



RERC Term 4 Planner - Primary 7



PLEASE NOTE: The important part of learning for this term is that children are **fully prepared to make their Sacrament of Confirmation**. The Confirmation Lessons should take priority over all other learning in RERC. The other lessons included do not necessarily need to be covered and are there as a guide/follow up when children are fully prepared. All lessons have been included in Term 3/Lent Planner, however depending on the date of the Sacrament, the teacher may wish to split the lessons between Term 3 and Term 4 (Teacher discretion advised).

Experiences & Outcomes

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 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 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 considered ways in which the Catholic and 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 can identify the Holy Trinity and I have reflected in the Holy Trinity. **RERC 2-04a**

I recognise that when I renew my baptismal promises, I am honouring the Trinity by professing my faith in God as Father, Son and Holy Spirit.

I have begun to study some of the words of the Creed, and I have begun to identify those parts which speak of the Mystery of the Trinity.

I understand that the Mystery of the Most Holy Trinity is the central mystery of Christian faith and life and that it can only be made known to us by God's own self-revelation in Jesus and through the Holy Spirit.

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 reflect on the Holy Spirit's prophetic influence. **RERC 2-10a**

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

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

Benchmarks

- 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.
- Participates in discussions about and gives examples of how the Sacraments strengthen relationships with God and others
- 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.
- Discusses the importance of the Passion, Death and Resurrection of Jesus for an understanding of the meaning of eternal 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.



- Explains some facts about ecumenism and discusses how it contributes to building God's Kingdom.
- Shares ways that devotion to Mary deepens personal faith life and says in their own words why Mary is important to Catholics.
- Identifies the three persons of the Trinity, discusses their unique characteristics and shares ways that they honour the Trinity.
- Shares their knowledge of Christian heritage and the Catholic community and applies this to parts of their own life.
- Reflects and acts upon how good choices, forgiveness and reconciliation are important in their relationship with God and others.

Plan for Assessment

Confirmation preparation

The Sacraments: A Special Encounter with Christ - Children know and understand that:

- Sacraments are special encounters/meetings with God which help and sustain us on our journey of faith.
- The Sacraments of Initiation are Baptism, Holy Communion and Confirmation
- The Sacraments of Healing are Reconciliation and Anointing of the Sick.
- The Sacraments of Service are Marriage and Holy Orders.
- This is the beginning of a time of preparation to receive the Sacrament of Confirmation and it is important to make a commitment to prepare well for this.

The Transforming Power of Encountering Christ - Children know and understand that:

- The Grace of God in the Sacraments transforms us.
- The conversion of Saul (Paul) is an example of this transformative grace.
- Being transformed by Christ leads to a complete change of vision and perspective and gives energy and desire to follow God and do His Will.
- We have to freely choose to have this encounter to be transformed.

Encountering the Holy Spirit: The Symbols that Help us Understand - Children know and understand that:

- No one can see the Holy Spirit, but we can encounter Him.
- In the Bible there are signs and symbols that help us understand the Holy Spirit. Signs tell us that the Holy Spirit is present/at work. Symbols help us to speak about the Holy Spirit and what He does/is.
- The Signs of the Holy Spirit are:
 - Fire: powerful, gives light, purifies. The Holy Spirit is powerful; He lights our way and purifies us from sin.
 - Wind/Breath: gives life. The Holy Spirit gives new life.
 - Language: the ability to speak in a way which communicates God. The Holy Spirit helps us to speak clearly and powerfully about God and our faith.
- Examples of Symbols of the Holy Spirit are:
 - Water: representing new life. At Baptism the action of the Holy Spirit brings us to new life in God.
 - Dove: symbol of truth and peace. The Holy Spirit brings truth and peace into our lives.
 - Paraclete: literally, one who is by our side. The Holy Spirit accompanies us through life and helps (consoles) us.
 - Anointing with oil: a symbol which helps us understand that we are chosen by God for a particular vocation/mission.



- The Holy Spirit came upon Jesus at His Baptism, and, through Jesus, will come to each of us at Confirmation.

