



RERC Term 4 Planner - Primary 6



Experiences and Outcomes

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

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 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**

I can identify some of the customs and artefacts related to the Jewish and/or Muslim communities and their festivals. **RERC 2-27b**

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**

I can understand that the Eucharist is 'the source and summit of the Christian life'. **RERC 2-09b**

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 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 can identify the three persons in the Holy Trinity, and I have reflected on how I can honour the Holy Trinity. **RERC 2-04a**

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

I recognise the importance of personal prayer and know a number of traditional Catholic prayers and have developed an understanding of the meaning of these prayers. **RERC 2-14a**

I know that that Holy Spirit strengthens my and the faith of the saints and I have reflected on how the stories of the saints can inspire me to live a more Christian life. **RERC 2-19a**

I know some of the 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**

Benchmarks

- Demonstrates, through their words and actions, Church teaching on care for the world and others.
- Demonstrates through words and actions how Jesus influences people's lives and values.
- Participates in discussions about and gives examples of how the Sacraments strengthen relationships with God and others.
- 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.
- Shares some key beliefs and guiding principles for Jewish OR Muslim life.
- Shares facts and participates in discussion about Jewish OR Muslim customs, artefacts, places of worship and religious festivals.
- Shares ways that devotion to Mary deepens personal faith life and says in their own words why Mary is important to Catholics.
- Explains in their own words the importance of the Eucharist for Christian life and participates reverently in all parts of the Mass

- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with *God* and others.
- Identifies the three persons of the Trinity, discusses their unique characteristics and shares ways that they honour the Trinity.
- Says some traditional prayers and prayerfully participates in different liturgical celebrations.
- Explains in their own words how the Biblical Creation stories help us know more about the gift of life.
- Uses examples from the lives of the Saints and applies these to their own life.
- Participates in discussion and reflection about the work of the Holy Spirit, sharing some examples of this.
- 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.

Plans for Assessment

Focus 1:

Children know that when you genuflect and kneel at church, you are showing your respect for the real presence of Jesus in the Blessed Sacrament.

Focus 2:

Children can hear, read and recall the narrative of the Wedding Feast at Cana.

Children can recognise that Mary intercedes for us when we call upon her in prayer.

Children will recall the story of Lourdes.

Children will engage with the message of Lourdes.

Children can participate more deeply in a Marian procession.

Children can pray the Memorare.

Children can locate the Gospel narratives celebrated in the Sorrowful Mysteries.

Children can lead a communal recitation of the rosary.

Focus 3:

Children develop understanding that the Holy Eucharist is the special sacrament of union with Christ and communion with his Body, the Church.

Children know that the Eucharist is called "the source and summit" of the Christian life.

Children know that, at the end of Mass, we are sent on a mission to live the values of the Gospel.

Children can recognise that the Priest invokes the Holy Spirit on the bread and wine to change them into the Body and Blood of Christ.

Children can recognise that the Priest also asks God to fill the people with the Holy Spirit so that they can grow in the fullness of charity and become one body.

Focus 4:

Children understand that, nourished by the Eucharist and filled with the Holy Spirit, they can live the Gospel values of charity/love, unity, peace, service, holiness and justice.

Children know all Mass responses.

Children are growing in ability to prepare for Sunday Mass through reflection on the readings during each week with the help of their teacher, chaplain and family.

Focus 5:

Children know of the general requirement of Church law that they should fast for an hour before receiving Holy Communion.

Children know that this is a mark of respect for the Eucharist and is known as the Eucharistic Fast.

Children develop a deeper understanding of the words of the Nicene Creed.

Children develop an understanding of the Third Commandment (Remember to keep holy the Lord's Day).

Focus 6:

Children are aware of the responsibility to inform their conscience when making choices about the way they live their life, through daily prayer and faithfulness to the teaching of the Church.

Children recognise that they are strengthened by the Holy Spirit and the sacramental life of the Church in their decision making.

