



RERC Term 2 Planner - Primary 6



Experiences and Outcomes

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 Christian heritage and my role in the Catholic community, and I have reflected on how this role can affect my life. **RERC 2-08a**

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 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 have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others. **RERC 2-22a**

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, through liturgical experiences, reflected on an ability to respond to symbols and take part in rituals in order to worship God. **RERC 2-17a**

I know some of the signs and symbols related to Advent and Christmastide and I can use this understanding to help me explore the themes of these celebrations. **RERC 2-18a**

Benchmarks

- Uses examples from the lives of the Saints and applies these to their own life.
- Shares their knowledge of Christian heritage and the Catholic community and applies this to parts of their own life.
- Says some traditional prayers and prayerfully participates in different liturgical celebrations.
- Discusses the importance of the Passion, Death and Resurrection of Jesus for an understanding of the meaning of eternal life.
- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.
- Is able to discuss and give examples that show Jesus is both God and Man.
- 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.



Plans for Assessment

Focus 1:

Children are aware that the Holy Spirit strengthens their faith and the faith of the Saints and have reflected on how the stories of the Saints can inspire us to live a more Christian life.

Children will write their own prayer of intercession.

Focus 2:

Children explore Christian heritage and their role in the Catholic community and reflect on how this role can affect their life.

The children are able to locate sites of Scottish Christian pilgrimage on a map.

Focus 3:

Children are aware that at the Ascension, Christ sent his disciples on a mission, and we share that mission.

Children have some understanding of ways in which our prayers and sacrifices help those who are on the threshold of heaven to take the final steps of holiness so that they are ready to live with God in heaven.

Children have some understanding of what Purgatory is.

Focus 4:

Through drama, children show an awareness of the importance of welcoming new migrant communities into our parish and society.

Focus 5:

Children will understand that Advent is a season in the liturgical year when we prepare for the coming of Jesus at Christmas.

Children understand the meaning of the word 'Gospel'. They will have some knowledge of the lives of the four Evangelists and their relationship to Jesus.

Children understand that Jesus was human and divine. They will know that He had ancestors as we do.

Focus 6:

The children will understand the role of John the Baptist in preparing the way for Jesus.

They will understand the relevance of the 'Lamb of God' during Mass.

Focus 7:

The children will actively participate in Mass.

The children will have some understanding of the vestments and their names worn by the priest on various occasions throughout the liturgical year.

The children will create their own Jesse Tree and understand some of the associated stories.



Sequence of Lessons

Focus 1:

- I know that we are called to be saints and that God sends us his Holy Spirit to help us to be "the salt of the earth and light of the world" (Matthew 5: 13-16).
- I have been given opportunities to familiarise myself with images of the Saints (statues, pictures, icons) studied in school, and know that Saints are models of Christian life and that they can intercede to God on my behalf.
- I am deepening my understanding of the lives of the Saints I have already learned about, through prayerful reflection on some of their words.

Focus 2:

- I can name some Scottish Christian pilgrimage sites and I can locate them on a map. I can describe how and why these came to be places of pilgrimage.

Suggested Activities

Focus 1:

- Using the Bible, children should locate and read Matthew: 13-16 and discuss the use of metaphors. Divide the class into groups and discuss the meaning of "the salt of the earth and light of the world?"
- Revise the story of Pentecost Acts 2: 1-21 and the power of the Holy Spirit. Class discussion about the power of the Holy Spirit in their own lives and how God sends us his Holy Spirit to help us to be "the salt of the earth and light of the world.". (If we salt the meat to stop it from going bad, how can we salt one another to preserve/stop from going bad - help to make good choices - discuss)
In groups discuss why God calls us to be Saints and how the Holy Spirit can help us on this journey. Each group makes a poster promoting becoming a Saint.
- Children are given the opportunity to familiarise themselves with images, pictures, icons, etc. of Saints. CT to choose a Saint (School Patron Saint could be a good example) and model how to gather facts, find pictures to develop knowledge and deepen understanding of the life of the Saint.
Children may wish to identify statues or pictures at home or in family members' houses and tell their peers about what they find and why they are present in their homes.
- Children should write a biography of the life of a chosen Saint and should be aware that Saints are models of Christian life. These could be displayed at the classroom altar. Helpful site: [Extended Saint Biographies A-Z - Saints & Angels - Catholic Online](#)
- Write a prayer to their chosen Saint asking for guidance.

