



RERC Term 4 Planner - Primary 3



PLEASE NOTE: OWR (Judaism) has been included in this plan. This should only be taught if it was not covered last term.

Experiences and Outcomes

I have explored the events of the Passion, Death and Resurrection of Jesus and I have reflected on the Catholic meaning of eternal life. **RERC 1-07a**

I can honour Mary as Mother of Jesus and Our Mother. I can share why we honour her. **RERC 1-15a**

I know that the Mass is at the heart of Catholic community life, and I am developing an understanding of how to participate fully in this celebration. **RERC 1-16a**

I know that through the Community of the Church, people can experience God's love and care and I have reflected on how this community celebrates together.

RERC 1-08a

I am aware that the Jewish community believe in God. **RERC 1-25a**

I am aware of family and community values in the Jewish faiths **RERC 1-26a**

I can identify the places of worship of the Jewish faith communities **RERC 1-27a**

I know some of the signs and symbols related to Lent, Easter, Pentecost, Advent and Christmastide and I can use this understanding to help me explore the themes of these celebrations. **RERC 1-18a**

I have examined the role of the Holy Spirit in my life and in the life of others. **RERC 1-10a**

I know that the Bible is the inspired Word of God and that I should treat it with reverence. **RERC 1-12a**

I have examined some political, social, historical and religious elements in first-century Palestine and gained an understanding of Jesus' life on earth. **RERC 1-06a**

I have examined the role of Jesus as a teacher and a healer, and I have reflected on how His words and actions influence my own life and the life of others.

RERC 1-06b

Benchmarks

Describes and discusses the Passion, Death and Resurrection of Jesus.

Participates in discussion and reflection about the meaning of eternal life.

Shares thoughts and feelings about why the Church honours Mary.

Participates respectfully in parts of the Mass.

Says some prayers on their own and as part of a worshipping community.

Describes and discusses basic beliefs of Jewish people / Muslims about God and family and community values.

Identifies and discusses the places of worship and the role of the Holy Books of the Jewish or Muslim community.

Describes and discusses how signs and symbols helps them understand more about liturgical celebrations.

Discusses ways in which they know the Holy Spirit is present in people's lives.

Knows that the Bible is God's Word and shows respect for the Bible.

Describes some facts about life in Palestine at the time of Jesus.

Gives a personal response to Jesus as teacher and healer.

Plan for Assessment

* Pentecost is a movable feast so should be checked on the liturgical calendar. If the feast falls in May, please refer to lessons under FOCUS 4.

Focus 1:

Children can recall the story of the empty tomb and the astonishment of the women when the Angel told them that Jesus was risen.

Children demonstrate awareness of the meaning of eternal life.

Focus 2:

Children know that May is a special month when we honour Mary.

Children can recognise images and icons of Mary.

Children say thank you to Mary for saying 'Yes' to God' and agreeing to be the Mother of His Son.

Children can participate in a simple liturgical procession honouring Mary.

Focus 3:

Children know that Catholics have a duty to attend Sunday Mass every week.

Children demonstrate awareness of the privilege and responsibility of being a member of the Church.

Children know there are two parts to the Mass: The Liturgy of the Word and the Liturgy of the Eucharist.

Children know that during the Liturgy of the Word, we hear readings from the Old Testament and the New Testament, and we listen to God's message.

Children can pray the Confiteor and are beginning to understand the meaning of this prayer.

Children can ask for God's forgiveness during the Penitential Rite.

Children know how to offer the sign of peace to others during Mass.

Focus 4:

Children know that the liturgical colour for Pentecost is red.

Children know that the Holy Spirit strengthened the disciples at Pentecost.

Children develop understanding that the Holy Spirit strengthened the faith of their school's patron saint.

Children develop understanding that the Holy Spirit helps them to choose Jesus' way and to respond to God's love.

Focus 5:

Children can treat the Bible with great respect.

Children show understanding that the Bible is the Word of God.

