



# RERC Term 1 Planner - Primary 5



## Experiences and Outcomes

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 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 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 can recognise how my relationship with God and others can be shaped by the values of Jesus' Kingdom. **RERC 2-21a**

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 examine God's precious gift of life and can reflect and act upon my God-given role. **RERC 2-01a**

I explore the Biblical stories of Creation and I can reflect on how we understand these truths in our modern world. **RERC 2-01b**

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 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**

## Benchmarks

- Shares their knowledge of Christian heritage and the Catholic community and applies this to parts of their own life.
- Can discuss and give examples that show Jesus is both God and Man.
- Says some traditional prayers and prayerfully participates in different liturgical celebrations.
- Shares ways that devotion to Mary deepens personal faith life and says in their own words why Mary is important to Catholics.
- Demonstrates through words and actions how Jesus influences people's lives and values.
- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God 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.
- Explains in their own words how the Biblical Creation stories help us know more about the gift of life. Participates in discussion and reflection upon the gift of life.



## Plans for Assessment

### **Focus 1:**

Children develop understanding that through the Sacraments of Initiation, we are called to share in Jesus' role as Priest, Prophet and King.

### **Focus 2:**

Children develop awareness of their Christian heritage.

### **Focus 3:**

Children understand they can use their talents and gifts for the common good.

### **Focus 4:**

Children know that when they bless themselves with Holy Water, it is a reminder of their baptism.

Children know that a cross/crucifix reminds us of Jesus' death and resurrection.

Children know that statues, pictures and paintings can enrich our worship and focus our prayer.

### **Focus 5:**

Children know that throughout Scottish history, people including Celtic people have praised God for the mystery of Creation.

Children can say/sing A Traditional Celtic Blessing.

Children write a prayer of appreciation for God's creation.

Children develop understanding of the meaning of Original Sin.

Children develop understanding that God sent us his only son, Jesus, to save us from sin.

Children can acknowledge the wonderful variety of living things in the world today.

### **Focus 6:**

Children know there are four gospels in the bible and can name them.

Children know that Jesus performed miracles that revealed that he was the Son of God.

### **Focus 7:**

Children will actively participate in prayers.

Children will know the names of the five Glorious Mysteries.

The children will pray the Angelus and have some basic knowledge of its origin.

### **Focus 8:**

Children will be able to recall the story of Bernadette and its connection to Lourdes.

Children will create their own litany to our Lady.



## Sequence of Lessons

### Focus 1:

- I know that, by the power of the Holy Spirit, through the Sacraments of Initiation, we are called to share in Jesus' role as Priest, Prophet and King.
- GLP - I have examined and discussed what I know about the life of Jesus, and I can list some values which he demonstrated in His life.
- I know that I am called to follow His example in practical ways in all aspects of my daily life.
- I can recognise that the call to follow Jesus sometimes involves making sacrifices, putting others before myself or giving up the things in my life which can be contrary to Jesus' values.
- I know that I can fulfil my role as an adult Christian through being single, married, in religious life or in Holy Orders.

### Focus 2:

- I have investigated some Christian imagery in the history and art of Scotland e.g., Celtic crosses, Christian Pictish stones, the Honours of Scotland (Scottish Crown Jewels) which reflect our Christian heritage.
- I have investigated the Christian origin of some Scottish place names such as: Kilmarnock, Tobermory, Motherwell, Ladywell, St. Andrew's, East Kilbride, Bishopbriggs.

## Suggested Activities

(Optional resources to support lessons available on website)

### Focus 1:

- Explain that Jesus has many roles - Priest, Prophet and King. With a partner, complete the 'Jesus' column of 'Priest, Prophet and King' (See Resources for Teacher notes/worksheet).
- Explain that through the Sacraments of Initiation we are called to share in Jesus' role as Priest, Prophet and King (See Resources for notes).
- Discuss ways in which we can fulfil the role of Priest, Prophet and King. Work with a partner to continue working on the 'Christian' column of Priest, Prophet and King (See Resources).
- Discuss ways in which an adult can fulfil their role as a Christian through being single, married, in religious life or in Holy Orders. Possible questions: How does a married couple fulfil their Role as Christians? How does a Nun? How does a doctor? How does a chef? Do you think it is easier for a person such as a Priest to fulfil his role as a Christian?
- Research the role of a Priest, Bishop, Nun, Monk, Deacon, etc. and how this fulfils their role as an adult Christian. Children may look at one vocation within a group and then each group can present to the rest of the class.