Focus 2:

- Using the link on tes.com [{Free} Christianity: St. Columba Life and Times | Teaching Resources \(tes.com\)](#) access story of St. Columba and activities to deepen understanding of the Saint and his life. (If

Focus 3:

- I know that, at His Ascension, the Risen Christ sent his disciples out on a mission to tell the Good News to the whole world (Matthew 28: 16-20), and that we share in that mission when we witness to Jesus.
- I know that God wills everybody to have eternal life with him in Heaven, and that we can live forever because, now that Jesus is risen, He will never die again.
- I have prayed for those who have died and are at the threshold of heaven because I understand that our prayers can help them reach God.
- I know that some souls of the departed are purified from all imperfections before seeing God face to face in heaven and I know that this is called the state of Purgatory.

download is unavailable, CT should gather own information and create a resource)

- Reflect on the life of St. Columba and what influences he can have on our lives today.
- Include daily prayers to St. Columba whilst learning about his life, asking for his guidance.
- Children locate the following Scottish Christian pilgrimage sites on a map of Scotland and find out some information about the history of each:
 - Isle of Iona, a place of pilgrimage since St Columba came from Ireland in AD 563 to found a monastery and convert Scotland to Christianity.
 - St Andrews, which was the principal centre of Christian Pilgrimage in Scotland in the Middle Ages.
 - Whithorn - An annual pilgrimage is organised to St. Ninian's Cave in Galloway to honour St Ninian (also known as Ringan) the 4th century Saint who converted the Picts of Southern Scotland, thus establishing the first Christian foothold in Scotland.

Focus 3:

- Children use reciprocal reading skills to explore Matthew 28:16-20.
- Discuss the Ascension of Jesus and the mission of His Disciples to spread the Good News to the whole world. Children can adopt the role of a Disciple and write an eyewitness account of the Ascension.
- Children are given out a card with the words: *Your mission is to tell the Good News to the whole world* (Example attached). They should complete the sheet with ideas about how they will achieve this. Teacher then writes on their card: *Mission Successful! You are a true witness to Jesus*. These could be kept private for the children or displayed as a successful class mission.
- Reflecting on the story of the Ascension and its relevance to us today, children should gain an understanding of the Catholic meaning of

Focus 4:

- I can recognise that Scotland has been enriched by the contributions to society of all these groups, and that our country and Church continue to be enriched culturally and spiritually by new migrant communities. I understand the importance of openness, acceptance and welcome to these new members of our Parishes and society.

eternal life. Revise the prayer 'Eternal Rest' and include it in daily prayers.

- Explain to the class that Purgatory is a state for those on the threshold of Heaven. Develop understanding through open and honest discussion.

Helpful site for teachers: [The holy souls in purgatory • Monthly devotion for November - Teaching Catholic Kids](#)

Our prayers and sacrifices will help them to take the final steps of holiness to live with God in Heaven. Children work in groups to come to an understanding of the prayers and sacrifices they can make to help those in purgatory and present their findings to the class.

- Set up a Remembrance Book for those who have passed away. Children can write in the names of deceased family and friends who they wish the class to pray for. This should be placed on the class altar and those who have died should be prayed for each day in November.

Alternatively, children can complete petitions for the Holy Souls (card example attached) and place them in a book/box on the class altar (or given to the Parish Priest).

- CT may choose to lead a Remembrance service at this point. Children can take part in the activities beforehand to use during the service (Remembrance book/poppy activity) (Example of service and activities attached)

Focus 4:

- Explain to the class that many Scottish Catholics have, as part of their heritage, another culture or another nationality. Display a world map and children identify any countries that they can trace their heritage from. Give each child a sticker, with their name, to place on the country of their heritage. (Children may have homework task to find out information before this lesson) Divide children into groups and make a poster displaying the heritage of each member. The poster will also illustrate how different cultures and nationalities can enrich the lives of others through music, stories, food, etc.



Focus 5: Advent

- I recognise that we can learn about Jesus through the Gospels and that each Gospel gives a particular portrait of the same Jesus.
- I know that in P6 through reading the Gospel of Matthew we will learn about Jesus who was "Son of David", "Son of Abraham" and "Emmanuel".

- Discuss how different cultures have enriched our country. Children design and make their own anti-racism poster.
- Divide into groups and through short dramas portray how we should welcome new migrant communities into our Parish and society. Each group will evaluate the effectiveness of each group's drama.