Children can read aloud from the Bible and know that they are proclaiming the Word of God.

Focus 6:

Children know that Palestine was part of the Roman Empire.

Children know that Jesus chose twelve special friends who are known as the Apostles.

Children know facts about the life of Saint Andrew.

Focus 7:

Children know that we call the healing actions of Jesus, miracles.

Children know the names of groups of people in their parish who care for others.

Children know that priests try to be like Jesus, the Good Shepherd.

Children know there are seven sacraments.

Children know that Sacrament of Reconciliation and the Sacrament of the Sick are called 'Sacraments of Healing.'

Children know that the Sacraments of Healing continue Jesus' forgiving and healing actions.

Focus 8:

Children will be able to discuss the Jewish religion, their beliefs and recognise that Jesus grew up in a Jewish family. They will begin to show an understanding of Jewish places of worship and understand ways in which Jewish people worship/pray to God at a Synagogue.

Sequence Of Lessons

Focus 1:

- I can recall the story of the empty tomb and the surprise and shock of the women when the Angel told them that Jesus was risen (Matthew 28: 1-8).
- I know that, when people die, they can live forever with God in heaven. I know that this is called eternal life and is a message of hope.

Focus 2:

- I can participate in the creation of a prayer space in honour of Mary in my classroom - especially in Advent and during the months of May and October.
- I can recognise images and icons of Mary in the Church and in school.
- I can thank Mary for saying 'Yes' to God' and agreeing to be the Mother of His Son.
- I can participate in a simple liturgical procession honouring Mary.

Suggested Activities

Focus 1:

- Read Matthew 28:1. (Copy in Resources)
Discuss the story of the empty tomb and how everyone felt, how did they react, how would you react? Use miming techniques to retell the story in groups and each group can perform to their peers. Ask the children to use facial expression to demonstrate feelings and ask the audience to determine what is being felt by those discovering the empty tomb.
Complete - 'Jesus has Risen' activity from Lent and Easter workbook (See Resources)
- Explain that when people die, they can live forever with God in heaven. This is called eternal life. Ask the children if they have experienced anyone dying (respond sensitively to particular situations and only ask of appropriate, you know your children) Discuss feelings and emotions - how they feel when someone dies?
Remind children of the story of Jesus and the empty tomb? Do you think family and friends take comfort that when someone dies, they live forever with God in heaven? Do you know what the word *eternal* means? Why do you think God has given us eternal life? Do you think God wants to show us how much He loves us? Discuss the word 'hope' and explain the eternal life gives us hope that when we die, we will be with God.
- Complete 'Eternal life' activity from Lent and Easter workbook (See Resources).

Focus 2:

- With the children, dress altar in green for the month of May and include a statue or picture of Mary, explaining your reasons for doing this and reflecting on the change since Lent and Easter.
Try to have class prayers at altar, focusing on *Our Father, Hail Mary and Glory be to the Father*.
Focus on hymns in honour of Mary. Children should learn one hymn to Our Lady, for example *The Sun is Shining Brightly* (See Resources for lyrics). Discuss the meaning of various parts of the hymn and how we can celebrate Mary. Create an image/ picture/ painting to represent the words of the hymn. (See Resources for activity example)

- Explain that Mary is often called other names and ask the children for examples e.g. Our Lady, Mother of Jesus.
CT should tell the children that in the hymn *The Sun is Shining Brightly* Mary is called the Queen of Heaven and is also known as Queen of the Angels, Queen of All Saints and Queen of the Rosary.
Show some paintings of Mary in her roles (See Resources) and discuss them with the children focusing on Mary's role as a Queen.
- Children could then be given the opportunity to paint their own picture of Mary as a Queen or create a crown to symbolise this. (See Resources for template crown and instructions)
- Show a set of rosary beads and remind the children that *The Rosary* is a special set of prayers to Mary. When we pray The Rosary, we pray an Our father, ten Hail Marys and a Glory be to the Father. Demonstrate this by showing the children the beads and which prayer each represents and the cross on the rosary beads. Demonstrate how to use them and hold them when saying The Rosary. This site may be useful: [How to Pray the Rosary for Kids - TheCatholicKid.com](http://www.thecatholickid.com/how-to-pray-the-rosary-for-kids/)
Children read and colour How to Pray the Rosary Worksheet.
- Lead class in praying The First Joyful Mystery- The Annunciation.
Explain that *The Joyful Mysteries* are all about happy occasions in the life of Mary. Discuss the events of *The Joyful Mysteries*.

