



RERC Term 2 Planner - Primary 5



Experiences and Outcomes

I recognise the importance of personal prayer and communal prayer in the growth of all people's relationship with God. I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers. I have participated in different approaches to, and experiences of, prayer. I can describe how prayer is an important part of the liturgical and devotional life of the Church. I have reflected on how all of these are different ways of worshipping God. **RERC 2-14a**

I know that the Holy Spirit strengthens my faith and the faith of the Saints, and I have reflected on how the stories of the Saints can inspire me to live a more Christian life. **RERC 2-19a**

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 2-07a**

I can recognise Mary's significance within the Catholic tradition, and I know that celebrating her feast days and praying to God through Mary can enrich my life. **RERC 2-15a**

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 2-16a**

I can examine God's relationship with myself and others. I have reflected on how the gift of faith can permeate my whole being. **RERC 2-03a**

I know that I have been called by God to grow in love, justice and peace in my relationships with others. **RERC 2-20a**

I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others. **RERC 2-24a**

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 2-18a**

I know that Jesus is truly divine and truly human, and I can acknowledge Him as our Saviour who brings the New Covenant. **RERC 2-05a**

I have studied the structure of the Bible. I can identify the different parts of the Bible and I have explored God's message in these. **RERC 2-11a**

I know that the Bible is the inspired Word of God and that I should treat it with reverence. **RERC 2-12a**

Benchmarks

- Says some traditional prayers and prayerfully participates in different liturgical celebrations.
- Uses examples from the lives of the Saints and applies these to their own life.
- Discusses the importance of the Passion, Death and Resurrection of Jesus for an understanding of the meaning of eternal life.
- Shares ways that devotion to Mary deepens personal faith life and says in their own words why Mary is important to Catholics.
- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.



- Demonstrates, through their words and actions, Church teaching on care for the world and others.
- Investigates and shares why signs and symbols are used at particular times of the liturgical year and uses symbols and rituals to worship God, reflecting on their purpose.
- Demonstrates through words and actions how Jesus influences people's lives and values.
- Identifies and discusses the parts of the Bible including describing God's message in some Bible passages.
- Explains the Bible is God's Word and gives their own reasons why it should be treated with reverence. Shows respect for the Bible.



Plans for Assessment

Focus 1:

- Children will learn to pray the *Angelus* at noon, regularly in the classroom, particularly in the season of Advent and during the months of May and October
- Children will know and be able to participate in the *Glorious Mysteries* of the Rosary.

Focus 2:

- Children will increase their knowledge of the Mass responses to the Liturgy of the Eucharist.
- Children will know some of the main duties of an altar server.

Focus3:

- Children will understand the role of the Saints, the term intercession, and have some knowledge of the journey to Sainthood.
- Children will understand the power of prayer.

Focus 4:

- Children will understand the different ways in which people can be poor such as economically, spiritually and emotionally.
- They will demonstrate practically their love and care for external communities.
- The children will understand the meaning of the word 'Charism'. They will have some knowledge about the life of the Blessed Mother Theresa.

Focus 5:

- The children will have some knowledge of the hierarchy of The Church.
- The children will have some knowledge of the role of lay organisations in their Diocese.

Focus 6:

- Children understand that we are offered the promise of eternal life through Jesus.
- Children will have some knowledge of Joseph of Arimathea and reflect on the care shown to Jesus after His crucifixion.
- Children will be aware of the funeral rites administered after death. They will know some of the rituals involved with the celebration of someone's life who has died.

Focus 7:

- Children demonstrate an understanding that the Church uses purple for Advent and white for Christmastide.
- Children demonstrate an understanding of the significance of the Advent Wreath.
- Children show awareness that the crib is a symbol of Christmas and the birth of Jesus.



- Children show awareness that the star is a symbol of Christmas and the Star of Bethlehem.

Focus 8:

- Children will recognise that Mary is honoured as the first of all believers.
- Children demonstrate a greater understanding of Mary's significance within the Catholic Church.

Focus 9:

- Children demonstrate an understanding that Jesus was fully human and became Jesus of Nazareth and Son of Mary.
- Children will understand the meaning of the term 'Prophet'.
- They will be familiar with some of the prophets who foretold the birth of Jesus.
- Children will understand that Jesus is a descendant of Abraham from the Old Testament.
- They will understand the meaning of the word 'covenant'.
- Children will actively participate in the preparation and participation of Advent /Christmas activities.



