



RERC Term 2 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 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 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

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**

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 have explored the call to forgiveness and reconciliation and have reflected on how this can restore my relationship with God and others. I can put this understanding into practice in my relationship with God and others. **RERC 2-22a**

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 know that the Holy Spirit strengthens my faith 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**

Benchmarks

- Participates in discussion and reflection upon the gift of life
- 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.
- Demonstrates through words and actions how Jesus influences people's lives and values.
- Discusses the importance of the Passion, Death and Resurrection of Jesus for an understanding of the meaning of eternal life
- Shares ways that devotion to Mary deepens personal faith life and says in their own words why Mary is important to Catholics.
- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.
- 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.



Plan for Assessment

Focus 1:

- Children will have an understanding of God's precious gift of life.

Focus 2:

- Children will understand that as Christians we believe that while death puts an end to life, our eternal life is in Heaven with God.
- Children are familiar with the term 'hell' and understand the meaning of 'free will'.
- Children show an understanding of the meaning of eternal life.
- Children will be able to retell the story of Lazarus.

Focus 3:

- The children will understand the role of Jesus as a teacher and a healer and reflected on how His words and actions influence their lives and the lives of others.
- Children will understand the meaning of the key vocabulary: marginalised, vulnerable, poor, human dignity, parables.

Focus 4:

- The children understand the meaning of the word 'Advent'.
- The children will recognise the significance of Mary's role in the Catholic faith and have a good understanding of some of her feast days.

Focus 5:

- The children will have some knowledge about the life of Saint Stephen.
- The children will understand that God calls us to ask for forgiveness and reconciliation to restore their relationship with God.
- The children will have some knowledge of current global conflict and how we can offer prayers of intercession to ask God to help those involved find peaceful solutions.
- The children will understand the term 'Original Sin'.

Focus 6:

- Children will prepare for and receive the sacrament of reconciliation.
- Children will understand that God has given all of us the freedom to make choices and the ability to resist temptation.
- Children will understand that human life is sacred and precious.
- Children will demonstrate an understanding of the 5th, 6th and 9th commandments and associate them with a respect for human life.
- Children will recall the story of David and Bathsheba from the book of Samuel. They will be able to associate this with the ninth commandment.

Sequence of Lessons

Focus 1:

- I have considered God's precious gift of life from conception to natural death and, in doing so, recognise the need to cherish it, particularly when it is most vulnerable, e.g., the unborn child, the elderly, the fragile and sick.
- GLP - I see, think and wonder about the beginning of life and the development of a child in its mother's womb.
- I recognise that life is precious and God-given from the moment of conception.
- I recognise that this is how I started my life, and I can give thanks and praise to God for my life.
- Psalm 139
- I know that my sexuality is a precious gift from God and is something to be cherished.
- I have examined the work of organisations which work with the sick, disabled or dying e.g., HCPT - the Pilgrimage Trust, Youth for Lourdes, SPRED (Special Religious Development), the Hospice Movement, L 'Arche and I have

Suggested Activities

(Optional resources to support lessons available on website)

Focus 1:

Ensure a letter is sent home letter to inform parents/carers that the lessons on sexual education will be commencing. The parents/carers should be supplied with a copy of all lessons so they have full knowledge of what their child will be covering in class.

It is a good idea to ask the children to sign a contract before beginning the series of lessons. They should be aware that they are now considered as young adults and mature enough to cope with the information you are going to give them. They should not pass any of this on to younger children/siblings in the playground or at home as they are not yet ready. (Contract example attached)

- God's Loving Plan - "God Gives Me Life" section and GLP PowerPoint Part 1
- Read Psalm 139 and explore the meaning of My God Loves Me.
- Research the work of the organisations mentioned in focus one and consider how we can give witness of the joy, consolation and presence of God in our communities. (May be linked to PFFA)



considered the witness that members give to the joy, consolation and presence of God in the community they share.

- GLP - I recognise that my body is the temple of the Holy Spirit (1 Cor. 6: 19-20; John 14:23-26), and this means that I should respect myself, body and soul and that I should also respect other people.
- I know that God sees me as beautiful - inside and out - and rejoices as I develop physically, spiritually and emotionally.

