



RERC Term 3 Planner - Primary 2



Experiences and Outcomes

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

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 exploring the Sacraments of Initiation and Reconciliation and I have reflected on how the Sacraments help to nurture faith. RERC 1-09a

I can describe God as Father, Son and Holy Spirit and I have reflected on how God can support me in my life. RERC 1-04a

I know that a loving God has created me and that my uniqueness can develop according to God's plan for me. RERC 1-02a

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 have, through liturgical experiences, reflected on an ability to respond to symbols and take part in rituals in order to worship God. RERC 1-17a

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 1-14a

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 know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others. RERC 1-23a

I know that I have been called by God to grow in love, justice and peace in my relationships with others. RERC 1-20a

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

Benchmarks

- Describes some facts about life in Palestine at the time of Jesus.
- Knows that the Bible is God's Word and shows respect for the Bible.
- Participates respectfully in parts of the Mass.
- Says some prayers on their own and as part of a worshipping community.



- Shares thoughts and feelings about how to make good choices. Describes and discusses how forgiveness and reconciliation are important in their relationship with God and others.
- States the names of the Trinity.
- Shares thoughts and feelings that God created and loves them and how life is a gift from God
- Participates respectfully in parts of the Mass.
- Says some prayers on their own and as part of a worshipping community and uses symbols and rituals to worship God.
- Describes and discusses how signs and symbols helps them understand more about liturgical celebrations.
- Describes and discusses the Passion, Death and Resurrection of Jesus.

Plans for Assessment

Focus 1:

- Children demonstrate understanding that Jesus was raised in Nazareth by Mary and Joseph surrounded by family and friends.
- Children demonstrate awareness that Jesus was Jewish and went to a holy building called a Synagogue to pray.
- Children know that they pray in a holy building which is called a Church.
- Children demonstrate awareness that just like Jesus, we celebrate religious festivals.

Focus 2:

- Children demonstrate understanding that, all over the world, Mass is celebrated by a Priest and worshippers on Sundays.
- Children demonstrate understanding that Catholics have a duty to attend Sunday Mass each week to show love and respect for Jesus and to help us to follow in His ways.
- Children can process and genuflect respectfully.
- Children are becoming familiar with the responses to the Introductory Rite.

Focus 3:

- Children understand that when a candle is lit during prayer, it reminds us that Jesus is present, symbolising Jesus, the light of the world.
- Children can bless themselves with holy water when entering a Church (if available).
- Children can identify the altar, holy water font, the tabernacle, Paschal Candle and the sanctuary lamp.

Focus 4:

- Children can name people in their family who care for them.
- Children can name people in their local community who care for them.
- Children show awareness that there are groups within their parish who care for children.



Focus 5:

- Children are developing an understanding of the symbols of Baptism and their significance: my baptismal name; the baptismal candle; holy water; holy oils; white garment; journey of faith; family of God.

Focus 6:

- Children know that Jesus asked us to call God 'Father' when we pray.
- Children demonstrate an understanding that we can pray to God asking him to protect ourselves, our family, and our friends.
- Children are developing an understanding that Jesus is the Son of God.

Focus 7:

- Children develop an understanding that God calls each of us by name.
- Children develop an understanding that God has a special plan for us.

Focus 8:

- Children know that the liturgical colours used by the Church are purple during Lent and white during Eastertide.
- Children know that when they receive ashes on Ash Wednesday, this is a sign that Lent has begun
- Children can recognise and participate in the preparation for Easter by prayer, fasting and almsgiving.

Focus 9:

- Children demonstrate awareness that God will help them to be loving, kind, to share, to be helpful and make good choices.
- Children demonstrate awareness that choosing to be kind, to share and to be helpful can help others feel happy.

Focus 10:

- Children demonstrate an understanding that 'The Last Supper' was the first Eucharist.
- Children develop an understanding that Jesus died on a cross out of love for God His Father and for us.



Sequence of Lessons

Focus 1:

- I know that Jesus was raised by Mary and Joseph in Nazareth (Luke 2: 39-40) and that they are known as the Holy Family.
- I know that Jesus had an ordinary Jewish upbringing surrounded by neighbours, cousins and friends.
- I can recognise that Jesus was Jewish and that He went to a holy building known as a synagogue to pray (Luke 4: 16-22).
- I know that, on a Sunday, we go to pray in a holy building which is called a Church.
- I know that, as a boy, Jesus went to Jerusalem with His family to celebrate religious festivals. (Luke 2: 41-50) and that we also celebrate Religious festivals with our families, such as Christmas and Easter.