Sequence of Lessons

Focus 1

- I know the *Glorious Mysteries of the Rosary* and the *Angelus*.
- I can name the *Joyful, Sorrowful* and *Glorious Mysteries of the Rosary*, and I recognise that these narratives come from the Gospel accounts of Jesus' life, death and Resurrection.
- I am learning to pray the *Angelus* at noon, regularly in my classroom, particularly in the season of Advent and during the months of May and October.
- I can compose my own prayer of petition and thanksgiving to God.
- I can compose prayers asking for the intercession of Mary and the Saints.

Suggested Activities

(Optional resources to support lessons available on website)

Focus 1:

- Teacher should explain to the children that during the month of October we honour Our Lady. The children should help the teacher to prepare the class altar for this month. CT should explain that the class will be focusing on the *Glorious Mysteries of the Rosary*. The children should be aware that the first three mysteries can be found in the Bible, although the fourth and fifth are not. Children should complete the attached worksheet on the *Glorious Mysteries*. The children should pray the *Glorious Mysteries of the Rosary*. Useful website for praying live worldwide and individually is:
<http://www.comepraytherosary.org/>
- At noon each day children should pray a special prayer to Mary called the *Angelus*. (Copy of prayer attached) CT to explain that the *Angelus* means Angels and that Mary is in Heaven with all the angels and has a special title - Queen of the Angels.
- The teacher will further explain the *Angelus* by sharing that it is a special prayer that is said at the ringing of the church bell - in three groups of three chimes with a pause in between each group. It takes place at 6am, Noon, and 6pm at the sound of the *Angelus Bell* and the faithful stop what they are doing and say 3 Hail Marys in honour of the moment when Our Lady said 'Yes' to God. This makes Her the first of all believers. Sadly, there are few places where the *Angelus* is still rung consistently. Vatican City, of course, still chimes the *Angelus*, as do traditional monasteries and convents and various institutions. The children will read and complete the *Angelus Bell* worksheet (attached to planner).
- The children will explore the painting, "*The Angelus*" - by Jean Francois Millet (Attached to planner) which depicts a man and his wife stopping to pray the *Angelus*.



CT to ask questions such as,

- What do you think is happening in this picture?
- Where and when is the picture set?
- What are the two people doing?
- How does the painting make you feel?

- Children could recreate this painting or make one which includes themselves using a variety of materials.
- Class - Children will locate Lourdes on a map or in an atlas. CT to explain that something very special happened in Lourdes. Children will read the story of Bernadette reciprocally. This should be followed by a class discussion focussing Mary as an 'apparition'.
What is an apparition? *An apparition is when someone who is not of this world appears in their humanly form and may or may not communicate with you.* (Children can see Lourdes on the live webcam using the link below)
[DIRECT FROM LOURDES - Lourdes Live TV](#)
- CT should explain that one ancient form of prayer is the litany. (*A prayer of petitions and responses*) In this lesson the children will learn more about this form of prayer. Children should define the word 'litany' in the dictionary. There are three parts which make up a litany:
 - The *invocation* (addressing God)
 - The *petitions* (asking God for favors)
 - The *responses* ("Have mercy on us," "Pray for us," "Hear us").
- As a class, children will write their own Litany to Our Lady for the month of October. This Litany could be shared at assembly. Link for reference: [Litany of the Blessed Virgin Mary - Litany of Loreto | EWTN](#)



Focus 2:

- I know that Catholics have a duty to attend Mass every week and I recognise that it is a privilege and a responsibility for me to attend Mass and to learn about my faith through my participation in the Eucharist.
- When I listen to a passage from the Bible, I know that this is the Word of God
- I can prepare myself to listen intently to each reading by being still and quiet, so that I am ready to hear God's message, especially in the Liturgy of the Word at Mass.
- I am increasing my knowledge of the Prayers of the Mass, and I am deepening my understanding of them by attendance at Mass throughout the year.
- I am growing in my ability to prepare for Sunday Mass through reflection on the readings during each week with the help of my teacher, Chaplain and family.
- I know that, during Mass, the Priest and readers often offer prayers of Intercession for the Universal Church, the world and the local community.
- I know that during the homily, the Priest helps us understand the readings of the Mass and encourages us to follow Jesus.
- I recognise that, often, hymns at Mass can reflect the theme of the Liturgy.
- I understand the role of the Altar Servers.
- I know of the general requirement of Church law that I should fast for an hour before receiving Holy Communion. I know that this is a mark of respect for the Eucharist and is known as the Eucharistic Fast.

