



RERC Term 4 Planner - Primary 4



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 1-14a**

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

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 can share some Bible stories and I can explore how God speaks to us through these stories. I have reflected on how these stories can help me to live a Christian life. **RERC 1-11a**

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

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 relationships with God and others. **RERC 1-23a**

I have explored the implications of Jesus' command to love God and love my neighbour. **RERC 1-21a**

I know that the Muslim communities have special books which are important to their beliefs. **RERC 1-27b**

I am aware of family and community values in the Muslim faith. **RERC 1-26a**

I know that the Muslim community believe in one God. **RERC 1-25a**

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

Benchmarks

- 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 why the Church honours Mary
- Engages in discussion about Bible stories and describes in their own words how God speaks through them.
- Reflects upon and explains how these stories help them live a Christian life.
- Describes and discusses how signs and symbols helps them understand more about liturgical celebrations.
- 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.
- 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.
- 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.

Plans for Assessment

Focus 1:

Children know the prayers learned in P1-P3 by heart and are developing an understanding of the meaning of the prayers they know.

Children can pray the Nicene Creed.

Children know all Mass responses.

Children can describe how prayer is an important part of the liturgical and devotional life of the Church.

Focus 2:

Children respond prayerfully to a guided meditation based on Scripture.

Children participate in Eucharistic Adoration.

Children know how to participate in some liturgical events through gesture, word and song.

Focus 3:

Children know that we honour Mary during the month of May.

Children can recognise images and icons of Mary in the Church and in school.

Children understand the procedure of the Entrance Procession at Mass.

Children can participate in a simple liturgical procession honouring Mary.

Children know that the Rosary is a special prayer that helps us to honour Mary and tells us about the life of Jesus.

Children know how to say a decade of the Rosary.

Children know they can pray a decade of the Rosary for themselves, their family and for others.

Focus 4:

The children will understand who the Pope is and what some of his duties and responsibilities are.

Focus 5:

Children can recall facts about Saint Ignatius.

Focus 6:

Children know that the liturgical colour for Pentecost is red.

Children know the two central symbols of the Pentecost Story are wind and fire.

Children recognise that there are three persons in one God and that this is called the Mystery of the Holy Trinity.

Focus 7:

Children will develop a better understanding of how to act fairly.

Children will know that the sacraments help them to respond to God's call to love and act justly.

Children develop understanding of Jesus' command to love God and love our neighbour.

Focus 8:

Children develop knowledge and understanding of the Islamic religion and deepen their understanding by discussing Islamic beliefs, festivals, customs and fundamental principles of the Muslim community.

Sequence of Lessons

Focus 1:

- I know a number of traditional Catholic prayers and I have developed an understanding of the meaning of these prayers.
- I know the prayers I learned by heart in P1-P3, and I understand why I should pray them frequently.
- I know the Nicene Creed, all Mass responses, and The Sorrowful Mysteries of the Rosary.
- I can describe how prayer is an important part of the liturgical and devotional life of the Church.

Focus 2:

- I can respond prayerfully to a guided meditation based on Scripture and listen to God speaking in my heart.
- I feel prepared to participate in Eucharistic Adoration and I know that this is a special way of praying to Jesus who is present in the Eucharist, beyond the celebration of Mass in the school or Parish setting.

Focus 3:

- I can participate in the creation of a prayer space in my classroom in honour of Mary - especially during the season of Advent and the months of May and October
- I can recognise images and icons of Mary in the Church and in school.
- I can participate in a simple liturgical procession honouring Mary and I can connect this to other liturgical processions e.g. Entrance procession at Mass, Gospel Procession, procession for the Presentation of the Gifts
- I know that the Rosary is a special prayer that helps us to honour Mary and tells us about the life of Jesus

Suggested Activities

(Optional resources to support lessons available on website)

Focus 1:

- Continue to learn the prayers outlined in Term 3
- Complete 'Prayers I know' sheet (See Resources)
- Revise the words of the Nicene Creed (See Resources for a copy)
- Work in pairs to cut out and arrange sections of the Nicene Creed in the correct order (See resources)
- Continue to practise all Mass responses (There is a Mass Response Card saved in Term 2 of the Planners section on the website)

Focus 2:

- Lead the class in guided meditation based on Scripture e.g. Matthew 8: 23-27. (See Resources for the scripture passage and an example of guided meditation or a mediation session of your own)
In this reading Jesus calms a storm and the children are asked to use their imagination, place themselves within the story, and think about how they would have reacted.
- Explain that there is a special way of praying and honouring Jesus who is present in the Eucharist called Eucharistic Adoration. (See Resources for notes on Eucharistic Adoration)
- Children to participate in Eucharistic Adoration

Focus 3:

- Explain that the month of May has the liturgical colour of green, ask the children to help in dressing the class altar with a green cloth.
- Inform the children that during the month of May, the Church leads prayer services devoted to Mary.
- Discuss the different images and icons of Mary that they can recognise in the church, in school and at home. Using ICT, the children could research images and icons of and associated with Mary and present them to their peers.

