fasting and almsgiving as important Lenten activities. They will examine the teaching of Jesus about these things and think about why they might be important activities for Christians today. In this unit children will also explore the Church's teaching on the forgiveness and God through the Sacrament of Reconciliation.

## WHERE THE UNIT FITS IN

The unit builds on work completed in Year 5 about Lent as a season of change and growth. It also builds on some previous work completed on the sacrament of Reconciliation throughout Key Stage 2.

## PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the Sacrament of Reconciliation
- some awareness of the customs of Lent.

## SKILLS

Speaking and listening, group work, research skills, empathetic writing, drama and role-play.

## ASSESSMENT

**At the end of this unit:**

**Most children will** know about the Church's customs for the Season of Lent. They will understand some reasons why Jesus spoke of prayer, fasting and almsgiving being important and be able to think about applying these in their own lives. The children will be able to discuss issues concerning poverty in the world today and think about some remedies for this problem. The children will know that the Scriptures speak of God's mercy and forgiveness and they will understand how the Church celebrates this in the Sacrament of Reconciliation.

**Less able children will** know that Lent is an important season in the Church year. They will know about Jesus' teachings on prayer, fasting and almsgiving and will be able to think about applying these teachings in their own lives. They will know that the Sacrament of Reconciliation is a celebration of God's forgiveness.

**More able children will** have a greater understanding about Jesus' teaching on prayer, fasting and almsgiving. They will be able to recall lots of reasons why Christians today follow this teaching of Jesus. Children will be able to ask questions about why poverty exists today and discuss ways in which it can be overcome. They will know about the importance attached to asking for God's mercy and forgiveness in the Sacrament of Reconciliation and understand how the Examination of Conscience can help people prepare to celebrate this Sacrament.

## VOCABULARY

Prayer, fasting, almsgiving, Lent, Abraham, Samaritan, Pharisee, Sadducees, CAFOD, Examination of Conscience, absolution, penance, mercy, forgiveness.

**A.T.1      A.T.2**

**4a            4a**

**4b            4b**

**4c            4c**

**4d**

**3a            3a**

**3b            3b**

**3c            3c**

**3d**

**4a            4a**

**4b            4b**

**5a            5a**

**5c            5b**

**5d**

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C4** The Church's celebration of significant events in the life of Christ: The Season of Lent.

**L5** Ways that love of neighbour can be shown locally and globally.

**C8** Their freedom to choose and responsibility to choose the good.

**L1** The Gospel message that Jesus brings of fullness of life for all people: The Beatitudes.

- Introduce the season of Lent by reminding pupils that Ash Wednesday is the beginning of the season. Can the children remember anything about what happens during the celebration of Mass on this day?
- Read the opening prayer of the Mass for Ash Wednesday.
- What does self-denial mean?
- Provide some examples from the children's experience of what self-denial might be like.
- Children to read the gospel for Ash Wednesday about prayer, fasting and almsgiving.
- Why would the hypocrites want everybody to know that they were doing these things? How would it make them feel?
- Some of the people that Jesus might have been referring to were some of the most religious Jews such as the Pharisees and the Sadducees.
- Use Bible reference books to find out what some of these people were like. Can you see any reason why Jesus might have been opposed to their actions?
- Why do you think Jesus wanted his disciples to pray, fast and give alms?
- In groups, children to come up with at least five reasons why these religious practices are good.
- Make a table listing the teachings of Jesus in one column, why they are important in another and in a third column add some thoughts and ideas about what the children can do to live out this teaching of Jesus during the Season of Lent.
  
- Children to use the CAFOD web-site and Lent pack to think about how Year Six might encourage the rest of the school community to fast and to give something for the most needy of people.
- Reflect with the children on some reasons why there is poverty in the world today. Why do some people have nothing to eat and other have lots?
- Hold a class debate about what could be done in the world to change this situation.
- Children to write up their ideas and use them as reflections in a Lenten liturgy.
  
- Jesus taught his disciples the importance of giving alms and helping those who are in need. Read the Parable of the Rich Man and Lazarus.
- Role-play this event and try and explore the feelings and the life-styles of the two main characters.
- Interview Lazarus and consider the questions that you would want to ask him about the quality of his life.
- Interview the rich man in the same way. Compare and contrast answers to the questions.
- Why do you think Jesus taught this parable? What was he saying about the way he wanted his followers to live?
- Reflect with the children on questions about being poor or rich. Is it wrong to be rich? Is it wrong to be poor? What do they think? How do their answers relate to the teaching of Christ?
- Read the Parable of the Sheep and the Goats in St. Matthew's Gospel.
- What does this tell us about where Christ can be found? What might this parable of Jesus encourage his followers to do?
- How easy is this teaching of Jesus? What do you think might make it difficult?
- Reflect with children on their abilities to make choices. We can either choose to be selfish or we can choose to be generous to other people who have greater needs than ourselves.
- Children to work in groups and think about some real life scenarios where they have the choice of being selfish or being generous. Children should identify the consequences of their choice.
- Revisit the teachings of Jesus in the Beatitudes. Compare and contrast the version in St. Matthew's Gospel with the version in St. Luke's Gospel. Can you spot any major differences?
- The Beatitudes teach us that Jesus has a concern for many different types of people, many of whom are in a state of need.
- From all that the children have learnt, write a modern day version of the Beatitudes of Jesus as a guide for Christian living.
  
- Explore with the children about Lent being a season of forgiveness and trying to change to be more like Christ.

## LEARNING OUTCOMES

**C4** Of customs and traditions of major liturgical feasts and seasons.

- Know that Lent is a season of prayer, fasting and almsgiving
- Understand some reasons why these were important features of the teaching of Jesus.
- Be able to consider ways in which they can live out these teachings.

**L5** Of the joys and challenges that relationships bring

- Know some information about the work of CAFOD
- Understand some reasons why there is poverty in the world.
- Be able to think about some possible solutions to this problem.
  
- Know the Parable of the Rich Man and Lazarus.
- Be able to compare and contrast the different life-styles of the characters.
- Understand and name some reasons why Jesus taught this parable.
  
- Know the Parable of the Sheep and the Goats
- Understand that it tells us about Christ's care for those in need.
- Be able to consider the actions of Christians in light of this teaching.

**C8** That review of life is important for Christian living.

**L1** That every human person is made in the image and likeness of God and is called to reflect God's love.

- Know the Beatitudes of Jesus.
- Understand some of the messages they contain about living as a follower of Christ today.
- Be able to write their own version of the Beatitudes.

## FURTHER DEVELOPMENT

This might be an excellent opportunity to introduce some extra Lenten activities such as a hunger lunch.

There is a real opportunity here to do some further work on the global family and discover some of the poorest areas of the world today.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R5** Hear about, read and explore Gospel accounts of how the lives of men and women were changed by their encounters with Jesus.

- Recall previous work from Year Five about the imposition of the ashes on Ash Wednesday. "Repent and believe the Gospel." Revise the meaning of the word repent.
- Remind the children that Jesus tried to help many people to change and respond to his forgiveness.
- Read the story of Jesus and the Samaritan Woman.
- What state was Jesus in when the woman came?
- What did he ask of her?
- Why was she so opposed to his request?
- Find out about Samaritans. Why did Jews have little to do with them?
- Look at the names that the woman gives to Jesus in the story. Do you know the meaning of some of these names? Use a Bible glossary to find out.
- What does Jesus offer to the woman? Why do you think this was a special gift?
- Jesus changed the woman's view of him. Who did she think he was in the end?
- How do you think this meeting with Jesus might have changed the life of the Samaritan Woman?
- Write a diary entry as the Samaritan Woman.
- Write the next episode in the Story of the Samaritan Woman. Think about some of the things she would have told her friends and neighbours the next day. Imagine her thoughts and feelings the next time she went to the well to draw water.