Focus 2:

- I know that Christians believe that, while our earthly life comes to an end at death, eternal life is in Heaven, our destination.
- I know that heaven is often compared to a banquet (Isaiah 25:6-9- a banquet of rich food; Luke 14: 15-24 - the feast in the Kingdom of God).
- I understand that, because we have free will, a person could choose to live in total estrangement from others and from God forever, and God would not force them into happiness in heaven.
- I am familiar with the term "hell" which refers to the choice to be separated for ever from God.

Focus 2:

- The teacher will explain that during November we think of those people who have died. Read from the Bible John 14:1-4 (Jesus the way to the Father). Discuss the text. Children should create a road map showing the way to Jesus. They can include things that they will do in their lives to help them find Jesus (prayer, acts of kindness/love/joy, following the Ten Commandments)
- CT may wish to lead a Prayer Service at the beginning of/during November. (An example is attached)
- CT to discuss and explain to the class that Christians believe that while death puts an end to our human life, we believe in eternal life in Heaven, our destination.
- Children locate and read Isaiah 25:6-9. Class discussion about the use of metaphors and that in this reading Heaven is compared to a banquet of rich food. Class then locate and read Luke 14: 15-24 and discuss the comparison of heaven to a great feast.
- Children divide into groups and think of other metaphors to describe heaven and use words and pictures to illustrate their metaphors.
- CT leads discussion about free will and how a person can choose to live in total estrangement from others and God forever. Explain that the term 'Hell' refers to this choice, but Christians hope and pray that God's will to save everyone will be fulfilled.
- Revise the Fatima Prayer. (attached)
- CT to clarify that most descriptions of hell and heaven are entirely man's creations. Even though the Bible uses a lot of imagery, it is not clear what heaven or hell are really like. Explain that the images of burning, dark places and living on top of the clouds are not accurate. Christian priests of long ago created these images to explain to non-educated people the issue of the two different outcomes of our life on earth. Don't

Focus 3:

- I know that Jesus reached out to all people, particularly to the marginalised, vulnerable and poor, and acknowledged their human dignity. e.g. the healing of the ten lepers (Luke 17: 11-19); the raising of the widow of Naim's son (Luke 7: 11-17); the woman who was a sinner (Luke 7: 36-50); the cure of the man possessed by a demon (Luke 8: 26-39).
- I understand that, by this example, and through his parables, Jesus invites us to do the same: the Pharisee and the publican (Luke: 18: 9-14); the widow's mite (Luke 21: 1-

overexcite children by describing how great it will be in heaven, and don't frighten them about hell. Instead, explain that heaven is living with God and hell is being away from him.

What do you think you need to do to secure a place in heaven?

(The children may mention the ten commandments. This can be used as a basis for discussion).

- Ask the children to locate *Luke 16:19-31* in the Bible and read it with a partner. They should reflect on the meaning of the story and then CT should read it again 'The story of Lazarus'. After reading the passage discuss the following:
 - Why do you think Jesus told this story?
 - What does it mean?
- Jesus tells us that there really is a heaven and hell. He also tells us that when we die, we will go to one of them. It is our choice. If we trust Jesus and believe in Him, we will go to Heaven and be with God. If we choose to do what we want and live for ourselves and not trust Jesus, we will not be in heaven. It takes a step of faith. That means that you believe and trust God even though you have never seen Him. Lazarus believed in God and had faith in Him.
- CT should show the children the images attached. Explain that these are an artist's impression of heaven and hell. The children should create their own images of heaven and hell. Using an A3 sheet, they should draw a line to divide the two. Create images of hell and heaven using hot and cold colours.

Focus 3:

- Identify a traditional celebration that takes place at this time of year in America (Thanksgiving). Ask how we say/show thanks and what we say it for. Ask if the children remember to say thank you to your family and friends? What about God, do you thank Him?
- Introduce the Bible passage; The Ten Lepers (Luke 17: 11-19) and explain that it is about giving thanks. Discuss the text. Why do you think these men didn't say thank you? Perhaps they were afraid to believe, perhaps they thought they deserved it, perhaps they considered the healing to be coincidental, we will never truly know but before shaking your head and calling those men ungrateful ask yourself if you have ever done the same thing.
- Examples for discussion in groups or as a class:
- You are sick and got better and you gave all the credit to the doctor or the medicine...not God.
 - You go to confession and are declared to be forgiven but you are afraid to believe it can be true...so you don't say thanks.
 - You get through a hard time and believe that things have finally "run their course".
 - You get do well in school and are sure it is due to your hard work.
 - How many of God's blessings do you and I fail to thank Him for?
 - The children should complete the 'Ye Be Thankful' worksheet attached. This worksheet is a bible search on passages about giving thanks to God.