Focus 2:

- Class Teacher should organise a game of Musical Chairs. Children will play the game. When it is over the teacher should ask: How did it feel when you were put out of the game? Can you think of a time when you have been left out of something else? Have you left someone out of something before? What can we do to help people who feel left out?
- Discuss a time when you were given an invitation and how it felt. Ask the children to imagine that they were invited to a special party but did not want to go as they felt they had better things to do. How did they feel and how would the person who is inviting them feel if they knew?
CT should read Luke 14:15-24. 'The Parable of the Great Feast' (Child version attached) and discuss the message that Jesus is inviting us to celebrate Mass as a community and that it is a privilege and a responsibility. Discuss privileges and responsibilities that we have in our lives. The children should make a list of each privilege and the responsibility that accompanies it. (For example, the privilege to an education and the responsibility to attend school/do our best whilst there) Explain how the invitation to attend Mass is the same.
- Children will look at the Mass responses (Separate Attachment) for the Liturgy of the Eucharist. Then will complete a close passage on the Mass responses for the Consecration (Worksheet attached).
- The parts of Mass should be discussed including The Gospel/homily, Readings and Prayers, words said by the Priest and responses made by the congregation and the significance of the lyrics in hymns.
- CT should explain to the children that 'The Holy See' is the government of the Roman Catholic Church. 'Canon Law' is the rules set by the Catholic Church. One of the laws is: Canon 919 §1 "Whoever is to receive the blessed Eucharist is to abstain for at least one hour before holy communion from all food and drink, with the sole exception of water and medicine." We fast before Communion to prepare ourselves for receiving Jesus Christ. The Catechism tells us that it's to prepare

Focus 3:

- I know that we are called to be Saints and that God sends us his Holy Spirit to help us.
- I have been given opportunities to familiarise myself with images (statues, pictures, icons) of the Saints studied in school and I know that they are models of Christian life and that they can intercede to God on my behalf.
- GLP - I know that God always calls me into relationship with him and I recognise that this relationship is deepened through my prayer and trust in his love.
- I have discussed the power of prayer, having reflected on its influence in the lives of two or more of the following saints: St. Bernadette, St. Therese, St. Margaret Mary and St. John Vianney.

for the worthy reception of the Lord in Holy Communion.

It is a mini-sacrifice of love for the maximum blessings we will receive when Jesus comes to us in Holy communion.

- If possible, those children who are altar servers can visit the class and explain their role in Church to the class.
- The children will create a poster advertising for altar servers for their Parish.

Focus 3:

- Children should research the process to Sainthood (Attached information sheet) then create a poster to illustrate each step.

Video link to help explain the process:

[Canonization Explained: How To Become a Saint - YouTube](#)

- Children should use books/internet to research the life of a Saint. This may be a Saint who shares the same interests and devotions to the child (St. Francis and his love for animals) or it could be the Patron Saint of the school.
- The children will choose a saint and using craft materials create a collage version of their Saint. It should be clear from their finished piece which saint they have chosen, possibly due to a symbolism. i.e., a sword for Saint George, a bird for Saint Francis, a shamrock for Saint Patrick.

The children should show their finished piece of artwork to the class and explain a little about the life of their chosen Saint, sharing knowledge and information. The class altar can be the point of display for their 'Parade of Saints'.

- Groups discuss the question - Who helps the saints? *The Holy Spirit*.
- Children write a prayer of thanks to the Holy Spirit giving thanks for the help given in trying to live a more Christian life.
- Using the question sheets attached to the planner, half of the class will research the life of Saint Therese and the others will research the life of Saint Margaret Mary. Pupils will share their findings with the



Focus 4:

- I am learning about the concept of poverty in our world, and I recognise that people can be poor in many ways such as economically, spiritually and emotionally.
- I have been given opportunities to demonstrate, practically, my love and care for the poor in my local, national and international communities. I know that this enables a more just world which reflects the nature of the Kingdom of God.
- I know that "acting justly" means living in a "right relationship with God" and therefore treating others fairly.
- GLP - I have responded to opportunities to reflect on Micah 6:8 and I recognise that in all encounters with others, including moments of conflict, I am invited by God to "to act justly, to love tenderly and to walk humbly" with Him.
- I know that God calls me to demonstrate compassion and mercy to others and to offer sacrifice.
- I have learned about the charisms of people such as Blessed Mother Theresa of Calcutta (in her work with the poor and dying), Jean Vanier (in his foundation of L'Arche) and St Damien Molokai (in his ministry to lepers) and how their life and work demonstrate compassion, mercy and service.
- I know that God calls me to demonstrate compassion and mercy to others and to offer service.

class and reflect on the influence that the power of prayer had on these two individuals.