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

- Explain to the children that Christians believe that God's forgiveness provides us with a source of help and strength to change and become more like Christ.
- Read the story of Abraham asking God to be merciful.
- Dramatise the story with everybody in the class taking part.
- Children to imagine that they are Abraham asking God what he might do if there were just so many just men. What might your fears be in asking God these questions? What might you feel each time God replies?
- What does this story teach us about the mercy and forgiveness of God?
- Brainstorm lots of words that could be used to describe God's mercy and forgiveness.
- Create a newspaper report of this event. Try and capture Abraham's thoughts and feelings and the generosity of God.
- Explain to the children that in the Jewish Psalms we find lots of references in the form of prayer where people are asking God for mercy and forgiveness.
- Read *Psalms 50* together.
- Make lists of the words that ask God for something.
- Make lists of the words that describe the writer.

**L9** The practice of Examination of Conscience and its significance for Christian living.

- Reflect with the children on the importance of asking God to forgive us when we have sinned.
- Revise with the children the Examination of Conscience as an important form of Christian prayer.
- Brainstorm with the children some of the things they might want to include in an examination of conscience.
- Write a version which could be used by the class during the Season of Lent as a personal reflection each day.
- Using a psalm format, create a prayer asking for forgiveness. You might want to use words and images found in *Psalms 50*.

**L10** The Rite of Reconciliation and its significance.

- In the Sacrament of Reconciliation, Catholic Christians celebrate the forgiveness of God in a special way. Revise with the children the words of absolution and the role of the priest in celebrating this Sacrament. What is so important about these words and the actions of the priest?
- You might invite your local priest to come and talk to the children about this Sacrament.
- Revise the word "penance" with the children and research the meaning of the word. Why do you think we are asked to do something special after receiving God's forgiveness in the Sacrament of Reconciliation?
- Imagine you were meeting somebody who had never heard about this Sacrament. What would you tell them? How would you explain its importance?

## LEARNING OUTCOMES

**R5** That people's lives were changed by responding to Jesus.

- Know the Story of Jesus and the Samaritan Woman
- Understand that her encounter with Jesus brought some change to her life.
- Be able to empathise with her thoughts and feelings about meeting the Christ.

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

- Know the story of Abraham speaking to God about Sodom and Gomorrah.
- Understand that this story teaches about the mercy and forgiveness of God.
- Be able to empathise with Abraham's thoughts at this event.

**L9** That review of life is important for Christian living.

- Know about the Examination of Conscience
- Understand how it helps Christians in following Christ
- Create their own version of the Examination of Conscience.

**L10** Of God's love and mercy which are freely given; the Sacrament of Reconciliation is a celebration of God's love and forgiveness.

- Know that the Sacrament of Reconciliation is the Church's celebration of God's mercy and forgiveness.
- Understand the meaning of the terms absolution and penance.
- Be able to think of reasons why this Sacrament is important to people today.

## FURTHER DEVELOPMENT

On the map of the Holy Land. Find some of the places mentioned in the story of Jesus and the Samaritan Woman.

You might consider revising previous work in Year Five about the seven Sacraments and about Reconciliation being a Sacrament of Healing.

## RELATED SCRIPTURE

*Lk. 15: 19-31* – The Parable of the Rich Man and Lazarus

*Mt. 6: 1-8, 16-18* – The Teaching of Jesus on Prayer, Fasting and Almsgiving

*Mt. 25: 31-45* – The Parable of the Sheep and the Goats.

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

*Lk. 6: 20-26*

*Jn. 4: 1-40* – The Samaritan Woman at the Well

*Genesis: 18: 20-32* – Abraham appeals to God.

*Psalms 50* – A Psalm seeking God's Mercy and Forgiveness

## OTHER LINKS

Geography links: Identify countries of poverty in the world today.

ICT links: Power-Point presentations on the work of CAFOD as a relief agency of the Church.

Social Development: Implementing some charitable work in the school during Lent and setting an example to the younger children.

## COLLECTIVE WORSHIP

- Reinforce the importance of prayer time in Lent through the teaching of Jesus that you study in this unit.
- Pray for the global family, especially those who live their lives in poverty.
- Pray for the work of relief agencies who care for the needs of the poor.
- Pray for prisoners and their families.
- Pray for the sick.
- Use the Examination of Conscience in class prayer time.

## 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

6

# UNIT G

## PRAYERS IN THE LIVES OF FOLLOWERS OF CHRIST

### ABOUT THE UNIT

In this unit children gain a greater knowledge and understanding of the traditional prayers of the Church and some of the signs and actions associated with prayer. They will also study some prayers that are found in the scriptures and engage in the study of the Mass as the central prayer for Catholic Christians. The unit will be concluded with a study of some customs of prayer in other religions.

### WHERE THE UNIT FITS IN

The unit builds on many previous units where children have reflected on different styles of prayers and signs and symbols associated with prayer.

### PRIOR LEARNING

It would be helpful if the children have:

- knowledge of some traditional prayers
- an awareness of some customs and traditions associated with prayer.

### SKILLS

Research skills, ICT, dance, music, publishing skills, interpretation of actions and symbols.

### VOCABULARY

Prayer, traditional, Parable, Psalm, Magnificat, Eucharist, Mass.

### ASSESSMENT

At the end of this unit:

**Most children will** know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them. They will be able to write their own Psalm prayer and be able to identify important actions and gestures associated with prayer. They will know that the Mass is the central prayer of the Catholic faith. They will also know about some customs of prayer in other world religions.

A.T.1    A.T.2

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

**Less able children will** know and be able to discuss some traditional Church prayers. They will be able to identify elements of prayer found in the Psalms and in the Magnificat. They will also be able to explain the meaning of some gestures and actions used in prayer.

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

**More able children will** know a wide range of traditional prayers of the Church and be able to explain why Christians attach such importance to these prayers. They will identify images of God in scriptural prayers and be able to use some of these images in the prayers that they write. They will know and understand a wide range of actions and gestures associated with prayer. They will also be able to say why prayer is important to people of other world faiths.

5a    5a  
5b    5b  
5c    5c  
5d    5d

## PROGRAMME OF STUDY

**C12** A variety of prayers and prayer forms, formal and informal, used for personal and community prayer.

## TEACHING STRATEGIES

- Discuss with the children some reasons why prayer is considered as being important to Christians today.
- Brainstorm with the children names of different prayers that they have learnt over their time in primary school. These should include: Our Father, Hail Mary, Glory be, I Confess, Meal time prayers, Angelus, Creed, Glory to God in the highest, Holy holy, Holy Spirit prayer, Eternal rest.
- Provide the children with copies of these prayers. In small groups they are to discuss the meaning of some of the words contained in the prayers.
- What do these prayers tell us about God? What are we asking for if we pray some of these prayers?
- Bring together the reflections and observations in a class discussion.
- Make a book of class prayers using the ones that the children have studied. Include some of their reflections on the meaning of the words contained in these prayers. This could be part of a class publishing project.
  
