**Primary Religious Education WTL Unit Overviews and Outcomes**

**KEY STAGE ONE: YEAR ONE**

* 1. **GOD’S GREAT PLAN**

**CONCEPTS:** Creation, God, Stewardship

**About the unit**

This unit is designed to develop the children’s knowledge and understanding of God’s beautiful world. It also helps the children appreciate that God created them because he loves them and that each person should thank God for the gifts of creation and help God look after the world.

**Where the unit fits in**

This unit builds on previous learning in the Foundation Stage during F1 ‘God’s World’.

**Prior learning**

They have learned that God created the world and made each one of us different and special. They will have some experience of looking after things in the classroom, at home and things special to them. They will be able to identify things they are thankful for.

**Key words**

Creation, God, Bible, Love, Choices, Noah, Flood, Ark, Rainbow, Promise

**Links to ‘God’s Story**’ **and ‘Church’s Story’**

*God’s Story* 1, pp. 4-23

**KEY SCRIPTURE**

Genesis 1: 1-31, 2: 1-4 (the story of Creation in seven days)

Genesis 2: 5-25 (the story of the creation of man and woman in a beautiful world)

Genesis 6: 14- chapter 8: 22 (the story of Noah and the Ark)

Psalm 104 (in praise of creation)

**KNOWLEDGE SEQUENCE**

• The story of creation is found at the beginning of the Bible

• God created the universe.

• The world and everything in it is important to God.

• God loves human beings very much. He is our creator and sustainer.

• God made each person different and special. We can use our gifts to help or to harm.

• God wants us to care for the world because it belongs to God.

**WTL LEARNING OBJECTIVES**

• Awareness of the beauty of God’s world

• *Explore and respond to the wonders of creation e.g. the seasons*

• Knowledge and some understanding of the story of Creation from Genesis 1

• Knowledge of the story of Creation of man and woman from Genesis 2

• *Know that God made us because He loves us but the first people, Adam and Eve, made some wrong choices.*

• *Think of how we can show our love for God.*

• Understanding of choices that are good for the world and choices that are bad for the world

• Know they have a responsibility to look after the world

• Knowledge of the story of Noah & the Flood

• Know that the rainbow is important in the story of the Flood

•*Think about its promise and hope.*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Recognise the story of creation from Genesis 1:1-2:3 and that it is the beginning of the Bible | Wonder about living in God’s amazing world using ‘how’ and ‘why’ questions | Talk about their favourite part of creation and say why they like it (e.g. ‘Would you rather be… or …?’ ‘Why?’ ‘Which day is best?’ ‘Why?’) | **Suggest an answer to one big question about God’s world like ‘Why is it important that God made the world?’ and or ‘Why is the rainbow so important in the story of Noah?’** |
| **Begin to retell (sequence), in any form, the story of the seven day creation** | Say what the story tells Christians about God and human beings | Give at least two examples how they are able to look after God’s world | Use religious words like, God, Creation, Bible, Love, Choices, Noah, Flood, Ark, Rainbow, Promise |

**1.2 MARY OUR MOTHER**

**CONCEPTS:** Incarnation, Liturgical Year

**About the unit**

This unit is designed to develop the children’s knowledge and understanding of Mary and her role in the Incarnation. It introduces the children to the stories of the Nativity of Jesus in Luke’s Gospel which are told from Mary’s point of view. The unit also gives opportunities for the children to learn about the liturgical seasons of Advent and Christmas and their respective rituals, signs and symbols.

**Where the unit fits in**

This unit builds on previous learning in the Foundation Stage from F2 ‘God’s Family’.

**Prior learning**

They have learned that God sent his only son Jesus as his greatest gift to us. They will have some knowledge of the Advent wreath and some knowledge of the story of Jesus’ birth.

**Key words**

Mary, Angel, Gabriel, messenger, Elizabeth, good news, ‘Hail Mary’, Advent, wreath, Bethlehem, Christmas, shepherds, heaven

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 1*, pp. 24-27

*God’s Story 2*, pp. 54-59

**KEY SCRIPTURE**

Luke 1: 26-38 (the Annunciation)

Luke 1: 39-56 (the Visitation)

Luke 2: 1-20 (the Birth of Jesus)

**KNOWLEDGE SEQUENCE**

• Stories of Jesus are found in the Bible

• Jesus is God’s Son and was born as a baby in Bethlehem

• Mary was chosen by God to be the Mother of His Son, Jesus

• God sent the angel Gabriel to ask Mary to be Jesus’ mother

• Mary visited Elizabeth and they both shared their good news

• Jesus came to bring the good news that God loves everyone

• Christians celebrate Jesus’ birth at Christmas, and Advent is a time to prepare for Jesus’ birth

• We can ask Mary to help us, she is our mother in heaven

**WTL LEARNING OBJECTIVES**

• Know that God sent the Angel Gabriel to ask Mary to be the Mother of Jesus

• *Reflect on Mary’s response*

• *Hear about Mary’s visit to her cousin, Elizabeth.*

• *Reflect on their good news*

• Know that angels are messengers from God

• Recognise some of the ways Christians and others prepare for the birth of Jesus

• Know the name of the liturgical season Advent & Christmas

• Recognise some signs and symbols of Advent and Christmas, e.g. wreath, nativity, tree, cards, candles, colour purple.

• Knowledge of the story of the Annunciation

• Knowledge of the story of the Birth of Jesus

• Recognise some details of the Visitation and visit of the shepherds

• Know that Catholics call Mary ‘our mother’ and reflect on ways Mary looks after us

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Recognise stories, and some of their details, including the Visitation, Jesus’ birth and the visit of the shepherds and know that they are from the Bible | Begin to retell (sequence), in any form, the story of the Annunciation | Talk about, ask questions and say what the story of the Annunciation tells them about Jesus and Mary | **Talk about, ask questions and say what the story of the Visitation tells them about Elizabeth and Mary and their feelings** | **Suggest an answer to questions like, ‘Do we learn anything from waiting?’ ‘What is wonderful about Christmas?’** |
| Recognise some symbols of Advent and Christmas |  | **Give two examples how Christians get ready for Christmas at home, school and in church** | Talk about and give an example how they can use the Christmas story to guide their actions | Use religious words like, Mary, Angel, Gabriel, messenger, Elizabeth, good news, ‘Hail Mary’, Joseph, Advent, wreath, Bethlehem, Christmas, shepherds, heaven, Son of God |
| Talk about their own feelings and things that matter to them |  |

**1.3 FAMILIES AND CELEBRATIONS**

**CONCEPTS:** Church

**About the unit**

This unit is designed to develop the children’s knowledge and understanding of what it means to belong to the family called the Church. There are opportunities at this point to explore the celebration of Baptism. It introduces the unit by exploring what it means to belong to a family and the school community. The unit also gives opportunities for the children to know that God is our Father in heaven and about special celebrations that take place in Church. The children will learn about the Presentation of Jesus in the Temple and that the title ‘Jesus, light of the world’ comes from this story. The revised book extends the learning about Jesus’ early life by giving an opportunity to hear and reflect on the story of the ‘Finding in the Temple’.

**Where the unit fits in**

This unit builds on previous learning in the Foundation Stage from F2 ‘God’s Family’ and F6 ‘Church’.

**Prior learning**

It is helpful if the children have an understanding of what makes a celebration and some prior knowledge of a church building and celebrations in church.

**Key words**

Church, belong, baptism, sign, symbol, water, oil, white garment, light, candle, god parents, priest, Father, heaven, Jesus, light of the world, Temple, Simeon, Anna, Sunday.

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 1*, pp. 19-20, 22-23

*God’s Story 2*, p. 62

*Church’s Story 1*, pp. 4-11, 12-13, 14-15, 18-19, 24-29

**KEY SCRIPTURE**

Luke 2: 22-38 (Jesus is presented in the Temple)

**KNOWLEDGE SEQUENCE**

• Belonging to a family is important

• The Bible tells stories about Jesus’ early life to show that Jesus loved God, his Father

• A person becomes a member of God’s family through Baptism

• God’s family gather together to worship in a church

**WTL LEARNING OBJECTIVES**

• Reflect on what it means to be a member of a family

• Understand what it means to belong to God’s family

• Know that God is our Father in heaven and think about why it is important

• Hear how Jesus’ family took him to the Temple and think about why this was a special occasion

• *Know that Jesus belonged to a family*

• *Think of things he may have done with his family*

• *Know about the loss and finding of Jesus*

• *Reflect on the feelings of Mary and Joseph when Jesus was lost and then found*.

• *Begin to understand what it means to belong to our Church family*

• Know about some of the celebrations in a church and why we celebrate these occasions

• *Know that we become a member of the Church by receiving the Sacrament of Baptism*

*• Talk about what happens when a baby is baptised*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Recognise the stories of Jesus’ early life and that they are from the Bible | **Begin to retell (sequence), in any form, the story of the Presentation and the Finding in the Temple** | Talk about, ask questions and say what the stories of the Presentation and Finding in the Temple tell us about Jesus |
| Suggest an answer to questions like, ‘Why is my family important?’ ‘Why is it good to belong?’ | Know that Baptism is a sign of belonging to God’s family | Talk about their feelings and experiences of God, family life, family celebrations including those in church |
| Name at least two signs used in Baptism | **Say how, at least, two signs of Baptism are used** | Use religious words like, God, Church, baptism, sign, symbol, water, oil, white garment, light, candle, god parents, priest, Father, heaven, Jesus, light of the world, Temple, Simeon, Anna, Sunday |
| Ask and respond to questions about the early life of Jesus and celebrations in church | Ask and respond to questions about the feelings of Anna, Simeon, Mary and Joseph |

**1.4 FOLLOWING JESUS**

**CONCEPTS:** Discipleship

**About the unit**

This unit is designed to develop the children’s knowledge and understanding of what it means to be a follower of Jesus. There are opportunities for the children to learn about Jesus’ choice of his first disciples or friends – the fishermen. The revised book gives children the opportunity to know that praying was important to Jesus and time to reflect on the importance of prayer in their own lives. The children will hear the Parable of the Good Samaritan and reflect on its meaning. They will listen to the story of Jesus’ entry into Jerusalem and think about how they can welcome Jesus. They will learn that Jesus died on Good Friday and that God raised him from the dead on Easter Sunday.

**Where the unit fits in**

This unit builds on previous learning in the Foundation Stage from F3 ‘Getting to know Jesus’.

**Prior learning**

It is helpful if the children have an understanding of what makes a good friend and some knowledge of Holy Week.