4); the good Samaritan (Luke 10: 25-37).

Focus 4:

- I can list, and I am beginning to understand, the significance of the major feast days of Mary celebrated in the Catholic Church (1st January - Mother of God, 11th February - Our Lady of Lourdes, 25th March - Annunciation, 31st May - The Visitation, 15th August - The Assumption of Mary, 8th September - Our Lady's birthday, 7th October - Feast of Our Lady of the Rosary, 8th December - 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 feast day of the Assumption is celebrated on 15 August as a Holyday of Obligation and I understand that we celebrate Mary's assumption (being taken up),

- Display the key vocabulary flashcards. Discuss the meaning of the words. Identify situations in our world today when people are marginalised? Who are the vulnerable in our world? Who are the poor in our world? (Discuss what being rich means) Who in our world is not treated with dignity?

Focus 4:

- A class altar should be prepared by the pupils. It should be dressed in a purple cloth and should have a bible, a candle, an Advent wreath, and the beginnings of a crib.
- CT to revise the meaning of the word 'Advent'. *The word 'Advent' goes back to the people who spoke Latin in ancient Rome. The word simply meant 'to come toward'. 'Venire' means 'to come' and 'ad' means 'to' or 'toward'. Today when people use the word 'Advent' they use it to talk about something that is coming. Advent for Christmas means the coming of Jesus. It is a four-week season that comes before Christmas.*
- Children should brainstorm how many Marian feast days that they can remember and when these are celebrated. Children will then complete the worksheet attached entitled 'Marian Feast Days' using a liturgical calendar. ([Scottish Catholic Education Service | SCES | Liturgical Calendar](#))
- Discuss the Marian feast days and what it is we are celebrating on each.
- Explain to the children that they will be focussing on two of these feasts in preparation for Christmas. Read the story of the **Annunciation** (Luke 1:26-38). Show the children the famous painting by Carlo Crivelli. (Attached to planner) Use the link below to access the painting and be able to zoom in and take a closer look at each part of the artwork.
[Carlo Crivelli | The Annunciation, with Saint Emidius | NG739 | National Gallery, London](#)
Ask children to complete the worksheet attached.
- Discuss Mary's bravery and faith at saying 'Yes' to God.
- Read and discuss the story of the **Visitation** (Luke 1: 39-56).
Talk about how you greet others when you meet them: when you arrive at school, meeting people back from holiday, coming home, or just bumping into others at the shops. What makes a good welcome?
- *Mary feels so relaxed and safe with Elizabeth that she shouts out a prayer of thanks to God.*
Read 'The Magnificat' (Luke 1:46-55).
The children should understand that this is our prayer as well as Mary's. (Copy of prayer attached to planner). Children should put the main points of the song into their own words and then illustrate this for a display.
- It seems that Mary spent at least three months with Elizabeth. In what ways do think this was a very important time for her? Suggestions might include: the huge risk it was, Mary wasn't anybody special; people wouldn't listen; Mary comes only from Galilee, which was the poor part of Israel; Mary wasn't even married; Mary was very young and scared, She wanted to take care of Elizabeth, she wanted to wait for the birth of John the Baptist.

body and soul into Heaven, at the end of her life on earth.

Focus 5:

- I can recognise the importance of reconciliation and forgiveness in the early Church.
- I have explored the forgiveness of sins shown by Jesus and the forgiveness shown by some Christians in the face of violence, and I have examined examples such as St Stephen's martyrdom, St Maria Goretti and her mother and Pope John Paul II's response to his attacker.

