



RERC Term 3 Planner – Primary 3 (Without Reconciliation)



Experiences and Outcomes

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

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 1-22a**

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**

Benchmarks

- Shares thoughts and feelings that God created and loves them and how life is a gift from God
- States the names of the Trinity.
- Describes and discusses basic beliefs of Jewish people about God and family and community values.
- Identifies and discusses the places of worship and the role of the Holy Books of the Jewish community.
- Describes and discusses the Passion, Death and Resurrection of Jesus.
- Describes some facts about life in Palestine at the time of Jesus
- Participates in discussion and reflection about the meaning of eternal life.
- 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.
- Expresses that it is God who asks them to love others and shares how they put into practice love of God and love of neighbour.

Plan for Assessment:

Focus 1:

Children demonstrate understanding that God created them in His image.

Children demonstrate understanding that God's love for them will never come to an end.

Children show awareness that God gives us the gift of choice called "free will."

Children know that they can pray to God asking for help to make good choices.

Children demonstrate awareness that we are called to forgive others even when this is difficult.

Children can pray the Our Father and remember that we are asked to forgive others.

Focus 2:

Children can describe God as Father, Son and Holy Spirit, identifying the Holy Trinity.

Children demonstrate awareness that they can pray to the Father, Son and Holy Spirit for their own needs and the needs of others.

Focus 3:

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.

Focus 4:

Children know that the liturgical colour for Lent is purple, and Easter is white.

Children can make connections between reconciliation/repentance and the season of Lent.

Children participate in the preparation for Easter through prayer, fasting and almsgiving in Lent.

Focus 5

Children can recall the events of Jesus in the Garden of Gethsemane.

Children demonstrate understanding of Pilate's involvement in sentencing Jesus to death.

Children can explain the role Joseph of Arimathea played in the burial of Jesus.

Sequence of lessons

Focus 1:

- I know that God has created me in His image (Genesis 1: 26-27), that He loves me and that His love for me will never come to an end.
- I know that one of the gifts God gives us is the gift of choice, called "free will" and that this is a sign of His love.
- I know that sometimes we choose to respond to God's love, and when we do we become more like Jesus, e.g. loving, compassionate, merciful.
- I understand that we can pray to God to help us to make good choices.
- I know that, just as Jesus and others forgive me, I am called to forgive others even when this is difficult. I know that we remember this when we pray the Our Father.

Suggested Activities

Focus 1:

- Creation - Class Teacher should read Genesis 1: 26-27 and discuss God creating human beings in His image.
 - what makes us the same/different, reiterate that although we look/sound different and have different likes and dislikes, God has made us all unique and loves each of us the same.Children should complete *God Created Me Worksheet* (See Resources).
- Love - CT to discuss the concept of 'love' with the children.
 - Ask questions, such as, who loves you, who do you love, how do we know someone loves us, how do we show love?
 - Explain that the love God has for us will never come to an end and even when we do wrong, he will never stop loving us and give examples.Complete *God's Love Worksheet*. (See Resources).
- Explain that because God loves us so much, when He created us, He gave us the gift of choice. This means that He allows us to make choices on how we live our lives. Discuss choices that we make (what to eat, what to play, how to play, how to treat others, how to behave)
 - Explain the gift of choices is called free will. When we choose to respond to God's love, we become more like Jesus. Discuss what choices would make us more like Jesus, e.g., forgiving our friends, sharing our toys, being honest, being kind. CT should show understanding that sometimes this can be hard. Discuss format of a personal prayer (what it might start/end with and what we are asking of God) then children should write a prayer to God asking Him to help us make good choices. *Writing a Prayer Worksheet* (see resources).
- Forgiveness - Explain that Jesus always showed forgiveness to everyone, even His friends who pretended that they did not know him and the people who sent him to die on a cross.
- Discuss what is meant by forgiveness and how this can be difficult at times. Have a circle time discussion about being sorry and asking for forgiveness and forgiving others. What feelings are involved. Children may be able to give examples of times when they forgave someone/someone forgave them and what the story surrounding forgiveness was.
 - Children should understand that Jesus wants us to follow His example and forgive others even when this is difficult.

Focus 2:

- I am beginning to identify God as God the Father, God the Son and God the Holy spirit and know that we call this the Holy Trinity.
- I have been given opportunities to pray to God the Father, God the Son and God the Holy Spirit.
- I know that the Father, Son and Holy Spirit are always with me, and I can pray at any time for myself, my family and the needs of the world.

Focus 3:

- 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.

Children can complete *Jesus Wants Us to Forgive Others Worksheet* (See Resources).

- Explain and discuss that when we pray the 'Our Father', we remember that we are asked by Jesus to forgive others even when this is difficult. CT should explore each line of the prayer and discuss it and then children may complete the *Our Father Worksheet* (see resources).