- Throughout his ministry Jesus taught people to pray and to turn to God in their need.
- Read *Mt. 7: 7-11*. What might this tell us about the importance of prayer?
- Read *Lk. 18: 1-8*. What image of prayer do we find in this Parable?
- In discussion ask the children if they think prayers always get answered. When we do not receive what we ask for, does this mean that God has not heard our prayer? Why might God refuse to give us something we ask for in prayer?
  
- The Scriptures are filled with examples of people who turned to God in their need and praised God for his goodness to them. One of the best examples is that of Mary in her Magnificat.
- Read the Magnificat from *Lk. 1: 46-56*.
- Why does Mary praise God?
- What has God done for her that is so marvellous? What has he done for other people that is so great?
- What images of God does Mary's prayer portray?
- Explain to the children that the Church uses this prayer every evening as part of its formal Evening prayer. Why do you think that it is given such importance?
- Play the children some musical recordings of the Magnificat.
- Learn a version to sing during collective worship.
- Using music set the prayer to dance.
  
- Revise with the children that the Psalms are a book of prayers of the Jewish people and that Jesus would have prayed many of these prayers.
- Explain to the children that the Church uses the Psalms each day as part of its formal prayer which is called the Divine Office or the Liturgy of the Hours. Throughout the world priest, monks, religious and other people pray the psalms and other prayers at different hours of the day.
- Read with the children a version of *Psalms 139*.
- What does this psalm tell you about the person and their relationship with God? What does it tell you about how God knows the person?
- Ask the children to identify the words and phrases that they like the best and explain why they might be important.
- Children to write their own version of *Psalms 139*.
- This could be set to music or explored through dance and drama.
  
- Ask the children to consider that prayer is not just about words, but is also about actions and the way in which we live our lives.
- Brainstorm with children some of the different actions and gestures that are used as part of prayer.
- These should include genuflection, blessing with holy water, kneeling, bowing your head, closing your eyes, sign of peace, making the sign of the cross at different times, silence, using your imagination to recall images from the life of Jesus, praying together with others.

## LEARNING OUTCOMES

**C12** Of some traditional prayers; of the variety of forms of prayer in the Church.

- Know some traditional prayers of the Church.
- Understand and be able to discuss the meaning of some of the words and images found in these prayers.

- Know some of the teachings of Jesus about prayer.
- Understand that Jesus called his followers to value the practice of prayer and ask for God's help
- Be able to explain reasons why requests made in prayer might not be granted.

- Know that the Magnificat is Mary's song of praise to God.
- Understand why Mary might have praised God for his goodness.
- Be able to explore some of the images of God found in this prayer.

- Know that the Psalms are a form of prayer found in the Scriptures.
- Be able to create a Psalm prayer.

- Know a range of actions and gestures that are used in prayer.
- Understand some meanings attached to these actions.
- Be able to explain why it is important to use more than words in prayer.

## FURTHER DEVELOPMENT

Can the children recall the foundations of the Our Father and the Hail Mary in Scripture?

Make sure that copies of these prayers are displayed in the class room.

Find other Psalms that are a form of prayer. Consider *Psalm 15 (16)*.

Make a visit to the church building. Why is this a special place of prayer?  
Provide children with an opportunity to explore the building and reflect on what is important in this building for the prayer life of God's people.

Write reflections about a visit to the church and what they appreciate about this building.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**L1** Ways of prayer in other faith communities.

**L13** Respect for celebrations of other faith communities and an appreciation that prayer has a place in their life.

- Explore with the children some of the meaning that is attached to these actions (e.g. why do we genuflect to the tabernacle in church?)
- In what way do these actions and gestures help us to pray?
- Create a story-board booklet about some of the actions and gestures used in prayer and why we use them. This could be shared with younger children in the school.
- Explain to the children that for Catholic Christians the most important prayer is that of the celebration of Mass.
- Revise different elements of the Mass from previous learning in Year Three. Use pictures and missals to recall the important parts of the Mass (e.g. gathering together, listening to God's Word, celebrating the Eucharist, going out to bring Christ to the world).
- Why is each part of the Mass important?
- Explore some of the prayers that are used during the celebration of Mass and recall the meaning of the words.
- Explore the words of dismissal that are used at the celebration of Mass. "Go in peace to love and serve the Lord."
- What does this mean?
- How can we live out this command that is given to us at the end of our celebration of Mass.
- Explore with the children that prayer and the actions of our lives as Christians are two things that go hand in hand.
- Would life as a Christian have much meaning if you did one without the other?
- Research information about the customs and practices of prayer in the Muslim and Hindu religions.
- In what way does prayer form an important part of the lives of people of other faiths?

## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

- Know that the Mass is the central prayer of Catholic Christians.
- Understand what takes place during the four parts of the Mass.
- Be able to make links between prayer and the action of daily living.

**L13** That other faith communities have a variety of forms of prayer.

- Know about some prayer customs in other world religions.
- Understand some reasons why prayer is important to people of other faiths.

Visit a place of worship of another world religion to explore their customs of prayer and worship.

## RELATED SCRIPTURE

*Mt. 7: 7-11* – Jesus' Teaching on Prayer

*Lk. 18: 1-8* – The Parable of the Unjust judge

*Lk. 1: 46-56* – The Magnificat

*Psalm 139* – Prayer to God who knows us

## OTHER LINKS

Many important music, dance drama and ICT links in this unit of work.

## COLLECTIVE WORSHIP

- Create a class book of traditional prayers and reflections and use these during prayer time.
- Use a range of Psalms as a special prayer. Split the class in two and recite alternative verses. Psalm 139 is very important.
- Use different gestures and actions associated with prayer during class worship. These should include the sign of peace, sign of the cross, silence, and imaginative prayer.

## 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

# 6

# UNIT H

# HOLY WEEK

## ABOUT THE UNIT

In this unit the children will learn about the passion of Jesus from the events that took place in the Garden of Gethsemane through to the death of Jesus on the cross. They will find out some reasons why Christians have described the death of Jesus as a sacrifice.

## WHERE THE UNIT FITS IN

This unit builds on the Holy Week work from Year 5 when the children learnt about some of the reasons why Jesus was put to death.

## PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the different events that took place in the last week of Jesus' life.

## SKILLS

Discussion, reference and research skills, speaking and listening, writing skills.

## VOCABULARY

Gethsemane, suffering, death, servant, sacrifice, cross, Isaiah.

## ASSESSMENT

At the end of this unit:

**Most children will** know the story of the passion of Jesus in some detail. They will be able to imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane and think of some reasons why Peter denied Jesus. They will know some words of Jesus from the cross and understand why the death of Jesus has been described as a sacrifice.

**Less able children will** know and be able to recall parts of the passion story of Jesus. They will be able to think about the suffering Jesus experienced throughout his passion and death on the cross.

**More able children will** know that Jesus was a suffering servant and that his death on the cross was in obedience to the will of his Father which he prayed to follow in the Garden of Gethsemane. They will understand the meaning of some of the words of Jesus from the cross and identify the difference between the sacrifice of Jesus and the sacrifices that people in the Old Testament offered to God.