- Discuss the **Assumption of Mary**. Discuss the word 'assumption'. On this day Our Lady was assumed into Heaven and crowned Queen.
Read from the Bible (Revelations 11 & 19). *"The woman clothed with the sun, with the moon under her feet, and on her head a crown of twelve stars."* We celebrate a special favour that God gave to Mary, our Mother. The Assumption means that Mary was taken up into the glory of heaven not only with her soul, but also with her body.
[Mary: Feast of The Assumption | Teaching Resources \(tes.com\)](#) which includes a link to the video below too.
[Mary: The Assumption - YouTube](#)
(Login required for TES - free subscription)
- St. Juvenal, Bishop of Jerusalem, at the Council of Chalcedon (A.D. 451), made known to the Emperor Marcian and Pulcheria, who wished to possess the body of the Mother of God, that Mary died in the presence of all the Apostles, but that her tomb, when opened, upon the request of St. Thomas, was found empty; wherefrom the Apostles concluded that the body was taken up to heaven. According to tradition, however, Our Lady's tomb was not exactly found empty; lilies and roses were found where her body "should" have been.
- How is Mary's Assumption different from Jesus' Ascension? *God assumed Mary into Heaven while Jesus rose into Heaven by His own power.*
- Children can make origami lilies and roses to place on the class altar.
<http://www.origami-fun.com/origami-lily.html>

Focus 5:

- Read from the Bible the story of the arrest and stoning of Saint Stephen (Acts 6:8-15 & Acts 7:54-60). Children should discuss the text and complete the worksheet attached to planner.
- CT to explain that they are going to explore the life of Saint Maria Goretti. The main focus of this lesson is forgiveness in the face of violence. In the previous lesson we learnt this from Saint Stephen. The children will read the attached story of Saint Maria Goretti, in groups of 4, as a reciprocal task. They should discuss questions such as, would you be able to forgive someone who acted in such a violent and brutal way, do you think he was really sorry for what he had done and how do we know this, can someone who commits such a terrible crime really change, how do you think Maria's mother felt when she was present at her child's canonisation?
- **Homework:** Children should carry out a research task at home on the assassination attempt of Pope John Paul II. (Home sheet attached)
- CT should recap on previous lessons and homework activity about forgiveness in the face of violence then explain that the children are going to write and decorate a prayer asking God to end global conflict and help us to find peaceful solutions to these problems in our world today.
- The following website allows the children to see where there is conflict in our world today.
http://en.wikipedia.org/wiki/List_of_ongoing_military_conflicts



- I can use these examples to challenge me to show forgiveness and to show that reconciliation with God and others is inspired by Jesus and I understand that this prepares us for life in Heaven.
- I am familiar with the term "Original Sin", which means that all human beings come into this world in need of the grace of Christ to be saved.
- I know that sometimes we struggle to do good because something pulls us towards Sin and that this is a result of Original Sin.

Focus 6:

- I know that the Church offers me the Sacrament of Reconciliation to restore my relationship with God and others and I have been offered opportunities in school to prepare myself for, and to celebrate, the Sacrament of Reconciliation throughout the year.
- I have explored Jesus' Temptation in the Desert (Luke 4: 1-13) and I know that I will experience temptations in my life which are contrary to Gospel values.
- I know that God has given me the ability to resist temptation through prayer and sacraments and I

- Read Romans 5:12. '*Sin came into the world through one man, and his sin brought death with it. As a result, death has spread to the whole human race because everyone has sinned*'.
- Discuss - Who is the man that St Paul is referring to? What Sin did he commit? What happened after he committed this Sin? Why are we made accountable too? CT should explain that this Sin is called 'Original Sin'. It is something that we are all born with. It is an inherited Sin. It is called 'Original Sin' because it originates from Adam (the first man). After committing this Sin, he became wholly human as we are now. This Sin is absolved through Baptism. The children may ask about infants born who die and have not been Baptised. It was previously taught that these souls would go to 'limbo'. This is no longer the teaching of the Catholic Church who says that these souls have not committed any personal Sin and we trust in the mercy of God.

Teachers can refer to the Catholic Catechism on this subject.

[Catechism of the Catholic Church - Paragraph # 1261 \(scborromeo.org\)](https://www.scborromeo.org/catechism/paragraph-1261/)

- Read the following Biblical passage - Genesis 3:1-7. This is the story of the disobedience of man. Discuss the text. Is this the end of the story about Adam and Eve? Did God expel Adam and Eve from the garden without providing a way for them to repair their relationship with Him or did God make a way for people's Sin to be taken care of?