Suggested Activities

(Optional resources to support lessons available on website)

Focus 1:

Read and discuss Luke 2: 39-40. Children colour in a picture of the Holy Family. (See Resources)

Discuss Jesus' family and how our family lives compare to His. Children complete 'Jesus as a Child' Worksheet (See Resources) by writing about what Jesus is doing in the picture. (Teacher notes can be found at [Jesus' Childhood \(lifehopeandtruth.com\)](http://Jesus' Childhood (lifehopeandtruth.com)))

- CT should read and discuss Luke 4: 16-22 and explain that Jesus was Jewish and went to a Synagogue to pray. The following video may be shown to deepen understanding of a synagogue. A visit to a synagogue - KS1 Religious Education - Primary Y1 & Y2 - BBC Bitesize Children should then complete 'Jesus Visits the Synagogue' Worksheet. (See Resources)
- Children could make a scroll, adding the words of the Prophet, Isaiah that Jesus read in the Synagogue found at Luke 4: 18-19 ("The Spirit of the Lord..."). CT should help the children explore that the Holy Spirit helps them too since they were anointed at Baptism.
- Discuss going to church on a Sunday to celebrate Mass. Discuss the local Church and the names of the Priest(s). Children complete 'We go to Mass on Sunday' Worksheet.
- Read and discuss Luke 2: 41-50. Reiterate the message that Jesus was just like us, he did things to make his parents cross and that we do the same. We must always remember that Jesus is with us and when we make choices that are not good, we must be sorry and be with Jesus again. Reflect on recent lessons - Jesus had a family, Jesus went to a holy building to pray, Jesus learned, Jesus upset his parents sometimes and caused them to worry.
- Identify and discuss religious festivals that children celebrate with their families e.g. Christmas and Easter. Allow the children time to



Focus 2:

- I know that all over the world, Mass is celebrated by the priest and worshippers (people who worship) on a Sunday and, very often, during the week.
- I know that Catholics have a duty to attend Sunday Mass each week to show love and respect for Jesus and to help us to follow in His ways. (I recognise that we are all members of God's family and, just as we celebrate special events with our families, we gather to celebrate special occasions with our Parish family, e.g. Sunday Mass, Baptisms, weddings, funerals.)
- I know how to process into the Church and genuflect before entering or leaving my seat.
- I am becoming familiar with the responses at Mass by learning about the Introductory Rite, and I can recognise that this is God's invitation to gather and pray.

share examples of how they celebrate, reminding them of the true meanings of Christmas and Easter.

Discuss the following key moments in the liturgical year - Epiphany, Palm Sunday, Easter Sunday, Ascension and Christmas. Children should complete 'Religious Festivals Worksheet'. (See Resources)

- As a class, a Venn diagram (or chart of any sort) could be created (as a display) to show the similarities and differences between us and the child, Jesus, demonstrating just how similar we are and summarising the above lessons.

Focus 2:

- Discuss the concept of participating in a celebration by providing examples and listening to the children's suggestions. Explain that Mass is a celebration, and we are invited every Sunday to attend Mass when it is celebrated by the Priest in our Church. All over the world people attend Mass on a Sunday (sometimes on a Saturday evening) because as Catholics, it is our duty to do so. CT to be sensitive as on many occasions, children would like to attend Mass at the weekend, but they do not have an adult to accompany them. Ask if anyone has attended Mass in a different country and discuss similarities/differences. Discuss the order of Mass and how each Mass follows the same sequence. Discuss that whenever and wherever we gather to celebrate Mass, we are showing love and respect to Jesus, following His ways. Children complete 'We celebrate Mass on Sunday' Worksheet. (See Resources)
- Revise respectfully how to process into a Church and genuflect before entering or leaving a pew. (This may be an opportunity to visit the Church and practise, otherwise give children the opportunity to practise when they next visit the Church)
- Open the first part of the lesson by discussing how we would invite someone to a celebration. Explain that at the beginning of Mass the priest invites us to gather and pray. Inform the children this part of



Focus 3:

- I have participated in opportunities to celebrate liturgy as part of my class, my school and my parish.
- From my own experience I know that, when a candle is lit during prayer, this is a reminder that Jesus is present.
- From my own experience I know that, on entering a Catholic Church, I use water from the holy water font (if available) to bless myself.
- I have visited my local Catholic Church, and I can identify: the altar, holy water font, the tabernacle, Paschal Candle and the sanctuary lamp.

the Mass is called the 'Introductory Rite'. Read the Introductory Rite of the Mass and encourage/give opportunities to participate by becoming familiar with the responses. (Mass Response card is available online and in the Education section of the Archdiocese website)

Focus 3:

