



RERC Term 3 Planner – Primary 6



Experiences and Outcomes

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 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 2-23a**

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 examined the role of Jesus as a teacher and a healer, and I have reflected on how His words and actions influence my own life and the lives of others.

RERC 2-06b

Have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others. **RERC 2-24a**

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 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 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 2-18a**

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

I recognise the contribution of other Christian Churches to Jesus' Kingdom. I have explored ecumenical action and reflected upon its impact in the world. **RERC 2-21b**

I know that I have been called by God to grow in love, justice, and peace in my relationships with others. **RERC 2-20a**

I know that God wants me to develop my God-given gifts and I have reflected on how I can use them for the common good. **RERC 2-02a**

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 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 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.
- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.
- 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.
- Demonstrates through words and actions how Jesus influences people's lives and values.
- Demonstrates, through their words and actions, Church teaching on care for the world and others.
- Investigates and identifies key knowledge about Palestine at the time of Jesus.
- Says some traditional prayers and prayerfully participates in different liturgical celebrations.
- Acts in a loving, just and peaceful way, using their gifts and talents for the good of all; and has identified ways to develop these.
- Participates in discussions about and gives examples of how the Sacraments strengthen relationships with God and others
- Discusses the importance of the Passion, Death, and Resurrection of Jesus for an understanding of the meaning of eternal life.
- Participates in discussion and reflection about the work of the Holy Spirit, sharing some examples of this.

Plans for Assessment

Focus 1:

Children know that the call to follow Jesus sometimes involves making sacrifices, putting others before themselves or giving up things which are contrary to the values of Jesus.

Focus 2:

Children will actively participate in the Alleluia Acclamation at Mass.

Children will develop understanding that all Christians are called to be of service to the world and not just to be members of the Christian Community.

Focus 3:

Children know that true happiness lies in being concerned with what matters to God.

Children know that Jesus offers us the Beatitudes as a map for Christian living, growth and fulfilment and that this challenges us to live our life as a disciple of Jesus, and to be a person of virtue.

Focus 4:

Children will develop understanding of the Kingdom of God by studying the Kingdom parables in Chapter 13 of the Gospel of Matthew.

Children develop understanding that Faith, Hope and Love lie at the heart of the Reign of God.



Focus 5:

Children can identify practical ways of answering God's call to live a life of justice and peace. The children will write an appropriate statement describing a way in which they can show love through action.

Children can name some of the ways in which the Church works for justice and peace.

Focus 6:

The children have examined the role of Jesus as teacher and have a more in depth understanding of the meaning of 'The Lord's Prayer'.

The children understand which part of the Mass includes Bidding Prayers. They will write their own prayer of intercession and read them during assembly.

Focus 7:

The children will have a deeper understanding of the meaning of Almsgiving and Fasting and why these are important traditions in the Catholic faith.

The children will know the difference between 'Disciple' and 'Apostle'. They will be able to retell the story of how the first Disciples were chosen.

The children will understand that we are all called to be Disciples of Jesus.

Focus 8:

The children have knowledge of some of the charity organisations in Scotland.

Children will be assessed through their finalised projects and their ability to answer questions from their peers.

The children will know the fourteen stations of the cross and will understand the suffering of Christ (emotionally and physically) at each station.

The children will actively participate in class/whole school stations of the cross.

Focus 9:

The children will be able to recount the story of the 'Washing of the Feet'.

They will write a suitable and meaningful letter to the Parish Priest.

The children will understand the significance of the Paschal Candle and when it's used in the church.

Focus 10:

Children can read, recount, and recall the story of the Passion, Death and Resurrection of Jesus, paying particular attention to the role of Pilate.

Sequence of Lessons

Focus 1:

- GLP - I know that the call to follow Jesus sometimes involves making sacrifices, putting others before myself or giving up things which are contrary to the values of Jesus.

Focus 2:

- I know that we are still building the Kingdom of God and that this will come to its fulfilment when Jesus returns on the Last Day.
- I know that we pray for this at Mass, especially in the Acclamation.
- I know that Jesus gives us many examples of service and that, in the Last Judgement (Matthew 25: 31-40) all Christians are called to be of service to the world and not just to be members of the Christian Community.
- I know that all those who are Baptised, who identify Jesus as God's Son and who believe in His Resurrection, are called Christians.
- I can recognise that all members of the Christian family are called to worship God, and to serve their local communities, in imitation of Jesus and the early Church.