A.T.1    A.T.2

4a    4a  
4b    4b

3a    3b  
3c    3c

5a    5a  
5c



## PROGRAMME OF STUDY

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

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

**C7** Jesus' attitude towards sinners and his teaching about sorrow and forgiveness.

**L3** The suffering and death of Jesus as a sign of love, sacrifice and the source of new life.

## TEACHING STRATEGIES

- Recall with the children their previous learning about Holy Week.
- Why do they think it is given that title when we remember some sad things that happened to Jesus?
- Explore with children the prayer of Jesus in the Garden of Gethsemane.
- Find Gethsemane on the map.
- What do you think Jesus meant when he prayed to God his Father, "Father, if you are willing, remove this cup from me, yet not my will but yours be done?"
- What had Jesus previously said about a cup at the Last Supper?
- How do you think that Jesus was feeling at this time?
- Ask the children to write a description of what they think Jesus was experiencing at this time. Contrast this with what the disciples were doing. Why were they sleeping? Use the text from St. Luke's Gospel to help.
  
- Read the passage describing the betrayal of Jesus by Judas.
- How does Judas identify Jesus? How does Jesus describe himself?
- Use a Biblical glossary to research the meaning of the title "Son of Man". Find out where it comes from and why it has been used to describe Jesus.
- Read the story about Peter denying Jesus. Retell the story as if you were one of the people standing in the courtyard warming yourself by the fire. What sort of state was Peter in? How did you know he was a Galilean and probably one of the followers of Jesus? Explore Peter's reaction to each time he was questioned about being a follower of Jesus. What was he like when the cock crowed and when Jesus looked straight at him from inside the High Priest's house?
- Write up your account of this encounter with Peter in the form of a letter to the High Priest's Chief Guard. Explain your reasons for thinking why Peter was a follower of Jesus. Include in your letter your observations of how Peter reacted to the questioning, his reactions after the cock crowed and your reason why you think he denied being a follower of Jesus.
- Through discussion compare and contrast Peter's lack of courage with the courage that Jesus showed.
  
- Read accounts from the four Gospels of the crucifixion of Jesus.
- Highlight in each Gospel the words that Jesus said from the cross.
- Write out these words and write a brief explanation of what they mean.
- Focus on the words of the thief who was crucified next to Jesus. "Jesus, remember me when you come into your kingdom." Look also at the reply of Jesus. "Truly I tell you today you will be with me in Paradise."
- What do these statements tell you about Jesus and the meaning of his death on the cross?
- Look at the words that the crowds use to mock Jesus on the cross. What do they tell you about the type of life Jesus had led and what people had said about him?
- From what you have learnt about the passion of Jesus, draw pictures of the different events and some symbols which explain each episode. This might include a cup for the Garden of Gethsemane, a fire for the denial of Jesus, clothes, nails and the cross for his stripping and crucifixion, stones and oil for his burial. Ask the children to think of their own symbols and explain why they have chosen them to illustrate each part of the story.
  
- Read with the children some passages from the Prophet Isaiah about the "suffering servant". (*Isaiah 52: 13-53: 6*)
- Explain to the children that these passages have been used by the Church to think about the death of Christ.
- Highlight words from the text, which indicate the type of suffering that the servant endured.
- What was the point of the suffering?
- Can you see any similarities between this suffering and the suffering of Jesus?
  
- Explain to the children that the death of Jesus on the cross is often described as a "sacrifice".



## LEARNING OUTCOMES

**R4** That Jesus' death on the cross expressed his love for his Father and for all people, and changed the world.

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

- Know the story of Jesus' prayer to the Father at Gethsemane.
- Understand that Jesus was willing to accept the suffering that was coming to him even though it was difficult.
- Be able to imagine the thoughts and feelings of Jesus at this time.

- Know the story of the betrayal of Jesus and the denial of Peter.
- Understand some reasons why Peter denied that he was a follower of Jesus.

- Know the story of the crucifixion of Jesus.
- Understand that the words of Jesus from the cross tell us something about his suffering and the meaning of his death.
- Be able to identify symbols that could be used to retell the story of the passion.

- Know that the death of Jesus is often described as a sacrifice.

## FURTHER DEVELOPMENT

Role-play this scene of Gethsemane to help the children become more aware of the feelings of Christ at this time.

Plot the story of the passion of Jesus from the time of his arrest to his death on the cross by drawing clocks and indicating the times that some of these events took place at.

Create a "Holy Week Web Page" from the work that has been completed on the final days of Jesus' life.

Word-process the words of Jesus from the cross and add them to the Holy Week prayer focus.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

- Find definitions for “sacrifice” in dictionaries and explain why this might be a suitable term to describe the death of Jesus.
- In the Old Testament there are lots of stories of people offering sacrifices to God.
- Recall the story of the sacrifice of Isaac studied in Year Four. What can the children remember about this story?
- Read the story. How does God sort out the dilemma that Abraham faces? What does Abraham offer to God instead of his son?
- Explain to the children that from this time on the Jewish people offered sacrifices to God. Recall work from Year Five about the temple and the high priests offering sacrifices there.
- Read what the writer of the Letter to the Hebrews says in *Hebrews 10: 11-15*. In what ways is Christ’s sacrifice different from all the sacrifices that the Old Testament priests offered to God?
- Ask the children to brainstorm different words to describe this sacrifice of Jesus.
- Read what St. Paul has to say about the sacrifice of Jesus in *Ephesians 5: 2*.
- Children to write a reflection on the suffering and sacrifice of Jesus that can be used as part of a Holy Week liturgy.
  
- Discuss with the children some of the sacrifices that people have to make today, especially because of their beliefs.
- Find out about prisoners of conscience and places in the world today where people are victimised because of their beliefs or their race.
- Use newspapers and other news reports to find out about people who suffer today.
- Write prayers for those who suffer today.

## LEARNING OUTCOMES

- Understand reasons for this.
- Be able to identify passages in the Scriptures that talk about sacrifice.

## FURTHER DEVELOPMENT

Ask the children to think about some of the sacrifices that they are called to make in their lives. What about the sacrifices that others make for them?

## RELATED SCRIPTURE

*Lk. 22: 39-46* – The Garden of Gethsemane

*Lk. 22: 47-53* – The Betrayal of Jesus

*Lk. 23: 39-43* – The Words of Jesus to the Thief

*Mt. 26:36-27: 66* – The Passion of Jesus in the Four Gospels

*Mk. 14: 43-15: 47*

*Lk. 22:47-23: 56*

*Jn. 18:1-19: 42*

*Ephesians 5: 2* – The Sacrifice of Jesus

*Hebrews 10: 11-15* – The Sacrifice of Jesus Compared to Other Sacrifices

*Isaiah 52: 13-53: 6* – The Suffering Servant

## OTHER LINKS

ICT link: Holy Week Web Page.

Art link: Look at how the death of Jesus has been captured in different styles of religious art.

## COLLECTIVE WORSHIP

- Provide children with an opportunity to imagine some different scenes from the death of Jesus.
- Consider using some slides or a video presentation of the story of Jesus' death to help children think about what took place at Calvary.
- Hold a special Holy Week Liturgy focused on prayer round the cross. Have a big cross on the floor and use some of the words of Jesus from the cross, passages about the suffering servant and the children's own reflections on the death of Jesus.

## 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

In this unit the children study the story of Easter from the perspective of Thomas. The work contained in this unit will require them to think about reasons why Thomas did not believe in the Resurrection of Christ at first and why people today believe that Jesus is risen from the dead. Children will also learn about Easter and the promise of eternal life. They will be introduced to some associations with Baptism and the celebration of a Christian funeral.