### Focus 2:

- Explains that for many years Scotland has been a Christian country and that there are examples all over Scotland of Christian imagery e.g., Celtic Crosses, Christian Pictish stones, the Honours of Scotland (Scottish Crown Jewels) which reflect our Christian heritage. Show images (See Resources).
- Explain that many of the names of the towns in Scotland have Christian origins.
- Examine maps of Scotland to find the following towns: Kilmarnock - Church of Marnock - a Celtic saint, Tobermory - Gaelic for Mary's Well, Motherwell - Mother (of God's) Well, Ladywell - Our Lady's Well, St.



### **Focus 3:**

- I understand that my talents and gifts can be used to help others and can be placed at the service of the Church.
- I have reflected on how I can be generous with my personal talents for the common good.

### **Focus 4:**

- I have been given opportunities to celebrate liturgy as part of my class, my school and my parish.
- I know that, when I bless myself with Holy Water, it is a reminder of my Baptism.
- I have been given opportunities within my classroom to reflect on the significance of the cross/crucifix for Christians as a reminder of Jesus' death and resurrection.
- I know that the Catholic Church uses icons, statues and images to enrich our worship and to focus our prayer and I have experienced such prayer.

Andrew's - St Andrew, East Kilbride - East Church of St Bridgit and Bishopbriggs - Bishop's Riggs (fields).

- Explain that the town of Bishopbriggs was originally called Bishops' Riggs, and took that name from lands around it belonging to the Bishops of Glasgow.
- Research and create a poster or a PowerPoint presentation about one of the above towns.

### **Focus 3:**

- Explain that the Church community is made up of lots of people who use their talents and gifts to help others.
- Discuss what talents and gifts could be used for the service of the Church, eg. Musicians, choir, gardeners, etc.
- Design a poster asking for volunteers to use their talents and gifts for the good of the Church.
- Discuss how they could use these talents and gifts for the good of others e.g. Playing a musical instrument for a school concert, teaching younger children how to play a game or showing someone how to use a new computer programme.
- Paired activity - discuss their own talents/gifts and how they can be used for the good of others. Children to introduce their partner to feedback what they have learnt.

### **Focus 4:**

- Children are given opportunities to celebrate liturgy as part of class prayer times, prayer services, school assemblies, school masses etc.
- Explain that Holy Water is water that has been blessed by a Catholic Priest or Bishop.
- Explain that when we bless ourselves with Holy Water, it is a reminder of our Baptism when the priest poured water over our head and said, "I Baptise you in the name of the Father and of the Son and of the Holy Spirit." This is for cleansing and is a sign that our sins are washed away. Water is also necessary for life and so is a sign, too, that the life of the risen Christ is ours. It is also a sign of life. Without water nothing can

<p><b>Focus 5:</b></p> <ul style="list-style-type: none"> <li>• I know that, just as the Psalmists (see Mystery of God P1 RERC 0-01a) and St Francis of Assisi (see Mystery of God P3 RERC 1-01a) praised God for the mystery of Creation, over the centuries in Scotland and beyond, Celtic people have done the same.</li> <li>• I can read and pray some prayers of the tradition of these holy people e.g., <i>Carmina Gadelica</i>; St Patrick's Breastplate.</li> <li>• I can hear, read and discuss the poetic presentations of creation in <i>Genesis 1 &amp; 2</i>.</li> <li>• I recognise that God saw his creation as being good (<i>Genesis 1: 10, 12 &amp; 18</i>) and I too can appreciate the goodness of his work.</li> </ul>	<p>grow. It is a sign of the new spiritual life into which the Baptised person is entering.</p> <ul style="list-style-type: none"> <li>• Set up a Holy Water font and each child blesses themselves with Holy Water.</li> <li>• Discuss the significance of the cross/crucifix for Christians as a reminder of Jesus' death and resurrection.</li> <li>• Reminder about the Passion of Christ, how He died on a cross and rose from the dead on Easter Sunday. Every time a Christian looks at a cross/crucifix it reminds them of Jesus' death and resurrection.</li> <li>• Look closely at the imagery contained within class altar and focus on meanings. (Crucifix, Bible, statue, rosary beads, candle, flowers)</li> <li>• Stained glass windows in Churches are used to depict Biblical individuals and encourage people to contemplate their Faith, applying what they see in their daily lives. Further examples of imagery. If there are stained glass windows in your local Church, ask the Parish Priest if the class can visit and take a closer look. Children can also decorate a Stained-Glass Window Cross using a variety of resources and they can be attached to the windows in the class to allow the daylight to shine through them. (See Resources).</li> <li>• Explains that the Catholic Church uses statues, pictures and paintings (See Resources) to enrich our worship and to focus our prayer. Place a statue on the class altar and lead a prayer service using the statue as a focus for prayer.</li> </ul> <p><b>Focus 5:</b></p> <ul style="list-style-type: none"> <li>• Read Psalm 148. Discuss all the different parts of God's creation that are being praised. Explain that the Book of Psalms has lots of psalms praising God for the mystery of creation.</li> <li>• Explain that Saint Francis of Assisi is the Patron Saint of animals, and he wrote a wonderful prayer praising God for the mystery of creation.</li> <li>• Read and discuss <i>The Canticle of Creation</i> (See Resources). Children work in cooperative learning groups to illustrate a given section of the prayer.</li> <li>• Explain that for centuries people all over Scotland have praised God for the mystery of Creation. Reminder of carvings made by the Celts and the Picts (See Focus 2) and how these, often, included carvings inspired by</li> </ul>
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- Having read the words of Isaiah (Isaiah 42: 1-9), I recognise God as a loving creator and a God of justice.
- I have read and reflected upon the Fall (Genesis 3: 1-24) and I understand that creation is no longer as perfect as God intended since the first human beings were tempted and freely chose to disobey God and (Original Sin).
- I understand that all sin shows a lack of trust in the goodness of God but that the forgiveness and grace of Jesus gives us the hope of even greater blessings than the paradise lost by Adam and Eve.
- I know that God created a wonderful variety of plants, trees, fruits, birds, sea, serpents, fish, cattle, reptiles, wild beasts (Genesis 1: 11-12 & Genesis 1: 20-25) and I can acknowledge the wonderful variety of living things in the world today.