**Key words**

Jesus, friends, disciples, followers, Simon Peter, Andrew, James, John, fishermen, Parable, Good Samaritan, neighbour, journey, Jerusalem, Palm Sunday, king, palms, cloaks, hosanna, welcome, donkey, Temple, Good Friday, crucifix, purple, hot cross bun, Easter Sunday, cross, gold, white candle, flowers, new life, alive, tomb.

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 1*, pp. 34-35

*God’s Story 2*, p. 76

**KEY SCRIPTURE**

Luke 5: 1-11 (The first four disciples are called)

Luke 10: 29-37 (The Parable of the Good Samaritan)

Luke 19: 28-38 (The Messiah enters Jerusalem)

Mark 15: 21-39; 16: 1-8 (the death and resurrection of Jesus)

**KNOWLEDGE SEQUENCE**

• Jesus calls people to help him tell the good news of God’s love for all

• Jesus’ choice of friends shows the qualities he looks for in a disciple

• A follower of Jesus must spend time with God in prayer

• Today a follower of Jesus is called a Christian

• Jesus’ teachings make us think hard about how to live as a good neighbour

• Christians remember and celebrate Jesus’ last week called Holy Week

• Jesus is a king, but one who always puts other people first

• Jesus shows forgiveness even though he was left to die on the cross

**WTL LEARNING OBJECTIVES**

• Hear how Jesus chose some of the first disciples and consider how we choose friends

• *Know how Jesus taught his disciples to pray (Mt. 6)*

*• Reflect on how we pray*

• Hear the story of the Good Samaritan and reflect on the message it has for us as followers of Jesus

• Hear the story of Jesus and his followers going into Jerusalem and think of how we can show that we welcome Jesus

• Know that Jesus died on Good Friday and God raised him from the dead three days later and explore the hope this gives us

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Recognise that Jesus chose friends to help him tell the good news that God loves everyoneTalk about their friends and friendship | **Give an example of a quality or virtue needed in a follower of Jesus****‘What is my best virtue? ‘How do I show it?’** | Recognise religious signs and objects used in prayerTalk and ask questions about their feelings and experience of prayer(new book) | Say what the story of the Good Samaritan tells them about how they should live |
| Use religious words like, Jesus, disciples, Simon Peter, Andrew, James, John, fishermen, Prayer, Sign of the Cross, praying hands, kneeling, rosary beads, Lord’s Prayer, ‘Our Father’, Parable, Good Samaritan, Jerusalem, Palm Sunday, hosanna, Good Friday, crucifix, Easter Sunday | Recognise the stories of Palm Sunday and Good Friday and know they are from the Bible | **Begin to retell, in simple form, the stories of the miraculous catch of fish, Palm Sunday and Good Friday** | Give an answer to questions like ‘Why are my friends important?’ ‘Why is prayer important?’ ‘Who is my neighbour?’ |
| Say what these stories (Palm Sunday and Good Friday) from Holy Week tell us about Jesus | Give two examples how Christians show their beliefs about Jesus in church during Holy Week (Palm Sunday / Good Friday) | Talk, wonder and ask questions about whether Holy Week has anything to say to them about sadness and friendship |

**1.5 THE RESURRECTION**

**CONCEPTS:** Salvation, Liturgical Year

**About the unit**

This unit is designed to develop children’s knowledge and understanding of the Resurrection of Jesus and its message. The children will learn that Easter is the most important Christian feast because Jesus rose from the dead on Easter Sunday. They will learn about the coming of the Holy Spirit at Pentecost and reflect on times when their own sadness turned to joy. They will be introduced to Thomas the apostle and reflect on the importance of his story. The revised book retells the story of the Ascension of Jesus.

**Where the unit fits in**

This unit builds on previous learning in the Foundation Stage from F5 ‘New Life’.

**Prior learning**

It is helpful if the children have some knowledge of the season of Easter, its signs and symbols and what happened at the Resurrection.

**Key words**

Jesus, friends, disciple, apostle, resurrection, celebrate, happy, sad, alive, empty tomb, Easter Sunday, cross, gold, white candle, flowers, new life, doubting, Thomas, believe, appear, upper room, surprise, joy, Son of God, meal, peace

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 1*, pp. 35

*God’s Story 2*, p. 80

*Church’s Story 1*, p. 44-45

*Church’s Story 2*, pp. 74-75

**KEY SCRIPTURE**

John 20: 19-21 (Appearances to the disciples)

Luke 24: 36-43 (Jesus meets the apostles)

John 20: 24-29 (Jesus and doubting Thomas)

**KNOWLEDGE SEQUENCE**

• Christians believe that Jesus rose from the dead

• Christians celebrate the Resurrection of Jesus at Easter

• The Bible tell stories about Jesus appearing to his friends.

• Jesus’ resurrection turns his friends’ sadness to joy and gives people hope of a new life

**WTL LEARNING OBJECTIVES**

• Know that we celebrate the Resurrection of Jesus at Easter; *reflect on how we do this and* on what that means for us

• Know that Jesus appeared to the disciples in the Upper Room and think about the times when we have experienced great joy and surprise

• Know that Jesus helped the disciples to understand that he was truly risen and was with them and that this made them very happy

• Know that when Thomas heard that Jesus was alive he did not believe it. Be aware that sometimes, like Thomas, we don’t understand what is happening

• *Know that Jesus returned to heaven after forty days*

*• Reflect on the promises he made*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Recognise some stories of Easter and know they are from the Bible | Say what the stories of Easter tell Christians about Jesus | **Talk, wonder and ask questions about whether the story of Easter has anything to say to them about surprises, joy, hope, new life or believing** | Recognise some symbols of Easter, e.g. cross (rather than crucifix), new life (spring, flowers) Easter eggs |
| **Begin to retell, in simple form, stories of Easter (and the Ascension) and recognise a link with new life (and the promise of the Holy Spirit)** | Give at least two examples of how Christians show their beliefs about Jesus’ Resurrection in worship at Easter | Say how, at least, two symbols of Easter are used | Give an answer to a question like, ‘What makes you joyful?’ ‘What do you hope for?’ |
| Use religious words like, Jesus, disciple, apostle, resurrection, empty tomb, Easter Sunday, doubting, Thomas, believe, appear, upper room, Son of God | Talk and ask questions about the feelings of the disciples (especially Thomas) on meeting Jesus |

**1.6 MIRACLES**

**CONCEPTS:** Gospel

**About the unit**

In this unit the children explore the role of miracles in the life of Jesus. The children will learn that Jesus had the power to perform miracles and that he performed miracles to show his love and care for others. They will hear the stories of the Calming of the Storm, the healing of the paralysed and blind man. They will reflect on the message of the miracle stories and on how they act towards others. The revised book gives the children an opportunity to hear and reflect on the miracle during the Wedding at Cana.

**Where the unit fits in**

This unit builds on previous learning in the Foundation Stage from F3 ‘Getting to know Jesus’.

**Prior learning**

It is helpful if the children have some knowledge of Jesus performing a miracle

**Key words**

Jesus, God’s power, love, miracle, storm, calmed, peace, wind, waves, frightened, afraid, friends, boat, help, sick, blind, Bartimaeus, trust, faith, and prayer

**KEY SCRIPTURE**

Mark 4: 35-41 (The Calming of the Storm)

Mark 2: 1-12 (Cure of a paralytic)

Mark 10: 46-52 (Blind Bartimaeus)

**KNOWLEDGE SEQUENCE**

• Christians believe that Jesus brings good news for all people.

• Jesus’ good news is written about in the Gospels

• This good news is shown in Jesus’ miracles

• The Bible has accounts of Jesus’ miracles that show God’s love and compassion especially for people who are suffering.

• The miracles of Jesus show Christians the importance of growing in faith or trust in Jesus

**WTL LEARNING OBJECTIVES**

• know that Jesus showed his great power when he calmed the wind and the waves and know that we can ask Jesus to help us when we are afraid

• Explore the motives for actions and how compassion motivates many people to act for the good of others

• Know that Jesus showed his love for sick people when he cured a man who was paralysed

• Understand that Jesus has great love for all people who are sick today

• Know that Jesus responded to the faith of the blind man with compassion and think of ways that we can trust Jesus in situations of need

• *Hear how Jesus performed his first miracle at the request of his Mother*

• *Think about Jesus helping the guests at the wedding at Cana.*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Recognise some miracle stories from the gospels  | Retell, in simple form, two miracle stories | Say what a miracle story tells us about Jesus and God |
| Give examples how a miracle of Jesus may encourage you to act | **Talk, ask questions and wonder about Jesus’ miracles and whether they have anything to say to them about prayer, kindness, trust/faith and action** | Give an answer to a question like, ‘If anything were possible, what would you do?’ ‘Why?’ |
| Talk, ask questions and wonder about their own feelings and the feelings of characters in the miracle stories | Use religious words like, Jesus, love, miracle, storm, calmed, Bartimaeus, trust, faith, and prayer |

**KEY STAGE 1: YEAR TWO**

**2.1 CHOSEN PEOPLE**

**CONCEPTS:** People of God

**About this unit**

This unit is designed to help the children appreciate that they are chosen and gifted by God to do him some definite service: to help others. It also develops the children’s knowledge of Abraham, Moses and Daniel and gives some understanding of faith and trust in God.

**Where the unit fits in**

This unit builds on previous learning in Year One during the unit 1.1 ‘God’s Great Plan’. God reveals that he loves us and because we are made in God’s image we are given a capacity to love others. Now we learn that God calls us together into a loving relationship with him and that this loving relationship is the basis of our service to others.

**Prior learning**

Children have learned that God created them and gave them gifts to use for the benefit of the world. They will know what it feels like to be chosen and have some experience of trusting someone else.

**Key words**

Chosen by God, Abraham, Moses, Daniel, trust, faith, bravery, slaves

**Links to** ‘**God’s Story’ and ‘Church’s Story’**

*God’s Story 2*, p. 12, 19. *God’s Story 3*, p. 12, 19

**KEY SCRIPTURE**

Genesis 12: 1-5, 7 (Abram obeys God)

Genesis 17: 1-8 (Abraham is renamed Abraham: a father of many nations)

Exodus 1: 8-22 (the Hebrew people live as slaves in Egypt)

Exodus 2: 1-10 (Moses found by Pharaoh’s daughter)

Daniel 6: 1-23, 26 (Daniel in the Lions’ Den)

**KNOWLEDGE SEQUENCE**

• The Book of Genesis is at the beginning of the Bible (Old Testament)

• The story of Abraham is found in the Book of Genesis

• God chose Abraham and promised to give him a land – Canaan.