- Discuss where we see candles in our daily lives and how they are used. Children may be aware that candles are used to provide light. (Discuss historical times when electrical lighting was not available and in the event of a power cut at our homes, candles may be used to provide light) Explain that when a candle is lit during prayer, it reminds us that Jesus is present and it is also our call to bring the light of Christ into the darkness of our world. Ask the children or inform them of significant times when candles are lit in the Church, etc. Easter, Advent, Baptism. Gather, light a candle, and pray together. Complete 'The Candle' Worksheet. (See Resources) Children may bring a recycled jar to school to decorate and then be given/bring a battery-operated tealight candle to put inside the jar and use during prayer times to reinforce the message that Jesus is present when the candle is lit.

If possible, visit the Church to make the following explanations easier to understand.

- Name the Holy Water font and explain it's placement in the Church and how it reminds us of our Baptism. Children practise with water and have the opportunity to bless themselves with holy water when they visit the Church. Complete 'The Sign of the Cross' Worksheet. (See Resources)

The following videos may help too.

[Sign of the Cross - Brother Francis 01 clip - YouTube](#)

[SIGN OF THE CROSS PRAYER | Learn to Make the Sign of the Cross! | Let's Pray with Tomkin - YouTube](#)

- When visiting the church/looking at a picture of it, ask children to name features found in the church. Encourage children to look for: the



altar, holy water font, the tabernacle, paschal candle, sanctuary lamp and explain each part.

The Altar - The Altar is the holiest part of the Church and it's the focal point for worshippers. Located in a sacred place called the chancel, it is used to hold and prepare the bread and wine taken in communion. The Altar is covered with a cloth.

Holy Water Font - The font is a wooden/stone container that holds the water used by the priest to Baptise someone. A person becomes part of the church when they are Baptised as it shows to others that they want to follow Jesus.

The Tabernacle - A case on the Altar of a Church that contains the consecrated host and wine for the Eucharist (Note: the Tabernacle may well be covered with a coloured veil reflecting the liturgical season or feast day. CT should revise liturgical colours if appropriate -see RERC 1-18a)

Paschal Candle - The Paschal candle is a large, white candle often placed near the Altar or Baptismal Font. A new Paschal candle is blessed and lit every year at Easter, and is used throughout the Paschal season which is during Easter and then throughout the year on special occasions. (Note: As this learning is taking place outside of the Easter season, the Paschal Candle may not be evident in the Church. Arrange with the Priest to have it placed where the children can see it -e.g. beside the Baptismal Font where it would be used outside of Eastertide)

The Sanctuary Lamp - The sanctuary lamp is placed near the tabernacle and is continually lit. Sanctuary lamps are often coloured red to distinguish them from other candles in the Church. Children complete the 'Inside the Church' Worksheet. (See Resources) This video may help (with teacher explanation) if a visit to the Church is not possible: [Yr 10 - Features of a Catholic Church - Edexcel Spec A - YouTube](#)



Focus 4:

- I can name the people in my life who care for me.
- I recognise that we are all members of God's family and, just as we celebrate special events with our families, we gather to celebrate special occasions with our Parish family, e.g. Sunday Mass, Baptisms, weddings, funerals.
- I can find out about people and groups of people in my parish who care for children e.g. toddlers' groups, children's liturgy, our priest(s).

Focus 5:

- I know symbols of Baptism and I know the significance of:
 - **My Baptismal name** - shows God's love and my family's love for me.
 - **The Baptismal candle** - reminds us of the presence of the Risen Jesus in the world.
 - **Holy water** - symbolises new life and cleansing from sin.
 - **Holy oils** - symbolises healing and strength.
 - **White garment** - symbolises Christian dignity, reminds us of Jesus' resurrection which gives us new life and of purity.
 - **Journey of faith** - beginning in Baptism.
 - **Family of God** - the Church, which we join and belong to through Baptism.

Focus 4:

- Discuss people who care for us. CT should note responses on board. Children complete 'My Family' worksheet.
- In groups, ask children to discuss people in the local community who care for them. Come back together as a class and note responses on board. Children can use a variety of materials to create a picture of someone in their local community who cares for them. (paint, collage, pens)
- Explain that the Priest and members of the local Church all belong to a family called a Parish family. A Parish family cares for all its members and there are groups who care for children. Discuss children's groups within their local parish who care for children e.g. mothers and toddlers, children's liturgy, youth clubs. Invite Parish Priest or a group leader from one of the children's groups to speak to the children about their caring role. The children can prepare questions to ask the visitor. Children could then make thank you cards for the visitors.