1. The Annunciation
2. The Visitation
3. The Nativity
4. The Presentation
5. The Finding of Jesus in the Temple

Useful websites:

<http://www.rosary-center.org/joyful.htm>

<https://mycatholic.life/catholic-prayers/the-most-holy-rosary/the-joyful-mysteries/>

- The pictures of *The Joyful Mysteries* could be enlarged and printed then coloured by the children and displayed around class altar. (See Resources)
- Each day at prayer time the children should gather around the altar to pray a mystery of *The Joyful Mysteries*.
- Read The Story of the Annunciation Luke 1: 26-38 and discuss the scripture with the children. (See Resources) CT should explain that even

Focus 3:

- I know that Catholics have a duty to attend Sunday Mass every week.
- As I prepare/during my preparations for the Sacrament of Reconciliation, I am/have become more aware of the privilege and responsibility of being a member of the Church.
- I understand that there are two parts to the Mass: The Liturgy of the Word and the Liturgy of the Eucharist.
- I know that during the Liturgy of the Word, I hear readings from the Old Testament and the New Testament, and I listen to God's message to me.
- I can join the worshipping community by asking for God's forgiveness during the Penitential Rite.
- I can pray the Confiteor and I am beginning to understand the meaning of this prayer.
- I know how to offer the sign of peace to others during Mass.

although Mary was frightened, she said 'Yes' to God and agreed to be the Mother of His Son.

Children make a thank you card to Mary for agreeing to be the Mother of His Son. These could be displayed around the class altar.

- Children should have the opportunity to say thank you to Mary by being led in a time praying *The Rosary*.
- Children participate in a simple liturgical procession honouring Mary. They could process singing *The Sun is Shining Brightly*, carrying or wearing their crowns in honour of Mary. Some crowns could be displayed on the May Altar. This could be part of a school assembly or prayer service.

Focus 3:

- Discuss why Sunday is a special day e.g. school is not opened, their parents might have the day off work, and they might do something special such as an outing or visit grandparents.

CT should remind the children that Sunday is a very special day for all Catholics because it is our duty to attend Sunday Mass every week, reminding children of the ten commandments that we must honour and one of these promises is *Remember to keep the Sabbath day holy*. Sabbath means Sunday and we can keep it holy by attending Mass. To deliberately miss Mass on Sunday without a good reason, (e.g. illness) is turning away from God and should be confessed to a Priest when you receive the Sacrament of Reconciliation. Class Teacher should be sensitive to the fact that the children may be too young to attend Mass independently and are therefore relying on parents/carers to accompany them and if they miss Mass, it may not be through fault of their own.

CT to discuss local parish church and allow children to share experiences if they attend a different parish.

Children complete *I go to Mass on Sunday Worksheet* (See Resources).