• God chose Abraham and promised that he would be the father of the People of God.

• Abraham means ‘father of many people’.

• God kept his promise and Abraham trusted in God

• Moses was chosen by God to free the People of God – the Hebrews – from slavery in Egypt

**WTL LEARNING OBJECTIVES**

• Know that we are chosen (and gifted) by God

• Think of ways we can thank God by helping others

• Know that God chose Abraham and why

• Think about how Abraham trusted God to guide him

• Reflect on how we trust God

• Know that God chose Moses to help his people

• Reflect on how he helped his people

• Understand that Daniel had to be brave and trust, have faith, in God

• Think how important it is for us to trust in God

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Know that Genesis is the first book of the Old Testament | Retell simply, in any form, the story of God’s call of Abraham from Genesis | Say what the name ‘Abraham’ means |
| Talk about being chosen and what it feels like.Answer questions like, ‘What does it feel like to be chosen?’ ‘If you are chosen to help, which virtues could you use and how?’ (see New PB p.5)Talk about times you have been brave. Suggest an answer to a question like, ‘Why is it important to be brave?’ | Ask and answer questions about the feelings of Abraham and Sarah; Moses’ parents and sister Miriam and Daniel | Describe how Abraham showed his faith in God |
| Give two examples of what the story of Abraham tells us about God **Identify the promises made by God** | Retell simply, in any form, the story of baby Moses | **Wonder and ask questions about the stories of Abraham and Moses and whether they have anything to say to them about being chosen, about promises and faith** |
| Use religious words like, Abraham, Moses, Daniel, trust, faith, bravery, courage, slaves |

**2.2 MYSTERIES / THE MYSTERY OF GOD**

**CONCEPTS:** God (Trinity), Incarnation, Liturgical Year

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of the term ‘mystery’ and of the Christian understanding of God as ‘Trinity’. The unit goes on to outline the story of Jesus’ birth and the role played by the Holy Spirit and angels through the characters of Mary and Joseph.

**Where the unit fits in**

This unit builds on previous learning in Year One during the unit 1.1 ‘God’s Great Plan’ which encouraged the children to wonder about creation. It builds on 1.2 Mary, Mother of God which introduced the story of the Annunciation. Finally, it builds on unit 1.3 ‘Families and Celebrations’ which introduced the children to God our Father in heaven.

**Prior learning**

Children have learned the sign of the cross and about its use in the sacrament of Baptism. They have heard the story of Jesus’ birth and Mary’s role in it.

**Key words**

Mystery, Trinity, Father, Son, Holy Spirit, glory, adore, praise, heavens, Advent, manger, angel, engaged, Christmas Carol, saviour, gold, frankincense, myrrh,

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 1,* pp. 24-27

*God’s Story 2*, pp. 54-55, 58-60

**KEY SCRIPTURE**

Luke 1: 26-31, 38 (The Annunciation)

Matthew 1: 18-25(The virginal conception of Christ)

Luke 2: 1-20 (The birth of Jesus and the visit of the shepherds)

Matthew 2: 1-12 (The visit of the wise men)

**KNOWLEDGE SEQUENCE**

• A mystery is something we can wonder about

• A mystery is something no one will fully understand

• We can wonder about some mysteries of nature and religious beliefs (heaven)

• God is a great big mystery, we will wonder about God for ever

• Christians believe in one God known in three ways: God the Father, God the Son and God the Holy Spirit. This is called the Trinity.

• God chose Mary to be the mother of his Son at the Annunciation

• Advent is a time Christians get ready for the birth of Jesus at Christmas

• Jesus, the Son of God, was born as a baby in Bethlehem

• Christians call this the (mystery of the) Incarnation – Jesus is God on earth

• Luke’s story of Jesus’ birth tells us of the visit of the shepherds

• The visit of the shepherds shows that Jesus comes to bring good news to the poor

• Matthew’s story of Jesus’ birth tells us of the visit of the wise men

• The visit of the wise men shows that Jesus is worshipped as a king, who came to help us

• Christians celebrate Jesus’ birth in Church and at home.

**WTL LEARNING OBJECTIVES**

• Know what is meant by a mystery and reflect on some

• Know the Trinity is a great mystery – three persons in one God

• Reflect on ways we can think about the Trinity

• Know that God chose Mary to be the mother of Jesus

• Reflect on what the angel said to Mary and Joseph

• Know about the birth of Jesus

• Think about why it is important for us

• *Know that in Advent we prepare to celebrate the birth of Jesus*

• *Think of ways to prepare for his birth*

• Know that the wise men came to worship Jesus

• Think of ways we can respond to the gift of Jesus and show our love for him

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Describe the mystery of God as Trinity, using religious words | **Talk, wonder and ask questions about the meaning of mystery some mysteries and God as three and one. Recognise that some questions are hard to answer.** | Retell, in any form, one of three stories: Annunciation, Visit of the Shepherds, Visit of the Wise Men | Suggest answers to questions like, ‘Is it better to be a shepherd or a wise man?’ ‘Why?’  |
| Describe what the stories of the Annunciation, Visit of Shepherds/Wise Men tells us about Jesus | Ask and answer questions about the feelings of the characters in the stories | Give four examples how the Christmas story is used at home and in church.  | **Explore a question like, ‘What’s the most important thing about Christmas?’ ‘Why?’**  |
| Describe some religious symbols of Advent and Christmas | Ask and answer questions about what Advent & the Christmas story can teach them about the virtues of patience (‘Why is waiting sometimes difficult?’), generosity (‘Why is it good to share my things with others?’) and kindness (‘Why is it important to be kind?) |

**2.3 THE GOOD NEWS**

**CONCEPTS:** Gospel

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of the joy that Jesus brings and to reflect on how we can bring joy to others. The children will learn that Jesus brings the good news of God’s love through his miracles and so turns sadness into joy.

**Where the unit fits in**

This unit builds on previous learning in Year One during unit 1.4 ‘Following Jesus’ that encouraged the children to reflect on how they can be followers of Jesus. It builds on 1.6 ‘Miracles’ from which the children learnt that Jesus performed miracles to show God’s love and compassion to people.

**Prior learning**

It is helpful if children have reflected on their good news and how it makes them feel. The children will have been introduced to some of the miracles of Jesus.

**Key words**

Good news, joy, sadness, thank, Jesus, miracle, power, Jairus, believe, cure, heal, leper, leprosy, disease, 5000, bread, fish, Lent

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2*, pp. 52-53

**KEY SCRIPTURE**

Mark 5: 21-24, 35-43 (The daughter of Jairus raised to life)

Luke 17: 11-19 (The Ten Lepers)

John 6: 1-15 (The miracle of the loaves)

**KNOWLEDGE SEQUENCE**

• *Jesus, Mary and Joseph are the Holy Family*

*• Jesus learned lots of things from his parents: about God, how to pray, and life-skills –just like us*

*• As Jesus grew up, he wanted to tell people the good news about God*

*• Jesus chooses friends (disciples) to help him tell the good news about God*

• Jesus shows the good news about God through his actions

• Jesus shows that God is loving and forgiving to all:

• God is a friend to the friendless and lonely (The Ten Lepers)

• God feeds the hungry (Feeding of the 5000)

• God heals the sick (Jairus’ Daughter and Cure of the Paralysed Man)

• God forgives us (Cure of the Paralysed Man)

• These stories make us think about how we can show our love for others

**WTL LEARNING OBJECTIVES**

*• Know about the Holy Family*

*• Reflect on Jesus being young like us*

• *Know that Jesus chose some helpers*

• Think about what we can learn from Simon Peter and Andrew

• Know that Jesus used his power to help others and reflect on the importance of these events

• Know that Jesus brought the good news of God’s love and reflect on what this means for us

• Know the story of the Ten Lepers

• Know that Jesus can change sadness into joy

• Think about why it is important to say thank you

• Know that Jesus feed the hungry crowd

• Be aware that Jesus asks us to help others in need

• Know that Jesus cured a man who was paralysed.

• Reflect on the great love Jesus has for all who are sick

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |
| --- | --- | --- |
| Retell, in any form, at least two religious stories on the theme of the Good News | Give clear, simple descriptions of what these stories tell us about Jesus / God | Give examples how these beliefs about Jesus / God can be put into practice  |
| Give at least three examples of how to follow the teachings about forgiveness or bringing good news to the friendless / sick | Ask and answer questions about their own feelings and experiences and of characters in the stories | **Answer questions like, ‘Are our actions more important than our words?’ ‘Why?’** ‘Is it important to say thank you?’ ‘Why?’ |
| Use religious words like, Good news, Jesus, miracle, Jairus, believe, cure, heal, leper, leprosy, disease, bread, fish, Lent |

**Unit 2.4 THE MASS**

**CONCEPTS:** Revelation, Sacrament

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of the celebration of the Mass. The children will learn about the readings at Mass and that come from the Bible which is the Word of God. They will know what happens at the Offertory and that the bread and wine are changed into the body and blood of Christ.

**Where the unit fits in**

This unit builds on previous learning in Year One during the unit 1.4 ‘Families & Celebrations’ where the children learnt about some celebrations that take place in church.

**Prior learning**

It would be helpful if children have some knowledge of the important celebrations of the Church like Christmas and parts of Holy Week. It would be helpful if the children could visit the Parish Church.

**Key words**

Celebration, Church, Mass, readings, listen, Last Supper, bread, wine, body of Christ, blood of Christ, offertory, gifts, giving, consecration, ‘Our Father’, altar, paten, chalice, candles, tabernacle, sanctuary lamp

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2*, p. 77

*Church’s Story 1*, pp. 24-29,

*Church’s Story 2*, pp. 6-19, 38-43

**KEY SCRIPTURE**

Mark 14: 22-25 (‘This is my body’; ‘This is my blood’)

Mark 4: 1-3, 9 (The importance of listening)

Luke 10: 25-28 (The Great Commandment)

Luke 11: 1-4 (The Lord’s Prayer)

**KNOWLEDGE SEQUENCE**

• Sunday is a special day for Christians

• There is more than one group of Christians – Catholics are a big group of Christians

• Catholics go to church on Sunday to celebrate Mass

• Mass is a celebration because Catholics thank God for the gift of Jesus, his Son (we come together, we praise God, we sing, we eat etc.)