Focus 5:

- Read the story of Jesus' Baptism (Matthew Chapter 3)
[Matthew 3 NIV - John the Baptist Prepares the Way - In - Bible Gateway](#)
Children's version:
[Jesus is Baptized children's story \(dltk-kids.com\)](#)
There is also a copy in the resources.
- Discuss the sacrament of Baptism. The children may be able to share their own experiences of their Baptism or one that they have witnessed. Children could also be encouraged to bring in anything from home linked to their Baptism that they can show the class. The class could visit the church where the Priest can show the children the symbols of Baptism.
CT should explain that when you are Baptised, you are given a Baptismal name, and this name shows that God and your family love you. There



Focus 6:

- I am learning that Jesus asked us to call God 'Father' when he taught us the prayer the Our Father (Matthew 6: 7-13) and that we also call God our Father when we make the Sign of the Cross and say the Glory Be.
- I can pray to God asking him to protect me, my family and my friends.
- Through hearing the narrative of the Baptism of Jesus (Matthew 3: 16-17), I can recognise that Jesus is the Son of God.

are several worksheets that may be used for this focus or CT may choose to use discussion and demonstration instead. Worksheets are in the resources section and may be used.

- CT should explain the features and symbols of Baptism. (See photos/explanations in Resources)
Children complete 'Symbols of Baptism' worksheet. (See Resources)
- Teacher should explain that when we are Baptised, we start on a special journey called the 'journey of faith' and we become a member of the family of God and this journey continues as we get older. A map may be drawn on the board showing the children being born, Baptised, learning about their Faith at home, attending Mass, being a member of their Parish, beginning school and further developing their knowledge of their Faith. A class discussion could then take place, identifying other Sacraments that children might know and how their journey may develop through their time and school and beyond.

Focus 6:

- Read and discuss Matthew 6: 7-13, explaining why Jesus wants us to call God 'Father'. Say 'Our Father' prayer and identify other prayers that call God 'Father'. Teacher revises the words of the Sign of the Cross and the Glory Be drawing attention to the word 'Father'. Pray all three as a class around the altar.
Children complete 'Our Father puzzle' (This can be done by simply colouring or children can cut each part out and stick them in order) (See Resources)
- Explain that we can pray to God asking him to protect ourselves, our family and our friends. Set up a special prayer box and place it on the class altar for children to place names into. Remember those names during daily prayers, asking children to say the names of those who they wish to pray for in their heads.
- Re-read and discuss Matthew 3 (verses 16-17 only) Discuss the importance of Jesus being recognised as the Son of God in Baptism and



Focus 7:

- I can recognise that God calls each of us by name and knows us through and through, calling us to relationship with him e.g., Isaiah 43: 1-3 - 'I have called you by your name, you are mine'.
- I know that, in Baptism, we are given a name which shows God's and our family's love for us, and that Baptism is the beginning of our faith journey where we discover God's plan for us.

Focus 8:

- I know that the main liturgical colours used by the Church are green during Ordinary time, purple during Advent and Lent and white for Christmas and Eastertide.
- I have participated with my class in dressing the class altar in these colours.
- I know that, when I receive ashes on Ash Wednesday, this is a sign that Lent has begun.
- I can recognise and participate in the preparation for Easter through prayer, fasting and almsgiving.

relate to our own lives. Children can complete 'The Baptism of Jesus' worksheet. (See Resources) or a display may be made of their own portraits with the words "We are all children of God".

Focus 7:

- Read and discuss Isaiah 43: 1-3 highlighting that God knows every one of us and will always protect us. Teach the hymn, 'Do not be afraid'. [Do Not be Afraid, For I Have Redeemed You \(5vv+refrain\) \[with lyrics for congregations\] - YouTube](#)
- Revise Baptism as the beginning of our faith journey. Explain that God has made us unique and has a special plan for us all, which we must be prepared to follow. Discuss how everyone's journey will be different, reflecting on the previous mapping lesson.

Focus 8:

- Show Liturgical calendar, highlighting Easter and Lent and their Liturgical colours.
- Teacher explains that Ash Wednesday is the first day of Lent. On this day you will be marked with ashes, in the shape of a cross, on your forehead. This helps us to think of Jesus and stay close to him. Have you ever received ashes before? Who placed the ashes on your forehead? What are the ashes made from? Do you know where the ashes come from? What do the ashes remind us about? [Ash Wednesday - Easter / Lent - Catholic Online](#)
[Ash Wednesday HD - YouTube](#)
- Explain that in preparation for Easter we can participate in prayer, fasting and almsgiving and what this means, giving examples. Discuss class preparations for Easter that they can commit to during Lent. The children should be made aware of any school preparations taking place in the lead up to Easter e.g. collecting for SCIAF, saying the rosary and should be encouraged to participate. Children complete 'Preparation for Easter' worksheet. (See Resources) a class display can be made



with Lenten promises contained within envelopes to ensure they are between each individual and God.