Focus 2:

- Discuss and model - The Sign of the Cross. When and who do we pray to? Explains that we can describe God as Father, Son and Holy Spirit. Allow discussions to take place around the concept of the Holy Trinity. Complete worksheet. (See Resources)
- CT should explain that Saint Patrick used a shamrock to explain the Trinity to the people of Ireland.
 - The three leaves represent the three parts.
 - Draw or complete *The Shamrock Worksheet* (See Resources)
 - Complete *My Leaflet of the Trinity*. This should demonstrate the children's own understanding of what the Holy Trinity is.
- Children have opportunity to pray for those in need at class altar remembering God, the Father, God the Son and God, the Holy Spirit are with us always. A crucifix should be present to remind the children of prior learning.

Focus 3:

- 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.

Focus 4:

- I know that the liturgical colours used by the Church are purple during Advent and Lent; white during Christmastide and Eastertide; red for Pentecost; green for ordinary time.
- I have participated with my class in dressing the class altar with Liturgical colours.

- 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.
- 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.

Focus 4:

Lent and Ash Wednesday:

- CT should show and discuss liturgical calendar ([Universalis: Calendar for 2023](#)) and colours. The class altar should be dressed in purple cloth/material.
- Explain that Lent begins on Ash Wednesday and lasts for forty days.

- Through reflection on my reception of ashes on Ash Wednesday, I can make connections between reconciliation/repentance and the season of Lent.
- I can participate in the preparation for Christmas and Easter, through prayer and joyful expectation in Advent and through prayer, fasting and almsgiving in Lent.

Focus 5:

- I can recall Mark's account of Jesus in the Garden of Gethsemane (Mark 14:32-42).
- I can reflect on the role of Pilate in sentencing Jesus to death (Matthew 27:15-26).

- In class, discuss ashes and remind children that they are made by burning palms blessed the previous Palm Sunday. They are then placed on our forehead in the form of a cross. The cross reminds us that God loves us and always forgives us. The Priest or person giving out ashes says to each person *Remember that you are dust and to dust you shall return* or *Repent and believe in the Gospel* or *Turn away from sin and believe in the Gospel*. During Lent, we are asked to make a special effort to live as God wants us to live and to ask for His forgiveness when we do not always show love to others. CT to lead a prayer time in preparation for ashes on Ash Wednesday. The following link may be useful: [Ash Wednesday - Easter / Lent - Catholic Online](#)
- Complete 'Ash Wednesday' worksheet (See Resources).
- **School/Parish:** Children receive ashes and participate in Lenten Services.
- Explain to the class, that as we prepare for Easter, we participate in prayer, fasting and almsgiving. Discuss how children could do each. How can we pray more or dedicate our prayers to someone/something in particular? How can we fast and what can we do to give more? Remind the children that they do not always have to 'give up chocolate', instead what can they do more of? Can they save the money they would spend on things that they like and by sacrificing these, give the money to charity? Remind them they do not always have to give in monetary terms, it can be giving of their time, their love, their kindness.
- Children may participate in a school fundraising event during Lent.
- Children should reflect on how they could prepare for Easter as an individual, a class and as a school.
- Complete 'Preparing for Easter worksheet (see resources).

Always refer to charities such as SCAIF, MISSIO and Aid to the Church in Need during Lent and Easter for additional resources relevant to that year.

Focus 5:

- Read and discuss the following Bible stories linked to the Passion, Death and Resurrection of Christ and then complete each page of the Lent and Easter workbook (See Resources) Focus on the emotions and feelings of those involved at the different stages i.e. betrayal, role of Pontius Pilate, the sadness of Mary, how the crowds acted.

- I can explain the role Joseph of Arimathea played in the burial of Jesus (Mark 15: 42 -47).

- Mark 14:32-42 - 'Jesus in the Garden of Gethsemane'
What were the Disciples asked to do and what did they do? How do you think Jesus felt? How do you think the others felt? Describe the meaning of the word, betrayal and explore the feelings surrounding this word by reflecting on experiences.
- Matthew 27:15-26 - 'Jesus is Sentenced to Death'
Discuss the role of Pontius Pilate in sentencing Jesus to death. Why did he let the crowd decide what to do? What did his wife tell him to do? Why do you think the chief priests wanted to set Barabbas free? What did the crowd decide? Do you think Pilate really wanted to sentence Jesus and do you think he could have stopped this from happening?
- Mark 15: 42 -47 - 'The Burial of Jesus'
What role did Joseph of Arimathea play in this part of the story? How do you think Mary, His Mother when He died? How did you feel hearing the story?
- Matthew 28:1-8 - 'Jesus has Risen'
Discuss how Mary would have felt when the angel gave her the news. How did the guards react? How would you have felt if you were there? Discuss the idea of receiving surprising/shocking news.

- Discuss death and remind the class that when people die, they can live forever with God in heaven. Tell the children that we call this, 'eternal life' and think of it as a message of hope. Allow children to share experiences and talk with sensitivity as levels of maturity/personal experiences may differ.
Complete final page in Lent and Easter workbook.

Evaluation

Next Steps