• Jesus wants to become good friends with us

• Close friends of Jesus: i). spend time with him (in prayer, in church), ii). ask for God’s forgiveness when they have hurt their friendship with Jesus and other people and iii). follow his teachings

• Jesus is with us at Mass in special ways: he speaks to us through the gospel reading; he is made present in the bread and wine when the priest tells the story of Jesus’ gift to us at the Last Supper (Consecration)

• The Mass has several parts: Welcome, Sorry, Listen, Offertory, Consecration (part of Eucharistic Prayer), Holy Communion, Mission (Going forth, at the end of Mass)

• By listening to God’s Word and receiving Jesus in Holy Communion Catholics are enabled to live out Jesus’ teachings (the good news) in their lives

• There are some special actions that Catholics perform when they enter a church and go to Mass: sign of the cross, genuflect, kneeling, sign of peace etc.

**WTL LEARNING OBJECTIVES**

• Know what happens at Mass and why it is important

• *Know what happens at the beginning of Mass*

• *Reflect on what we should do*

• Know about the readings and why we should listen to them

• *Reflect on how the readings can help us*

• Know that at the Offertory we offer gifts to God

• *Think about the gifts we can offer*

• Know what happens at the Consecration

• *Think about how important it is*

• *Know that it is Jesus Catholics receive in Holy Communion*

*•* *Reflect on how important this is for us*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Recognise links between the Mass and why it is important to Catholics | Recognise the link between the Last Supper and the Mass | Give clear, simple descriptions of parts of the Mass | Give simple descriptions of some special signs and actions performed in Church and at Mass |
| Use religious words like, Celebration, Church, Mass, readings, listen, Last Supper, bread, wine, body of Christ, blood of Christ, offertory, gifts, giving, consecration, ‘Our Father’, altar, paten, chalice, candles, tabernacle, sanctuary lamp | Give examples how (the Word of God) and the Command at the end of Mass can be put into practice in their own lives using examples (of Bible text) | **Give one example how an object or action shows the belief that Jesus is with us in the Church building** (e.g. Body of Christ in the tabernacle, and sanctuary lamp lit shows this) **or during Mass** (e.g. priest genuflects before opening tabernacle, people bowing at lifting of the bread and wine at the Consecration, saying sorry before receiving Communion,) | Talk, ask and answer questions about their experiences of celebrations, saying sorry and the Mass |
| Describe some ways in which they can live out the (mission of the) Mass  |  |  |  |

**2.5 EASTERTIDE**

**CONCEPTS:** Salvation, Holy Spirit, Liturgical Year

**About this unit**

This unit is designed to develop the children’s knowledge and understanding that Jesus rose from the dead on Easter Sunday and is present with us today. The children will learn about the appearance of Jesus to his disciples and his Ascension to heaven. They will learn about Pentecost and the symbols of the Holy Spirit.

**Where the unit fits in**

This unit builds on previous learning in Year One during the unit 1.5 ‘Resurrection’.

**Prior learning**

It would be helpful if children have some knowledge of the Easter Season. It would be helpful if the children had some knowledge of the Holy Spirit.

**Key words**

Jesus, rose from the dead, alive, appear, resurrection, Paschal Candle, disciple, apostle, heaven, promised, ascension, Holy Spirit, Good news, symbol, dove, fire, flames, wind

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2*, p. 80-81, 84-85

*Church’s Story 2*, pp. 74-79

**KEY SCRIPTURE**

John 21: 1-14 (The appearance on the shore of Tiberias)

Acts 1: 6-11 (The Ascension of Jesus into Heaven)

Acts 2: 1-13 (Pentecost)

**KNOWLEDGE SEQUENCE**

• Jesus rose from the dead on the first Easter Sunday

• Jesus is alive, he shows the importance of forgiveness (when on the cross [Luke

 23:34] and forgiving Peter – John 21:15-19), he gives hope of new life to all, he is the

 Son of God

• Jesus appeared to his friends – the disciples

• His friends’ sadness turned to joy

• Jesus ascended to heaven, but promised the Holy Spirit

• Pentecost was when the Holy Spirit came

**WTL LEARNING OBJECTIVES**

• Know that Jesus rose from the dead on the first Easter Sunday

• *Reflect on what this tells us about Jesus*

• Know that Jesus appeared to his disciples

• Reflect on what it was like for them

• Know that Jesus ascended to heaven

• Reflect on what this means for us

• Know that the Apostles received the Holy Spirit

• Be aware of how the Holy Spirit helped them and helps us

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Retell, in any form, at least one Easter story, the Ascension and Pentecost | Give simple descriptions of what the stories of Easter tell us about Jesus | **Describe how, what Jesus / Holy Spirit taught his disciples, is put into practice in the church community** | **Ask questions and wonder about whether the story of Easter has anything to say to them about sadness, forgiveness, hope or heaven** |
| Ask and answer questions about the feelings and experiences of characters in the stories of Easter, Ascension and Pentecost | Give simple descriptions how the Holy Spirit helped the disciples and relate this to their own lives giving examples | Suggest answers to questions like,‘Why does Easter matter so much?’ | Use religious words like, Jesus, rose from the dead, resurrection, Paschal Candle, disciple, apostle, heaven, Ascension, Holy Spirit, Good news, dove, fire, flames, wind |
| Describe the symbols of the Holy Spirit  |

**2.6 THE CHURCH IS BORN / THE FIRST CHRISTIANS**

**CONCEPTS:** Church, Holy Spirit, Virtues

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of the beginning of the Church. They will learn that the Holy Spirit enabled the disciples to spread the Good News and about what the early Christian community was like. The children will reflect on how they can spread the Good News.

**Where the unit fits in**

This unit builds on previous learning in the Foundation Stage during the unit F6 ‘Church’.

**Prior learning**

It would be helpful if the children had some knowledge of the coming of the Holy Spirit at Pentecost and how it transformed the disciples.

**Key words**

Waiting, promise, Holy Spirit, Pentecost, fear, joy, good news, fruits of the Spirit, apostles, community, Christian, friends, church, God’s family, Peter, Temple, prison,

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2*, p. 80-81, 84-85

*Church’s Story 1*, p. 4-13

*Church’s Story 2*, pp. 78-79

**KEY SCRIPTURE**

Acts 2: 1-13 (Pentecost)

Acts 2: 42-47 (The early Christian community)

Acts 3: 1-10 (The cure of a lame man)

Acts 12: 1-17 (Peter’s arrest and miraculous escape)

**KNOWLEDGE SEQUENCE**

• Christianity – the people of God who follow Jesus – began at Pentecost

• The way Christians lived at the beginning is carried on today

• The disciples of Jesus received the Holy Spirit at Pentecost

• The Holy Spirit changed the disciples and sent them out with the good news (apostles)

• The Holy Spirit gave them the virtues of faith, courage and generosity and gave them power to heal the sick

• The children are called to live like the first Christians with faith, courage and generosity.

• Christians believe that through Baptism the Holy Spirit brings them gifts to use to live good lives

**WTL LEARNING OBJECTIVES**

• *Know how the Holy Spirit helped the Apostles*

• Know that we can help spread the good news

• Know about the first Christians

• *Think of ways we can be like them*

• Know that the apostles realised that God could work through them

• *Know how Jesus was able to help Peter and John*

• *Be aware that we can trust Jesus to help us*

• *Recall that the Holy Spirit was able to help the Apostles*

*•* *Be aware that the Holy Spirit helps us*

• Know about Peter’s escape from prison

• Reflect on what we can learn from it

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Recognise the link between Pentecost and the beginning of Christianity | Describe how the Holy Spirit helped the apostles | Describe how the life of the first Christians can be put into practice in their own lives giving examples | Ask questions and wonder about whether these stories have anything to say to them about the Holy Spirit and the importance of promises, courage and faith. |
| **Describe how the story of Peter’s escape from prison displays some gifts of the Holy Spirit** (understanding, courage, piety) | Give examples how they use these gifts of the Holy Spirit (understanding, courage, piety) in their own lives | Use religious words like, Holy Spirit, Pentecost, good news, fruits of the Spirit, apostles, Christian, church, God’s family, Peter, Temple | Retell the story of Peter’s escape from prison |
| Make a simple link in their work between the actions of the first Christians and people of the parish | **Use St. Teresa of Avila’s prayer to make one simple link between how Jesus works through them, giving an example** | **Use the 3rd verse of the ‘Trinity Poem’ and think of how the Holy Spirit is like each description and link it to how pupils can put each in action *OR describe how they can live out four fruits of the Spirit New PB, p. 95***  |

**LOWER KEY STAGE 2: YEAR THREE**

**3.1 THE CHRISTIAN FAMILY**

**CONCEPTS:** Church, Sacrament

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of the Sacrament of Baptism. Through the unit children explore what it means to belong to a family and the Christian family.

**Where this unit fits in**

This unit builds on previous learning in Year One during the unit 1.3 ‘Families & Celebrations’ which helped the children reflect on what it means to belong to a family. It builds on the importance of the Holy Spirit in the Year Two units 2.2 ‘Mysteries’ and 2.6 ‘The Church is Born’.

**Prior learning**

Children will know about special celebrations in the family and in Church.

**Key Words**

Belong, Christian, Family, Church, Parish, Priest, celebrate, Baptised, Christian name, sign of the cross, baptismal font, anointed, godparents, baptismal promises, child of God, water, white garment, baptismal candle, Paschal Candle, oil, Our Father, Holy Spirit, Sacrament

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 72-73

*Church’s Story 2,* pp. 5-37

*Church’s Story 3,* pp. 12-15; 24-25; 36-43

**KEY SCRIPTURE**

Isaiah 49: 16 ‘I have written your name on the palms of my hands.’

Mark 2: 1-12 (Jesus heals the paralysed man)

See the Scripture referred to in the Teacher Book pp. 10-15

**KNOWLEDGE SEQUENCE**

• Belonging to a family is important because a family provides love, care and helps give a sense of who you are (identity)

• The Church is a family of people called Christians who love God by following Jesus

• A Sacrament is a very important gift from Jesus when we receive special help from the Holy Spirit.

