



RERC Term 1 Planner - Primary 6



Experiences and Outcomes

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 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 2-16a**

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

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

Through my study of the Seven Sacraments I have developed a deeper understanding of them, and I have reflected on how they strengthen my relationships with God and others. **RERC 2-09a**

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 examined some, political, social, historical and religious elements in first century Palestine and gained an understanding of Jesus' life on earth. **RERC 2-06a**

I have studied the structure of the Bible. I can identify the different parts of the Bible and I have explored God's message in these. **RERC 2-11a**

I know that the Bible is the inspired Word of God and that I should treat it with reverence. **RERC 2-12a**

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**

Benchmarks

- Explains in their own words how the Biblical Creation stories help us know more about the gift of life.
- Explains in their own words the importance of the Eucharist for Christian life and participates reverently in all parts of the Mass.
- 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.
- Shares ways that devotion to Mary deepens personal faith life and says in their own words why Mary is important to Catholics.
- Participates in discussions about and gives examples of how the Sacraments strengthen relationships with God and others.
- Says some traditional prayers and prayerfully participates in different liturgical celebrations.
- Investigates and identifies key knowledge about Palestine at the time of Jesus.
- Identifies and discusses the parts of the Bible including describing God's message in some Bible passages.
- Explains the Bible is God's Word and gives their own reasons why it should be treated with reverence. Shows respect for the Bible.
- Discusses the importance of the Passion, Death and Resurrection of Jesus for an understanding of the meaning of eternal life.



Plans for Assessment

Focus 1:

Children will understand that there are many different types of suffering in the world.

Children will realise that God is not to blame and yet we should pray for strength and support to help us bear our worries and fears.

Focus 2:

Children demonstrate an ability to locate specific scripture texts as prompted by the teacher and can identify the different parts of the Bible.

The children will have a deepened understanding of the life of Moses and the important part he plays in the Catholic and Jewish Religion.

Children can correctly sequence the events in the life of Moses.

Focus 3:

Children can say why the priest/deacon performs particular actions in relation to the reading of the Gospel.

Focus 4:

Children will recognise the importance of music in the liturgy and will have explored different kinds of Christian music.

Focus 5:

Children will understand why we fast before communion and reflect on scripture passages which refer to fasting.

Children will have a deeper understanding of the Creed and correctly order the prayer in the jotter.

Focus 6:

Children will have a good understanding of the life of St Paul and his role in the early life of the Catholic Church.

Children will realise that scripture is not only to reflect on in prayer but also to guide us in how we should act.

Focus 7:

Children will recount the story of the Wedding Feast at Cana and will be able to explain Mary's intercession at this event.

Children will have knowledge and the message of the story of Fatima.

Focus 8:

Children will know the five biblical stories linked to the sorrowful mysteries.

Children will understand that Mary suffered mental and emotional pain.

Children can convey Mary's emotions in their artwork.

Children will learn the Memorare by heart.

Sequence of Lessons

Focus 1:

- I recognise that when people suffer today it can be their natural response to question God, but I understand that God helps us to bear our sufferings with love and hope.
- I can investigate who are the poor in the world today and respond to their needs with justice, compassion and care.

Focus 2:

- I can locate scriptural references using chapter and verse.
 - Old Testament - (The focus in P6 is on the book of Exodus.)
- I know that the Book of Exodus recounts the story of the journey of God's Chosen People from slavery to freedom and I can identify some key moments in the narrative e.g.,
 - Passover (Exodus 12:1-28)
 - Crossing the Red Sea and Song of Victory (Exodus 14:15-31 and 15:1-19)
 - The Gift of Manna (Exodus 16:1-18)
- I can recognise that Jesus was the fulfilment of God's promises made in the Old Covenant and through the prophets.
- I have studied the life of Moses and I understand that Moses entered into a relationship of Covenant with God.
 - The Birth of Moses (Exodus 2:1-10)
 - The Burning Bush (Exodus 3:1-15)
 - God Promises a Covenant (Exodus 19:3-8)
 - Moses and the Decalogue (Exodus 19:3-8)
 - The Golden Calf (Exodus 32:1-10)

Suggested Activities

(Optional resources to support lessons available on website)

Focus 1:

- With gentle music, show a variety of images that show suffering e.g., natural disasters, conflict etc.
- Discuss the difference between 'moral evil' and 'natural evil'. Moral - human; natural - natural world occurrence.
- Ask the children who causes the suffering in our world? God wants us to use our 'free will' to make good choices.
- How can we, as Christians, make better use of our 'free will'?
- ICT: Research organisation who work to relieve suffering, i.e., Action and Distress, Amnesty International, local hospices, Oxfam, The Red Cross. Collate information and share with the class.