Focus 5: Advent

- Prepare the class altar. It should be dressed in a purple cloth, a Bible, a candle (Jesus is the light of the world), an Advent wreath, and the beginnings of a crib.
- In groups, ask children to write down as many facts as they can think of about the Bible.
Next, the children should read the 'About the Bible' sheet (Attached) in their groups and discuss the text. Is there anything that surprised them? Children will then work with a partner to complete the Bible quiz (Attached over two pages).
- Class discussion about the Gospels. What is a 'Gospel'? Who wrote the Gospels? These authors are given as special names, 'Evangelists'. What did they write about? Who were they?
- Carry out the internet research task (Attached).
- CT to inform the children that they will be focusing on the Gospel of Matthew and will then read Matthew 1:1 and ask what is he telling us in this opening chapter? *He is telling us that Jesus is a direct descendent of King David, which was foretold in the Old Testament (Isaiah 11:1-2). He is also telling us that Jesus is the Messiah. What does 'Messiah' mean? The word Messiah means 'anointed'. It usually means someone who is initiated into God's service by being anointed with oil; Other Kings have been called messiah in the past, such as, King David, but Jesus is referred to as 'The Messiah'. Matthew wrote his gospels to try to convince Jews that Jesus was the Messiah, the one they had been waiting for.*
Why do you think it is important that we know that Jesus has ancestors? *Jesus was human. He had a family tree just as we do.*

Focus 6:

- I know that John the Baptist prepared the way for the Messiah, or Christ, (meaning the Anointed One) and asked others to prepare too by repentance and the forgiveness of their sins (Matthew 3:1-12).
- As I reflect on the person and ministry of John the Baptist, I know that he recognised and proclaimed Jesus as Saviour (John 1: 29-34).
- I know that we too are called to proclaim Jesus as our Saviour and witness to His message.

Focus 7:

- I have been given opportunities to celebrate liturgy as part of my class, my school and my parish.
- I recognise that the priest wears a variety of vestments according to the liturgical season/event.
- I can name the vestments worn by the priest for Mass and I know that the colour changes in accordance with the liturgical season.
- I can use appropriate colours, words and gestures when preparing for participating in class/school rituals.
- I recognise that some symbols drawn from the Old Testament, such as those found on a Jesse Tree, depict something of the ancestry of Jesus and I can reflect on their meaning.

- The children could create their own family tree as a homework task, identifying grandparents and great grandparents.

Focus 6:

- CT to read Matthew 3:1-12. John was sent by God to be the forerunner. Follow up task about this passage (Attached)
- Ask the class - In what way was John asking people to prepare for the coming of The Messiah? (*repent and ask forgiveness*). During Advent we too are asked to repent and ask for forgiveness in preparation for Jesus coming. Ask the children to complete the close passage procedure 'Lamb of God' (Attached) using John 1:29-34 to support.
- Recap on the part played by John the Baptist in preparing the way for Jesus. John 'proclaimed' the good news about The Messiah. What does it mean to 'proclaim' something? How can we proclaim Jesus as our Saviour and be witnesses to His Message? (Think about Our Mission from previous learning)
- Design a poster using paint/pastels/collage/ICT, announcing the coming of Jesus at Christmas. Choose your words carefully. Make sure that you get over the point of how this event will change the world and how it is a joyous occasion.

Focus 7:

- Arrange an opportunity, if possible, to attend Mass, a Carol Service, Nativity and the Sacrament of Reconciliation during Advent.
- Recap the liturgical colours, discussing what colours will be worn in church during Advent. Complete the Priest's Vestments & Cloths Worksheet (Attached along with an answer sheet).
- Invite the Priest to come in and show the children the different vestments. Or, if possible, arrange a visit to the Sacristy. Both would provide a rich and meaningful experience.
- Discuss the previous lesson on family and Jesus' ancestors. Explain to the children that at this time of year there is a special tree that

	<p>Christians make called a 'Jesse Tree'. This tree represents Jesus' family and the stories about His ancestors. Read Isaiah 11.</p> <p><i>A shoot shall come out from the stump of Jesse, and a branch shall grow out of his roots.</i></p> <ul style="list-style-type: none"> • Explain to the children that Jesse was King David's father. The image of a branch growing out of the roots of Jesse points to a new king in David's line. Christians know that this is fulfilled in Jesus, the King of Kings, who is descendent of Jesse. One tradition is to decorate a tree branch with symbols that remember other important persons from the Old Testament. The symbols on the "Jesse Tree" remind us that our beliefs grow out of deep roots of thousands of years of ancestors in the faith. • Give each child a story from the Bible associated with the Jesse Tree. Suggestions: FaithForward-Jesse Tree They should find the story in the Bible and write a synopsis of the story in their jotter followed by a symbol to represent the story. • Create a Jesse tree decoration with the symbol on one side and the name of the Bible story and Bible reference on the reverse.
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Evaluation

Next Steps