## WHERE THE UNIT FITS IN

This unit builds on children's previous learning of stories of the Resurrection of Christ from the dead. It also builds on Year 5 work about Baptism at the Easter Vigil and the concept of dying and rising to new life in Christ.

## PRIOR LEARNING

It would be helpful if the children have:

- a good knowledge of the Easter stories
- some understanding of the symbols of Baptism.

## SKILLS

Thinking skills, discussion skills, speaking and listening, empathetic writing, interpreting symbolism, reference skills.

## VOCABULARY

Resurrection, doubting, faith, belief, eternal life, "My Lord and my God", Baptism, funeral, Paschal Candle, pall, holy water.

## ASSESSMENT

At the end of this unit:

**Most children will** know the story of the appearance of the Risen Christ to Thomas. They will understand some reasons why he failed to believe that Christ was alive. They will be able to describe how his meeting with the Risen Christ changed Thomas' life. The children will know that Christians believe in eternal life. They will also know some New Testament stories that speak about this eternal life and identify symbols from the Baptismal and funeral liturgy that speak about eternal life.

A.T.1    A.T.2

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

**Less able children will** the story of the appearance of the Risen Christ to Thomas. They will be able to identify some of his thoughts and feelings. Pupils will know that Christians believe in the promise of eternal life and will be able to identify some symbols used in a funeral liturgy.

3a      3b  
3b      3c  
3c      3d

**More able children will** pupils will be able to ask lots of questions about why Thomas doubted the Resurrection of Christ and provide possible answers. They will also discuss confidently reasons why people today believe that Christ is alive. They will understand that Baptism and a Christian funeral liturgy both recall in a special way the death and Resurrection of Christ and the promise of eternal life.

5a      5a  
5b      5b  
5c      5c  
5d      5d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

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

**R5** Hear about, read and explore Gospel accounts of how the lives of men and women were changed by their encounter with Jesus.

**C3** Signs and symbols and their significance in the liturgy.

- Children to brainstorm as much information as they can about the Resurrection appearances of Jesus.
- Children to work in small groups and identify some similarities and differences found in the different Gospel accounts of the Resurrection.
- Read as a class the story of Thomas and the Resurrection of Jesus.
- Hold a class debate about whether Thomas was right or wrong not to believe at first that Christ was risen from the dead. Divide the class in two and ask the children to speak to the motion.
- Ask the children to write a letter to Thomas as one of the apostles, trying to persuade him to believe that Jesus was alive.
- Write the reply that Thomas might have sent indicating reasons why he did not believe.
- Read again the appearance of the Risen Christ to Thomas.
- Hot-seat Thomas after the appearance of the Risen Christ to him. What are his thoughts and reactions now? What questions would you pose to him?
- As an alternative activity the teacher may act in role as Thomas and allow the children to put their questions to you.
- How do you think Thomas' life was changed by his encounter with the Risen Christ?
- Look at the words of Jesus in the text: "Blessed are those who have not seen and yet have come to believe?" What does Jesus mean by these words.
- Hold another class discussion about "seeing is believing". Do we always need to see something to believe?
- Ask the children to think of some moment when they have not believed something until they saw it (e.g. your friend has got a new bike).
- Why do you think so many people are prepared to believe that Jesus rose from the dead without seeing him themselves?
- Create some statements expressing why people of today believe that Christ is risen from the dead. Word-process the statements and add them to the Easter prayer focus.
- Why do you think that some people don't believe in the resurrection of Jesus?
- This might be another opportunity to hold a school survey about belief in the Resurrection of Christ from the dead.
- Record information found in the form of a chart or bar graph.
- Explain to the children that the Resurrection of Jesus is important to Christians because it is a reminder that death is not the end to life. Christ promises eternal life to those who believe in him.
- Explain to the children that although a funeral is a sad occasion, for those who believe in Christ there is also something joyful because of belief in eternal life.
- Explore some of the readings from the Scriptures for a funeral: *1 Thessalonians 4: 13-18*, *2 Timothy 2: 8-12*, *Revelation 21: 1-7*, *John 6: 37-40*.
- Children to read the texts in small groups and try and write down the message they contain.
- Bring the research work completed by reporting back to the rest of the class.
- Introduce the children to some of the symbols used in the funeral liturgy.
- The Pall is a large piece of white cloth that is spread over the coffin as a reminder of the dead person's Baptism when they received a white garment to show that they belonged to Christ.
- The Paschal Candle standing at the foot of the coffin as a reminder of the Paschal Candle that would have been lit at the person's Baptism and also as a symbol of the death and resurrection of Christ.
- The sprinkling of holy water on the coffin to remember the Baptism of the dead person when they became part of the Family of God.
- Why do you think the Church uses all these Baptismal symbols at a funeral?
- Read *Romans 6: 3-11*. Explore with the children the themes of death and new life associated with Baptism and about Christian death being full of the hope of the Resurrection.
- Ask the children to draw some of these symbols and explain what they tell us about Baptism and the promise of everlasting life.

## LEARNING OUTCOMES

**R4** That Jesus is the Son of God.

- Know that the four Gospels contain accounts of the Resurrection of Christ from the dead.
- Be able to recognise some similarities and differences in the accounts.
- Know the story Of Thomas and the Resurrection.
- Understand some reasons why he did not believe that Christ was alive.
- Be able to think about his thoughts when he realised that Christ was alive.

**R5** That people's lives were changed by their encounter with Jesus.

- Know that believing in something demands more than being able to see.
- Understand some reasons why people today believe that Christ is Risen.
- Be able to express some beliefs that people have about the Resurrection of Christ.

**C3** Of patterns and forms of prayer.

- Know that the Church's belief in eternal life is founded upon the Resurrection of Christ from the dead.
- Know about some passages from the New Testament that talk about eternal life.
- Understand why some symbols are used at Baptism and at a funeral.
- Be able to identify the symbols and explain why they are important both for Baptism and a funeral.

## FURTHER DEVELOPMENT

You may need to differentiate some of the texts for less able children to access them.

This is a good time to remind children of the importance of praying for the dead. Remember to pray the "Eternal Rest".

## RELATED SCRIPTURE

*Jn. 20: 1-29* – The Story of Thomas Doubting the Resurrection of Jesus

*Jn. 6: 37-40* – Jesus and Eternal Life

*1 Thessalonians 4: 13-18* – About Those Who Have Died

*Revelation 21: 1-7* – The New Heaven and the New Earth

*2 Timothy 2: 8-12* – The Promise of Eternal Life

*Romans 6: 3-11* – Baptism and Eternal Life

## OTHER LINKS

ICT Links: To explore the symbols used at Baptism and at a funeral use some clip-art images.

## COLLECTIVE WORSHIP

- Introduce the children to the Regina Caeli as special prayer of the Church for Easter.
- Remember the saying of Thomas when he saw Jesus: “My Lord and my God.” Use this as an Easter prayer.
- Make sure that the prayer focus has some of the Easter symbols including the Paschal Candle, some blessed water and an image of the Risen Christ.
- Pray for those who do not believe in Christ.
- Pray for those who have died that they may have eternal life.

## 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

6

## UNIT J

# PENTECOST

### ABOUT THE UNIT

In this unit the children will learn about two stories from the New Testament about the coming of the Holy Spirit. Through their study of the Sacrament of Confirmation they will learn about the Gifts and Fruits of the Holy Spirit and how they are important in the lives of Christians.