Focus 2:

- Introduction: Inform the children that they will be looking at the Book of Exodus. Predict which Testament this book is from and what Exodus means. (exit, leave) What might the stories in the book be about?
- Read the Passover story together and discuss it.
[What is the story of Passover? - BBC Newsround](https://www.bbc.com/news/religion-55555555)
- Summarise the Passover story in words and pictures.
- Explain that Jewish people still celebrate the feast of Passover (Pesach) today. Explore some of the traditions of the Passover Meal and the Sedar Plate. Create and label their own Sedar Plate (See Resources).
- Helpful website:
https://www.chabad.org/holidays/passover/default_cdo/jewish/Passover-2023-Pesach.htm
- Split the class into two. Ask one half of the class to read the story of the crossing of the Red Sea Exodus 14:15-31 and the other half of the class to read about The Gift of Mana Exodus 16:1-18. Individually create a storyboard of their passage.
- The children should pair with someone who created a storyboard of the story they didn't read and swap storyboards.



- I know that, in this way, God reveals himself and displays his everlasting faithfulness to his people at all times.

Focus 3:

- I am developing the ability to read aloud from Sacred Scripture in such a way that I am proclaiming the Word of God.
- I can identify actions of the priest/deacon which afford special marks of honour to the reading of the Gospel (e.g., bowing, elevation of the Gospel, veneration of the book of the Gospels, incensing of Scripture on special occasions and feasts).
- I have been given opportunities, with support from my teacher and Chaplain, to be involved in planning a celebration of the Eucharist.
- I know that, as a Catholic I have a duty to attend Mass on Sundays and holidays of obligation, requiring me to prioritise my time to do so and I am able to connect this with my understanding of the Third Commandment: Remember to keep holy the Lord's Day

Focus 4:

- I can actively and prayerfully participate each time I attend Mass.
- I recognise the contribution of music to liturgy in Church.

- Brainstorm what they know about Moses from his birth to the end of his life. Children complete a Moses timeline activity sheet (See Resources). Check answers with the Book of Exodus.
- Discussion: Think back upon all we have learnt about Moses. God communicated with him in several ways. Can you think of them? (The Burning Bush, turning his rod into a snake (divine intervention), the ten commandments, the plagues etc.) How does God communicate with us? Sometimes we feel God has abandoned us, but we need to seek him out. God works in mysterious ways, and he never leaves us. It may be a kind word from another, an opportunity, a heroic act etc.
Take some time to thank God in prayer for always communicating with us and make a promise to communicate with him in words and actions.

Focus 3:

- Involve the children in planning and setting up a class altar. Ensure that the Bible is prominently displayed and discuss the reasons for this.
- Provide regular opportunities for children to read aloud from Sacred Scripture. e.g., as part of an RE lesson, at assembly, during a class Mass/prayer service, in an infant class, as part of morning/end of day prayers, etc.
- Organise a visit to the local church and involve the Parish Priest in talking to the children about actions of the Priest during Mass which afford special marks of honour to the reading of the Gospel (e.g. bowing, elevation of the Gospel, veneration of the book of the Gospels, incensing of Scripture on special occasions and feasts).
- Discuss the importance of attending weekly Masses. Ask children to write to someone at home, asking them to accompany them to Mass, if they do not already do so.

Focus 4:

- Discussion: Why do we have music in church? What do we sing? When do we sing? What does singing represent in a Church?
- It's emotive, Biblical, effective, rousing and another way of communicating with/honouring and praising God. We have different hymns for different

- I am growing in my ability to prepare for Sunday Mass through reflection on the readings during each week with the help of my teacher, Chaplain and family.