- Discuss membership of clubs and rules. Explain now that they are getting older and have received the Sacrament of Reconciliation, they are an active member of the Church community. Remind children of the responsibilities of being a member of the Church by going to Mass on Sunday, receiving the Sacrament of Reconciliation, saying prayers and trying our best to live as God wants us to.
- Children complete *I am a Member of God's Church Worksheet* by drawing themselves and demonstrating their obligations. (See Resources)

- Discuss the different parts of the Mass e.g. Entrance Procession, Liturgy of the Word, Liturgy of the Eucharist, Our Father, Sign of Peace. Explain that during **The Liturgy of the Word**, we listen to God's Word through readings from the Old and New Testament. Although these stories were written a long time ago, God is speaking to us today and we must listen to God's message. The Liturgy of the Word comprises of:
 - The First Reading
 - The Responsorial Psalm
 - The Second Reading
 - The Gospel acclamation
 - The Gospel reading
 - The Homily
 - The Nicene Creed
 - The Prayers of the Faithful

(An Information Sheet for teachers on The Liturgy of the Word/the Liturgy of the Eucharist are included in the resources.)

Explain that during **The Liturgy of the Eucharist** we remember what Jesus did on the night before he died: he took bread and wine, gave them to his disciples, and said, "This is my body; this is my blood." The Liturgy of the Eucharist comprises of:

- The Preparation of the Altar and Gifts
- The Eucharistic Prayer
- Communion Rite
- Concluding Rites

Discuss the readings from the Old and New Testament and the message God's wants us to hear when we listen to them e.g. Noah's Ark - God always keeps his promises, The Prodigal Son - God always forgives us. Children complete *The Liturgy of the Word Worksheet*.

- Explain to the class that the word Eucharist means "thanksgiving." In the Eucharistic Prayer we offer thanks to God. Discuss the things for which we should thank God, such as creation, people, and His love. Children write their own prayer of thanks (see resources).
- Explain that after the Priest has greeted his congregation and welcomed them to Mass, he invites us to ask for God's forgiveness during the

Penitential Rite. CT explains that then all pray a special prayer called the *Confiteor* (See Resources).

Discusses the prayer with the children, asking questions, such as:

- What does the word *confess* mean?
- Why do we strike our breast during the prayer?
- What sins do we confess?
- What does the word *grievous* mean?
- Who do we ask to pray for us?

Teacher explains to the class that when we pray the *Confiteor* at Mass, we are publicly confessing our sins and asking God for forgiveness.

Lead the class in praying the *Confiteor*. The children may copy the prayer for a handwriting lesson and be encouraged to read/pray it in silence or with a partner in the morning. Encourage children to take home the words of the *Confiteor* to pray with their family.

Explain that after we pray the *Confiteor* at Mass we think about the times when we have not lived as God wants us to live and ask for his mercy. CT explains that mercy means to forgive someone instead of punishing them. The Priest leads the prayers and the congregation reply with set responses including *Lord, have mercy* and *Christ, have mercy*.

- Read the continuation of the Penitential Rite (See Resources) and ask the children join in with the responses, practising them with those who do not know them well.
- Discuss the sign of peace (what is peace and why do we offer peace to one another?) and how this was always a handshake, however since Covid, some Parishes have not returned to a handshake and continue to simply say the words to one another rather than any touch or do a different gesture such as a wave. Inform the children that the gesture of shaking hands during the sign of peace was to demonstrate and represents hearing God's love and peace to all we meet.

Focus 4:

- I know that the liturgical colours used by the Church are red for Pentecost.
- I have participated in dressing the class altar with this colour.
- I know that the Holy Spirit strengthened the faith of my school's patron saint and other saints and that the Holy Spirit can strengthen me to live a more Christian life.

Focus 4:

- Dress altar in red cloth for Pentecost.
- Explain that when we celebrate the Feast of Pentecost, we are celebrating the disciples of Jesus receiving the Holy Spirit. Pentecost happened 50 days after Jesus rose from the dead. The liturgical colour

- I know that the Holy Spirit helps me to choose Jesus' way and therefore to respond to God's love in my life.

for Pentecost is red and on Pentecost Sunday the priest wears red vestments.

Show an image of red vestments and altar (see resources).

Children should be involved dressing the class altar in red.