Focus 7:

Children know that God commands us, out of love, to be truthful at all times in deeds and words. Children know that faithfulness to this commandment will bring peace in their relationships with themselves and others

Children know that God commands us, out of love, not to be overly attached to material possessions, including the duty to resist the temptation to be jealous of other people's possessions or relationships

Children can recognise that the Pope and the Bishops have teaching authority in the Church and that we look to them for guidance in our faith and direction in our moral life.

Focus 8:

Children will be able to retell the story of the Transfiguration and explain some of the symbolism in the story.

Children will have a deeper understanding of the Our Father.

Children will identify that there are three persons in the Holy Trinity. They will correctly complete the worksheet 'Three in One'.

Focus 9:

Children can recall the links St. Margaret has to Edinburgh and Dunfermline

Children can recall key facts about the life of St. Margaret and ways she demonstrated charity/care.

Focus 10:

Children can recall and build on prior learning of Islam, using their knowledge to discuss Islamic beliefs, festivals, customs and fundamental principles of the Muslim community.

Sequence of Lessons

Focus 1:

- I understand that when people encountered the Risen Christ they fell on their knees and worshipped Him. (Matthew 28:9-10 & 28:16-18)
- I recognise that, when I genuflect and kneel at appropriate times in Church, I show my respect for the real presence of Jesus in the Blessed Sacrament.

Focus 2:

- I can hear, read and recall the narrative of the Wedding 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 in the story of Lourdes and Fatima.
- I can engage more deeply in traditional Marian devotions, particularly in simple processions, and in reciting the Rosary.
- I can locate the Gospel narratives celebrated in the Sorrowful Mysteries.
- I can lead a communal recitation of the Rosary

Suggested Activities

Focus 1:

- Read Bible passages Matthew 28:9-10 & 28:16-18. (See Resources) In pairs, imagine they had encountered the risen Jesus. Write a dramatisation of the events.
- With the class, recount how the people who encountered the Risen Christ fell on their knees and worshipped Him. Relate this gesture to genuflecting and kneeling in Church, which we do to show respect for the real presence of Jesus in the Blessed Sacrament. Distribute the Order of the Mass and discuss when they should genuflect or kneel. The children should instructions for the Infant classes explaining how and when to genuflect in the Church.

Focus 2:

- The month of May has the liturgical colour of green. Invite the children to dress the altar with green cloth, flowers, and a picture/statue of Mary. Remind children that month of May is a special month of the year when we pray to Mary, the mother of Jesus. Can they identify another month which is devoted to Our Lady. CT leads the class in praying an Our Father, Hail Mary and Glory be to the Father around the May Altar.
- We praise Mary by singing special hymns in her honour. Teach the children the hymn Holy Virgin by God's Decree. [Holy Virgin, By God's Decree Song Lyrics | Divine Hymns \(youtube.com\)](#) (See Resources for lyrics)
- Locate John 2: 1-12 from the Bible. Discuss the Wedding Feast of Cana with the children. Complete the Wedding at Cana question sheet.
- For more activities on this story, access the link: [The Catholic Toolbox: A to Z Bible Story Lesson- Letter W \(catholicblogger1.blogspot.com\)](#)
- Discuss the meaning of the statement - 'Mary intercedes for us when we call upon her in prayer'.
Mary intercedes for the wedding party at Cana, and we can also ask her to intercede for us. When we pray the Hail Mary we pray the words 'Holy Mary, Mother of God, pray for us sinners now and at the hour of our death. Amen.' We are asking Mary to pray for us. We often ask

Mary to intercede for us when we are praying for someone who is sick, going for a job, etc.

Complete intercession prayer template, place them in a box on the May altar and refer to them during class prayer times.

- Ask the children if they have heard or been to Lourdes. If anyone has visited Lourdes, they could share their experience. Explain that Lourdes is a little town in France but is a world centre of pilgrimage. Every year thousands of people visit Lourdes, many of them sick or troubled. They visit a shrine where Mary appeared to a girl called Bernadette. Locate the town of Lourdes in a map of Europe.