Focus 5:

- I know of the general requirement of Church law that I should fast for an hour before receiving Holy Communion. I know that this is a mark of respect for the Eucharist and is known as the Eucharistic Fast.
- I have studied the words of the Nicene Creed and am deepening my understanding of its meaning.

times of the year. Look through hymn books with the children at hymns, part of the Mass. Show the children the index and how it is categorised into themes. (This task will only be applicable if there are hymn books still available for use in Church as post-Covid many Parishes refrain from using shared books)

- We are going to look in the Bible to find reason as to why we believe God wants us to use our voices to praise Him. Complete 'Raise Your Voices' task (See Resources).
- Explain to the children that throughout history people have praised God with their voices. Listen to examples of different Christian singing. Let the children listen to the following songs on You Tube. Ask the children to comment on each sound and discuss the similarities and differences. Reflect on own experiences of music in Church.

<http://www.youtube.com/watch?v=MbDqc3x97k> (Gregorian Chant)

<http://www.youtube.com/watch?v=UnBZ4DNkjSg> (Gospel Choir)

<http://www.youtube.com/watch?v=UxpD1Ke3zJY> (The Salvation Army)

<http://www.youtube.com/watch?v=bXkmgvXLmnk> (Altar Boys Choir)

Focus 5:

- What are the rules of fasting before Communion and why do we fast?
- For the Teacher: The Eucharistic fast is intended to focus our minds on the solemnity of what we are doing in receiving Communion. Originally, the fast was from midnight before receiving Communion, later that was reduced to three hours for food, and now it is one hour from food and liquids other than water and medicine. For a lay person, the fast is one hour before receiving, not an hour before Mass begins. This applies to everyone who is of age to receive Communion. In case of severe hardship or very advanced age or illness, even the one hour can be dispensed.
- Discuss - What is fasting? (It is important to stress that fasting is something that we do voluntarily). Explain to the children that the word 'breakfast' means 'to break the fast'.

Focus 6:

- I can hear, read and recount scripture passages present in the Son of God strand.
- I recognise that the Act of the Apostles is a major book in the New Testament and tells us about the life of the early Christian communities and of the missionary journey of Saint Paul.
- I can locate the following key texts in the Acts of the Apostles:
 - The early Christian community (Acts 4:32-35)
 - The baptism of the Ethiopian official (Acts 8:26-39)
 - The conversion of St Paul
 - The early preaching of Paul at Damascus (Acts 9:20-25)
- I can recognise that the early Christian community continued the ministry of Jesus by their witness, that this continues in the church today and that we are called to join in this mission.
- I know that the Church seeks to interpret the scriptures and to guide its members in their action and that it is part of the mission of the Church to do this in every age, including our own.
- I know that, as well as using Scriptures to help me pray, I can also use them to guide me as to how I should act.

- As Catholics we fast for one hour before receiving Communion. Why do you think we do this? It is meant to help us prepare to receive the body and blood of Jesus.
- Fasting appears many times in the Bible. When did Jesus fast? (40 days and 40 nights in the desert = Lent). He also gave instruction on fasting. Read Matthew 6:16-18. Discuss the passage.
- **Do not show the Creed to the children before the task.** The teacher should write the word 'Creed' on the board. Ask the children what they think this is. Explain that it comes from the Latin word 'Credo' meaning 'I believe'. The Creed is recited at all Catholic Masses on a Sunday around the world.
- In pairs, complete The Creed activity (See Resources).

Focus 6:

- Explain to the children that the Book of Acts in the Bible comes after the Gospels and is about the lives of those who continued the ministry of Jesus on earth after His ascension into Heaven.
- It begins with the story of Pentecost. Ask the children to recall this story and why it was important as the starting point of Christianity.
- Use the 'Saint Paul' biography (See Resources) to learn about the life and ministry of Saint Paul.
- Use the worksheets on the 'Conversion of Paul', both pages (See Resources), and Bibles to complete the task. Instructions are also included.
- The Apostle Paul tells us: "We have a fight, not against blood and flesh, but . . . against the world rulers of this darkness, against the wicked spirit forces in the heavenly places." This means that every Christian must "take up the complete suit of armour from God, that [he] may be able to resist in the wicked day." Ephesians. 6:11-13.
What do you think Saint Paul was referring to when he talked of 'Armour'? Children complete armour activity (See Resources). It is a good idea to have pre-printed images of the children's faces so that they can create an image of themselves wearing God's Armour.