### WHERE THE UNIT FITS IN

The unit builds upon previous work on the Sacrament of Confirmation and upon the story of Pentecost.

### PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the Story of Pentecost
- some knowledge of the Sacrament of Confirmation being a celebration of the giving of the Holy Spirit.

### SKILLS

Research skills, discussion, ICT skills, group work, writing for different purposes, interpreting symbolism.

### VOCABULARY

Pentecost, Acts of the Apostles, Gifts of the Holy Spirit and Fruits of the Holy Spirit and their associated vocabulary, wind, fire, breath.

### ASSESSMENT

At the end of this unit:

**Most children will** know the two stories from the New Testament about the coming of the Holy Spirit and be able to compare and contrast them. They will understand why wind, fire and breath are important symbols of the Holy Spirit. They will know the names of the Gifts and Fruits of the Holy Spirit and explain why they are important in the lives of Christians.

**Less able children will** know some elements of the stories concerning the coming of the Holy Spirit, They will be able to recall some of the names of the Gifts and Fruits of the Holy Spirit and give a few reasons for their importance.

**More able children will** have a great appreciation of the importance of the Gifts and Fruits of the Holy spirit and will be able to demonstrate in many ways their presence and importance in the lives of Christians.

A.T.1      A.T.2

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

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

5a      5a  
5b      5c  
5c      5d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

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

- Read the account of the coming of the Holy Spirit to the disciples from St. John's Gospel.
- Compare this account with that of the one in the Acts of the Apostles. What differences do you notice? How might this be explained?
- Explore some of the images of the Holy Spirit contained in these two readings: Breath, wind and fire.
- Make some links with science work about the importance of breathing and what it does to our bodies.
- What are the significant properties of fire?
- What are the significant properties of wind?
- What might we learn about the Holy Spirit from these descriptions?
- Design some posters advertising the presence of the Holy Spirit using the images contained in breath, wind and fire.
- Write a diary account as one of the apostles about the coming of the Holy Spirit. Write a line at a time from the version of the story in the Acts of the Apostles and then write about your thoughts and feelings at this time.

**C6** The Rites of Baptism and Confirmation and the response they invite.

- Explore with the children their experience of giving and receiving gifts.
- Why is it good to receive a gift from somebody? What does it say about the way that person thinks of you?
- Why is it good to give to other people? What does it say about the way in which we respect and care for them?
- In the celebration of the sacrament of Confirmation the Bishop or priest who is administering the Sacrament lays hands over the candidates for Confirmation and calls down the seven gifts of the Holy Spirit upon them.
- Teach the children the names of the Seven Gifts of the Holy Spirit: Wisdom, knowledge, reverence, understanding, and courage, right-judgement, wonder and awe in God's presence.
- Children to work in small groups and to come up with different reasons why these gifts of the Holy Spirit are important and what they mean.
- Ask the children to think of people that they know today who demonstrate in their lives the presence of these gifts of the Holy Spirit.
- Use newspaper reports and magazines to find stories of people who have shown that the Gifts of the Holy Spirit are to be used in the service of others.
- Provide the children with some moments of reflection when they can think about these different gifts and how they might use them in their own lives.
- What difference would it make if you could not receive these gifts?
- Create some real life scenarios where people might need the gifts of the Holy Spirit to live and work through situations that arise.
- Write a description of these events and identify which gifts of the Holy Spirit will be necessary.
- Research the lives of a variety of saints and the ways in which they responded to the call of Christ to follow him. How did they use the Gifts of the Holy Spirit in their service of Christ?
- Children to write a short biography about the life of the saint they have chosen and indicate in the account the presence of the different Gifts of the Holy Spirit in the life of this saint.

**C12** A variety of prayers and prayer forms, formal and informal used for community and personal prayer.

- St Paul teaches in the Letter to the Galatians that the Spirit yields a harvest in the life of the person who has received it.
- Explore with the children the way in which things growing in creation can produce fruits. What is needed to facilitate their growth?
- Read with the children *Galatians 5: 22-23*. Identify the names of the Nine Fruits of the Holy Spirit: Love, peace, patience, kindness, generosity, gentleness, faithfulness, self-control and joy.
- Children to think of reasons why these Fruits of the Holy Spirit are so important? What would life be like if these Fruits of the Holy Spirit were not evident in the lives of people?
- Explore different ways in which the Fruits of the Holy Spirit are manifested in the lives and actions of Christians today.
- Conclude this unit of work by writing prayers asking for the Gifts of the Holy Spirit and creating a Litany to the Holy Spirit using the names of the Fruits of the Holy Spirit. (e.g. "Spirit of Peace help us to make peace", etc.)

## LEARNING OUTCOMES

**R6** That the Holy Spirit, the Helper, is the gift which Jesus promised, that the coming of the Holy Spirit transformed Jesus' disciples and was the beginning of the Church.

- Know the story of the coming of the Holy Spirit from the Gospel of John and the Acts of the Apostles.
- Recognise similarities and differences in the accounts.
- Be able to explain why breath, wind and fire are important symbols of the Holy Spirit.

**C6** That sacraments express and deepen our communion with Jesus.

- Know the names of the Seven Gifts of the Holy Spirit.
- Understand that these gifts are to be used in the service of God and others.
- Identify situations in life and in the lives of others where the Gifts of the Holy Spirit are manifested.

- Know the names of the Fruits of the Holy Spirit.
- Understand reasons why these qualities are important in the lives of Christians.

**L12** Of the variety of forms of prayer in the Church.

## FURTHER DEVELOPMENT

Write some poems about breath, wind and fire as symbols of the Holy Spirit.

Lead the children in an imaginative contemplation of the Risen Christ coming into the locked room and breathing upon them. What was this moment really like?

Use the prayer of Confirmation regularly in preparation for receiving this Sacrament.

Have a class display celebrating the presence and the Gifts of the Holy Spirit.

Use reference books and the internet to research some lives of the saints.

# RELATED SCRIPTURE

*Galatians 5: 22-23 – The Fruits of the Holy Spirit*

## OTHER LINKS

Moral and Social Development:  
Some significant links here with the Gifts and the Fruits of the Holy Spirit.

## COLLECTIVE WORSHIP

- This unit of work should have an important influence on Collective Worship that takes place in the class if the children are preparing for Confirmation.
- Use the prayer written by the children about praying for the Gifts of the Holy Spirit in prayer time.
- Prayers of thanks when we recognise the presence of the Holy Spirit in the lives of others.
- Prayers of sorrow for neglecting the Gifts of the Holy Spirit.
- Learn a version of the hymn “Veni Sancte Spiritus” (Come Holy Spirit) and use this as a round in preparation for Confirmation.
- Ask the prayers of the saints the children have chosen for their Confirmation names.
- Use the Prayer of Confirmation to help the children familiarise themselves with the Gifts of the Holy Spirit they are to receive in Confirmation.

## 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

# 6

# UNIT K

## BELONGING TO THE CHURCH COMMUNITY

### ABOUT THE UNIT

In this unit of work the children will learn about the foundations of the life and teaching of the Catholic Church being rooted in the life and teaching of the Apostles. The children will learn about the role of the Pope and local Bishop in the life of the universal and local Church. They will also explore the life of the local parish community where the faith of God's People is nourished and celebrated.