Suggested Activities

Focus 1:

- Discuss the roles of the following individuals: Athletes, Doctors, Missionaries, and/or other people who have sacrificed - Soldiers, Priests, Nuns, Musicians (See Resources for images that may be shown) What sacrifices do you think these people had to make to be successful and to be helpful? Each of these people, in their own ways, has achieved great things but it seems like they needed to give up something - in some cases - a lot of things to achieve greatness. This is called sacrifice.
Discuss sacrifices that we may make in our daily lives and at different times in the Liturgical Year.
- Read Matthew 8:18-20.
This reading is about sacrifice. What do you think Jesus was saying in this Bible story? (*If you want to follow Jesus, it's not going to be comfortable. It's not going to be easy and it's probably not going to go your way*).
Complete the worksheet 'Excuses!' (See Resources).

Focus 2:

- On the board, CT should write the final line of the 'Our Father' (*Thy kingdom come, thy will be done on earth as it is in heaven.*)
Where does this come from? What do you think it means? How can we help to build a kingdom of God here on Earth? Discuss ideas and link to PPFA and how putting faith into action can help to build and develop God's kingdom.
- Explain to the children that The Alleluia comes to us from Hebrew, and it means "Praise Yahweh." Traditionally, it has been seen as the chief term of praise of the choirs of angels, as they worship around the throne of God in Heaven. It is, therefore, a term of great joy, and our use of the Alleluia during Mass is a way of participating in the angels' worship. It is also a reminder that the Kingdom of Heaven is already



- I know that members of the Church of Scotland and other Christian denominations contribute to the building of Jesus' Kingdom. (OWR)

Focus 3:

- I understand that true happiness lies in being concerned with what matters to God.
- GLP - I know that Jesus gave us some of his teachings about God's kingdom in the Sermon on the Mount (Matthew 5: 1-12) and that these are called the Beatitudes.
- I know that Jesus gives us the Beatitudes as a guide to living in a way that will bring about the Reign of God.
- I have explored the following Beatitudes: Blessed are those who hunger and thirst for righteousness, for they will be satisfied. Blessed are the merciful, for they will be shown mercy. Blessed are the peacemakers, for they will be called sons of God (Matthew 5: 6, 7 & 9)
- GLP - I can recognise that, in the Beatitudes, Jesus offers us a map for Christian living, growth and fulfilment and that this challenges me to live my life as a disciple of Jesus, and to be a person of virtue.
- I am aware that God has a plan for me and that I will change physically, emotionally and spiritually.
- I recognise that the changes in my body at puberty are part of God's plan for me. (This would be a good time to examine 'God's Loving Plan')

established on earth, in the form of the Church, and that our participation in Mass is a participation in Heaven. The Order of Mass could be referred to at this point.

- Read Matthew 25:31-40. Complete 'The Final Judgement' worksheet then discuss what has been read. (See Resources)
- Look at Michelangelo's 'The Last Judgement' and the 'Talking about the Painting' worksheet (See Resources). In groups, to discuss the different areas of the painting.
- Visit or invite a member of the local Church of Scotland and any appropriate Christian Denominations to the class and learn ways the Church helps build Jesus' kingdom. Potentially organise a tour/interview with the minister.

Focus 3:

- Discuss the concept of 'true happiness'. Take all suggestions. What is important to you?
Complete the first box of the worksheet 'True Happiness' (See Resources). *Potential answers from children i.e. money, computer games, clothes, electronic equipment.*
- Class Discussion - Explain that we experience a degree of joy from material things, but they are not long lasting. For example, a chocolate bar is something that we might crave, enjoy and feel good while we are eating but it does not last long, and it does not give us long lasting nutrition. Discuss further examples.
- Discuss what might be important to their parents. Note this down on the sheet in box 2. Compare and discuss.
- Can children suggest something that gives us long term happiness? i.e. family, friends, love, health, peace. Complete the bottom part of the worksheet.
- Discuss how we can become disillusioned as to where we can find happiness. Discuss adverts on TV and other media outlets. Important that during this discussion the teacher also mentions 'faith'. Ask why 'their faith' could lead to true happiness which is long lasting.



- I recognise that two of the sacraments - the Sacrament of Marriage and the Sacrament of Holy Orders - are called the 'Sacraments of Service'. (CCC 1534)

Focus 4:

- I have deepened my understanding of the Kingdom of God by studying three or more of the Kingdom parables in Chapter 13 of the Gospel of Matthew: The Sower; The Darnel; The Mustard Seed; the Yeast; the Treasure in the Field, The Pearl of Great Price; or The Dragnet.
- GLP - I can recognise that the virtues of Faith, Hope and Love lie at the heart of the Reign of God, and I have deepened my understanding of this through a prayerful study of Paul's Hymn to Love (1 Corinthians 13: 4-13).