Suggested activities:

- Listen /watch the Story of Bernadette [Story of Saint Bernadette | Stories of Saints | English - YouTube](#)
- Use reciprocal teaching skills with an abridged story of Bernadette.
- Make a storyboard of the life of Saint Bernadette.
- Show the class what Lourdes looks like right now by accessing Lourdes Live - [DIRECT FROM LOURDES - Lourdes Live TV](#)
- Show an image of Our Lady of Lourdes and discuss the message of the story of Lourdes. (See resources for notes/guidance)
- Explain that, in Lourdes, a Torchlight Marian Procession takes place each evening at 9.00pm as it has done since 1872. (See resources for notes).

Show the children images of the candles used at the Torchlight Marian Procession.

Children may design and make their own candle holder and candle.

- The special prayer to Our Lady called the *Memorare* invites us to ask the Blessed Mother for her assistance and her grace, especially when we feel most troubled in our daily lives. Lead the children in pray with the *Memorare*. (See Resources for copies) and access further information at [The Memorare - A prayer for help from our Blessed Mother \(ourcatholicprayers.com\)](#)

Children participate in a simple Marian procession singing Holy Virgin by God's Decree and carrying their candles in their candle holders.

- Recap the Sorrowful mysteries and how these recount the Passion and Death of Jesus. In groups/pairs, find the linked Bible passage for one of the mysteries.
 - The agony in the Garden

Focus 3:

- I know that the Holy Eucharist is the sacrament in which Jesus Christ nourishes us with his Body and Blood so that we might give ourselves to Him and to others in love.
- I understand that the Holy Eucharist is the special sacrament of union with Christ and communion with his Body, the Church.
- I know that the Eucharist is called "the summit" of Christian life because it is the memorial of the mystery of his death and resurrection and the sacrament in which we receive the body and blood of Jesus so that we can be nourished for our Christian lives as members of Christ's Church.

- The Scourging at the Pillar
- The Crowning with Thorns
- The carrying of the cross
- The Crucifixion

A useful website is: <http://www.rosary-center.org/sorrow.htm>
Create a class booklet about the Sorrowful Mysteries and display it on the May altar.

- Children are given the opportunity to lead a communal Rosary in class.

Focus 3:

- Discuss the names of the Seven Sacraments.
Explain that the Holy Eucharist is the sacrament in which Jesus nourishes us with his Body and Blood. At Mass, we are invited to receive the Body and Blood of Jesus Christ which nourishes us so that we might give ourselves to God and to others in love. Discuss the meaning of the word, 'nourish' and why we use this instead of any other word. Children can complete The Holy Eucharist Craft (instructions in Resources)
- Take time to explain that during the Liturgy of the Eucharist, the breaking of the bread reminds us of Jesus Christ at the Last Supper. The Priest often uses a large host which he blesses and breaks, retaining some of the broken pieces to share out at Communion. The breaking of the bread expresses our union with Christ. The Sacrament of the Holy Eucharist not only unites us with Christ, but also unites us with his Body, the Church. The Eucharist intensifies our love for God and for our neighbour.
Complete Breaking of the Bread Worksheet (See Resources)
- Explain that the Eucharist is called "the summit" of Christian life because it is the memorial of the mystery of his death and resurrection and the sacrament in which we receive the body and blood of Jesus so that we can be nourished for our Christian lives as members of Christ's Church.
Discuss the meaning of the word "memorial".
 - What are we remembering?
 - What is a mystery?
 - Why is the death and resurrection of Jesus difficult to explain?

Focus 4:

- I know that the word 'Mass' comes from the Latin word for 'sent' (*ite missa est*) and that, at the end of Mass, we are sent on a mission to live the values of the Gospel.
- I can recognise that the Priest invokes the Holy Spirit on the bread and wine to change them into the Body and Blood of Christ.
- I can recognise that the Priest also asks God to fill the people with the Holy Spirit so that they can grow in the fullness of charity and become one body.
- I understand that, nourished by the Eucharist and filled with the Holy Spirit, I can live the Gospel values of charity/love, unity, peace, service, holiness and justice.

