



# RERC Term 1 Planner - Primary 7



## Experiences & Outcomes

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 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 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 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 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**

## Benchmarks

- Participates in discussion and reflection upon the gift of life.
- Explains in their own words how the Biblical Creation stories help us know more about the gift of life.
- Demonstrates, through their words and actions, Church teaching on care for the world and others.
- Shares their knowledge of Christian heritage and the Catholic community and applies this to parts of their own life
- Says some traditional prayers and prayerfully participates in different liturgical celebrations.
- 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



## Plan for Assessment

### Focus 1:

- The children will have deepened their knowledge of the creation story.
- The children will understand that science and scripture are complementary.
- The children will be able to explain ways in which we can protect and care for our world.
- They will be aware of ways in which man has and still does neglect the world.
- The children will understand the word 'Stewardship' and examine their role as a steward of the world.
- The children will understand some of the negative personality traits which undermine our stewardship of the world. i.e. selfishness, greed.

### Focus 2:

- The children will be able to give examples of when Jesus taught us that men and women are equal.
- They will be aware of gender inequality in our world.

### Focus 3:

- The children deepen their knowledge and understanding of the covenants God made in the OT.
- The children will have a good understanding of 'The New' Covenant'.
- The children will be able to identify the four evangelists. They will understand symbols associated with these saints and recall some details about their lives.
- They will have some understanding of the different ways in which they write the Gospels and who they wrote for.
- The children will understand that although Jesus was divine, he was also human. They will recall times in the Bible which show Jesus Praying and how, why and what he prayed.
- They will make connections to the messianic prophecies outlined in Isaiah and understand ways in which Jesus fulfilled these prophecies.

### Focus 4:

- Children are aware of some aspects of their Christian heritage.

### Focus 5:

- Children will show an understanding of the Feast of the Assumption.
- Children will be aware of some of the feast days in honour of Mary.
- Children will be able to recite the 'Hail Holy Queen'.
- Children will know the stories connected to the 'Mysteries of Light'.

## Sequence of Lessons

### Focus 1:

- I know that creation is ongoing and that we can cooperate in God's creative work by protecting nature and promoting life (Genesis 1: 26-28).
- I understand that the Creation accounts found in Sacred Scripture are not literal history but, rather, use figurative language to communicate essential truths about God and his creation and about the certainty of faith that the whole of human history is marked by Original Sin.
- I can wonder at the beauty and complexity of God's creation through the study of science.
- I recognise that Science and Sacred Scripture are complementary in helping me to deepen my understanding of the wonder of creation.
- I know that God created everything out of nothing e.g., Genesis 1: 11 - the first account of Creation, "In the beginning" Second Book of Maccabees 7: 28), God made the heavens Romans 4: 17
- God calls into being what does not exist, because of love.
- I have explored the concept of stewardship and understand that Christians are called by God to counteract influences that damage or destroy the natural world.
- I have deepened my understanding of Original Sin by reflecting on collective situations and structures which emerge from our own sin (CCC 408) e.g., communal greed which undermines our stewardship of the earth's resources and selfishness which leads to the neglect of the weak, poor and the vulnerable.
- I am deepening my understanding of the responsibilities of stewardship of the earth's resources, through study and reflection on the following scripture passages: Care for the Earth (Genesis 1: 26-31) and The Rich Landowner (Luke 12: 16-21).

## Suggested Activities

(Optional resources to support lessons available on website)

### Focus 1:

- Watch the following clip from You Tube  
<http://www.youtube.com/watch?v=uo2zdEocNKE&feature=fvwberel>
- Discuss thoughts and questions about creation. Some might ask how God managed it in just six days. Some may introduce the idea of evolution. Listen but don't give too much away at this point. It is important that the CT explains the creation story is not supposed to be taken literally e.g. 1 day could represent 1000 years. It is explained in such a way that we can understand something so beyond our rationale.
- Complete Creation worksheet, checking finished work by reading the passage in Genesis. (See Creation worksheet)
- As a class, consider the question 'Can God and science co-exist?' Show children an image of Charles Darwin, asking if anyone knows who he is? He wrote a very important publication called 'The Origin of Species' in which he talked about evolution. What is evolution? What is the root word?
- Use the PowerPoint 'Evolution and Creation for P7'
- Create a Venn diagram to show the differences and similarities between evolution and creation. Highlight that there are more similarities than differences.
- Explore The Creed asking where reference is made to creation and explain that as Catholics this is what we believe.
- Complete worksheet 'Creation and the Creed'. (There is also a teacher help sheet attached)
- Read Genesis 1: 26-28 discussing what they think is meant by, 'They will have power over the fish, the birds, and all the animals, domestic and wild'. Consider the implications of that message for us today and discuss topical issues such as extinction, pollution, etc. Many of these issues would be suitable topics for debate, e.g., risks and benefits of fertilisers.