- Read Act 2: 1-8 (See Resources) and discuss the story with them by asking the following:
 - Where were the disciples?
 - What strange noise came from the sky?
 - What touched every person?
 - What were they filled with?
 - What could they do that they couldn't do before?
 - Do you think they were glad to be filled with the Holy Spirit?

Children watch the story of Pentecost. Available at:

<https://www.youtube.com/watch?v=vuUK6REOWuE>

- Children complete 'Pentecost Reporter' worksheet (See Resources).
 - Children should create three questions to ask the disciples after they have been filled with the Holy Spirit.
 - Next, children hot seat as disciples answering each other's questions or swap papers and complete written answers.
- Children create a tongues of fire collage (See Resources) to be displayed around the class altar.
- Discuss the word 'peace' and its meaning, reflecting on prior learning. (See Resources to access CAFOD PowerPoint about how sport can help to bring peace amongst communities)

CT explains to the class that a bird called a dove is known all over the world as a sign or symbol of peace.

Children are given the opportunity to make a handprint dove (see resources).

Teach class the hymn, *Peace Perfect Peace* (see resources). Available at:

<https://www.youtube.com/watch?v=lj9A4klqbqY>

Identify the school's patron saint. Children could use ICT to research the life of the school's patron saint and complete Our Schools Patron Saint worksheet (See Resources).

Class discussion: Why do you think this saint was chosen to be our school's patron saint? What did they do during their lifetime to merit such an honour? Was life difficult for them? Who do you think helped them to be strong and overcome any problems?

Focus 5:

- I can see and understand that the Bible is a special and holy book by the way people use it and treat it with great respect, and I can do so too.
- I can identify where Sacred Scripture is situated in the local Church and in my classroom.
- I know that we find narratives about God in the Bible and that this makes it a very holy book.
- I understand that the Bible is the most precious and sacred book for all Christians because it is the Word of God.
- I am able to read aloud from sacred scripture in such a way that I am proclaiming the Word of God.

Explain that the Holy Spirit strengthened the faith of the saints, and this gave them the courage to continue living their lives in the way of Jesus.

- Explain to the class that God has given us the Holy Spirit to help us to make good choices and to live in the way that Jesus wants us to live and that we too can be strengthened by the Holy Spirit, choosing to be like Jesus and responding to God's love in our lives. Discuss ways in which we can show we are living in this way e.g., being helpful, telling the truth, being patient. Explain that sometimes it is hard to make good choices e.g., when we really want something, when we don't want to go to bed, when we are angry. We should always remember that the Holy Spirit is there to help us and to guide us in making good choices and to show God that we love others the same way as He loves us.

Children complete 'Living in the Way Jesus asked us to' worksheet. (See Resources)

Focus 5:

- Explain that the Bible is a special and holy book because it contains the Word of God.

Focus on how the bible is treated respectfully:

- bow before picking it up and returning to the class altar.
- carry respectfully.
- allow children to practice carrying and bowing with bible.

Explain that, in Church, the Bible is kept in a special stand called a lectern (See Resources for photos). The lectern is placed in front of the pews, so that the Priest/Reader faces the congregation when he/she is reading during Mass. Lecterns are normally made of wood; some are plain, and some are very decorative.

Children are asked to design their own lectern for their parish church. This could be a group or individual task.

- Issue Bibles to the class, reminding them that they are very holy books because each one contains lots of stories about God Our Father. The Bible was written a long time ago and Christians all over the world treat it with great respect because it is the Word of God.

Allow the children to have some time to explore the Bibles in pairs. Next, show how the Bible is divided into two sections- the Old Testament and the New Testament. CT explains that the Old Testament contains stories that

Focus 6:

- I know that Palestine was part of the Roman Empire.
- I can hear, read and recall from the Gospel (Luke 5:1-11) that Jesus chose twelve special friends who are known as the Apostles.
- I can find out about one or more of the Apostles in more depth e.g. Saint Peter, Saint Andrew, and Saint James.

happened before Jesus was born and the New Testament starts with the birth of Jesus.