### WHERE THE UNIT FITS IN

This unit builds on previous work in Year 5 about the teaching role of the Apostles. It also supports other units of work concerned with the Sacrament of Confirmation.

### PRIOR LEARNING

It would be helpful if the children have:

- some knowledge of the work of the Apostles after Pentecost
- some knowledge of the role of the Pope, Archbishop and the life of the parish.

### SKILLS

Research skills, writing skills, speaking and listening, interpreting symbolism, ICT skills, thinking skills.

### VOCABULARY

Apostle, preaching, teaching, Pope, Archbishop, priest, parish.

### ASSESSMENT

At the end of this unit:

**Most children will** know that a direct link exists between the teaching of the Apostles, the role of the Pope and Bishops today and the faith that is nourished and celebrated in the local parish community today. They will recognise that the Church is a universal Church and that the life of the local parish is founded upon the faith of the apostles and the universal Church.

A.T.1      A.T.2

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

**Less able children will** know that the Apostles proclaimed the Good News of Christ's Resurrection throughout the world. They will know some of the responsibilities of the Pope and Archbishop. They will understand that the church building and parish community is the place where Catholics celebrate and nourish their faith.

3a      3c  
3b      3d  
3c

**More able children will** be able to research information about the lives of the Apostles following the Resurrection of Christ. They will understand that the teaching and life of the Church today is founded upon the initial teaching of the Apostles. The children will be able to explain the role of the Pope and Archbishop in the universal and local Church. They will be able to consider the part Catholics can play within their local parish communities.

5a      5a  
5c      5d



## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**R5** Hear about and explore Gospel accounts of how the lives of men and women were changed by their encounters with Christ.

- Read the words of the Risen Christ to his Apostles in *Mt. 28: 16-20*.
- What commission did he give to them?
- Research stories of the lives of the Apostles and find out the different places that they went to in the world to proclaim the Good News. What was the Good News that they were carrying?
- Most of the Apostles suffered death by martyrdom. Why do you think they were willing to die for the message they were carrying?
- Explain to the children that the Bishops in the Church today are the successors to the Apostles.
  
- The Bishop of Rome, the Pope, is the successor of St. Peter. Research information about the life of the present Pope, his coat of arms and motto.
- Explore the responsibility of the Pope to teach in the name of the Catholic Church which is found throughout the world.
- Remind the children that the word "catholic" means universal.
- Find out about some of the teaching of the present Pope. Explain to the children that he writes Encyclical Letters which provide him with an opportunity to share the Good News of Christ with the whole Church and the world.

**Ch4** Opportunities to find out about the Church in the parish, diocese and wider world.

- Revise previous learning from Year Five about the Archbishop of Birmingham.
- Recall his work of preaching the Good News, teaching the Catholic Faith and caring for God's People in the area of the country called a diocese. What is the name of our local diocese?
- Research information about the Archbishop of Birmingham and about this diocese which he is the Bishop of.
- What are his key tasks? Explain that he too writes letters to the people of his diocese to teach the faith and encourage them to follow Christ. These are called Pastoral Letters.
- Recall with the children the meaning of some of the vestments and symbols worn and used by the Archbishop. The Mitre is a sign of his responsibility to teach and preach. The Crozier as a sign that he is called to care for God's People. The Pastoral Ring is a sign that he has been given special responsibility to love and care 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 and is given to some Bishops who have special responsibility in the Church.
  
- Remind the children that the parish is the name given to the local Church community that gathers together in prayer to celebrate Mass and the other Sacraments.
- Research information about your local parish.
- What is the name of your church?
- When was the church built?
- Was there another church before the present one was built?
- Has the Church been consecrated?
- How big is the parish you live in?
- What is the name of your priest(s)?
- What are their main tasks in the parish?
- Find out about other things people do in the local parish to spread the Good News and care for God's Family.
- Interview your local priest, deacon and other parishioners to find out important information about life in the local parish.
- You might include a survey that could be given to parents and parishioners about the parish community and why they think it is an important place.
  
- Make a visit to the church building and identify the major artefacts and symbols associated with prayer and the celebration of the Sacraments.
- If the church has been consecrated, point out the twelve consecration candles.
- Explain that at the consecration of a church the Archbishop pours the Oil of Chrism over the altar and on the walls in twelve different places.

## LEARNING OUTCOMES

**R5** That love and service express love of God and response to God's Word and at times will demand sacrifice.

- Know the story of the Apostles being sent to preach the Good News.
- Understand some reasons why they wanted to share the Good News with others.
- Research about some of the places that they went to and what happened to them.
  
- Know that the Pope is the Bishop of Rome.
- Understand that he has responsibility for the Church throughout the world.
- Be able to research information about his life and ministry.

**Ch4** That the Church is world-wide and multicultural; about the organisation of the local Church – parochial and diocesan; that teaching of Christ is handed down through the local Church.

- Know some of the duties and responsibilities of the Archbishop of Birmingham.
- Understand that as a Bishop he is a successor of the Apostles today.

- Know some important details about the local parish community.
- Understand that the church building is a special place of prayer and worship for the People of God.
- Be able to Identify roles and responsibilities of people in the parish.

## FURTHER DEVELOPMENT

Use Internet facilities and books on the lives of the saints to support this research.

Find out information about the Archbishop of Birmingham and the Archdiocese from the web-site of the Archdiocese of Birmingham.

This unit of work might provide an opportunity to visit the Cathedral of St. Chad in Birmingham; The Archbishop's Church.

Use local parish web-sites to find information about activities and people in the parish.

Create web-pages about the church using the information you have researched, digital photographs, parishioner survey results and your own personal thoughts about the life of the parish.

continued...

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**Ch1** God's call to individuals and their different responses.

**Ch2** The Gifts of the Holy Spirit are given to individuals and groups for the service of the whole community.

**Ch4** Opportunities they have to be the Church in the parish, diocese and wider world.

- Why do you think he uses the Oil of Chrism to do this?
- Explore the idea of anointing being set apart for God and the Oil of Chrism as a sign of the presence and activity of the Holy Spirit.
- Why do you think the Oil of Chrism is put on the walls in twelve places?
- How many Apostles were there? What did they do after the Resurrection?
- Explore with the children the idea of the Apostles spreading the Good News throughout the world and that the local Church is built on the foundations of their preaching about two thousand years ago.
- Read with the children *Ephesians 2: 19-22*. What might this tell us about the local parish community?
- Explore with the children the idea of everybody playing their part in the local community to share and spread the Good News.
- Explain that in the Sacrament of Confirmation the seven Gifts of the Holy Spirit are given so that those who are being Confirmed may play their part in the Family of God.
- Ask the children to think of the contribution they could make to the local parish community now and in the future.
- Create some promise or commitment certificates that could be used to identify the part they might play in the parish.



## LEARNING OUTCOMES

## FURTHER DEVELOPMENT

**Ch1** Of the variety of forms of Christian life and service in the Church.

**Ch2** That belonging to the Church brings privileges and responsibilities for sharing life, gifts and service of each other.

- Know that as Baptised and Confirmed members of the Church they have a part to play in the local parish community now and in the future.
- Be able to think about opportunities they have of sharing in the life of the local parish community.

**Ch4** That the Church is world-wide and multicultural; about the organisation of the local Church – parochial and diocesan; that the teaching of Christ is handed down through the local Church.