## **Focus 2:**

- GLP - I know that men and women are created equal and that, in Gen. 2: The rib is symbolic of a person's life, God shares life equally

- Homework: Research an endangered animal of choice so that they have special knowledge to share.
- Group activity: 'Circle the Sage' - CT identifies sages. The remaining children are divided evenly into teams. Teams send members to the sages. The sages explain what they know about their endangered animal while their classmate listens, asks questions and takes notes. All children return to their teams and explain what they have learned from their sage.
- Create fact file leaflets promoting the preservation and care for endangered animals.
- CT will write the word 'Stewardship' on the board and ask the children what they think it means. Encourage them to think of other words with 'steward' such as 'air steward'. What is their job?
- Use PowerPoint 'Stewardship P7' and complete the activities outlined in the presentation.
- ICT research worksheet on this topic attached.
- Group activity - Create A3-sized posters using bright and vibrant colours, encouraging others to do more to protect our natural world. These may be presented at assembly and displayed around the school.
- Discuss the meaning of the word 'greed'. Some children may only associate this word with food. Explain how it can relate to land, people, money etc. Discuss how greed can undermine our stewardship of the Earth's resources. What might these resources be oil, food, water, minerals etc. How might this kind greed cause us to neglect the weak, poor and vulnerable in our world?
- Provide a selection of newspapers and magazines, asking the children to cut out articles which show ways in which we are not being good 'stewards' of the Earth and ways in which we are.
- Homework: 'Christianity and Stewardship' worksheet
- Read and discuss 'Luke 12:16-21' The story of the Rich Landowner.
- Create a storyboard on the story of The Rich Landowner.

## **Focus 2:**

- Discuss: What is equality? Does it exist in our society? Are there any places where it doesn't exist? Don't focus only on men and women

between man and woman (Gen. 2:21), So that they are "bone of my bone and flesh of my flesh" (Genesis 2:23)

- I recognise that relationships between men and women are a mysterious and beautiful gift which always require patience and maturity to be fully appreciated.
- I know that men and women whether friends, family, peers, husbands or wives, help each other to develop their own identity and personality in relationship with one another.

### **Focus 3:**

- I know that God revealed himself through the Covenants and promises God made with his Chosen People: Noah (Genesis 9: 8-17), Abraham (Genesis 12: 1-13), Moses (Exodus 19: 3-8), The House of Israel (Jeremiah 31: 31-35).
- I know that "Covenant" means a special relationship with God.
- I know that, through his death and Resurrection (the Paschal Mystery), Jesus promised us peace, reconciliation with God, and the promise of eternal life and that this is called the New Covenant.
- I recognise that we can learn about Jesus through the Gospels and that each Gospel gives a particular portrait of the same Jesus.
- In P7, we focus on the Gospel of Luke which presents Jesus as our Saviour. Through his compassion, Jesus "brings good news to the poor" (Luke 4: 18) and shows God's love for all, men and women, especially the downtrodden and the outsider. He is filled with the Holy Spirit throughout his ministry, and prays often to his Father in heaven.
- I know that Jesus prayed often, especially before important decisions and moments in his life and that this prayer was a communion with the Father and the Holy Spirit which helps us understand the mystery of the Trinity.
- I know that the Jewish people were waiting for a saviour who would save them from poverty, blindness, captivity and being downtrodden (Isaiah 61: 1-2).

include race (discuss history i.e. Rosa Park), disability and mentally ill (discuss asylums, WWII Hitler) etc.

- Use PowerPoint presentation 'God's Loving Plan Primary 7 PowerPoint Part 2 and complete the tasks outlined in this presentation.

### **Focus 3:**

- Discuss/revise the meaning of the word 'covenant'. Ask if children can recall times in the Old Testament when Jesus has made agreements with His people. Recall the words during the 'Liturgy of the Eucharist' at Mass and discuss what 'new covenant' means.
  - Working in pairs, complete the worksheet, 'The Covenant Agreements'.
  - Ask the children to name the Gospels and establish that they know where the Gospels can be found. Explain that each Gospel gives a particular portrait of the same Jesus.
  - Use 'The Four Evangelist P7' PowerPoint presentation. Discuss content and complete tasks.
  - The children should then complete the attached worksheet 'The Evangelists' to assess their listening and understanding.
  - Class discussion: Did Jesus pray? When did Jesus pray? Why did Jesus pray? It is important to explain to the children that Jesus was, although divine, human. He had worries and fear just as we do.
  - Complete the worksheet 'Did Jesus Pray?'
  - Read and discuss from the Bible Isaiah 61:1-2.
  - Teach the children the hymn 'Go Tell Everyone'.
- [God's Spirit is in My Heart \(Go Tell Everyone - 4vv+refrain\) \[with lyrics for congregations\] - YouTube](#)

- I know that Jesus fulfilled these expectations in his ministry (Luke 4: 16-22- Isaiah's prophecy fulfilled), by reaching out especially to those considered outsiders e.g., sinners - the woman who was a sinner (Luke 7: 36-50); the calling of Levi (Luke 5: 27-32), foreigners - the healing of the centurion's servant (Luke 7: 1-10), those who are lost - the 'lost' parables (Luke 15: 1-32): the lost sheep, the lost coin, the lost son, criminals - the good thief (Luke 23: 39-43).