Discuss Bible stories that the children can recall e.g., Noah's Ark, the Wedding Feast at Cana and children determine whether they belong in the Old or New Testament.

Explain that when we go to Mass and listen to the Priest/Reader reading from the Bible, they always proclaim, "The Word of the Lord" and we reply, "Thanks be to God." CT explains that when we read the Bible aloud to others, we are also proclaiming the Word of God.

Children should be given the opportunity to read short passages from the Bible aloud in class, assemblies, prayer services, Mass, etc.

During prayer times, children should be given the opportunity to take the class Bible from the class altar, read a passage to the class and then replace the Bible back on the class altar.

Children complete The Bible worksheet.

Focus 6:

- Explain to the class that the country where Jesus was born was called Palestine. Palestine, at that time in history, was part of the Roman Empire. Show the class a map of the Roman Empire (See Resources) and help the children to locate Palestine on the map. Children should be given a map of Palestine (See Resources) and should locate places associated with the Bible and the life of Jesus. E.g. Bethlehem, Jerusalem
- Explain that Jesus decided to choose some disciples who would be His special friends. Disciples are people who learn from someone else. Imagine the excitement of getting to be with Jesus every day and to learn directly from Him.
Read the Gospel (Luke 5:1-11) and discuss the reading with the class.
[Luke 5:1-11 ICB - Jesus' First Followers - One day - Bible Gateway](#)
Teach the hymn Follow Me, Follow Me (See Resources).
Available at: [Follow Me, Follow Me \(leave your home and family\) - Catholic Christian Worship Hymn \(youtube.com\)](#)
- Explain that Jesus chose a total of twelve special friends very carefully. He needed people He could trust to send out His message and to continue

the work when He was no longer around. The word "Apostle" refers to "one who is sent out."

While Jesus was on earth the twelve were called disciples. The twelve disciples followed Jesus Christ, learned from Him and were trained by Him. After Jesus' resurrection and ascension, Jesus sent the disciples out to be His witnesses. They were then referred to as the twelve apostles.

The names of the twelve apostles are:

- Peter
 - James
 - John
 - Andrew
 - Philip
 - Thomas
 - Bartholomew
 - Matthew
 - James Alphaeus
 - Simon
 - Thaddaeus
 - Judas
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- Children should create an image of Jesus and the 12 apostles. Show children image of the Last Supper or use cut and stick images (See Resources).
 - Explain that the Apostle, Andrew is the Patron Saint of Scotland, and his special feast day is 30th November.
Tell the children about the life of Saint Andrew (See Resources for teacher sheet)
Children could draw the pictures in a storyboard depicting the life of Saint Andrew (See Resources)
An alternative apostle can be researched if St. Andrew has already been celebrated in November.

Focus 7:

- I can hear, read and recall that Jesus healed many people and that we call the healing actions of Jesus miracles:
 - The healing of the man born blind (John 9:1-7)
 - The healing of Peter's mother-in-law (Matthew 8:14-15)

Focus 7:

- Explain that wherever Jesus went, people would bring their sick to Him to be healed. Jesus was a very kind and loving person and He wanted to bring

- I know that there are seven sacraments and that, through God's grace, these help us to be more like Jesus and to grow in faith.
- I know that the Sacrament of Reconciliation and the Sacrament of the Sick are called 'Sacraments of Healing', which continue Jesus' forgiving and healing actions in the community of the Church.
- I can find out about and name groups of people in my parish who care for others e.g. by exploring the parish website, by asking questions of our priest or parish workers.
- I know that the word 'pastoral' comes from the Latin word for 'Shepherd' (Pastor) and that priests try to be like Jesus, the Good Shepherd (John 10:11-15)
- I can find out about the pastoral work of priests in the parish and how they show God's love and care for others.

relief to the suffering of the sick. These healing actions are called miracles.