The Empowerment of the Holy Spirit at Pentecost - Children know and understand that:

- After His Resurrection, Jesus told the Apostles to wait for power from on high. The Apostles were probably afraid; they met together often.
- On the day of Pentecost, the Holy Spirit came upon the Apostles in a powerful, transforming way.
- At Pentecost, all three signs of the Holy Spirit were manifested: wind, fire and language.
- The Apostles were given the gift of speaking other languages.
- They used the gift of languages to preach the Gospel.

Choosing to be a Disciple: Choosing for the Church - Children know and understand that:

- Following Jesus is an active choice and we make this choice as individuals and as part of a community of disciples.
- Making this choice brings life, grace and peace and involves living in the way Jesus asks us to.

Being a Disciple - Children know and understand that:

- Prayer life: Jesus prayed often, and, through His example, we know how to pray. As with Jesus, it is the Holy Spirit who helps us to discern God's will for us in our prayer.
- Stewardship: God created a beautiful world for us to live in and wants us to be responsible in protecting his creation.
- Respect for myself and others: God sees every one of us as beautiful, created in his image, therefore, we should respect ourselves, body and soul, and respect others.
- Moral choices: Jesus gave us the Beatitudes to guide us in our moral choices. They are a model for us of what a life focused on the service of others should be like.

The Discipleship of the Saints - Children know and understand that:

- Discernment of God's plan for me; my vocation in life. God is filled with happiness as we discern and follow His plan for us.
- We are called to be Saints and God has sent His Holy Spirit to help us.
- The Holy Spirit strengthens the faith of the Saints and helps them follow the call to discipleship.
- The lives of the Saints are great examples to follow as we try to live God's plan.

The Gifts of the Holy Spirit - Children know and understand that:

- At Pentecost, the Holy Spirit descended on the Apostles, giving them special gifts to enable them to carry out their life of discipleship.
- In the Sacrament of Confirmation, we are strengthened with these special gifts.
- The Gifts of the Holy Spirit enable us to carry out our life of discipleship.

The Fruits of the Holy Spirit - Children know and understand that:

- The gifts of the Holy Spirit bear fruit: these are noticeable signs of the presence of the Holy Spirit in a person's life. The fruits are Christ-like qualities.
- Just as you can identify a good tree by the kind of fruit it bears so too, you can identify a good disciple by the Christ-like qualities they possess.
- The Church identifies 9 fruits of the Holy Spirit.

Anointed Priest, Prophet and King - Children know and understand that:

- Jesus is the Anointed/Chosen One; this is clearly illustrated at His Baptism and at the beginning of His public ministry.
- Jesus is anointed Priest, Prophet and King.
- When Jesus was Baptised, the Holy Spirit descended in the form of a dove.



- Jesus was led by the Holy Spirit and the Power of the Holy Spirit was with Him.
- Oil was used in Biblical times to anoint people who were set apart for a special purpose, role or mission: these were Priests, Prophets and Kings. The account of the anointing of David is an example of a King being anointed in the Bible.
- We were anointed at Baptism to show we were set apart to share in the special mission of Jesus.
- We will be anointed again at Confirmation to confirm that we are set apart to continue the Priestly, Kingly and Prophetic mission of Christ.

The Rite of Confirmation - Children know and understand that:

- The main elements of the Rite of Confirmation
 - The presentation of candidates with a testimony that the candidates are prepared and ready to receive the Sacrament of Confirmation.
 - The reading of the Word of God from Scripture teaching us how to be disciples of Jesus
 - The renewal of baptismal promises when the promises made on our behalf at Baptism are made ourselves.
 - The anointing with Sacred Chrism to show we are set apart to be witnesses to our Christian Faith
 - The laying on of hands which invokes the Holy Spirit.

Learning beyond Sacramental preparation:

Focus 1:

Children can identify, list, and describe the post-Resurrection appearances of the Risen Christ in the Gospels of Luke and John.
Children will understand the meaning of the word 'sceptical' and understand that things are not always as they seem.

Focus 2:

Children will have some understanding of the early church and the journey of Saint Paul to Rome.

Focus 3:

Children will know who Brother Roger of Taizé and understand the Taizé Community.
Children will understand enough to be able to create their own Taizé chant.
Children will be able to give examples of ways in which the Christian Community work collaboratively.