- Explain that the children are going to be learning about The Beatitudes and before they are explored in class, they are going to participate in a Scavenger Hunt - Prepare prior to the lesson. (See Resources)
- 'The Beatitudes Hunt Cards' - Each sheet has 10 cards for each group. A different coloured sheet for each set. Hide around the playground prior to lesson. Split the class into four groups. Assign a colour to each group and remind children if they find a different colour not to tell the other groups where it is. Go outside and hunt! Hopefully, the cards will spark discussion that will continue in the class. Following the scavenger hunt, look up the Bible reference Matthew 5:1-12. Correctly order the cards they have found.
- Read the passage Matthew 5:1-12 and discuss as a class. Remind the children of the previous lesson and how they can find true happiness through their faith.
- Complete the Beatitudes Brought to Life worksheet (See Resources). Discuss the children's answers and ask the children if they can think of anyone (famous or not) who fulfils any of these beatitudes. Identify and pray for those who are named.
- Discuss the idea of service in relation to the Beatitudes. Write Marriage/Holy Orders on large sheets - Carousel with ideas of how these relate to service.
- Follow the God's Loving Plan planners and guidance for P6. (See SCES disc and planers)

Focus 4:


- Lessons and activities for this are outlined in detail on the 'Kingdom of God Parables' PowerPoint Presentation - See Term 3 Resources at [Education - Archdiocese of Edinburgh \(archedinburgh.org\)](http://www.archedinburgh.org). The next few lessons will centre on St Paul. Suggested background reading for the teacher can be found at: [BBC St Paul Link](http://www.bbc.com/1/health/2016/08/160816_bbc_st_paul_link)
- Children should draw a bubble in the middle of their jotter and draw lines to the side labelling things they know about St Paul. They will add to this in a different colour at the end of the first lesson and another

<p>Focus 5:</p> <ul style="list-style-type: none"> I can identify the practical implications of God's call to live a life of justice and peace, having studied this scripture passage: First Letter of John 3: 17-18 - real and active love. 	<p>colour at the end of the second. This will highlight to the children what they knew before and what they now know.</p> <ul style="list-style-type: none"> Give a brief overview of St. Paul. Ask the children if they can think when 'Paul' is mentioned at Mass. (i.e. Letters/Readings). Write on the board the names of the people he wrote to and discuss why he might have written to them. Explain to the children that St Paul travelled far and wide to spread the Word of God. Discuss how difficult travel in those days must have been. Using the map sheet of St. Paul's journeys, complete the worksheet 'St Paul' (See Resources). ICT - Ask the children to choose one of the places St. Paul visited on his journeys and research the place online. They could write about the place and what St. Paul did while he was there. Read and discuss 1 Corinthians 13: 4-13. In this letter Paul writes metaphorically about love. Write your own version of St Paul's letter creating your own metaphors of love. Pupils could write these neatly in their jotters and decorate with a colourful and appropriate border. <p>Focus 5:</p> <ul style="list-style-type: none"> Read First Letter of John 3: 17-18 <i>17 If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person? 18 Dear children, let us not love with words or speech but with actions and in truth.</i> Write on the board 'Children everywhere deserve.....' Ask the children to write in their jotter as many endings to this sentence that they can think of. Think, Pair, Share with a partner to add to their list. If 'peace' and 'justice' don't come up during feedback, offer these to the children as something that all children deserve. Ask if anyone in the class can define what these two words mean and whether or not they are linked. As a class, brainstorm symbols which represent peace. Ask the children to create their own symbols of Peace and Justice.
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Focus 6:

I know that Jesus teaches us various ways to pray and invites us to actively trust in the loving providence of God e.g.,

- The Lord's Prayer as the perfect prayer (Matthew 6:5-15)
- Effective prayer and intercession (Matthew 7:7-12)
- Trust in providence (Matthew 6: 25-34)
- Prayer in common - "Where two or three are gathered" (Matthew 18: 19-20)

- Art activity - Draw around their hand. Write a practical way that they could help someone in the centre of the hand.
E.g. I can show love by spending more time with my grandparents and helping them round their house. Paint around message with a block colour. Arrange class handprints in a heart shape around the altar with a quote from the passage written below on a banner.
- Invite visitors from SCIAF/MISSO/Mary's Meals etc. to speak with the children about the charity work they do all year round. To conclude, ask how they can answer God's call to live a life of justice and peace at home, at school and in the wider community. Children present their findings to the class.
- Contact Justice and Peace Scotland to invite someone to come to the school. [Justice & Peace Scotland > Home \(justiceandpeacescotland.org.uk\)](http://justiceandpeacescotland.org.uk)
- The principles of Catholic Social Teaching could also be introduced here. See the link below for resources: [Catholic Social Teaching resources for children \(cafod.org.uk\)](http://cafod.org.uk)