- Read (John 9:1-7). Teacher asks the children to imagine what it would be like to be blind and never see people, animals, trees, colours, etc.
- Children can watch animated story. Available on:

<http://www.youtube.com/watch?v=Uo9ILFTVdhQ>

- Explain that as well as healing the blind man, Jesus helped strengthen the man's faith, for his simple obedience is all Jesus required. All this man had to do was to trust in Jesus and obey his command.
 - Complete Jesus Heals a Blind Man worksheet by writing the words of Jesus, "Go and wash your face in the Pool of Siloam."
 - Read 'The healing of Peter's mother-in-law (Matthew 8:14-15)'
 - discuss the miracle, explaining that Jesus has healing hands.
 - shows the faith people had in Jesus.
- Available on:

http://www.youtube.com/watch?v=TaBYU53e0_k

- Children can draw round their own hands to create a display around the altar with the heading Jesus Has Healing Hands.
- Explain to the class that there are seven Sacraments: (Each one listed below takes you to a link online with further information)
- [Baptism](#)
- [Reconciliation](#)
- [Eucharist](#)
- [Confirmation](#)
- [Matrimony](#)
- [Holy Orders](#)
- [Sacrament of the Sick](#)

These Sacraments help us to be more like Jesus and to grow in faith:

Baptism: We join God's family through the Sacrament of Baptism.

Reconciliation: We receive the grace of forgiveness and repentance.

Eucharist: We receive the Body of Christ.

Confirmation: We receive the Gifts and Fruits of the Holy Spirit.

Matrimony: A man and a woman establish between themselves partnership for the whole of their life. God blesses the marriage and gives them strength to keep their promises.

Holy Orders: Men will receive the same power Jesus gave the Apostles. They will be able to celebrate Mass and administer the Sacraments.

Sacrament of the Sick: Through the sacrament of anointing, Christ strengthens those who are afflicted by illness, providing them with the strongest means of support.

- Children complete Seven Sacraments worksheet (See Resources) or create a group poster displaying each sacrament.
- Explain that the Sacrament of Reconciliation and the Sacrament of the Sick are called 'Sacraments of Healing.' Teacher reminds the children of the miracles of Jesus and how Jesus showed the afflicted compassion. His forgiveness and healing actions brought them relief from their suffering. The 'Sacraments of Healing' continue Jesus' forgiving and healing actions in the community of the Church.

Sacrament of Reconciliation: Reconciliation is a Sacrament of healing in which our sins are forgiven and in which we are reconciled with God and the Church.

- Teacher revises the Rite of Reconciliation:
 1. Examination of conscience.
 2. Enter Confessional, kneel and make the Sign of the Cross.
 3. Greet Father and say, "Bless me Father for I have sinned. It has been...since my last..."
 4. Confess sins.
 5. Priest will talk to child.
 6. Child recites Act of Sorrow.
 7. Priest assigns penance.
 8. Absolution of sins.
 9. Child thanks priest, exits and does penance
- Participate in a prayer time in which teacher leads an examination of conscience (See Resources).

Sacrament of the Sick: In giving the sacrament, the Priest anoints the sick person on the forehead and hands. During this anointing, the Priest says: "Through this holy anointing may the Lord in his love and mercy help you with the grace of the Holy Spirit. May the Lord who frees you from sin save you and raise you up."

In celebrating this sacrament, special graces are conferred on those who are experiencing the difficulties that come from serious illness or old age. Anointing of the Sick helps the recipients grow in faith and trust in God. No matter what their condition is, they are not alone. Jesus is present, forgiving and healing them.