Focus 4:

Children will understand what a 'Holiday of Obligation' is?
Children will be aware of the feasts of Mary and have a deeper understanding of the feast of the Assumption.
Children can lead a communal rosary, sing *Salve Regina* and lead a Marion assembly.

Focus 5:

Children will have a deeper understanding of how, in Baptism, we were called to be witnesses to Christ.
Children will know about the life of St Isidore of Seville and how he helped the marginalised and poor.
Children will be able to create a timeline in chronological order plotting the life of St Theresa of Lisieux.
Children will know the story Martha and Mary Luke 10:38-42 and understand the message from the passage.

Focus 6:

Children will be able to confidently discuss the feast of Pentecost using Scripture references.



Children will be able to participate in class/group discussion on the artist's portrayal of Pentecost.

Children will be able to work collaboratively to complete an analysis of Pentecost.

Focus 7:

Children will develop an understanding of the Holy Trinity and be able to recognise symbols which represent God as three persons.

Children will develop their understanding of the Jewish faith and community, understanding its' common principles, feasts/festivals, and sacred artefacts.

Sequence of Lessons

Sacrament of Confirmation

The Sacrament of Confirmation preparation - please see 'Teacher Notes & Class Activities' and 'Family Workbook' for lessons.

- Lesson 1 - The Sacraments: A Special Encounter with Christ
- Lesson 2 - The Transforming Power of Encountering Christ
- Lesson 3 - Encountering the Holy Spirit: The Symbols that Help us Understand.
- Lesson 4 - The Empowerment of the Holy Spirit at Pentecost
- Lesson 5 - Choosing to be a Disciple: Choosing for the Church
- Lesson 6 - Being a Disciple
- Lesson 7 - The Discipleship of the Saints
- Lesson 8 - The Gifts of the Holy Spirit
- Lesson 9 - The Fruits of the Holy Spirit
- Lesson 10 - Anointed Priest, Prophet and King
- Lesson 11 - The Rite of Confirmation

Learning beyond Sacramental preparation:

Focus 1:

- I can identify, list and describe the post-Resurrection appearances of the Risen Christ in the Gospels of Matthew, Luke and John.
- I know that the Risen Christ brought joy to the disciples, and that when we receive the Spirit of the Risen Christ, He brings us joy (Luke 24:36-43).
- I understand what is meant by 'sceptical'.

Suggested Activities

(Optional resources to support lessons available on website)

Focus 1:

- Class teacher should explain that there are four 'post-resurrection' appearances of Jesus that appear in the Bible.
- Matthew 28:9, 10
- Matthew 28: 16,18,20
- John 20: 26
- John 21:1, 14



Focus 2:

- I know that women are the first witnesses to the Risen Christ, who invites His followers to journey with Him. This faith journey continues in the early Church in Luke's other work, the Acts of the Apostles, which concludes with Paul taking the Gospel to the heart of the Empire, Rome.

Read these with the children and discuss why Jesus chose to appear on these occasions and how he appeared. In groups, take one passage each and illustrate/annotate it. Groups should present their work to the class.

- Drama activity - Ask the children to sit in a circle to complete a hot seat activity. One volunteer from each group should play the part of a witness to the post resurrection story explored by the group. The other children can ask questions about the event.
- Read John 20:24-29. [John 20:24-29 NIV - Jesus Appears to Thomas - Now Thomas - Bible Gateway](#)

Ask the children how they feel about Thomas then explain to them that it is easy for us to perhaps, think less of Thomas especially when he quite stubbornly said, "Unless I see the nail marks in his hands and put my finger where the nails were, and put my hand into his side, I will not believe." However perhaps we should not look back on Thomas with contempt. It is far more prudent to look back and ask the question, "What would I have done if faced with the same situation?" It is okay to be sceptical about things, but it is equally important to understand that things are not always what they seem.

Discuss scenarios where the children have felt sceptical and how they have overcome their feelings.