creation. Examine these carvings Symbols from Carved Stones (See Resources).

- Children given clay to form into a plaque and then using a modelling tool carve a creation picture into the clay.
- Explain that as well as art work, beautiful, traditional prayers were written by holy people.
- Examine and discuss the prayer 'A Traditional Celtic Blessing' (See Resources). This prayer is often sung. Available at: <http://www.youtube.com/watch?v=c1ZXuw1dNXs&feature=related>
- Children write their own Celtic Blessing.
- Explain that the Book of Genesis, Chapters 1 and 2 presents the story of creation. Read Genesis 1 and discuss the poetic layout of the chapter e.g. each paragraph begins with, *Then God commanded*, and ends with, *Evening passed and morning came - that was the \_\_\_\_\_ day.*
- Children work in reciprocal teaching groups to read Genesis 2.
- Read and discuss Genesis 1:10, 12 & 18. Highlight recurring phrase in each of these verse - *And God was pleased with what he saw*. Explain that God saw all that he had created as being good. Brainstorm ways that we can show our appreciation of God's creation e.g. by caring for it, by writing a prayer of thanks, by taking photographs, by painting pictures. ([Link to Laudato Si](#) and [Pope Francis cry for us to care for our Common Home](#))
- Write a prayer of thanks to God showing appreciation of all that He has created.
- Read Genesis 3: 1-24. Lead a reflection on the understanding that creation is no longer as perfect as God intended since the first human beings were tempted and freely chose to disobey God. This choice to disobey God is called Original Sin because it comes down to us through our origin, from Adam.  
Group activity: 'Three BIG Questions'. (See Resources).
- Explain that the disobedience of Adam and Eve showed a lack of trust in the goodness of God. We must remember that God is a loving God, and it is because He loves so much that He responded to Adam and Eve disobeying Him. Although Adam and Eve could no longer live in the paradise created by God, the forgiveness and grace of Jesus is an even greater blessing.
- Children to complete 'God's Forgiveness' (See Resources).



### **Focus 6:**

- We recognise the unity of the Old and New Testament as both explain in a variety of ways the unfolding of Salvation History – that is God's self-revelation through the ages.
- In P5 we will focus on the Gospel of Mark (with occasional references to the Gospel of John). Mark's Gospel, "the Good News about Jesus Christ, Son of God" (Mark 1: 1) is thought to be the first gospel to be written. It chronicles the signs and wonders of Jesus and the amazement of those who witnessed them; the humanity of Jesus in his words, looks and gestures; and his invitation to enter the Kingdom of God.
- I can 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 Jesus performed actions and miracles that reveal his identity as Son of God and His relationship with us as our Saviour.
- I know that Jesus, being fully divine, acted with God's power, causing many people to be amazed and I can recognise this in two or more of the following passages:
  - Jesus forgives and heals the paralyzed man (Mark 2: 1-12)
  - Jesus picks corn on the Sabbath and is Lord of the Sabbath (Mark 2: 23-28)
  - Jesus raises the daughter of Jairus to life (Mark 5: 21-24 & 35-43)
  - Jesus multiplies the Loaves and Fishes (Mark 6: 30-44)
  - Jesus walks on water and is Lord of creation (Mark 6: 45-52).