#### **Focus 4:**

- I have researched one or more of the ancient Scottish abbeys and the life of the monks who lived there.
- I have researched some of the contributions of monastic communities around the world to scientific inventions e.g., development of spectacles.
- I can recognise the role of the Church in the foundation and development of Scotland's ancient universities: Aberdeen, Glasgow and St Andrews.
- I can name some international Christian pilgrimage sites and locate them on a map. I can describe how and why these came to be places of pilgrimage.

#### **Focus 5:**

- I know the feast day of the Assumption is celebrated on 15th August and this is a Holyday of Obligation. I am beginning to understand that the feast day celebrates Mary's assumption (being taken up), body and soul into Heaven, at the end of her life on earth.
- I can list, and I am beginning to understand, the significance of the major feast days of Mary celebrated by the Catholic Church: 1 Jan - Mother of God, 11 Feb - Our Lady of Lourdes, 25 Mar - Annunciation, 31st May - The Visitation, 15th Aug - The Assumption of Mary, 8 Sept

#### **Focus 4:**

- At home or in class, children carry out personal research on one of the ancient Scottish abbeys - information can be recorded as notes, mind map, report etc. in homework jotters.
- Children may use information to create a PowerPoint presentation to be shared with their class.
- Explore the life of a monk in a monastery. The following website is useful. Take a tour of the monastery at this website.  
[http://www.berkshirehistory.com/kids/monasteries\\_index.html](http://www.berkshirehistory.com/kids/monasteries_index.html)
- Complete the worksheet 'Jobs in a Monastery'. Would you consider being a monastic? Why/ why not? Did anything surprise you about their lives? What surprised you the most?
- Home/Parish: If the children or staff knows of someone in their family/parish who has been on a pilgrimage recently, they could be invited to visit the class and share their experience. Children should prepare interview questions in advance of their visit.

#### **Focus 5:**

- Children should work with CT to create an altar in honour of Our Lady for the month of October.
- The children will read from the book of Revelation 12:1 *A great sign appeared in the sky, a woman\* clothed with the sun, with the moon under her feet, and on her head a crown of twelve stars.* What kind of stories do you think might be in the book of revelation? This book contains predictions of future events and accounts of visionary



- Our Lady's birthday, 7 Oct - Our Lady of the Rosary, 8 Dec - Immaculate Conception.

- I know why Mary is honoured as the model of all Christians and I can pray to God as Mary prayed using the words of the Magnificat.
- I can recognise some icons and images of Mary and identify the symbols therein (e.g. Mother of God, Mary of Perpetual help, Our Lady of Czestochowa, Our Lady of Lourdes, Our Lady of Fatima).
- I know the prayers I have learned from P1-P6 and I pray them regularly by heart.
- I know the Hail Holy Queen, and the Luminous Mysteries (Mysteries of Light) of the Rosary. I recognise that these Mysteries come from the Gospel accounts of Jesus' ministry.

experiences or journeys to heaven, often involving vivid symbolism. What is symbolism? Who do you think this quote is about? (Mary)

- Identify the meaning of 'assumption'. Discuss the Feast of the Assumption and make suggestions about why the word may have been used when describing the end of Our Lady's life on earth? The story of the assumption of Mary into heaven is not included in the Gospels. However, it is an ancient belief which shows us how much Mary has always been honoured in the Church. There are references made to the assumption and this quote from the book of Revelation is one of them.
- Draw a picture of Mary's assumption based on the quote and write the quote below.
- Brainstorm different feast days celebrated in honour of Mary. Complete worksheet on these feasts using a Bible and select one to research and write about.
- CT to explain that Mary is the perfect role model for all Christians. She showed us what it was like to be a true follower of Jesus. Children should complete the 'Perfect Role Model' worksheet.
- Revise the stories of Lourdes and Fatima (previously covered in primaries 5 & 6).
- Children will learn and recite by heart the Hail Holy Queen. (See resources)
- CT to discuss the mysteries of the rosary (joyful, sorrowful, glorious), explaining that Pope John Paul II added five new mysteries to the Rosary, the 'Mysteries of light' or 'Luminous Mysteries'. Since Jesus is often called 'the Light of the World', Pope John Paul II chose five moments from Jesus' life through which we can learn more about God's kingdom - times when Jesus 'shed light' on what it means to be His follower.
- The following website may be used as a source of information: [The Rosary: Luminous Mysteries | Marians of the Immaculate Conception](http://www.comepraytherosary.org/)
- Complete worksheet on the Luminous Mysteries using a Bible.
- Children can participate in a worldwide rosary live at the following website: <http://www.comepraytherosary.org/>

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