- What do we receive in the sacrament of the Eucharist?
- How does it help us to live Christian lives as members of Christ's Church?

Make posters promoting the Eucharist is as "the source and the summit" of the Christian life.

Focus 4:

- Ask children to identify where the word Mass comes from. Explain that it comes from the Latin word for 'sent' (*ite missa est*) and that, at the end of Mass, we are **sent** on a mission to live the values of the Gospel.
- Class Discussion - what does the word mission mean? What special task/mission have we been assigned? Do you think it is difficult to live the values of the Gospel?
Distribute the Order of the Mass and lead the children in reading out The Concluding Rites.
Explain that just before the Consecration the Priest invokes the Holy Spirit on the bread and wine to change them into the Body and Blood of Christ.
Explain that the word "invoke" means to call upon and so the Priest calls upon the Holy Spirit to change the bread and wine into the Body and Blood of Christ. Explain that the Priest also asks God to fill the people with the Holy Spirit so that they can grow in the fullness of charity and become one body.
Lead the children in reading out the words from The Eucharistic Prayer (See Resources)
Explain that nourished by the Eucharist and filled with the Holy Spirit, we can live the Gospel values of Charity/Love, Unity, Peace, Service, Holiness and Justice.
In pairs, use a dictionary to find out the meaning of each of the Gospel values. Complete Gospel Value Worksheet (See Resources).
- Discuss and record how they can live their life in school, at home and in the wider community exhibiting one of the Gospel values (Living the Gospel Values Worksheet - See Resources)

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.
- 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. I recognise this involves prioritising my time to do so. I am able to connect this with my understanding of the Third Commandment (Remember to keep holy the Lord's Day).

Focus 5:

- CT should explain that as a mark of respect for the Eucharist, Church law requires us to fast for one hour before receiving Holy Communion. This is known as the Eucharistic Fast and means that a person who is to receive the holy Eucharist is to abstain for at least one hour before Holy Communion from any food and drink, except for only water and medicine.
Divide class into discussion groups and discuss different ways of preparing for the sacrament of the Eucharist. Class comes together to share their findings.
- Discuss the Nicene Creed exploring the words and their meaning (See Resources). Ensure the children understand that this prayer is a symbol of belief for Christians all over the world. The Nicene Creed explains the teachings about the Trinity and also affirms historical realities of the life of Jesus. You may choose to use all or some of the 'Nicene Creed PowerPoint' (See Resources) to inform discussion. Divide class into reciprocal teaching groups and use the skills of clarifying and questioning to develop a deeper understanding of the meaning of the Nicene Creed.
Pupils should complete the 'My Creed' worksheet by recording their own beliefs. (See Resources)
- Plan a celebration of the Eucharist. This could take the form of a Mass, a prayer service or a school assembly. Divide the class into groups and set each group a responsibility for the celebration:
 - Readings
 - Prayers
 - Hymns
 - Music
 - Flowers
 - Pictures/Paintings/Icons
- Explain that we have a duty to attend Mass on Sundays and holidays of obligation. This means that we must organise our time so that we can fulfil this obligation. Discuss: What could they do to make sure they attend Mass? e.g. set the alarm clock, organise travel, check the times of Mass, ask someone to go along with them.

Focus 6:

- I am aware of the responsibility to inform my conscience when making choices about the way I live my life, through daily prayer and faithfulness to the teaching of the Church.
- I am discerning God's plan for me, in every moment of my life, with the support of the Holy Spirit and the community of the Church.
- I can recognise that I am strengthened by the Holy Spirit and the sacramental life of the Church in my decision making.

Reminder of the Third Commandment (Remember to keep holy the Lord's Day) and explain that for Jews the Sabbath was Saturday. Christians, however, transferred the Sabbath to a Sunday, the day of Christ's resurrection from the dead. Sunday Mass is important because we gather together to publicly profess our faith and celebrate Mass with our family, friends and members of the congregation. Design posters informing readers of the Third Commandment (Remember to keep holy the Lord's Day).