• The Sacrament of Baptism makes someone a member of the Church

• In Baptism, signs are used to show what Christians believe

• Promises made in Baptism are important to keep

**WTL LEARNING OBJECTIVES**

• *Know that we all belong to a family*

*• Think about how we can help our family*

• Reflect on what it means to be a part of a family

• Understand that the Church is the family of God

• Reflect on what it means to be part of the Christian family

• *Reflect on how the family of the Church helps us*

• Know that we join this family when we receive the Sacrament of Baptism

• Know what happens at a Baptism

• Know the signs used in Baptism and why they are used

• Know the promises made by parents and godparents at Baptism

• Know that Baptism is a sacrament

• *Think about the importance of keeping promises*

• Experience a liturgical celebration

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Ask and respond to questions about their own and others’ experience of family life | Describe different forms of family, community and the community of the local Church (diocese and parish) | Give examples of how you live as a member of your family and other communities you belong to | Listen to another’s view of family life and give their own view  |
| Know what a sacrament is and that Baptism is a sacrament. Describe how each sign is used in Baptism, (water, chrism oil, candle, white garment) | Give a reason why, at least, three signs are used in Baptism  | **Make a link in their work between Baptism and what it tells Christians about living a Christian life** (welcoming others, being a ‘light’ to others, making promises) | Ask and respond to questions about whether baptism has anything to say to them about belonging, promises and commitment by answering questions like, ‘What shows that you belong to your family?’ ‘Why is it a good idea to make a promise when you have a baby?’ ‘What do you think it means to belong to God?’ ‘What do people who belong to God do?’ **‘Why do Catholics baptise their babies and not wait until they are older?’** |
| Use religious words like, Church, Christian, Baptism, Sacrament, God parent, Promise, Font, water, oil, anointed, white garment, Paschal candle, priest |

**3.2 MARY OUR MOTHER**

**CONCEPTS**: Incarnation, Liturgical Year

**About this unit**

This unit is designed to help the children reflect on the role of Mary. The children will develop their understanding of Advent as a time of preparation for the birth of Jesus and are encouraged to reflect on the true meaning of Christmas.

**Where this unit fits in**

This unit builds on previous learning in Year Two during the unit 2.2 ‘Mysteries’ and in Year One during the unit 1.2 Mary, Mother of God.

**Prior learning**

Children should have knowledge of the story of the Annunciation and some experience of the customs and symbols of Advent.

**Key Words**

Annunciation, Angel Gabriel, Mary, Elizabeth, Saint, Mother, Hail Mary, Blessed, Grace, statue, feast, saviour, Advent Wreath, Crib, Bethlehem, Shepherds, stable, Wise Men, worship, swaddling clothes

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 54-61

*God’s Story 3,* pp. 71-72, 74-77

*Church’s Story 2,* pp. 54-63

*Church’s Story 3,* pp. 86-95

**KEY SCRIPTURE**

Luke 1: 26-38 (The Annunciation)

Luke 1: 39-45 (The Visitation)

Luke 2: 1-20 (The birth of Jesus and the visit of the shepherds)

Matthew 2: 1-12 (The visit of the Magi)

**KNOWLEDGE SEQUENCE**

• The Christmas story is made up of various stories from the Gospel of Luke and Matthew

• Jesus is Son of God and a real human being who was born in Bethlehem. Christians call this the Incarnation

• Mary was chosen by God to be the Mother of his son at the Annunciation

• The Visitation was when Mary visited Elizabeth and they both shared their good news

• Christians celebrate Jesus’ birth at Christmas, and Advent is a time to prepare for Jesus’ birth

• We can ask Mary to help us, she is our mother in heaven

**WTL LEARNING OBJECTIVES**

• Know that God chose Mary to be the Mother of Jesus, the Son of God

• *Think about the importance of being chosen*

• Know how Mary responded to God’s call by saying yes to God

• Know that Mary went to visit her cousin Elizabeth and think about how we can help each other

• Know the ‘Hail Mary’ and begin to understand it

• Reflect on Mary’s role as our Mother, how she shows her love for us and how we can show our love for her

• Know about the Mystery of the Incarnation and reflect on mysteries

• Know that Advent is a time to prepare for the coming of Jesus at Christmas

• Identify ways we can prepare for the birth of Jesus during Advent

• Experience an Advent liturgy

• Know about the birth of Jesus and reflect on what this means for us

• Understand that Christmas is a celebration of the birth of Jesus, the Son of God

• Know the stories of the shepherds’ and wise men’s visit to see the baby Jesus and that they knew he was the Son of God

• *Think about the gifts we can offer Jesus*

• Use religious vocabulary within the unit, including: Annunciation, Visitation, Angel Gabriel, Mary, Elizabeth, Hail Mary, Zechariah, Saviour, Incarnation, Son of God, Advent Wreath, Shepherds, Wise Men, Nativity, Advent, Preparation, Gifts and Mysteries

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |
| --- | --- | --- |
| Ask and respond to questions about God’s choice of Mary and about their own experience of being chosen | Make simple links between the signs used in Advent and Christmas and their meaning (Advent Wreath & Promises, Nativity scene (crib), Christmas Cards, Carols, Liturgical colours purple and white, tree – star, angel, lights etc.) | Make a simple link between the beliefs Christians hold about Christmas and how it affects their behaviour (e.g. think about practising the virtues and helping those who are lonely, those who are poor, visiting family etc.) |
| Describe the beliefs that Christians hold about Jesus & Mary from the Christmas stories and give a reason why each gift was given | Retell one of the stories of the Nativity of Jesus, ensuring it is accurate in its sequence and detail  | **Make simple links between the Hail Mary and the stories of the Annunciation and Visitation, using a given source (e.g. artwork, prayer, verbal discussion)** |
| **Suggest answers to questions like ‘What matters most at Christmas and why?’** | Use religious vocabulary accurately including: Annunciation, Visitation, Angel Gabriel, Mary, Elizabeth, Hail Mary, Zechariah, Saviour, Incarnation, Son of God, Advent Wreath, Shepherds, Wise Men, Nativity, Advent, Gifts | **Describe ways that Catholics show they honour Mary for her role in God’s plan (the Incarnation)** |

**3.3 JESUS, THE TEACHER (Previously 4.3)**

**CONCEPTS:** Gospel, Mission

**About this unit**

In this unit the children will learn that Jesus was a teacher who came to show us how to live. They will explore Jesus’ early life and learn about his presentation in the Temple. The children will know that Jesus used parables in his teaching and reflect on the meaning of the Parable of the Sower and Unforgiving Servant.

**Where this unit fits in**

This unit builds on previous work about Jesus’ Presentation in the Temple in unit 1.3 and unit 1.4 Following Jesus.

**Prior learning**

It would be helpful if children had some knowledge of Jewish background of Jesus and knew some parables Jesus told.

**Key Words**

Jewish, Jew, Synagogue, Sabbath, Temple, Ark, scrolls, Torah, Old Testament, Rabbi, teacher, presentation, Simeon, light of the world, mission, Good News, parable

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 62, 64, 72-73,

*God’s Story 3,* pp. 78, 82-83, 88, 95

*Church’s Story 2,* 64-67

**KEY SCRIPTURE**

Luke 2: 22-32 (Jesus is presented in the Temple)

Luke 4: 14-22 (Jesus begins to preach)

Matthew 5: 44 (Love your enemies)

John 15: 12 (The commandment to love)

Luke 8: 4-8, [11-15 meaning] (Parable of the Sower)

Matthew 18: 23-35 (Parable of the Unforgiving Servant)

See page 25 of the Teacher’s Book (original book 4)

**KNOWLEDGE SEQUENCE**

• Jesus brought the Good News that God loves us so much that He sent his Son to open the way to heaven for everyone.

• Jesus chose his friends (the Disciples) to help him spread the Good News.

• Know that Jesus came to show the way to live.

• We can be modern day Disciples.

• A parable is a story that Jesus uses to teach people about living in God’s kingdom

• Jesus’ teachings on how to respond to the Gospel: The Beatitudes, The Parable of the Sower and The Unforgiving Servant.

**WTL LEARNING OBJECTIVES**

• know that Jesus was born a Jew

• Know the story of the presentation of Jesus in the Temple

• *Reflect on how Mary and Joseph found Jesus in the Temple*

*•* *Know that Jesus attended synagogue as a child and as an adult and read the Torah*

• Know the story of Jesus’ Baptism and reflect on what this means for us

• Know that Jesus called people to follow him

• Know that Jesus travelled around teaching people about God and His kingdom

• Understand why Jesus used parables to teach people

• Know and understand some of the parables Jesus told

• Appreciate the relevance of the parables for us today

• *Know that Jesus came to show us the way to live. (The Beatitudes)*

*• Think of ways in which we can be true followers of Jesus.*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Retell the story of the Presentation and make a simple link between its central belief and its source, **giving a reason why Christians identify Jesus with this belief** | Retell one of Jesus’ parables, ensuring it is accurate in its sequence and detail  | Ask and respond to questions about their own and others experiences of following Jesus in their own life | Make a simple link between the chosen parables and Jesus’ message about how we should live | Describe the beliefs that Christians hold about God, from the given Beatitudes and parables |
| Describe, with increasing detail and accuracy, the role of John the Baptist in the life of Jesus (new book) | **Make simple links between Zechariah’s prophecy and the three beliefs about Jesus, giving a reason for one belief** (new book) | Express a preference (e.g. ‘which is, what is, which parable … ‘what do you like / not like about…’ etc. on an aspect of learning from this unit. | **Suggest answers to questions like, ‘How can God’s Word grow in you?’ in relation to the parable of the Sower ‘Why is it important to forgive?’ in relation to the parable of the Unforgiving Servant** | Use religious words accurately like, Jewish, Jew, Synagogue, Sabbath, Temple, Ark, scrolls, Torah, Old Testament, Rabbi, teacher, presentation, Simeon, light of the world, mission, Good News, parable |

**3.4 CALLED TO CHANGE/RECONCILIATION**

**CONCEPTS:** Redemption, Sacrament, Liturgical year: Lent/Holy week

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of Jesus’ teaching on forgiveness and how he helped people change for the better. The children will reflect on the process of reconciliation and know that the Sacrament of Reconciliation is a celebration of God’s love and forgiveness.

**Where this unit fits in**

This unit builds on previous learning in the Foundation Stage during the unit F4 ‘Sorrow and Joy’ and during Year Two during the unit 2.3 ‘The Good News’. It builds on work about Lent.

**Prior learning**

It would be helpful if children have reflected on their friendships and how, after they fall out, they put things right again.