Explain what an optical illusion is using the following link for examples: [Optical Illusions | Optics for Kids \(optics4kids.org\)](#)

Children could create their own optical illusion. (See Resources)

Focus 2:

- CT to explain that, as a class, you are going to look briefly at the journey of Saint Paul. Saint Paul converted to Christianity after Jesus appeared to him on the Road to Damascus. Research this part of St. Paul's story and show the following video: <https://www.youtube.com/watch?v=oi95cv0tk9Q> Provide a list of the places that Saint Paul travelled to as he spread the word of God. Pupils could use an atlas to locate the places and draw a line to connect Paul's journey. Complete the mapping worksheet about Saint Paul's journey. (See Resources)

Focus 3:

- I know that Jesus gives us many examples of service, and that as members of the Church all Christians are called to be of service to the world.
- I have studied the life of Brother Roger of Taize, and I am aware of the work of the community who live there.
- I am aware that local Churches work together to prepare for the fulfilment of the Kingdom of God, and I can identify ways in which my local parish collaborates with other Christian Churches.

Focus 3:

**The class altar should be changed in preparation for the month of May.*

- Introduce the name, Brother Roger to the pupils and tell them he was the founder of the 'Taize Community'. Using ICT, the children should try to gather some information such as, who Brother Roger was and how he came to found this community. They should try to find out what the community is about, who it helps and how. The following website may help:

[Taizé \(taize.fr\)](http://www.taize.fr)

www.taize.fr/en

Listen to the findings and then deepen understanding and focus on the youth camps run by the Taize community throughout the world. Show the following clip about Brother Roger and his legacy.

<http://www.youtube.com/watch?v=YMx3qXvdG8o>

- The children will complete a fact file of Brother Taize (See Resources for a template and a front cover).

Further information that could be added to a second page is Brother Roger's nationality, religion, his achievements, his death, the Taize order today and its youth camps including what purpose they serve to the young people who visit.

- The following clip of Brother Taize is of him explaining why young people come to his youth camp. <http://www.youtube.com/watch?v=A2y8z-77jPs> Children should summarise what Brother Taize said about his youth camps. They could also research other youth camps available closer to home.
- Listen to some Taize chants with the children. Perhaps these could be played as the children are completing tasks or as part of service. The Taize community uses song as a means to meditate. They use meditation as a way of being at peace with oneself. They use chants to focus prayer and bring calmness.

<http://www.youtube.com/watch?v=uzTo-8pusSQ>

<http://www.youtube.com/watch?v=zktivKORaeJA>

Explain to the children that they are to work in groups using a glockenspiel or xylophone (or other instruments that are available) Their chant should be a repeated phrase that they have come up with to help them focus in prayer. Finished compositions could be performed in class or at a school assembly.



Focus 4:

- I know the feast day of the Assumption is celebrated on 15th August and this is a Holy Day 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 in the Catholic Church:
 - 1st January - Mother of God 11 February - Our Lady of Lourdes
 - 25th March - Annunciation
 - 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 how to pray *Hail Holy Queen* and the *Luminous Mysteries (Mysteries of Light)* of the Rosary, and I recognise that these mysteries come from the Gospel accounts of Jesus' ministry.
- I know why Mary is honoured as the model of all Christians.
- 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 and Fatima).

- The Taize community is a way to bring Churches together for prayer. Invite the Parish Priest into the class and ask about the ways in which his Church collaborates with other Christian Churches. One example that could be discussed with the children is Remembrance Sunday. On this day locally and nationally Churches come together to pay respect to those who lost their lives from all religious communities. Explore other Ecumenical services and events through the Archdiocese website.

Focus 4:

- Discuss the meaning of 'A Holiday of Obligation'. What is the root word in 'obligation'? We are obliged to attend Mass. Ask one of the children to find the definition of this word in the dictionary. Discuss that it is stated in Canon Law (The law of the Catholic Church) that Catholics should attend Mass on these days; this may at times include workdays. Explain that we believe that there are some days which are very special, and we should all celebrate together on these days. Ask the children if they can name some of the days that they might consider important enough to be a 'Holiday of Obligation'. The seven days are:
 - The birth of Jesus (*Christmas Day*)
 - The baby Jesus being shown to the rest of the world (*Epiphany*)
 - Jesus going up to heaven (*the Ascension*)
 - The Body and Blood of Jesus (*Corpus Christi*)
 - Mary, the mother of Jesus, is received into heaven (*the Assumption*)
 - Saints Peter and Paul
 - All Saints

As this is the month of May, explain that we are going to be looking at the feast of the Assumption. Although the feast day is not until August 15th, during the month of May we focus on the life of Mary. Using the following website for reference, ask the children to complete the 'Celebrating the Feast of the Assumption' worksheet (See Resources) asking how the Feast of the Assumption is celebrated in other parts of the world.