- Children write their own prayer for someone who is sick (See Resources)
- Identify information about the local Parish. CT could display the Parish website if available and identify groups of people who care for others e.g., Saint Vincent de Paul. CT explains how these groups function and help others. The Parish Priest or Parish volunteers could be invited into the class and children could devise questions about their role to ask them.
- Class discussion: Invite the children to tell everyone about their pets, if they have any and others can ask questions. Discuss what pet owners need to do to look after their pets, emphasising that it is a big responsibility. CT tells the children that Jesus said, "I am the good shepherd." A shepherd is a person who takes care of sheep. Sheep can't take care of themselves. They need someone to watch over them and care for them.
Read John 10:11-15 ([John 10:11-15 ICB - "I am the good shepherd. The good - Bible Gateway](#)) and explain that Jesus wasn't really talking about sheep. He was talking about you and me. We are His "sheep." He loves us, He takes care of us, and He makes sure that we have everything that we need. He was even willing to give His life so that you and I could live with Him forever in heaven.
Children to create their own paper plate sheep which can be displayed under the heading 'You are my shepherd; I am your sheep, I want to follow you always'.
- CT to explain that Priests try to be like Jesus in His role as the Good Shepherd. They love and care for their parishioners and watch over them, protecting them from danger.

Focus 8 (Other World Religion)

- I can recall from the book of *Genesis* where God created the earth and everything in it. I know that the Jewish people today believe in God as the creator of everything.
- I can recall that Jesus grew up in a Jewish family.
- I know that family life is central to Jewish life today.
- I can recall from my learning that Jesus went to the Synagogue to pray.
- I know that the Jewish community today worship in a building called a 'Synagogue' and I can identify some of the features found inside.

Introduce the word 'pastoral' to the class and explain that it is a Latin word for 'Shepherd' (Pastor).

Discuss the pastoral role of Priests e.g. he prays with us when we are sick, we can go to him when we are worried about something, he helps us to live more like Jesus, he administers the Sacraments.

The Parish Priest could be invited to the class to answer questions about his pastoral work.

- Complete Our Parish Priest worksheet (See Resources)

Focus 8: (Other World Religion)

- Revisit the story of Creation within *Genesis*. Recall 'All Things Bright and Beautiful' (September) remind the children that God created each of us as His children and that although we are all unique, he loves us all the same.
- Introduce 'Other World Religion' - Judaism and that those who follow this religion are referred to as Jews. CT should explain that Jesus was a Jew, and that Jews believe in the same God as Christians.
- If someone from the Jewish community is able to visit the class and share some things about their faith, it should be welcomed.
- Read the 'Presentation in the Temple' Luke 2:22-40. The following child-friendly video version of the Bible story can be found here: [Jesus in the Temple \(Luke 2\) \(youtube.com\)](#)
 - Discuss the story and how Mary and Joseph must have felt during that time.
- Inform the children that Jewish Families have traditions and celebrations, just like our families do. Allow the children to share their family traditions and then discuss traditions and celebrations in our faith.
- Watch: [BBC Two - Pathways of Belief, Judaism: The Family, Meet a Jewish family](#) and discuss the traditions around the Jewish beliefs.
- After hearing about the Mezuzah in the video clip, deepen understanding of what it is, how it is used and what relevance it is to the Jewish faith and Jewish people. Children could carry out their own research and share findings. Then watch 'What is a Mezuzah?' using the following link, pausing and explaining throughout:
<https://youtu.be/ANlqSXC7xzc>

- The children could then make a Mezuzah, place their own special prayers in these. A template can be downloaded from Tes using this link: [Jewish Mezuzah Scroll Cover Template. | Teaching Resources \(tes.com\)](#)
- Read Luke 2: 41-52 Jesus in the Temple. (if you used the earlier link, some of this story will have appeared in the video so it can be recapped here)
- Use images of a Synagogue and discuss the main features. Use the following website to support discussions and provide visual images: [A visit to a synagogue - KS1 Religious Education - Primary Y1 & Y2 - BBC Bitesize](#)
- See Resources for a PowerPoint presentation which can be used to explore the features of a synagogue.
- A visit to the Synagogue would be appropriate.
- To conclude, children should compare the similarities and differences that they have learned between their own faith and that of Jewish people.

Evaluation

Next Steps