- **In groups:** Children work in groups to design and make a poster about Saint Therese or Saint Margaret Mary promoting the influence the power of prayer had on their lives OR children use ICT to design a PowerPoint presentation promoting the influence the power of prayer had on their lives.

Focus 4:

- Discuss what it means to be poor – poor in our world and poor in spirit.
- Read and discuss 'The Beatitudes' (Matthew 5:1-12).
- Take time to read, reflect and discuss the 'A House on the Rocks'. This may be done in sections over a number of days. (Story attached).
- Children should then complete the 'Reflections on the Beatitudes' worksheet (Attached).
- CT to ask what is meant by being deprived a) economically b) spiritually and c) emotionally. Class discussion providing examples.
- Children should have an opportunity to identify and explore various websites of charities (local, national and international) who work with people who are economically, spiritually and emotionally deprived.
- CT to remind children about the four values of the Kingdom of God - Forgiveness, Self-Sacrifice, Justice and Love - and how these encourage us to show a commitment to help others less fortunate than ourselves.
- CT to show and discuss the work of MISSIO Scotland and SCIAF. (This may be an opportunity to raise money for a chosen charity) Useful websites are www.missioscotland.com and www.sciaf.org.uk/
- Children should create a leaflet promoting a chosen charity.
- **Homework:** Find out about the life of Blessed Mother Theresa of Calcutta and how her life and work demonstrated compassion, mercy and service.



Focus 5:

- I know that my parish is part of the wider Catholic Church and exists within a Diocesan and Universal Communion.
- I am developing my understanding of my involvement in the community of the Catholic Church by exploring the role of the lay organisations in my Diocese that work to show care for the world and the needs of all people e.g. SPRED (Special Religious Development), Justice and Peace Groups.
- I know that I am called to respond to the needs of others when I can.

Focus 6:

- I know that we too are offered the promise of eternal life and can regularly pray for this. I know that we should pray for those who have died, and especially for those who have died and are awaiting eternal life.
- I have reflected on the care shown to Jesus' body by Joseph of Arimathea and by the women who followed Jesus (Mark 15: 42-47).
- I recognise the respect and care shown in the funeral rites of the Church to the bodies of those who have died.

Focus 5:

- Discuss the Vatican and how the Pope is the head of the Catholic Church. Take a virtual tour of the Vatican using : <https://m.museivaticani.va/content/museivaticani-mobile/en/collezioni/musei/tour-virtuali-elenco.html>
- Explain to the children the hierarchy of the Church to help develop an understanding of the bigger picture and life beyond the local Parish. Complete worksheet. (Attached)
Useful website to talk through: [Hierarchy of the Catholic Church \(vaticancitytours.it\)](http://vaticancitytours.it)
- This would be a great opportunity to invite the Parish Priest into the class to discuss how he trained to become a Priest and share information about the hierarchy of the Church. He may also discuss Vocations at this time.
- The Parish Priest may also visit to explain the involvement of lay organisations within the parish and diocese or a representative from one of the organisations could be invited to present their work to the children. (SPRED, Saint Vincent de Paul, Justice and Peace Groups)
- Following the visits, the children could write about how they could contribute to the Parish and beyond by helping those in need.

Focus 6:

- Discuss the words of Jesus: *"I am the resurrection and the life. Whoever believes in me will live, even though he dies; and whoever lives and believes in me will never die. Do you believe this?"* (John 11:25)
- Explain to the children that this quote is referring to the promise of eternal life and that Catholics regularly pray for this.
- Create a Class Book of Remembrance which children can add names of any family and friends who have passed away. This could be placed on the Class altar and prayers could be offered for those each day in November.
- If not known already, children should learn and pray the Eternal Rest.

Focus 7:

- I can identify the meaning of some signs and symbols of Christmas (such as crib, star, Advent wreath).

- A class Remembrance Service may be held to remember those who have died and pray for them. (template attached) In preparation for the Service, children can use the template attached to create Remembrance crosses and poppies.
- Read and discuss the story of Joseph of Arimathea and the women who followed Jesus (Mark 15: 42-47). Write an eyewitness account of what happened.
- Children will be told that the funeral Rites of the Church respects and cares for the bodies of those who have died. They should understand the following terms: vigil, liturgy, eulogy, music and the rite of committal.
- Children may wish to share experiences of a funeral that they attended. Some children may have had personal experience of bereavement and will be able to offer more than others to the discussion CT should approach with sensitivity and respect the needs as well as levels of maturity within the class.