Focus 6:

- Revise the Ten Commandments and how it is our responsibility to use these commandments to inform our conscience when making choices about the way we live our lives. Identify examples of situations in our daily lives where the commandments should come to our mind. (e.g. playground conflict - love thy neighbour)
With a partner, rewrite the Ten Commandments in a child friendly way, using language that is meaningful and easily understood.
- We pray to the Holy Spirit asking for support in helping us to make the correct choice. Read the Prayer to the Holy Spirit (See Resources) and give each child a copy to take home. Make time to incorporate the Prayer to the Holy Spirit into the daily prayers said in class.
- Recap the seven gifts of the Holy Spirit:
 - Wisdom
 - Understanding
 - Fortitude
 - Courage
 - Knowledge
 - Piety
 - Fear of the Lord.

Discuss how these gifts strengthen our decision making.

This link accesses a song to help the children remember each of the gifts: [gifts of the holy spirit for kids - Google Search](#)

This link provides detailed explanations and examples of each gift and how it can be used: <https://www.youtube.com/watch?v=PWq3HzBSRnI>

Complete: The Seven Gifts of the Holy Spirit Worksheet (See Resources).

Focus 7:

- I know that *God* commands me, out of love, to be truthful at all times in deeds and words. I know that faithfulness to this commandment will bring peace in my relationships with myself and others (Ninth Commandment: You shall not bear false witness against your neighbour).
- I know that *God* commands us, out of love, not to be overly attached to material possessions, including the duty to resist the temptation to be jealous of other people's possessions or relationships (Tenth Commandment: You shall not covet your neighbours goods).
- I can recognise that the Pope and the Bishops have teaching authority in the Church and that we look to them for guidance in our faith and direction in our moral life.

- We are all faced with decisions every day of our lives. Some of these decisions are small and insignificant but others are major and, as well as affecting ourselves, can affect others too. Discuss the different types of decisions made every day. *God* has promised us that the Holy Spirit will support us in decision making but we must listen to what he is saying.

We can also speak to *God* through prayers when we are faced with a really tough decision and/or ask the advice from someone who we respect and trust.

Complete Decisions Worksheet (See Resources) or have circle time and encourage the children to discuss the questions on the sheet.

Focus 7:

- Read out the ninth commandment: *You shall not bear false witness against your neighbour*. Remind the class that *God* commands us, out of love, to be truthful at all times, in deeds and words. Discuss how you feel when you have not been truthful and how it affects your relationship with *God* and others. In groups, complete the 'The Ninth Commandment' discussion sheet (See Resources) by reading and discussing the statements and coming to a decision about their faithfulness to the ninth commandment.
- Read the tenth commandment: *You shall not covet your neighbours' goods*. Remind the class that *God* command us, out of love, not to be overly attached to material possessions, including the duty to resist the temptation to be jealous of other people's possessions or relationships - go over what this means. Discuss scenarios and how you feel when you have been jealous of other people's possessions or relationships and how it affects your relationship with *God* and others. In groups, dramatise each of the scenarios (See Resources). They must first of all show someone unable to resist the temptation to be jealous and then show the same person resisting the temptation to be jealous. As a class, analyse the consequences for the person and for others of being unable and being able to resist the temptation to be jealous of other people's possessions or relationships.
- Discuss popular metaphors/similes, such as 'green with envy' and 'as proud as a peacock'. Both describe two very strong emotions, envy and

Focus 8:

- I have studied one or more of the following passages and I know that Jesus referred to God as his Father and that God called Jesus his son on these occasions:
 - Jesus is baptised (Mat 3: 13-17),
 - Jesus thanks His Father (Mat 11: 25-27),
 - The Transfiguration (Mat 17: 1-8).
- I have read the Creation stories and I know that:
 - man and woman were created last of all
 - they were created in the image and likeness of God (Gen.1: 26-27)
 - the breath of God was breathed into them (Gen.2: 7).
- I know, therefore, that human beings have a unique and eternal relationship with God the creator.
- I know that men and women are equal and complement each other.
- I know that God calls me into relationship with Him both now and forever and that the Holy Spirit enriches and guides my faith journey towards God.
- I have explored symbols and images of the Holy Spirit in hymns and prayers and can record my response to these through art of prayer.
- I know that Jesus taught us to call God 'Our Father' (Matthew 6: 7-15) and so we have the courage to pray the Lord's Prayer.
- I can identify the three persons of the Trinity, when I reflect on images or icons of God as Father, Son and Holy Spirit.
- I know that Jesus is the second person of the Holy Trinity, equal with the Father and with the Holy Spirit.
- I know that the Holy Spirit is the third person of the Trinity, co-equal with the Father and the Son.

pride. Decorate a mask (See Resources), one side expressing jealousy and the other side expressing pride.

- Explain that within the Catholic Church we are guided by the Priests in our Parishes, Bishops in our Diocese and the Pope in the Vatican. We look to the Pope, Bishops and Priests for guidance in our faith and direction in our moral life.
Research the role of the Pope and their local Bishop.

Focus 8:

- Before the lesson try to source some transformer toys. Put a toy and dictionary in the centre of each group. Let the children play with them. *If you are unable to get a hold of the toys you can show the following clip, <http://www.youtube.com/watch?v=H6QvzoSKe00>
- Ask the children why they think they are called transformers. Look up in dictionary and explain what they think the prefix 'trans-' means. In groups, how many different words they can come up with which begin with the 'trans' (examples may include transport, transmit, transfer, transaction, transcript, translate etc.)
- Read the story of 'The Transfiguration' Matthew 17:1-8. Ask what they think 'transfigure' means. Explain to the children that Jesus appeared completely changed to His disciples. Ask them why they think He did this. Can you think of another time when God's voice was heard in this way? (Jesus' Baptism - Matthew 2:13-17) Moses and Elijah are important characters. Ask the children to think of the role of Moses. What did he do? (*He saved his people*). Who was Elijah? (*A prophet*) The children may note that Elijah was taken up into heaven by God, he did not die. Ask them what their connection therefore is to Jesus. Why do you think this happened? (*To strengthen the faith of the disciples*.) He knew that they would suffer persecution for their faith in Him and wanted to give them something which would give them hope in the difficult times ahead. Discuss the idea of community and why we live in community. Read the story of creation in relation to the creation of man and woman. Link to families and ultimately the Holy Trinity - Communion. Complete the Transfiguration worksheet (See Resources)

- I know the traditional Prayer of the Holy Spirit (come Holy Spirit) and can reflect on its meaning.

The following song tells the story and gives images of the transfiguration. <http://www.youtube.com/watch?v=rPD5z4ueo5E>

- You will need to prepare for this lesson in advance.
 - 7 shiny gift bags
 - One picture sheet per child - boxes cut out and separated into gift bags. (See Resources)
 - Small Sealed envelopes - one per child.

Note: Items printed images should be separated and placed into the 7 gift bags.

Begin the lesson with the prayer to the Holy Spirit.

Next write the 7 gifts of the Holy Spirit on the board.

Then arrange the children into a circle and ask them to sit. Bring out the 7 sealed gift bags and explain that each bag holds something which represents each of the 7 gifts.

Open each bag and hand one of each to all children. Ask the children to place the items in front of them on the floor or desk. They should discuss with their partner which of the 7 gifts they believe each item represents. Answers to representations (See Resources)

Finally, hand out the sealed envelopes and ask the children to put their images inside. Inform them "This envelop represents you. Put all the gifts into it." They will figure out the envelope is sealed. Ask them, what this means and how they are going to get the gifts of the spirit inside? From the discussion, they will realise that they have to open their hearts, minds and souls for the gifts of the Holy Spirit to enter inside them.