**Key Words**

Jesus, Zacchaeus, Levi, change, behaviour, sinner, celebration, love, forgive, sorrow, sorry, forgiveness, reconciliation, confess, sacrament, Reconciliation, act of sorrow

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 68, 70-71,

*God’s Story 3,* pp. 96, 102-103,

*Church’s Story 2,* pp. 64-75 (Lent, Holy Week)

*Church’s Story 3,* pp. 96-99 (Lent)

**KEY SCRIPTURE**

Luke 19: 1-10 Zacchaeus

Luke 15: 4-7 The Lost Sheep

Luke 15: 11-32 The Lost Son

Mark 10: 17-22 The rich young man (it’s not easy to change)

Luke 5: 27-29 The call of Levi (it’s not easy to change)

**KNOWLEDGE SEQUENCE**

• God is a loving Father and will always forgive us, e.g. The Lost Sheep

• Reconciliation is one of the seven Sacraments which can be received more than once.

• The Sacrament of Reconciliation has a sequence and have some understanding of that sequence.

• Jesus’ teachings on forgiveness are found in the Gospels.

• Jesus calls us to change: Zacchaeus and The Lost Son.

• Ash Wednesday is the beginning of Lent and Lent is a time for new beginnings and change.

**WTL LEARNING OBJECTIVES**

• Know that Jesus called people to change and turn away from sin to receive the love of God

• *Think about why this is important*

• Understand what it means to make wrong choices and reflect on how wrong choices affect us and other people

• Know Jesus’ teaching on sorrow and forgiveness (understand that God always loves us)

• Know that it is not always easy to change and turn away from sin

• Know that the Sacrament of Reconciliation is a celebration of God’s love and forgiveness

• Know and understand an Act of Sorrow

• Know that Lent is a time to change and that Ash Wednesday is the beginning of Lent

• Reflect on how Jesus calls us to change

• Identify ways we can change this Lent and make our own Lenten promises

• Understand what it means to say we are sorry

• Deepen awareness of how forgiveness makes a person whole again

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Retell one of Jesus’ stories of forgiveness, ensuring it is accurate in its sequence and detail. | Make a simple link between stories and Jesus’ teaching about forgiveness (you can use artwork, prayer e.g. ‘Our Father, Act of Contrition, ‘I Confess’, ‘Lord have mercy’ and verbal discussion as well as the stories as sources) | **When considering the stories of Zacchaeus and the Lost Son/Sheep, suggest answers to questions like, ‘Why is forgiveness so amazing?’ Is change easy or hard?’ ‘Why?’****‘Why does forgiveness sometimes seem unfair?’ ‘Is it?’** | In liturgy, make a simple link between the signs used in Lent and their meaning (cross-made out of branches and draped with a purple cloth; stones, sand and pebbles, sandals and footprints; bowl of flower bulbs or seeds; pot of bare twigs or branches etc.) |
| Describe with increasing detail and accuracy the beliefs that Christians hold about God, from the stories of forgiveness | Make a simple link between the beliefs Christians hold about Lent (Lenten promise, three Christian duties -prayer, fasting, and almsgiving) and how it affects their behaviour. | Make a simple link between the beliefs that Catholics hold about the Sacrament of Reconciliation and how it affects behaviour. | Use religious words accurately like, Jesus, Zacchaeus, sinner, love, forgive, sorrow, sorry, forgiveness, reconciliation, confess, sacrament, Reconciliation, act of sorrow |
| Ask and respond to questions about the feelings and experiences of characters in the stories, as well as their own | Make a simple link to show how the feelings and beliefs of characters in the stories, and their own, affect the way they behave | Describe with increasing detail and accuracy the steps involved in the Sacrament of Reconciliation |  |

**3.5** **CELEBRATING EASTER & PENTECOST**

**CONCEPTS:** Redemption, Liturgical Year

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of Easter and Pentecost through the Story of Emmaus and through Acts 2: 1-13 (Pentecost). The children will reflect on the celebration of new life and on the signs and symbols of the Easter season. They will reflect on the importance of belief through the story of ‘Doubting Thomas’. They will learn about the symbols and fruits of the Holy Spirit and reflect on how the Holy Spirit helps them to live their lives.

**Where this unit fits in**

This unit builds on previous learning in Year 1 during the unit 1.5 ‘Resurrection’ and Year Two during the unit 2.5 ‘Eastertide’. It builds on work about Holy Week in the Spring Term.

**Prior learning**

It would be helpful if children have an awareness of the resurrection appearances of Jesus and of the importance of the Holy Spirit.

**Key Words**

Holy Saturday, Easter Vigil, Easter Sunday, Paschal Candle, feast, rose from the dead, Bible, Resurrection, celebrate, new life, spring, Jesus, empty tomb, appear, Emmaus, doubt, Thomas, presence, hope, peace, Holy Spirit, fruits, gifts, symbols

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 80-81, 84-85

*God’s Story 3,* pp. 27, 128-29 (On the road to Emmaus)

*Church’s Story 2,* pp. 74-79

**KEY SCRIPTURE**

Luke 24: 13-35 (The Story of Emmaus)

John 20: 24-29 (Doubting Thomas)

Acts 2: 1-13 (Pentecost)

**KNOWLEDGE SEQUENCE**

• Christians believe, and celebrate, that Jesus rose from the dead on Easter Sunday.

• The resurrection teaches Christians that death is not the end so they are able to share in the new life of Jesus: hope of eternal life.

• The story of Emmaus shows us how the sadness of Jesus’ friends changed to happiness when they saw Jesus was truly alive.

• The story of Doubting Thomas teaches Christians to trust in God even when it is difficult

• Following Jesus’ Ascension, God sent His Holy Spirit at Pentecost to help and support us.

**WTL LEARNING OBJECTIVES**

• *Explore how the Church celebrates the Resurrection of Jesus*

*• Think about how we can celebrate Jesus’ Resurrection*

• Know that God the Father raised Jesus from the dead on Easter Sunday

• Know the stories of the appearance of Jesus on the road to Emmaus and to Thomas

• *Think about what we can learn from this experience*

• Know that because Jesus rose from the dead, so too will we

• Know that Jesus returned to His Father, in heaven (Ascension)

• Know the story of the coming of the Holy Spirit at Pentecost

• Understand how the coming of the Holy Spirit at Pentecost changed the disciples

• Reflect on times when we need the power of the Holy Spirit

• Celebrate a Pentecost liturgy

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Retell one of the appearance stories of Jesus, ensuring it is accurate in its sequence and detail. | Ask and respond to questions about their own and others experiences of sadness, loss, doubt, trust and joy. | Using one appearance story, say what it teaches us e.g. either Emmaus, Doubting Thomas, Jesus talking with Peter (John 21:15-17) | Make a simple link between the symbols used for the Holy Spirit (fire, wind, colour: red) and their meaning. |
| Describe, with increasing detail and accuracy, some religious symbols of Easter | **Make simple links between beliefs and worship giving at least two reasons for the use of the religious symbols of Easter** | **After considering the story of Thomas, suggest answers to a question like, ‘What helps you believe something is really true?’** | Know the Ascension is when Jesus’ returned to Heaven after his resurrection and that he promised that the Holy Spirit would come (new book) |
| Make a simple link between the beliefs about Pentecost and how it can affect their behaviour, e.g. change in emotion and action, the Fruit of the Spirits. | **Express a point of view about the resurrection.** | Express a preference on the Fruits of the Holy Spirit and show how it/they are expressed in their lives. | Suggest an answer to a question like, ‘What do we learn about Jesus and what do we learn about being a Christian from the Ascension?’ (new book) |

**3.6 BEING A CHRISTIAN**

**CONCEPTS:** Discipleship, Church

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of living as a Christian. They will learn about how St. Peter became a follower of Jesus and how Saul (Paul) became a Christian. The children will reflect on how they can use their gifts to live as a Christian.

**Where this unit fits in**

This unit builds on previous learning in Year 1 during the unit 1.4 ‘Following Jesus’ and Year Two during the unit 2.6 ‘Birth of the Church’.

**Prior learning**

It would be helpful if children have an awareness of the importance of St. Peter and St. Paul for the Church

**Key Words**

Christian, Baptism, family, Jesus, Parable, Good Samaritan, neighbour, Peter, fisherman, promise, eternal life, Saul, Paul, Damascus, persecute, love, unique, gifts, sacraments, God’s gifts, dreams, hopes

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* p. 86

*God’s Story 3,* pp. 100-101

**KEY SCRIPTURE**

Luke 12: 29-37 (The Parable of the Good Samaritan)

Mark 1: 16-18 (Jesus calls Peter)

Matthew 26: 33-35 (Peter makes a promise)

Luke 21: 54-62 (Peter breaks his promise)

Acts 9: 1-19 (Paul meets Jesus)

**KNOWLEDGE SEQUENCE**

• The Greatest Commandment sums up being a Christian.

• Our love must extend beyond our friends and family – to all.

• St Peter and St Paul are key figures in Christianity.

• God calls us to use our gifts and talents to live as a Christian.

**WTL LEARNING OBJECTIVES**

• Have some understanding of what being a Christian involves

• *Reflect on what it means for us*

• Know how St. Peter became a follower of Jesus

• Know what Jesus teaches about helping others

• Understand how St. Paul had to learn how to be a Christian

• *Think about what we can learn from his experience*

• Identify the gifts God has given us and reflect on ways we can use these gifts

• Reflect on our hopes and dreams for ourselves, our family and the world

• *Begin to understand the importance of prayer*

*• Think about different ways of praying*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Retell the story of St. Peter’s life or the Conversion of St. Paul, ensuring it is accurate in its sequence and detail (art work, texts from Acts, texts from Paul’s Letter) | Ask and respond to questions about what being a Christian involvesAsk and respond to questions about the motivation, feelings and actions of St. Peter and/or St. Paul. | **Give a point of view on Christian teaching about the questions, ‘What does loving God with all your heart and soul look like?’, ‘Who is my neighbour?’** | Make simple links between the Parable of the Good Samaritan and loving your neighbour (through different virtues and actions),giving a reason why a particular virtue or action shows care for neighbours |
| **Make simple links between beliefs and life, giving reasons for the actions of St. Peter / St. Paul** | Express a preference on the gifts you can best use to be a follower of Jesus (I can use all these, but my best one is … because…) and make simple links to the prayer of St. Teresa of Avila *or the life of St. Dominic Savio or St. Gemma* | Give examples how you can create a better world (Old Book 3) | Use religious words accurately like, Christian, Baptism, Jesus, Parable, Good Samaritan, neighbour, Peter, fisherman, eternal life, Saul, Paul, Damascus, persecute, love, sacraments, God’s gifts |

**LOWER KEY STAGE 2: YEAR FOUR**

**4.1 THE BIBLE**

**CONCEPTS:** Revelation, Covenant

**About this unit**

In this unit the children will learn that the Bible tells us about God and his love for us. They will learn some Old Testament stories and be introduced to some important religious themes like trusting in God and prayer. They will be given the opportunity to develop their research skills by looking up Bible references.