Focus 7:

- Class teacher explains that Advent is a time when we are waiting for Christmas and the birth of Baby Jesus and emphasises that the liturgical colour during Advent is purple and the liturgical colour for Christmastide is white.
Advent is the Season that includes four Sundays preceding Christmas. The Advent Season marks the beginning of the Liturgical Calendar. It always begins in late November or early December. On November 30th or on the Sunday that is the closest to this date, the Catholic Church begins the Liturgical Season of Advent. Advent ends on December 24th before the evening prayer of Christmas.
Christmastide lasts 12 days, beginning on Christmas Eve (December 24th) and continues to the Feast of Epiphany (January 6th).
- Class discussion about the Advent Wreath and an opportunity to create one may be given. (See Teacher notes attached)
- Children should be given opportunities to participate in school Advent assemblies where the Advent wreath is lit.

Focus 8:

- I can recognise that Mary is honoured as the first of all believers.
- I know that Mary is given the titles, 'Mother of God' and 'Mother of the Church' and I can explain what these terms mean.

Focus 9:

- I know that, in the Incarnation, the eternal Son of God became man as Jesus of Nazareth, Son of Mary.
- I know that God chose and called specific people for a particular mission and purpose, and I recognise that some became great prophets.
- I can name some of the key prophets (Isaiah, Jeremiah...)
- I know what the term 'covenant' means, and I have explored the narrative of God's covenant with Abraham (Gen 15).
- I have had opportunities to develop my ability to read aloud from Sacred Scripture in such a way that I am proclaiming the Word of God.

- Discuss and set up crib on the class altar. (Craft ideas can be found at [Free Printable Nativity Craft For Kids \(catholicicing.com\)](https://catholicicing.com))
- CT should explain the significance of the star at Christmas. Children could be given the opportunity to make a Star of Bethlehem. (Instructions and template are attached to planner).
- A crib could be added to/placed near the class altar and prayed around during Advent.

Focus 8:

- Discuss the different ways of honouring Mary as Mother of Jesus and Our Mother e.g., saying special prayers to Mary, singing hymns to Mary.
- On the class altar, there should be a statue/pictures of Mary.
- Recap the story of The Annunciation and the faith and trust Mary had in the Angel's words. Remind children (as this would have been taught in October when they learned the Angelus) that Mary is honoured as the first of all believers as she said "Yes" to God and became the Mother of His Son.
- Children could make figures of the Angel Gabriel and Mary (See template attached).

Focus 9:

- Discuss the birth of Jesus in Bethlehem and how the Son of God became man as Son of Mary. Jesus was born fully human and as a baby the Shepherds and the Wise Men came to worship him. As he grew older, he was known as Jesus of Nazareth and his incarnation has been written about in the Gospels. Explain that incarnation means God taking a human form as Jesus. Teacher reads and discusses significance of Bible Passage - John 1:14. What does John mean by the Word? How does he describe Jesus as a human being? What glory did Jesus receive?
- Create a Nativity Storyboard.

- Read and explain Isaiah 7:14 (written around 400 years before Jesus' birth). How do you think Isaiah knew about this before it happened? Do you know what a 'prophet' is? What do you think Isaiah's mission was? Why do you think God gave this message to Isaiah even though it was 400 years before the event?
- Highlight that Isaiah was not the only prophet who foretold the birth of Jesus.
- Complete the worksheet '*Prophet who foretold the birth of Jesus*'. (Attached) Children should colour and cut the worksheet 'and stick it into their jotter. Under the image children should write the definition of the word 'prophet'.
- Recap on who Abraham is. Explain to the children that he is a descendant of Noah. What is a 'descendant'? Explain that God spoke to Abraham. We are going to read about God's covenant with Abraham. What is a 'covenant'? *It is a promise*. Abraham was faithful and trusted God and so God *promised* him something special.
- Read from the Bible Genesis 15:4.
- Explain that Abraham is a descendant of Noah and that God spoke to Abraham.
- Discuss God's covenant with Abraham, exploring the meaning of Covenant. Abraham was faithful and trusted God and so God **promised** him something special.
- Read Genesis 15:4. Explain to the children after reading that one of Abraham's descendants is Jesus.
- Complete the art activity (Attached over two pages).
- If possible, take part in Advent/Christmas services/Mass/Carol Service/Prayer service/Nativity/Assembly where the children will read from scripture to others. Highlight that they will be sharing the Word of God and the need for reverence as well as the understanding of the privilege involved.



Evaluation

Next Steps