- Reminder of the variety of plants, trees, fruits, animals, etc. that God created (Genesis 1: 11-12 & Genesis 1: 20-25). Children to create a display showing the wide variety of God's creations.

### **Focus 6:**

- Reminder of the two parts of the bible: the Old Testament contains older testimonies from God, while the New Testament contains the birth, miracles and teachings of Jesus Christ, the Son of God.
- Highlight that both explain in a variety of ways a history of salvation that is God's self-revelation through the ages. God reveals Himself in creation and then in His son, Jesus Christ, whose words and actions tell us everything we need to know about God.
- Explain that in the New Testament there are four books at the beginning of the bible called Gospels: Gospel of Matthew, Gospel of Mark, Gospel of Luke and Gospel of John.
- Explain that we can learn about Jesus through the Gospels and that each Gospel gives a particular portrait of the same Jesus (See Resources for 'The Four Gospels' Information Sheet). Children to complete 'Introduction to the Gospels' (See Resources).
- Primary 5: focus is the Gospel of Mark:
  - In the Gospel of Mark, we can read about the actions and miracles that Jesus performed that revealed His identity as Son of God and His relationship with us as our Saviour.
- Explain that Jesus, being fully divine, acted with God's power, causing many people to be amazed.
- Read and discuss 'Jesus forgives and heals the paralysed man' (Mark 2: 1-12). Children to write a newspaper article giving an account of the miracle of the paralysed man. (See Resources) The resource has guidance on it so children may use this template and then re-draft without the guidance on a new sheet.
- Read and discuss 'Jesus raises the daughter of Jairus to life' (Mark 5: 21-24 & 35-43). Children summarise the story in a storyboard. (See Resources)

### **Focus 7:**

- I know the prayers I learned in P1- P4 by heart and I pray them regularly.
- I know the Glorious Mysteries of the Rosary and the Angelus.
- I can compose my own prayer of petition and thanksgiving to God.
- I can compose prayers asking the intercession of Mary and the saints.
- 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.

### **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.
- I understand what 'a litany' means and I can participate in a simple Litany to Mary, or the Litany of the Saints.
- I can explain the term 'apparition' and I am familiar with the story of Mary's apparition in Lourdes.

### **Focus 7:**

- The children will continue to say the prayers that they have covered in Primaries 1-4.
- Explain that during the month of October we honour Our Lady.
- Prepare the class altar for this month and ask the children to get involved.  
Homework: Children may be asked to create a special place at home where they can pray to Our Lady during the month of October.
- Explain that the class will be focusing on the Glorious Mysteries of the Rosary. Make the children aware that the first three mysteries can be found in the Bible although the fourth and fifth are not. Children to complete the 'Glorious Mysteries' worksheet. (See Resources)
- Pray the Glorious Mysteries of the Rosary. Useful website for praying live worldwide is: <http://www.comepraytherosary.org/>
- Examine the painting 'The Angelus' by Millet. Explain that the Angelus 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 the faithful would stop what they were 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.
- Complete the reading task on The Angelus painting (See Resources).
- Read and complete the Angelus Bell worksheet (See Resources).
- Children will pray the Angelus every day for a week in honour of Our Lady.

### **Focus 8:**

- Explain that something very special happened in Lourdes - Read the story of Bernadette. Discussion focussing on Mary as an 'apparition'.
- Locate Lourdes on a map.
- Children can see Lourdes via live webcam:  
[https://directfromlourdes.com/lourdes\\_live\\_tv](https://directfromlourdes.com/lourdes_live_tv)
- Ancient form of prayer is the litany (a prayer of petitions and responses). Children look up definition of 'litany.'



	<ul style="list-style-type: none"> <li>• Three parts which make up a litany: the <i>invocation</i> (addressing God), the <i>petitions</i> (asking God for favours) and the <i>responses</i> ("Have mercy on us," "Pray for us," "Hear us").</li> <li>• Read the Litany of Lourdes (See Resources).</li> <li>• As a class they write Litany to Our Lady for the month of October.</li> <li>• Discuss titles given to Mary (for suggested layout and list of titles for Mary see resources).</li> <li>• Share information about Carfin Grotto (Scotland's National Marian Shrine) and the devotion shared with that of Lourdes.  <a href="#"><u>Carfin Grotto Scotland's National Shrine to Our Lady of Lourdes</u></a> </li> </ul>
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<b><u>Evaluation</u></b>	<b><u>Next Steps</u></b>