**Where this unit fits in**

This unit builds on previous learning about Creation and the Old Testament figures of Abraham, Moses and Daniel in Key Stage 1.

**Prior learning**

It would be helpful if children have some knowledge of the Bible as a book which is composed of the Old and New Testament.

**Key Words**

Bible, Abraham, Moses, David, Jonah, Old Testament, New Testament, Word of God, inspired, all-powerful, trust, faith,

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 8-13, 18-21,

*God’s Story 3,* pp. 8-13, 18-24, 35

**KEY SCRIPTURE**

Genesis 1: 1-31; 2: 1-4 (Creation of the world in seven days)

Genesis 2: 5-25 (Creation of Adam and Eve in the Garden of Eden)

Genesis 12: 1-5, 7 (Abram obeys God)

Genesis 17: 1-8 (Abram is renamed Abraham: a father of many nations)

Exodus 1-14 (Moses and the Exodus from Egypt)

1 Samuel 16-17 (David and Goliath)

Jonah 1-2 (Jonah and the Whale)

**KNOWLEDGE SEQUENCE**

• The Bible tells us about God and his love for us.

• The Bible is a sacred book, containing Holy Scripture and is split into two parts – The Old Testament and The New Testament.

• The Old Testament is the first part of the Bible, which tells of the relationship between the Jewish people and God.

• The New Testament tells of God’s relationship with us, through Jesus.

• The Bible is split into books, chapters and verses - develop research skills by finding Bible references from the Old and New Testament.

• know the stories of Abraham, Moses, David, Joseph and Jonah and what they can teach us

**WTL LEARNING OBJECTIVES**

• know that the Bible is one story told through many different books

• *Know that the Bible is an account of God’s relationship with His people*

• Know that the Bible is a living book through which God speaks to us and explore how the Bible helps us

• Know how to find a Bible reference

• Know the stories of the Bible, including Abraham, Moses, David, Joseph and Jonah

•*Think about the challenges and blessings Abraham experienced*

*•* *Reflect on what we can learn from Moses’ experience*

*•* *Reflect on David’s trust in God*

• Know that the Bible is a story of God’s love and concern for us

• Know what God is telling us about himself in the Bible and reflect on some things God tells us

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| --- | --- | --- |
| Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used - e.g. Abraham, Moses, David, Joseph and Jonah | Describe, with increasing detail and accuracy, actions which arise because of beliefs – e.g. how do Abraham, Moses, David, Joseph or Jonah show their faith in God? | Ask and respond to questions about Biblical figures and themselves exploring their experiences, feelings and beliefs e.g., ’Why did Abraham continue to say ‘yes’ to God, despite the challenges he faced? Suggest answers to questions like, ‘Should God forgive people?’ ‘Why or why not?’ in relation to the story of Jonah (Old Book)‘When have you needed to persevere? What kept you going?’  |
| **Make simple links between beliefs and sources giving reasons for beliefs using those sources** e.g. the beliefs that God has a plan for people, (promise to Abraham, Joseph and Moses) that God is faithful (Abraham and Moses), God looks after people, God wants people to be treated fairly (Moses and the Exodus).  | Describe, with increasing detail, what the Bible is an account ofDescribe how it is divided (OT, NT) and the different types of writing it contains: history, laws, prophecy, poetry, songs, gospels, letters etc.Describe what the Bible is – the Word of God. Give examples of bible texts or stories through which God speaks to us and say what they mean | Use a range of religious vocabulary, e.g. book, scripture, chapter, verse, Gospel and reference, faith, promise |

**Unit 4.2 TRUST IN GOD**

**CONCEPTS:** Covenant, Incarnation, Liturgical Year

**About this unit**

In this unit the children will learn Jesus’ teaching on the importance of trusting in him. They will explore the importance of trusting in God as well as the difficulties it brings through the stories of Zechariah, Mary and Joseph.

**Where this unit fits in**

This unit builds on previous work in Year Three in the unit 3.2 ‘Mary our Mother’, as well as work on the Nativity in Key Stage 1. It continues the theme of ‘trusting in God’ which features in 4.1 ‘The Bible’.

**Prior learning**

It would be helpful if children had experience of trusting others and had reflected on the importance of trusting and making promises. It would also be helpful if children knew that Zechariah was the father of John the Baptist, Jesus’ cousin.

**Key Words**

Faith, trust, saints, Temple, Zechariah, John the Baptist, Angel Gabriel, promises, Mary, grace, handmaid, Joseph, conceived, Holy Spirit, King Herod, Son of God, Bethlehem, saviour, nativity.

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 54-61

*God’s Story 3,* pp. 70-74, 75-77

**KEY SCRIPTURE**

John 14: 1 (trust in God)

Luke 1: 5-25 (The annunciation of John the Baptist to Zechariah)

Luke 1: 26-38 (The annunciation)

Luke 1: 39-56 (The visitation and Magnificat)

Matthew 1: 18-25 (The virginal conception of Christ)

Matthew 2: 13-18 (The flight into Egypt)

**KNOWLEDGE SEQUENCE**

• Trust in God, and each other, is integral to our beliefs as Christians.

• Key figures, such as Zechariah, Mary and Joseph, placed their trust in God, despite understanding the challenges this would bring.

• In our own lives, we face the same challenges of trust, like the Holy Family.

**WTL LEARNING OBJECTIVES**

• Understand the importance of trusting in God and Jesus’ teaching on the importance of trusting him

• Know that it is not always easy to trust in God

• Reflect on times we have found it difficult to trust

• Know the story of Zechariah

• *Reflect on how Zechariah had to trust in God*

• Know that Mary trusted in God and the promise God made to Mary at the Annunciation

• Know how Joseph put his trust in God when the angel appeared to him

• Reflect on how Mary and Joseph placed all their trust in God

• Know that God fulfilled his promise to Mary when Jesus, the Son of God, was born; reflect on the importance of keeping promises

• *Know why God sent Jesus to earth; reflect on who Jesus is for us*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |
| --- | --- | --- |
| Describe, with increasing detail and accuracy, the actions of Mary and Joseph, which arise because of their trust in God and how they responded to these challenges. | Make simple links between my beliefs and actions, suggesting answers to questions like, ‘How do I prepare for Christmas, as a result of the Christmas story?’ | Ask and respond to questions about my own and others’ experiences and feelings about questions of meaning and purpose |
| Using the stories of the Annunciation and the angel appearing to Joseph in a dream, make simple links between the two stories and how Mary and Joseph both kept their promise to God. | Make simple links to show how feelings and beliefs affect their behaviour answering questions like, *‘*When God does not give what we ask for, does this affect people’s trust?’ and ‘How do my own feelings of trust and making promises change my behaviour?’ | **Suggest answers to questions like ‘Is Christmas about Jesus, or has Christmas nothing to do with Jesus? Prove it!’****Use a given source to support a point of view.** |
| Describe, with increasing detail and accuracy, the beliefs about John the Baptist (Luke 1:76-79) | **Make simple links between the beliefs about John the Baptist and their source in Luke’s gospel, explaining at least two beliefs** | Describe, with increasing detail and accuracy, the beliefs we learn about Jesus from the different stories of his nativity. Choose two beliefs and explain their meaning |

**4.3 CELEBRATING THE MASS (Previously 3.4)**

**CONCEPTS:** Sacrament

**About this unit**

This unit is designed to develop the children’s knowledge and understanding of the Mass. The children will reflect on the importance of Sunday and why Catholics go to Mass. They will learn about different parts of the Mass like the Liturgy of the Word, the offertory, words of consecration and sign of peace.

**Where this unit fits in**

This unit builds on previous learning in Year 1 during the topic 1.3 ‘Families and Celebrations’ and Year Two during the unit 2.4 ‘The Mass’. It builds on work about Holy Week.

**Prior learning**

It would be helpful if children have an awareness of some parts of the Mass.

**Key Scripture**

Deuteronomy 5: 12-15 (the Sabbath day belongs to God)

Mark 14: 22-25 (the institution of the Eucharist during the Last Supper)

John 15: 13

**Key Words**

Sunday, Sabbath, Bible, Resurrection, Eucharist, Mass, Church, Catholics, God’s Word, Holy Communion, praise, offertory, Gloria, Gospel, Bidding Prayers (Prayer of the Faithful), forgive, Lamb of God, Body of Christ, Blood of Christ, tabernacle, genuflect, Holy Week, Holy Thursday, Good Friday, Easter Sunday

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 24, 76-80

*God’s Story 3,* pp. 27, 112-27

*Church’s Story 2*, pp. 6-19 (the Mass)

*Church’s Story 2,* pp. 68-75 (Holy Week)

*Church’s Story 3*, pp. 50-63 (the Mass)

*Church’s Story 3,* pp. 100-11 (Holy Week)

**KNOWLEDGE SEQUENCE**

• Holy Mass is central to the life of a Catholic.

• Holy Mass takes places on a Sunday and the significance of this day.

• The Mass has a clear structure, with set responses and prayers.

• A Church contains key features, including the Altar, Tabernacle, Sanctuary Lamp, Crucifix, Statue or Stained Glass Windows, Lectern and Priest’s Chair

**WTL LEARNING OBJECTIVES**

• Know what happened at the Last Supper and reflect on how the Mass makes this real for us (Know why Sunday is special for Christians)

• Know why Catholics go to Mass

• Know the structure/different parts of the Mass (in the Mass we offer thanks to God for the gift of his Son)

• Know what happens at the beginning of Mass and why we say ‘sorry’.