Focus 6:

- Read Matthew 6:5-15 and discuss what Jesus taught us about prayer. Explain to the class that the 'Our Father' is also called 'The Lord's Prayer', because Jesus taught it to us, and it is such a good example of how to pray that it is known as the 'Perfect Prayer'. This prayer tells us all about forgiveness. We must be prepared to forgive others for the wrongs they have done to us and in return, God our Father will forgive us for our wrongs. Link for teacher: [Lord's Prayer explained](#)
- Read Matthew 7:7-12 and discuss prayers of intercession. Prayers of intercession express the hopes and concerns of our community. We pray for our Church, our country, we pray for people, situations and issues where God's help or direction is needed.

Focus 7:

I know that Jesus encourages us to develop the practice of fasting (Matthew 6: 16-18) and almsgiving (Matthew 6: 1-4) and that we focus on this particularly in Advent and Lent.

I know that Jesus called people to follow him e.g.,

- the call of the first four disciples (Matthew 4: 18-22);
- the call of Matthew (Matthew 9: 9-10);
- Jesus speaks to the rich young man (Matthew 19: 16-20);
- the Parable of the Sower (Matthew 13: 18-23).

I know that, through Jesus' words, we are called to discipleship and that Jesus is with us in all we do.

What did Matthew tell us to do? How will God Our Father respond? What message did he give us at the end of the reading? Explain when we celebrate Mass, there are Bidding Prayers which are prayers of intercession. Each prayer usually ends with 'Lord Hear Us' and the congregation respond 'Lord Graciously Hear Us'.

- Learn the hymn, Seek Ye First the Kingdom of God.

[Seek Ye First The Kingdom Of God Song Lyrics | The Worship Collection \(Vol-02\) | Divine Hymns - YouTube](#)

The children will then write their own prayers of intercession and the Prayers could be read out at assembly.

Focus 7:

- Explain the three Lenten Traditions which Catholics uphold during the season of Lent: alms-giving, fasting and Prayer.

The reason we do these things is to deny oneself in order to focus on something greater. When we fast or give away something we take for granted, we know what we are doing it and focus more on why, therefore our attention turns more toward God.

Read Matthew 6: 16-18 and discuss. If you had to sum up the message of this passage in one sentence, what would it be?

- Write the word 'Disciple' and 'Apostle' on the board. Discuss what these words mean? The word "Disciple" comes from the Latin word, discipulus, meaning pupil. The word "Apostle" comes from the Greek word, apostolos, meaning 'one sent forth' a delegate. The term 'Apostle' was not used to describe the twelve until Jesus had ascended into Heaven and they changed from being the pupils to being the teachers. We are all called to be 'disciples'. Called to listen and learn the ways of Jesus.
- Read Matthew 4:18-22, the story of when Jesus calls the first Disciples then complete the worksheet (See Resources)
- Read Matthew 19:16-20, The Rich Young Man and discuss.
- Ask the following questions. These can be completed orally or in their jotter.
 - What did the young man want to receive?



Focus 8:

- I know that SCIAF and MISSIO Scotland are Catholic organisations which respond to the needs of the world, and I have been given opportunities to support the work of MISSIO Scotland.
- I recognise that, in our Catholic school, we are called to demonstrate our care for the world by engaging in activities such as justice and peace groups, Eco committees, Twinning projects with developing countries etc.
- With the help of my teacher, Parish, and local learning community, I have identified ways in which I can participate in these activities.
- I have researched the founders of a religious order, such as the Franciscans, Dominicans, Daughters of St Paul, Carmelites, Redemptorists, Jesuits, Salesians or Sisters of Mercy and I can identify the charisms of these religious orders.
- I have used my research to inspire and challenge my response to God's call to care for the poor.
- I can participate in prayer, fasting and almsgiving during Lent with my school, Parish, and family.
- I can reflect on the suffering and death of Jesus through praying the Stations of the Cross and I can respond with gratitude to Christ's love.

- How many of the Ten Commandments did Jesus quote?
- Which command from the book of Leviticus did Jesus quote?
- What did Jesus ask the man to do?
- What was keeping the young man from following Jesus?
- To what did Jesus compare the rich man?

Explain that this story is not just hard for the rich man it is also hard for us. It hits a nerve and causes a reaction. However, Jesus looked at this man and loved him (Mark 10:21). It is a lesson where we base our priorities. A chance to rethink what is truly important in life.