Focus 7:

- I can hear, read and recall the narrative of the marriage feast at Cana (John 2: 1-12), and I can recognise that Mary intercedes for us when we call upon her in prayer.
- I am familiar with, and can engage with, the message of the story of Lourdes and Fatima

Focus 8:

- I can engage more deeply in traditional Marian devotions, particularly in simple processions, and in reciting the Rosary.
- I can lead a communal recitation of the Rosary.

- Hymn - read the lyrics of the hymn 'Be Thou My Vision' and relate it to what Saint Paul was teaching us. Listen here: <https://www.youtube.com/watch?v=ihJAJA4ibEs>
- Take time to reflect on the life of Saint Paul. What have we learnt that we didn't already know? What was interesting? What was shocking? Explain to the children that God wants us to continue the Church's mission in spreading His love and His word. It is important that we realise that Saint Paul was a role model. What can we learn from Saint Paul?
- Create a poster which reminds people that God is always with us and His love for us is real.

Focus 7:

- Children help the teacher to create a prayer space in honour of Mary. Encourage the children to adopt a mature and responsible attitude but encourage them to go to the prayer space during the day, with permission, and kneel to pray for a few minutes. It should be private prayer time so no one can watch/engage with them whilst they pray.
- Read/listen to the Wedding Feast at Cana. Discuss the word 'intercede'. Recap ways in which Mary intercedes in the Bible stories and can intercede on our behalf to God.
- Using Google Maps, locate Fatima on a world map.
- Listen/watch/read the Story of Fatima. [The Miracle of Fatima](#)
Our Lady came six times to Fatima. Read the story again and list what Our Lady asked for each time she came.
Take any one of the apparitions of the Angel and of Our Lady. Draw and colour a picture of it. Write a small explanation of what is happening in your picture.
Which parts of the Story will you remember always? Why did Our Lady come from Heaven to Fatima? What is her message for all of us today? (See Resources for additional discussion points)

Focus 8:

- Revise the Glorious and Joyful Mysteries.
- P6 focus: the 'Sorrowful Mysteries'. Complete 'Sorrowful Mysteries' (See Resources)

- | | |
|---|---|
| <ul style="list-style-type: none"> • I can locate the Gospel narratives celebrated in the Sorrowful Mysteries. • I can lead a communal recitation of the rosary. • I can pray the Sorrowful Mysteries of the Rosary which recount the story of Jesus' death in a prayerful way. • I know that in prayers of intercession I can ask Mary and the saints to intercede for me. • I know the traditional Memorare. | <ul style="list-style-type: none"> • Whole class participate in the reciting of the Rosary - The Sorrowful Mysteries. Useful website for praying live worldwide is: http://www.comepraytherosary.org/ • Focusing on the Sorrowful Mysteries read the passage <u>Luke 2:34 - 35</u>. What do you think Simeon is saying to Mary? Is he warning her? Do you think Mary knew what he was saying to her? Discuss the use of metaphors and similes in this short passage. What do they mean? • Read the passage <u>John 19:25-27</u>. Discuss how Mary must have felt at this moment. Mary had watched Jesus be 'a hated child' (Herod wanted to kill Jesus when he was born), 'a lost child' (Jesus went missing and was found in the temple), a rejected child' (Jesus family and friends thought he was mad and possessed by demons), 'a persecuted child' (the trial before his crucifixion), 'a suffering child' (Jesus suffered tremendously and died). Discuss times in our lives. Has anyone every felt hated, lost, rejected, persecuted or have suffered? Treat with sensitivity and discuss how the feeling was overcome. • Study the sculpture of 'Pieta' by Michelangelo. http://gardenofpraise.com/art50.htm • Children complete internet research activity on this piece of artwork.(See Resources) • Draw and paint a picture of Mary. Children should choose colours and symbols to convey how Mary had suffered both mentally and emotionally. • In our own times of difficulty, we can ask Mary to intercede our prayers using the special prayer 'Memorare'. Learn this prayer as a class and try to use it in prayer often. (See Resources) • Listen to the Memorare set to music by Danielle Rose: https://www.youtube.com/watch?v=H93HaDeg27c |
|---|---|

<u>Evaluation</u>	<u>Next Steps</u>