## RELATED SCRIPTURE

*Mt. 28: 16-20* – The Commissioning of the Apostles to Proclaim the Good News

*Ephesians 2: 19-22* – The Church Built on the Foundations of the Apostles

## OTHER LINKS

There are lots of important links with ICT in this unit of work. School-parish-diocese links should also be developed.

## COLLECTIVE WORSHIP

- Remember to pray for the Pope, Archbishop, Priests in your parish and the People of the parish community.
- Reflect during Collective Worship on the roles and responsibilities they can undertake in the life of the local Church both now and in the future.
- Pray for guidance in fulfilling your vocation as a follower of 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

6

# UNIT L

## CELEBRATING THE LIFE OF MARY & THE SAINTS

### ABOUT THE UNIT

In this unit we explore some of the Church's beliefs about the Blessed Virgin Mary and the feasts that are celebrated in her honour. The children will consider why her role in the life of Christ was so important.

Children will also learn about Mary and the saints being united with Christ in heaven. They will explore devotions and prayers in honour of the Blessed Virgin Mary and the saints.

### WHERE THE UNIT FITS IN

This unit builds on lots of previous work about the life of the Blessed Virgin Mary and the lives of the saints.

### PRIOR LEARNING

It would be helpful if the children have:

- some prior knowledge of Bible stories about Mary
- some prayers in honour of the Blessed Virgin Mary.

### SKILLS

Research skills, discussion skills, writing skills, thinking skills.

### VOCABULARY

Mary, saints, Immaculate Conception, Our Lady, Assumption, Litany of the Saints.

### ASSESSMENT

At the end of this unit:

	A.T.1	A.T.2
<b>Most children will</b> know about the Church's feasts in honour of the Blessed Virgin Mary and understand why such importance is attached to them. They will know that Mary and the saints enjoy the life of heaven and will also know some of the Church's prayers to honour them.	4a 4b 4c	4a 4b 4c 4d
<b>Less able children will</b> know about some of the feasts of the Church in honour of the Blessed Virgin Mary and some of the Church's prayers asking her intercession.	3a 3b 3c	3a 3c 3d
<b>More able children will</b> have a greater understanding of what the Church is celebrating on some of the feasts in honour of the Blessed Virgin Mary. They will know that Mary and the saints enjoy the life of heaven which God's People on earth hope to enjoy in the future. They will be able to recall prayers that honour the Blessed Virgin Mary and the saints.	5a 5b 5c	5a 5b 5c 5d

## PROGRAMME OF STUDY

## TEACHING STRATEGIES

**C4** The Church's celebration of significant events in the life of Christ.

**C2** Community prayer through taking part in and preparing simple celebrations.

**C12** A variety of prayers and prayer forms, formal and informal used for personal and community prayer.

- Children to consider the key role that their parents and family play in their lives.
- What role do you think that Mary and Joseph played in the life of Jesus? Help the children to map the part that they would have played in his life.
- Explain to the children that the Church has always had a great regard for Mary the Mother of Jesus and the part she played in his life and ministry.
- The Church celebrates different parts of her life and the life of Jesus at different times of the year.
- Children to research dates for the following Feasts of Mary: Immaculate Conception, Birthday of Mary, Annunciation, Visitation, Birth of Jesus, Assumption into heaven.
- Find out about the Feast of the Immaculate Conception. Read the prayers and the Preface from the Sacramentary for this Mass. What do they tell us about Mary being free from sin?
- Why do you think that Catholics believe that God kept Mary perfect?
- Does the story of her life in some way reveal her need to be kept free from sin?
- Find out about the Feast of the Assumption. Read the prayers and the Preface from the Sacramentary for this Mass. What do they tell us about this feast day?
- Explain to the children that for centuries different titles have been given to Mary to describe the person she is. Find out names of different churches dedicated to Mary and the titles she has been given
- Look at different stories from the Bible about the life of Mary and her sharing her life with Jesus. Include the Annunciation, Visitation, Nativity, and Presentation in the Temple, Finding in the Temple, Wedding at Cana, and Standing at the Cross.
- From these stories identify titles that you might want to attribute to Mary. Why do you think they are important?
- Create a litany style prayer using the titles that you have chosen.
- Catholics believe that Mary and the saints share in the life of heaven and this is the hope of all who believe in Christ after death.
- Read *Revelation 7: 2-4, 9-14*. What vision of heaven might this offer?
- Read *1 John 3: 1-3*. What do you think about the possible vision of heaven found in this reading?
- Having considered the two readings, ask the children to think of their own vision of heaven. Do some painting of possible scenes of heaven and write a short explanation of images of heaven.
- Prayer to the saints and remembering the saints on different days of the year has always been an important Christian custom.
- Find out the feast day of the patron of your school and parish.
- Find out some feast days for other important saints in the near future.
- Why do you think it is important to remember these people on special days?
- Catholics ask Mary and the saints to pray for them through a special prayer called the Litany of Saints.
- Children to Create a Litany of Saints from some of the information they have researched about saints during the school year.
- Introduce the children to other forms of prayer and devotion to Mary the Mother of Jesus.
- Explore the words of the Hail Holy Queen, Memorare and the Angelus.
- What do we ask of Our Lady in these prayers?
- Why do you think that it is important to pray these words?
- Share with the children different images of Our Lady from religious art. Children to choose the one they like the best and make a drawing or painting of it. Write a reflection about the image and what it might remind us about Our Lady.

## LEARNING OUTCOMES

**C4** Of the customs and traditions of major liturgical feasts and seasons; that the celebration of significant events expresses thanksgiving and joy in growth and change.

- Know that the Church celebrates the Life of Mary the Mother of Jesus through different feasts.
- Be able to identify different feasts and explain what is being celebrated.

**C2** Of how to participate in and prepare celebrations.

- Know stories about the life of Jesus and Mary.
- Understand the special role that Mary played in the life of her Son.
- Be able to write some titles that describe her.

- Know the Catholic belief of Mary and the saints sharing the life of heaven.
- Understand some reasons why Christians believe in eternal life.
- Be able to explore and describe their own images of heaven.

**C12** Of some traditional prayers; of the variety of forms of prayer in the Church.

- Know a range of Church prayers to honour Mary the Mother of Jesus.
- Understand the meaning of some of the words in the prayers.
- Be able to write their own prayers and reflections about the life of Mary.

## FURTHER DEVELOPMENT

It would be helpful if these feasts were highlighted throughout the school year in collective worship.

Revise previous work from Year Four on the Rosary and expand the children's knowledge and understanding of the structure of the prayer.

## RELATED SCRIPTURE

*Lk. 1: 26-38* – The Annunciation

*Lk. 1: 38-45* – The Visitation

*Mt. 1: 18-25* – The Birth of Jesus

*Lk. 2: 22-38* – The Presentation in the Temple

*Jn. 25-27* – Mary at the Cross

*Jn. 2: 1-12* – Mary at Cana

*Revelation 7: 2-4, 9-14* – The Saints and Eternal Life

*1 John 3: 13*

## OTHER LINKS

School-parish links with patron saints

Look at some of the images of Mary found in the church building.

## COLLECTIVE WORSHIP

- Use the litany prayers created as part of Collective Worship.
- Use some of the Marian prayers identified in the unit.
- Learn some hymns about the saints and Our Lady.

## 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?**

## NOTES

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