Focus 8:

- Throughout the season of Lent the children will be involved in wider charity fund-raising events. CT should make the children aware that in doing this we, as Christians, are fulfilling our 'Almsgiving' Lenten tradition.
- Discuss the word 'charity'. What does it mean? How do they already donate to charity and how does the school donate to charity? Is the school eco-committee involved in charity, e.g. Fairtrade.
- There are worksheets, activities, PowerPoint presentations and short videos for use at the following website:
<http://www.cafod.org.uk/primary/fairtrade>
- As a homework task, children could research a charity important to the Church and present their findings or this could be done as a group activity in class. They could research SCIAF, MISSIO, MISSIO Scotland, Aid to the Church in Need, SVDP to name a few.
- Whilst some research charities, others could find out about one of the religious orders to study (and they could learn from each other):
 - The Franciscans
 - The Dominicans
 - The Daughters of St Paul
 - The Carmelites
 - The Redemptorists
 - The Jesuits
 - The Salesians



Focus 9:

- I can understand that the symbolic action of the Priest washing the feet during the Holy Thursday liturgy shows us Jesus as a model of service.
- I know that Holy Thursday, Good Friday and Easter Sunday are known as the 'Triduum' (which means three days) and I can reflect on the Church's invitation to participate in the Holy Week Liturgies.

- The Sisters of Mercy

Children could find out who began the order, when and why? And also, a little about the lives of those who are part of the order. Does the order have a symbol?

- As a school, children will actively participate in charity work, prayer services, assemblies, Mass, etc. which encompass the Three Lenten Traditions throughout Lent.
- What are the Stations of the Cross? *It is a place where we wait and reflect on what Jesus sacrificed for us.* How many stations are there? 14. Can anyone identify any of the stations? This video may help:

[Stations of the Cross - For Kids \(youtube.com\)](https://www.youtube.com/watch?v=Kd8H8H8H8H)

[Stations of the Cross HD - TV Version - YouTube](https://www.youtube.com/watch?v=Kd8H8H8H8H)

In groups, sequence the Stations of the Cross (See Resources - set of picture cards to be cut, may be laminated for future use. Also, a set of title cards to match with the pictures is attached).

- Pray the Stations of the Cross together as a class. In pairs, children should write a short prayer for one station so that the rest of the class can reflect. Example:

Station Title: *The First Station - Jesus is Condemned to Death*

What happened: *Jesus stood before angry people who shouted at Him. They said that He had done bad things and should be punished.*

Reflection: *Sometimes people say mean and hurtful things to us. Let us try to be more like Jesus and not shout back or say hurtful things in return but forgive those who at times treat us unfairly.*

Focus 9:

- Write on the board, 'Maundy Thursday'. Ask the children if anyone has heard of this and if so when. Explain that 'Maundy Thursday' is observed during Holy Week and is the first day of the Triduum.
- Read the following passage from the Bible, John 13:1-20
 - What is happening in this story?
 - What is Jesus teaching us?



- I can recognise the Paschal candle and I know its significance in the Easter liturgies.

Focus 10:

- I can read, recount and recall the story of the Passion, Death and Resurrection of Jesus (the Paschal Mystery) as outlined in Matthew Chapter 26-28, paying particular attention to the role of Pilate.

- What emotions do you think Judas is feeling at this point?
- Would you commend Peter for his comments?
- What is pride? Is it a good thing or a bad?
- How might pride stop us from doing something good?
- The church describes all leaders as servants. How do they serve our community and school?

- Write a letter of thanks to the Parish Priest expressing what an important part of our community they are and how much their service is valued. The letters could be put together and presented to the Priest.
- Show an image of the Paschal Candle. Explain the different images on the candle. Draw an image of the Paschal Candle in jotter and label the different parts and meanings or use the sheet attached in Resources. See below:
- *Large cross at the centre of the candle. This cross identifies it as the 'Paschal Candle'.*
- *Greek symbols for Alpha and Omega appear on the candle to signify that God is the beginning and the end. The sign for Alpha is above the cross and the sign for Omega is below the cross.*
- *The current year appears below the omega sign.*
- *Five grains of incense are placed in the candle to represent the five wounds of Christ.*

Focus 10:

- Recall the story of the Passion and the main characters involved in the story.
In groups, discuss how each of these people would feel now that Jesus had died. Remind them to give reason. Complete the worksheet, 'How Do You Feel Now!' (See Resources)
- Focus on the role played by Pontius Pilate. Read the passage about Pontius Pilate (See Resources). Children could have a copy following the CT reading it and could highlight key facts.



In groups, complete a reciprocal reading task. The names should be written along the top and the box below only ticked if the child contributes.



Evaluation

Next Steps