Children should complete the attached worksheet 'Adam and Eve - Original Sin'.

Focus 6:

- Invite Parish Priest to the school to administer the Sacrament of Reconciliation to the children during Advent in preparation for Christmas. CT should explain the importance of receiving the Sacrament at this time in the liturgical year and help the children to prepare to receive this sacrament through a time of prayer and reflection.
- CT to write the word 'temptation' in the middle of the board. Ask the children what it means and note down their answers. Why should we resist temptation? How are we tempted in our daily lives? If possible, the teacher could bring articles or newspaper cuttings which show temptations and decisions made by people in daily life. Discuss their alternatives.
- Explain to the children that because God gave us freedom of choice, every day we have difficult decisions to make.
- Read Luke 4:1-13 from the Bible. Discuss the text.
- Look at the painting by Duccio di Buoninsegna (c. 1255-1260 - c. 1318-1319) *The Temptation of Christ on the Mountain*

[The Temptation of Christ on the Mountain – Works – collections.frick.org](https://www.frick.org/collections/duccio-di-buoninsegna-the-temptation-of-christ-on-the-mountain)

In groups, the children should discuss how the artist has captured all the temptations set out by the devil. The children should draw lines and write quotes from the Bible passage to highlight how the artist has encompassed all elements of this story in his painting. (Small copies for children which can be copied in black and white have been attached to the planner)

understand the link between my moral life as a Christian and faithfulness to the liturgical life of the Church.

- I understand that, in praying the *Our Father*, I am asking for God's help in resisting temptation and being delivered from evil which is the absence or opposite of good.
- I understand that human life is sacred, and I know that God commands me, out of love, to show respect for every human life from conception to natural death.
- I know that God alone is the author of life and, therefore, that we cannot remove or destroy life. (*Fifth Commandment: You shall not kill.*)
- I recognise that marriage is between a man and woman who are called to love one another faithfully and exclusively until death, without engaging in extramarital sexual relationships (*Sixth Commandment: You shall not commit adultery.*)
- I know that we are called to purity of heart and mind, to modesty in behaviour and dress, and to chaste relationships with one another. (*Ninth Commandment: You shall not covet your neighbour's wife.*)

- Teacher should ask the children how God can help us to resist temptation. Which prayer do we have in which we specifically ask for God's help with this? (Our Father).
- Re-read Bible Luke 1:39-45 (The Visitation). Discuss how even as a new life inside his mother's womb, John the Baptist, already had a relationship with God, already had potential, was already full of life. The Bible clearly emphasises the sanctity of every human life, including the life of those in the womb. As Christians, we are bound to take a pro-life stance, and defend unborn children, whom God has made in his own image.
- Read Jeremiah 1:5. Discuss the meaning of this text.
Revise the ten commandments. Focus on the fifth Commandment, 'Thou Shall Not Kill'. What do you think that this means?
- You may wish to invite a representative from SPUC in to talk to the children about Abortion and Euthanasia. Website for **teacher only** information <http://www.spuc.org.uk/>
See information on Tiny Feet (SPUC) <https://www.tiny-feet.org/> which can incorporate GLP.
- Discuss the 6th commandment 'Thou shall not commit adultery'. What do you think this means? It is important at this stage to stress to the children that they should not share personal experience and that this is about God's plan for them.
This commandment means that we should be faithful in all our relationships. This includes our friendships with each other and our chosen partners in life.
- Go on to discuss the 9th Commandment 'Thou shall not covet your neighbour's wife'. What do you think this means? What does covet mean? Make it clear that God does not want us to be jealous or envy what another person has.
- Read the story of 'David and Bathsheba' (attached to planner). Firstly, remind the children of who David is and then discuss:
 - Which commandments has David broken?
 - David acts as if he has done nothing wrong- even to God! What does God do as a result? (Sent a message through the prophet Nathan)
 - What method did Nathan use to explain the Sin?
 - What were the consequences of what David had done?
 - How important is a peaceful home life?
 - What lesson should we take from this? *Be happy and content with what you have.*
 - How do we become content in a world that is so full of material items? *We need to take time to reflect on all the good things that we do have and be thankful for them.*
- Children should complete the worksheet 'David and Bathsheba' attached to the planner. There is also a word search for those children who complete the task quickly.

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