Focus 9:

- GLP - I know that God helps me to be loving, kind, to share, to be helpful and make good choices.
- I know that if I choose to be kind, to share and to be helpful this can help others feel happy.
- GLP - I have been introduced to the concept of Justice and can apply this to my own life by playing fairly with peers and by sharing in many different ways.
- I know that I can show my love of God by loving those around me and, with guidance from my teacher; I am learning that when I fail to show love I can start again.

Focus 10:

- I know that Jesus shared an important meal with his friends before he died on Good Friday, that this is called 'The Last Supper' and that it was the first Eucharist (1 Corinthians 11: 23-26).
- I know that Jesus died on a cross out of love for God His Father and for us.

Focus 9:

- Explain that God has given us the freedom to make choices about how we live our lives. Sometimes we make bad choices and we do not feel good after we have made them. Provide examples and allow the children to share their suggestions. Something our head tells us that what we did was not right and this feeling is our conscience telling us that we did not live as God wants us to. Ask questions and give children an opportunity to reflect on their choices. Lead the children in prayer asking God to help us make good choices.
- Share Matthew 22: 37-38 and explain that we can try to follow the words of Jesus; He told us to Love your neighbour as yourself. We can use this command to compare it to how we have been living our lives and judge whether we have been making good choices in our lives. Discuss the command, explaining that when we choose to be kind, to share and to be helpful this can help others to feel happy. Encourage children to think about times they did not show love to others as Jesus asks us to do. Lead a prayer asking God to help us to be kind, to share and to be helpful so that we can make others feel happy. During prayer times, children are encouraged to reflect on their actions at home and in school and to think about making good choices that make others feel happy.

Focus 10:

- **Holy Thursday-** Read and discuss 1 Corinthians 11: 23-26 (The Last Supper). CT explains that this important meal that Jesus shared with his friends before He died on Good Friday is called 'The Last Supper' Ask questions such as, Who did Jesus share the meal with? Where did it take place? What did they have to eat? What special words did



Jesus say? What happened to the bread? What happened to the wine?
Where have you heard the words before?

Summarise by explaining that 'The Last Supper' was the first Eucharist and every time we go to Mass we remember 'The Last Supper' as the Priest takes bread and wine and changes it into the Body and Blood of Christ.

Discuss how their 'last supper' would be spent, who with and what they would eat.

- **Good Friday** - Explain that some people did not like Jesus, and he was sentenced to be crucified. He was made to carry a cross up a steep hill and was nailed to the cross. Jesus loves God His Father very much and he loves us very much too, and He died on the cross for God and for us. Discuss this with the children, asking questions to deepen their understanding.
- **Easter Sunday** - Teacher explains to the class that, as it was getting late, Jesus had to be buried very quickly. Three days later, on Easter Sunday, some friends of Jesus went back to the tomb and were amazed to find the stone had been moved from the entrance. God His father had raised him from the dead. Would you have been surprised that the stone had been moved from the entrance? Do you think the friends of Jesus were pleased he was alive? Do you think they told everyone the good news that Jesus had risen from the dead? Are you pleased that Jesus had risen from the dead? Do you think Easter Sunday is a happy time for us?
- Teacher explains to the class that although we are sad when someone dies, we should remember that when people die they can live forever with God in Heaven. Ask, do we think the friends of Jesus were sad when he died and were they happy when He rose from the dead? Are you happy that people who die can live forever with God in heaven? Teacher leads the children in prayer thanking God for his love for us and for allowing us to live forever with him in heaven.



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| | <ul style="list-style-type: none">• CT should explain that after Jesus rose from the dead many of his friends and followers saw Him, talked to Him, touched him and ate with Him. Read John 21: 1-14 to the class and discuss the story of Jesus eating beside the lake. Ask: Who did he appear to? What were the disciples doing? What did Jesus tell them to do? What happened next? What did they have to eat? Next read John 20: 19-29 and discuss the story of Doubting Thomas. Ask: Who did Jesus appear to? Why were the disciples frightened? What disciple was missing? What did he say when he heard that Jesus had visited the disciples? What did he want to do to Jesus before he would believe it really was Him? What did Jesus say to Thomas the next time he met him? Would you have believed it really was Jesus?• There is an Easter workbook in Resources that the children can work through as each part of the Easter story is explored. |
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Evaluation

Next Steps