<http://www.catholicculture.org/culture/liturgicalyear/activities/view.cfm?id=1142>



- Teacher leads the class in praying the *Hail Holy Queen*. (See Resources for prayer card which could be printed, coloured and used for reference until prayer is known)
- CT to revise the Luminous Mysteries of the Rosary with the class:
 - The Baptism of Jesus
 - The Wedding Feast at Cana
 - The Proclamation of the Kingdom
 - The Transfiguration
 - The Institution of the Eucharist
 And then leads the class in praying the rosary.

Helpful sites:

[The Rosary: Mysteries - Teaching Catholic Kids](https://www.youtube.com/watch?v=wDvXXgmYxNQ)

<https://www.youtube.com/watch?v=wDvXXgmYxNQ>

[Pray the Rosary Every Day](https://www.comepraytherosary.org/IndividualLuminous.htm)

<https://www.comepraytherosary.org/IndividualLuminous.htm>

- Children are given the opportunity to lead a communal rosary. They could visit younger class in the school and lead them in praying the rosary.
- Teacher explains that the hymn *Salve Regina* is written in Latin and when translated into English contains the words of the prayer *Hail Holy Queen*. *Salve Regina* can be recited at the end of the rosary and normally takes the form of a chant. Teach the children to sing *Salve Regina*. (lyrics attached to planner and videos below may help)

<http://www.youtube.com/watch?v=CAmydVsNMqM>

[Learn to Sing the Salve Regina \(youtube.com\)](http://www.youtube.com/watch?v=CAmydVsNMqM)

- Children should be given the opportunity to plan, organise and lead a Marian Assembly. This could be celebrated with their parents or with the school community. The children should choose the readings, the prayers and the hymns. They could also invite the school chaplain along to help them celebrate.
- Ask the question: Why do we honour Mary? It is important to remember the vitally important role that she played in the life of Jesus and continues to play in our lives. Identify names given to Mary. The children should be able to recall a variety from previous learning. Ask them to think of adjectives they would use to describe Mary. i.e. brave, meek, gentle, loving, caring etc. CT to discuss the stories of Our Lady of Lourdes and Fatima and why Mary is honoured at these sites. Children may be able



Focus 5:

- I know that, through Baptism, I have been initiated into Christ and into His Church and that, as a Catholic and Christian, I am called to witness Jesus' love for the poor and marginalised.
- I recognise the value of prayer and action in Christian life.
- Having studied the life of St Therese of Lisieux, the patron saint of the missions, I can recognise the powerful part which contemplative prayer plays in the active and missionary life of the Church.
- I have been given opportunities to reflect on the narrative of Martha and Mary (Luke 10:38-42).

to recall learning from previous years or have personal stories about the now pilgrimage sites.

- Teacher discusses Miraculous Medals using the 'Medals Honouring Mary' worksheet (See Resources). Ask the children if they know what each medal represents. Why are there so many? How can Mary have so many different titles?

The children should design their own medal honouring Mary. If anyone has a special medal to Our Lady at home, they bring it to show in class.

- Explain to the children that after exploring different medals honouring Mary, they are now going to learn the story behind one miraculous medal: Our Lady of Czestochowa.

The children will read the story of Our Lady of Czestochowa (See Resources) and create a storyboard telling of the travels of this famous painting. (for storyboard template - See Resources).

Focus 5:

- Discuss the Sacrament of Baptism. What can the children tell you about it? Explain that they are going to revisit this Sacrament. Watch the following clip of a Baptism on You Tube (it may have similarities and differences to what they are used to and is slightly dated)

<http://www.youtube.com/watch?v=LB5zL2apiw>

Whilst watching the clip, ask the children to look for the 4 symbols of Baptism Don't tell them what they are at this point.

They should identify the symbols as: Oil, white garments, water, candle Ask the children to recall what each of these represent.

Water is the central symbol of Baptism. Because water is essential to all life, the water of Baptism symbolises the life-giving grace that sustains those who have become children of God.