- I can say a decade of the Rosary using Rosary beads
- I know that I can pray decades of the Rosary to Mary for myself, my family and for others

Focus 4:

- I know that the Pope is the successor of Peter and the Pastor (shepherd) of the whole Catholic Church
- I know that 'Pope' means 'father' and that part of the Pope's fatherly care is to make pastoral visits to different countries around the world

Focus 5:

- I can recognise how Saints listened to God's Word and responded to it and, under the influence of the Holy Spirit, witnessed to God in their lives: e.g.
- St Ignatius of Loyola - a soldier, read the Bible and the Lives of the Saints and gave up soldiering to found a religious order

- Explain that, in May, there are processions, often carrying a statue of Mary and scattering petals. Make Cherry tree blossoms as a class. (See Resources)
- Children participate in a simple liturgical procession honouring Mary.
- Practise and revise the meaning of the Rosary (related tasks in Resources)

The following links may be useful:

[How to Pray the Rosary Everyday to find peace and serenity in your life... \(how-to-pray-the-rosary-everyday.com\)](http://www.how-to-pray-the-rosary-everyday.com)

<https://therosary.online/>

<https://www.comepraytherosary.org/selections.htm>

- Place a special box on the May altar and intercession papers where pupils can write who they would like Mary to intercede for them when the class are praying the Rosary.

Focus 4:

- Pupils will learn and research who the Pope is and what some of his duties and responsibilities are. They can use the recording sheet (See Resources) or choose a format to record their findings. They may present this to the class.
- Pupils may also complete 'The Pope' task (See Resources)

Focus 5:

- Give each child an image of Saint Ignatius (see resources). Ask them to write five words that come to mind when they look at the image around the picture in their jotter (first impressions). Ask them then to discuss why they chose those words with their partner. Teacher should ask for some examples across the class.
- Pupils will learn and research who St Ignatius was and what some of his duties and responsibilities are. They may present their findings to the class.

CT could show this to the class before they undertake their own research. - [Who was St. Ignatius of Loyola? - YouTube](#) -

Focus 6:

- I know that the liturgical colours used by the Church are red for Pentecost.
- I have participated with me class in dressing the altar with this colour.
- Through prayerful reflection on the Pentecost story (Acts 2: 1-4), I know that two of its symbols are wind and fire, which symbolise the presence of the Holy Spirit.
- I know God as Father, Son and Holy Spirit and I recognise that there are three persons in one God and that this is called the Mystery of the Holy Trinity

Another useful link: <https://www.jesuits.org/stories/the-life-of-st-ignatius-of-loyola/>

- One of the traditions of Ignatian prayer is the Daily Examen. Here is a simple prayer exercise that could be done with the class as a one off or as a daily occurrence: <https://www.loyolapress.com/catholic-resources/ignatian-spirituality/examen-and-ignatian-prayer/examen-for-children/>

Focus 6:

- 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 Easter Sunday or 50 days after Jesus rose from the dead. The liturgical colour for Pentecost is red and on Pentecost Sunday the Priest wears red vestments.
- Read Acts 2:1-4 from the Bible and discuss the passage. ([Acts 2:1-4 ICB - The Coming of the Holy Spirit - When - Bible Gateway](#))
Complete some Pentecost craft work with pupils. Focus on the tongues of fire - the tongues of fire that appeared above the heads of the apostles symbolised the transforming energy of the Holy Spirit's actions. The apostles were now filled with courage and were ready to go out and spread the good news.
[Pentecost Crafts for Kids - Out Upon the Waters](#)
<https://www.catholicicing.com/whos-ready-to-celebrate-pentecost/>
- Explain that the original Hebrew and Greek words for "Spirit" can be translated as "wind." The wind that appeared on Pentecost reminds us of the wind that blew over the waters at the beginning of Creation. The wind calls our attention to the Holy Spirit breathing life into the Church. Make a wind sock which is a type of kite. (See Resources)
- Explain that God has many jobs to do and we use the terms "God the Father, God the Son and God the Holy Spirit." We recognise that there are three persons in one God and that this is called the Mystery of the Holy Trinity.
Make a bookmark to remind themselves of the Mystery of the Holy Trinity. They will need three different colours of ribbon or thick wool. Each colour will represent one of the three persons in the Holy Trinity. The ribbon or wool should be knotted at the top before the children

Focus 7:

- I am growing in my ability to be caring and to act fairly, when living, working, and playing with others
- I know that God has given me a conscience to inform my actions and choices and I am learning to examine my conscience
- I recognise that I can inform my conscience by reflecting prayerfully on the implications of Jesus' command to love God and neighbour
- I understand that I need to reflect daily on my actions and attitudes in the light of Gospel values
- I know that the sacraments I have celebrated strengthen me to respond to God's call to love and act justly.
- I have been given opportunities to reflect prayerfully on two of Jesus' commandments; to love God and my neighbour (Matthew 22: 34-40) and I know that Jesus tells us that the love of God is the greatest of these commandments.
- I know that I can show love for others by praying for them, by doing acts of kindness and by respecting them.

plait the three colours. Although the three separate strands have become one, you can still clearly distinguish the three different colours. When completed, the ends are tied and the children will now have a bookmark to remind them unity of God the Father, God the Son and God the Holy Spirit

Focus 7:

- Remind the children that we have been called by God to grow in love with each other. This means that we must show care for everyone and to always act fairly when living, working, and playing with others. Read the story of Cinderella (See Resources)
Discuss and ask the children to consider if Cinderella was treated fairly by her stepmother and stepsisters and give reasons for their answers. Children should write a letter to Cinderella's stepmother asking her to consider treating Cinderella more fairly.
- Divide the class into pairs. Children should ask each other questions about their skills, talents and achievements. Each child is given the opportunity to introduce their partner to the class and share something positive about them. Explain that these positive comments are called compliments. Ask the class the following questions:
 - Do you like getting compliments?
 - Should we give compliments when we can?
 - Why should we give compliments?
 - Is giving compliments a way of being fair? Can you explain?

Discuss in groups or as a class, times when they acted unfairly as a result of being angry or hurt. CT should explain we should treat each other fairly - link to UNCRC.

In groups, design a poster containing UNCRC Rights that will ensure that everyone in the class is treated fairly. Children present their poster to the other groups. Remind the children of rights and responsibilities.

- God Our Father has given us the Sacraments to strengthen us and to help us to respond to God's call to love and act justly. Discuss the sacraments that the children have received so far: Baptism, Reconciliation & Holy Communion.
Children complete My Journey of Faith worksheet (See Resources).

Focus 8:

- I know that the Muslim community have a special book, called the 'Qur'an', which they believe is the sacred word of Allah
- I know that the Muslim community worship in a building called a Mosque and I can identify the key features of this building
- I know that being dutiful to God, parents and elders is an important element of living the Islamic faith and that this is taught and encouraged within the family and community
- I know that being dutiful means showing respect and kindness.
- I know that the Muslim community believe in one God whom they call Allah

- Read (Matthew 22: 34-40) and discuss the two commandments to love God and your neighbour with the class. [Matthew 22:34-40 ICB - The Most Important Command - The - Bible Gateway](#)
Explain what is meant by 'neighbour'. Ask the children to close their eyes and to think of times when they did not love their neighbour and to ask God for his forgiveness. Lead the class in an Act of Sorrow. Complete Love thy Neighbour worksheet (see resources)
- Discuss what an act of kindness is and the meaning of showing respect to someone. Divide the class into groups, giving each group a table to complete. (The Showing God's Love worksheet is in resources.) Ask the group to identify times when they performed an act of kindness and times when they showed respect.

Focus 8:

- CT should explain that the children will be learning about another world religion - Islam and that people who are followers of this religion are called Muslims.
In the Resources, there are teacher notes.
CT should ask the children to identify the holy book in Catholicism and then share that the holy book used in the Islamic faith is the Qu'ran.
- In pairs pupils could complete The Story of Muhammad and The Quran (See Resources)
- Explain; A mosque is the building in which Muslims worship God. Throughout Islamic history, the mosque was the centre of the community and towns formed around this pivotal building. Nowadays, especially in Muslim countries, mosques are found on nearly every street corner, making it a simple matter for Muslims to attend the five daily prayers. (See teaching notes in Resources)
- Show the children the inside of a mosque by accessing this link: https://www.youtube.com/watch?v=hg_CbiGE9kk
- Pupils can complete Mosques worksheet (See Resources)
- Link how the Islamic duties of respect and kindness are the same as in Christianity. Access this Venn diagram template ([Venn Diagram | Teaching Resources \(tes.com\)](#)) or create own and children can record similarities and differences between the religions.

- Useful resources on teaching Islam:
- <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhv>
- <https://www.bbc.co.uk/teach/school-radio/assemblies-islam-values-for-living/z3t6qfr>
- <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-islam/znm47h>
- https://www.primaryresources.co.uk/re/re_Islam.htm

Evaluation

Next Steps