- Read Matthew 6:7-15. Ask the children: Who were the pagans? During Mass we say this prayer and the Priest says 'And so we have the courage to pray...' Why do we need courage to say the Our Father? *Before Jesus taught this prayer, the Jews would not refer to God as 'Father' as this would have been seen as begin familiar and disrespectful. Jesus taught us that we can have a familiar and trusting relationship with God which is not built on fear but love.* Complete 'God is the Perfect Father' follow up activity (See Resources)
- Recap 'The Our Father'. In groups, complete discussion sheet (See Resources) and feedback to the class.
- Show the children an apple. Ask them to describe it. Cut the apple in half. Identify the skin, the flesh and the seeds. Three parts make an

Focus 9:

- I understand that a martyr is someone who witnessed to Jesus by their life and by their death.
- I am becoming familiar with the openness to the Holy Spirit shown in the lives of some Scottish saints, particularly: St Margaret, St Ninian, St John Ogilvie, St Columbus, St Cuthbert and St Enoch.

apple which is food that nourishes us. Write the word 'Trinity' on the board and ask the children what they think this means. Explain that the Trinity consists of *God the Father, God the Son and God the Holy Spirit*. It is important to stress that they are all equal and that no one is above or below the other. Ask the children to think back to the apple.

- The Holy Spirit is like the seeds. It is something that is planted in us when we are Baptised and again when we are confirmed.
- The flesh is like Jesus the Son. He is described in scripture as 'the word made flesh' because He was talked and written about in the Old Testament then He was made man (flesh) in the New Testament.
- The skin is like God the Father. The skin covers the enter globe of the apple, God is with everyone throughout our globe the earth. The skin protects the apple should it fall, God is there for all of us should we fall.

An apple couldn't be an apple without all three parts and God wouldn't be God without all three parts.

Complete task 'Three in One' (See Resources)

- Art activity - Create own Holy Trinity Craft (See Resources)
- ICT - Create a prayer card using ICT for the prayer 'Come Holy Spirit'. The finished cards should be laminated and used in class during prayer time. The children should try to learn the prayer by heart.

Focus 9:

- Read about the life of St. Margaret of Scotland (See Resources) Discuss the text, focussing on how through example and faith Margaret was able to develop a strong and loving family. Write a prayer to Saint Margaret. (See Resources for scroll template)
- ICT - The children should research St. Margaret's Chapel at Edinburgh Castle, the Queen's Ferry crossing and/or Dunfermline Abbey. Include who built it and why it links to St. Margaret. Write a short paragraph with your findings.

Focus 10: (Other World Religions - Islam)

- I can recall from my P4 learning, that the Muslim community believe in one Supreme Being.
- I know that the Muslim community believe that Allah created all things, and it is a duty of all Muslims to follow Allah's will.
- I know that the Prophet Mohammed (Peace be upon Him) is held in great esteem by the Islamic community.
- I know that one of the fundamental principles by which the Muslim Community live, is adherence to the five pillars of Islam
- I know that Muslims believe they must be clean before they pray, and I know the key features of this ritual washing.
- I know that Ramadan is an important time for the Muslim community and that the festival which marks the end of this is known as 'Eid al-Fitr'
- I know some of the customs (fasting and prayer) associated with Ramadan.
- I know some of the customs (forgiveness, wearing new clothes, celebrating with a special meal) of Eid al-Fitr.

Focus 10: (Other World Religions - Islam)

- Watch / explore - [Facts about Islam - KS3 Religious Studies - BBC Bitesize - BBC Bitesize](#) (See Resources for fact sheet)
- Use PowerPoint on Five Pillars of Islam to inform discussion (See Resources)
- Complete the 5 Pillars of Islam sheet (See Resources)
- Discuss why Muslims wash before prayer:
Watch - [Wudu or washing in preparation for prayer - 1st level Religious and moral education - BBC Bitesize](#)
- If there are any Muslim children in the school, ask them to describe their experience of Ramadan & Eid al-Fitr and share information about their faith.
- Further resources can be found at: [Primary Resources: RE: Islam](#)

Evaluation

Next Steps