Oil is used twice in the ceremony. Before the Baptism, the child's breast is smeared with the oil of catechumens as a sign of healing and strengthening. Afterwards, the crown of the head is anointed with perfumed chrism as a symbol of joy and thanksgiving.

The **white garment** with which the newly Baptised is clothed in symbolises their new life in Christ and is "the outward sign of Christian dignity".

A **Baptismal candle** is lit from the paschal candle beside the font and presented to the new member as a sign of the light of Christ.

There is a resource sheet displaying strips of images of the signs of Baptism. Give each child a strip from the sheet and ask them to cut out each image and write beside it a description of each. Alternatively, they can draw and annotate their own images.

- Split the class into groups and reciprocally read the passage about St Isidore of Seville. Ask the children to come up with five challenging and interesting questions to swap with the other groups. Answers should be written into their jotters.
- How does Saint Isidore bear witness to Christ by showing Jesus' love to the poor and marginalised? Discuss the word 'marginalised'. Who in today's world are 'marginalised'? (People who are excluded from society). Below is a short video clip that the children can watch which focusses on inclusion.

<http://www.youtube.com/watch?v=B--AkMOIOh8>

Ask the children to reflect on the following:

Reflection: *In my own small way, what can I do to make the world a better place today?*

The children could write their responses in their jotters. They should make it something which is do-able. i.e. prayer, fund-raising, active charity work.

The children should create a poster reminding Christians that we are witnesses to Christ and should always be inclusive and loving to all in society.

- **Homework** -Write a biography or a timeline documenting the life of St Therese of Lisieux.
- CT to introduce Martha and Mary as two of Scripture's extraordinary women. Although they were very different at times, they shared a profound love for the Lord Jesus Christ that brought them together in harmonious unity. Read Luke 10:38-42 with the class.

Discuss:

- The bible passage from Luke 10:38 - 42
- Ask the children if they have ever felt like they had lots of jobs to do or have heard adults at home saying so?
- How does it feel to have lots to do?



Focus 6: Pentecost Lessons

- In reflecting on Pentecost (Acts 2:1-13), I can explain that God sent the Holy Spirit to renew the Apostles and to give them courage in their mission to build the Church.
- I can identify the symbols used by the Church to represent and express the presence of the Holy Spirit, (e.g. wind, breath, fire, love) and recognise them in the narrative of the Pentecost event.
- I have reflected on the words of Jesus in John 14:1-18, enabling my understanding of the Trinity to be enriched.
- I have been given opportunities to be still and quiet, allowing me to pray to God as Father, Son, and Holy Spirit.
- 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 to understand the mystery of the Trinity.
- I can explore some of these occasions when Jesus prayed:
 - Jesus prays alone (Luke 5:15-16)
 - Jesus prays before choosing his disciples (Luke 6:12-16)
 - The Transfiguration (Luke 9:28-36)
 - The Raising of Lazarus (John 11:1-44, especially 41-44)
 - Jesus prays for unity at the Last Supper (John 17:20-23)
 - Jesus prays in the Garden of Gethsemane (Luke 22:39-46)
- I know that there are many beautiful prayers in Luke's Gospel which I can read and reflect upon, such as:

- How does it feel if you have things to do and you know others have free time?
- Would it be fair if you had to do the chores at home alone and/or complete jobs which were those of your brothers and sisters?
- What lesson can we learn from this story?
Give the children a copy of the story to re-read and then ask them to complete the worksheets 'Making Time' and 'Martha's Important Choices'. (See Resources)


*** Pentecost is a movable feast so should be checked on the liturgical calendar.**

Focus 6: Pentecost Lessons

- Read Acts 2:1-13 from the Bible. (See Resources for a copy)
Ask questions about the passage to deepen knowledge and assess understanding.
Do the pupils know what colour of vestments are worn by the Priest of this Feast Day? Show pictures of the garments worn by the Priest on the feast of Pentecost (See Resources) and discuss why they are red. (red represents the Holy Spirit and reminds us of the fiery tongues that descended on the Apostles) then ask 'When would this be worn by the Priest again? (During the Sacrament of Confirmation, Good Friday, Palm Sunday).
The children may design their own Pentecost Stole on paper or by using material and textile paint/pens.
If the school has a seamstress or could use the skills of a parent/carer, then perhaps the designs could be judged by the Parish Priest and the winning stole made into one which could be worn by the Priest during school Masses relating to Confirmation/Pentecost.
- Study the painting 'Pentecost' by Giotto di Bondone.
[Giotto and Workshop | Pentecost | NG5360 | National Gallery, London](#)
*CT may wish to study the painting before the lesson.
Complete the 'Pentecost by Giotto di Bondone' worksheet. (See Resources)
- Discuss the feeling of the disciples in the lead up to and after Pentecost.
Complete an analysis of the pros and cons of their mission using the following headings:



- Mary's Prayer - The Magnificat (Luke 1:46-55)
- Zachariah's Prayer - The Benedictus (Luke 1:67-69)
- Simeon's Prayer - Nunc Dimittis (Luke 2:29-32)
- Jesus prays filled with the Spirit (Luke 10:21-22)
- I can hear, read, and respond to some scripture passages which demonstrate cooperation and mutual support between men and women in the Old Testament, in the life of Jesus and in the early Church, e.g.
 - The widow of Zarephath feeds Elijah (1 Kings 17:7-16)
 - Abraham and Sarah (Genesis 18: 1-15)
 - The woman accompanying Jesus (Luke 8:1-3)
 - John and Mary at the foot of the cross (John 19:25-27)
 - Lydia's hospitality to Paul (Acts 16:11-15)
- Through the promptings of the Holy Spirit, I can respond to the challenge of being a peacemaker among my friends in my school, my family, and the wider community.
- I understand that the gift of peace is to be shared and is closely linked to justice and that I am called to be a peacemaker in my own relationships and in the wider world.
- I can recognise the Church's prophetic role in the promotion of family life and the protection of the sanctity of life from the moment of conception to natural death. (GLP)
- I can help to make the Kingdom of God present in this world by ensuring that my behaviour and actions are inspired by the values of the Gospel.

- Strengths of Disciples
 - Weaknesses of Disciples
 - Opportunities for spreading the Good News
 - Threats to spreading the Good News
 - Read John 14:1-18. Explain to the children that today, you are going to be discussing the 'Holy Trinity'. Ask the children if they know what the trinity is? Helpful link for teachers: [Explaining the Holy Trinity - Catechist's Journey \(loyolapress.com\)](http://loyolapress.com)
- A good way of explaining this to children is by using an apple.
- 
- Show the children the apple and ask them what the first and largest part of the apple is? (*skin*) The skin enfolds the apple; it is all around - everywhere - like God the Father! Cut the apple in half. The flesh of the apple - Jesus was the living flesh whose body we receive at the Eucharist. The seeds are like the Holy Spirit they are planted and can grow. The Holy Spirit is planted in each one of us and it grows inside us. All these parts make up one apple just as all these parts make up one God. The children could draw and annotate this analogy. Show the children some examples of symbols of the Holy Trinity. (See Resources). Ask the children to research symbols and annotate them with their meanings. Children may work individually or in pairs to create their own symbol to show the three Gods connected as one.
- CT to explain that we can pray to God at any time, asking for the help and guidance of God the Father, our Lord Jesus, and the Holy Spirit. Use 'Guided Meditation' (See Resources) for a time of quiet, reflective prayer. Discuss how it will work beforehand to ensure the children are respectful of their own and others' needs, focussed and mature during the prayerful experience.
 - Using the PowerPoint, 'Even Jesus Prayed' (See Resources), discuss the importance and power of prayer with the children. Explore the scripture passages in the presentation, identifying situations the children can relate to when they had important decisions to make and how they would approach them and then considering how Jesus did so.
 - Children should work in pairs to read and reflect upon the following prayers found in Luke's Gospel. They should choose the one which they like the most and explain their reasons why.

- Mary's Prayer - The Magnificat (Luke 1:46-55)
- Zachariah's Prayer - The Benedictus (Luke 1:67-69)
- Simeon's Prayer - Nunc Dimittis (Luke 2:29-32)
- Jesus prays filled with the Spirit (Luke 10:21-22)
- Discuss times where women and men were and at times, continue to be treated differently. CT should explain that years ago, it was expected that women should stay at home to cook, clean, and raise a family where men would go out to work. Allow this to be discussed and debated on. Provide the following bible references or links if using ICT. The children should explore each scripture passage (or each group could explore one passage and feedback) and identify where cooperation and mutual support is evident between men and women.
 - 1 Kings 17:7-16
[1 Kings 17:7-16 ICB - After a while the brook dried up - Bible Gateway](#)
 - Genesis 18: 1-15
[Genesis 18: 1-15 ICB - The Three Visitors - Later, the Lord - Bible Gateway](#)
 - Luke 8:1-3
[Luke 8:1-3 ICB - The Group with Jesus - The next day, - Bible Gateway](#)
 - John 19:25-27
[John 19:25-27 ICB - Jesus' mother stood near his cross. - Bible Gateway](#)
 - Acts 16:11-15
[Acts 16:11-15 ICB - Lydia Becomes a Christian - We left - Bible Gateway](#)
- Discuss the word 'peace' and what it means for each person. There is no right or wrong answer as everyone's idea of peace looks different. Discuss peace in the classroom, playground, football pitch, home, streets where we live, country and worldwide. Explore ways in which we ourselves can be the peacemaker in various scenarios. Children may write their own scenarios, act them out or be given templates. This link provides other suggested activities about being a peacemaker: [Peacemaker: Lesson Ideas - Teaching Children the Gospel \(teachldschildren.com\)](#)



Focus 7: Other World Religions (Judaism)

- I know that the Jewish community believe that their relationship with God is a Covenant one.
- I know that, with Judaism, Abraham and Moses are people who entered into a relationship of covenant with God.
- I know that people of the Jewish faith seek to live by the 10 commandments as recorded in the Torah.
- I know that love of God and neighbour are central principles within the Jewish faith community.
- I know that the Jewish feast of Passover commemorates the delivery of the Jewish people from slavery.
- I can describe the central rituals of the Passover meal, which is called the Seder meal.
- I know that the Passover is commemorated every year, and it is usually celebrated in the home.
- I know that Hanukkah is an important festival for the Jewish community, and this includes giving of gifts/cards/greetings and lighting of the menorah.

Focus 7: Other World Religions (Judaism)

Covenant

- Revise the meaning of the word 'covenant'. (*A **covenant** is a formal agreement, a promise made between two people. It is often used as a religious promise and one that can be made between people and God. It can also be an item which is a symbol of keeping the promise.*)

The concept of covenant was explored at the beginning of the year and can be revised.

Note to CT: God and Abraham - The covenant between God and the Jewish people is a thread running throughout the early parts of the Bible, and one of the vital pillars of Judaism. God asks Abraham to do certain things, in return for which he will take special care of them. The covenant between God and the Jews is the basis for the idea of the Jews as the chosen people.

The covenant between Abraham and God consisted of three separate parts:

- *The promised land*
- *The promise of the descendants*
- *The promise of blessing and redemption*

Explore the biblical story of God's promise to Abraham using the PowerPoint provided. (See Resources) and complete the activity on the last slide.

Torah

- Explain that lots of religions have rules to follow, and Judaism and Christianity are no exception. The Bible tells a story of a man called Moses (whom we have heard of at different times). When Moses was leading his people to live in their new land, he walked up to the top of a mountain and came down with a new set of rules from God for them to follow. These are known as the *Ten Commandments*.

Explain that the short video (link below) that they are now going to watch imagines what it would have been like if Moses 'vlogged' about his meeting with God and posted the video to his social media channel.

[Moses and the 10 Commandments - Vlog #1 | Religious Studies | BBC Teach \(youtube.com\)](#)

[KS2 Religious Studies: The Torah - BBC Teach](#)



Passover

- Explore and discuss the Jewish Passover using the following link: [What is Passover? - BBC Bitesize](#)
- Read the story of Passover (See Resources) and/or watch the following video: <https://www.youtube.com/watch?v=UFU5NrPgutA>
Discuss how Passover is celebrated today then make a plan/menu for a Passover feast.

Hanukkah

- Watch the following video clip:
https://www.youtube.com/watch?v=7tws_uMAEOs
The children should then re-write the story.
Ask the children to research how Hanukkah is celebrated today using ICT and present their findings to their peers.



Evaluation

Next Steps