• Know the importance of the Readings at Mass and reflect on why we listen to God’s word/the teachings of Jesus

• *Know what happens at the Offertory and Consecration*

*• Think about the offerings we can make*

• Know the responses of the Mass and become familiar with some of the prayers said

• Know that during Mass the bread and wine become the body and blood of Jesus

• Know that when we receive Holy Communion we receive Jesus

• Know, and become familiar, with your Parish Church, identifying key features such as Jesus is present in the Blessed Sacrament in the Tabernacle

• Understand how we should behave at Mass

• Be aware of the most sacred parts of the Mass

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |
| --- | --- | --- |
| Describe, with increasing detail and accuracy, the religious signs and actions of the Mass | Make links between beliefs and actions, e.g. how do I put what I learn from the Mass into practice (receiving Jesus and his mission: ‘Go and announce the Gospel’).  | Ask and respond to questions about their own and others’ experiences and feelings, e.g. ‘Is Mass important to me? Why or Why not?’ ‘Why do people go to Mass?’ |
| Make links between the story of the Last Supper and the Mass, giving reasons for these links.**Make links between the story of the Israelites (Ark of the Covenant) in the desert and the Tabernacle (in a Catholic Church), giving reasons for this symbolism.** | **Make links between beliefs and worship, giving reasons for actions and symbols**, e.g. the altar, lectern, bread, wine.E.g. ‘What does the altar signify and what does this mean for Catholics?’ (Table: remembering Jesus’ Last Supper. Table of sacrifice: Jesus gave his life for us). Links to why giving thanks (Eucharist) is central to the Mass.E.g. ‘How do I, or a Catholic, show the belief that Jesus is present in a Church or during the Mass? | Describe the ways in which Sunday is a special day and give reasons for why it is special |
| Use a range of religious vocabulary linked to the Mass. |

**4.4** **JESUS THE SAVIOUR**

**CONCEPTS:** Salvation, Redemption, Liturgical Year

**About this unit**

In this unit the children will learn that Jesus came from God to share our life so that we can share in the life of Jesus. They will reflect on how Jesus is like us and how he is like God. They will consider ways in which they can share in the life of Jesus. They will learn about the events of Holy Week, particularly Palm Sunday, Holy Thursday, Good Friday and Easter Sunday.

**Where this unit fits in**

This unit builds on previous work in Year Three on Christian living and the unit 4.3 ‘Eucharist’.

**Prior learning**

It would be helpful if the children think about who Jesus is and have some knowledge of the events of Holy Week.

**Key Words**

Man, God, saviour, Son of God, miracle, resurrection, sacrament, Lamb of God, Palm Sunday, Messiah, king, Romans, Holy Thursday, Passover meal, Last Supper, Gethsemane, betray, Good Friday, Easter Sunday, tomb, risen

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 63, 76-79,

*God’s Story 3,* pp. 79, 113-122, 125-27

*Church’s Story 2*, pp. 68-75

*Church’s Story 3,* 100-05, 111

**KEY SCRIPTURE**

Luke 2: 41-52 (Jesus among the doctors of the Law in the Temple)

Luke 19: 44-46 (Jesus clears the Temple of those buying and selling)

Luke 8: 40-56 (Jairus’ daughter)

Mark 11: 1-11 (Jesus enters Jerusalem)

Mark 14: 17-31 (The Last Supper)

Mark 14: 32-42 (Gethsemane)

Mark 15 (the trial, way of the cross, death and burial of Jesus)

**KNOWLEDGE SEQUENCE**

• Jesus came from God to share our life so that we can share in the life of Jesus.

• Holy Week is the culmination of the earthly life of Jesus and is at the centre of Christian belief.

• Holy Week has a structure of events - Palm Sunday, Holy Thursday, Good Friday, Easter Sunday.

• The days within Holy Week have an individual meaning and significance and show what Jesus came to do.

• There are significant signs within Holy Week (Paschal Candle, Crucifix, Crown of Thorns, Tomb etc.)
• The Stations of the Cross, within a Church, tell the story of Jesus’ journey to Calvary.
• We, too, can journey with Christ, through the Stations.

**WTL LEARNING OBJECTIVES**

• know, and appreciate, that Jesus is truly God and, as man, truly human; we can share in His life.

• know that Jesus came to show us the way to live

• know that when Jesus died on the cross he took away our sins

• know what happened in Holy Week

• Palm Sunday – Jesus entering Jerusalem

• Holy Thursday – The Last Supper, Garden of Gethsemane and Peter’s Denial

• Good Friday – The Crucifixion and suffering of Jesus Christ.

• Easter Sunday – The Resurrection of the Lord

• *Think about the importance of Holy Week for us*

*•* *Reflect on the suffering of Jesus.*

*• Begin to understand why Jesus died on the Cross.*

*• Think about what this means for us*

*•* *Reflect on the importance for us of the resurrection of Jesus*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Retell a narrative that is accurate in its sequence and details e.g. Palm Sunday, The Last Supper, Good FridayUse a range of religious vocabulary: Holy Week, Palm Sunday Holy/Maundy Thursday, Good Friday, Easter, Last Supper, Crucifixion, Resurrection, Gethsemane | **Describe, with increasing detail and accuracy, the actions of Jesus during the Last Supper OR in the Garden of Gethsemane which arise because of his beliefs** – e.g. the bread and wine a sign of giving up his life and the gift of Holy Communion. Gethsemane: belief in the importance of friendship and praying to God the Father - by taking his closest friends, asking them to stay awake and pray, praying to his Father to save him | **Ask questions and suggest answers about how serving (putting others first), remembering, trust and standing up for your beliefs might make a difference to how they live after studying the stories of Palm Sunday, the Last Supper and Gethsemane and Good Friday** | Make links between the Gospel texts and how Christians remember and celebrate Palm Sunday, Holy Thursday and Good Friday today (Palm crosses, processions, Eucharistic Prayer, Holy Communion, foot washing, serving others (if choose to read Gospel of John’s account of the Last Supper), adoring the crucifix on Good Friday |
| Make links to show how the feelings of Peter affected his behaviour | **Make links to show how the behaviour of Jesus was affected by his fear of what was to happen but also his belief in his mission** | Give reasons for some symbols used in worship during Holy Week e.g. palms, crucifix, cross draped with white cloth, Easter garden | Make links between beliefs that Jesus is truly man and truly God and Bible texts and give reasons why they are good sources |
| Give reasons why Easter is the most important event for Christians |

**4.5 THE EARLY CHRISTIANS**

**CONCEPTS:** Mission, Church

**About this unit**

In this unit the children will learn about the mission entrusted by Jesus to his followers to tell everyone the good news. The children will focus on Peter who was chosen by Jesus to be leader of the disciples, the first Pope. They will also learn about Stephen, the first Christian martyr and St. Paul. The children will learn about Pentecost and reflect on the importance of the Holy Spirit in their lives.

**Where this unit fits in**

This unit builds on previous work in Year Three on Easter and Pentecost in the unit 3.5 ‘Celebrating Easter & Pentecost’.

**Prior learning**

It would be helpful if the children have some knowledge of Holy Week and Ss. Peter and Paul.

**Key Words**

Jesus, Mission, Good News, disciples, Sea of Galilee, fishermen, Peter, appears, resurrection, keys of the Kingdom, authority, Ascension, heaven, promise, Holy Spirit, Pentecost, tongues of fire, wind, Church, Upper Room, Stephen, arrest, martyr, stoning, Pope, Rome, Saul, Paul, persecute, conversion, missionary

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 80-81, 84-85

*God’s Story 3,* pp. 130, 132-138

*Church’s Story 2*, pp. 74-79,

*Church’s Story 3,* 12-13, 20-25, 28-29, 111-113

**KEY SCRIPTURE**

John 21: 1-23 (The appearance on the shore of Tiberias)

Matthew 28: 18-20 (Mission to the world)

Luke 6: 12-16 (The choice of the Twelve)

Acts 1: 6-11 (The Ascension)

Acts 2: 1-13 (Pentecost)

Acts 6-7 (Stephen’s arrest, speech & death)

Acts 12: 1-19 (Peter’s arrest & miraculous rescue)

Acts 8: 1-3 (Saul persecutor of the Church)

Acts 9: 1-19 (The conversion of Saul)

**KNOWLEDGE SEQUENCE**

• Jesus entrusted his followers to tell everyone the good news (his mission).

• Peter was chosen by Jesus to be the leader of the disciples, the first Pope. They will also learn about Stephen, the first Christian martyr and the conversion of St. Paul.

• The feast of Pentecost and reflect on the importance of the Holy Spirit in their lives.

• We are called to change, like the early Christians.

• The virtue of ‘faith’ is central to the belief of all Christians, from the early church, to present day.

**WTL LEARNING OBJECTIVES**

• Know that Peter was chosen by Jesus to lead the disciples (become the Head of the Church) in the mission to spread the Good News

• Know that the Church began at Pentecost when Jesus sent his Holy Spirit to help his disciples

• Know how St Peter and St Stephen helped to spread the Good News by their lives and deaths

*• Reflect on how God brings good out of evil*

• Know how Saul became Paul and worked to spread the Good News

• *Know about the challenges of being an apostle*
• *Know about Paul’s missionary journeys, including his faith and courage
• Know some of the teachings of the apostle*

*•* *Reflect on how this teaching helps us today*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |
| --- | --- | --- |
| Describe, with increasing detail and accuracy, those actions of believers, which arise because of their beliefs – e.g. How did the disciples change after the coming of the Holy Spirit? | Make links between beliefs and worship, giving reasons for actions and symbols – the characteristics of the Holy Spirit and the celebration of Pentecost | Ask and respond to questions about my own and others’ experiences and feelings – how the disciples felt before and after Easter or Pentecost? |
| ‘What does Peter learn from following Jesus? What made Peter a good Pope?’ | **Make links between Peter’s three denials that he knew Jesus on Holy Thursday night and Jn. 21: 15-17, using the source to express a point of view** | **Make links between Stephen’s beliefs and his behaviour and express a point of view about the behaviour of Stephen**  |
| Describe, with increasing detail and accuracy, the life and work of key figures in the history of the People of God – e.g. the conversion of Saul to St Paul. | Suggest ways they live out the good news making links with beliefs | Describe, with increasing detail and accuracy, the work of the parish (old book) |

**Unit 4.6 THE CHURCH**

**CONCEPTS:** Church

**About this unit**

In this unit the children will learn what it means to belong to the Church community. They will explore the nature of community, the importance of identity and commitment, and relate this to the Sacrament of Baptism and the Creed.

**Where this unit fits in**

This unit builds on previous work in Year Two and Three on the Church in the unit 2.6 ‘Birth of the Church’ and 3.6 ‘Being a Christian’.

**Prior learning**

It would be helpful if the children have some knowledge of belonging to different communities as well as the Church.

**Key Words**

Church, Jesus, Son of God, Mass, Holy Communion, Pope, Peter, Bishop, diocese, parishes, churches, priest, Baptism, Creed, Father, Son, Holy Spirit, Church’s Year

**Links to ‘God’s Story’, ‘Church’s Story’**

*God’s Story 3,* p. 134

*Church’s Story 2*, pp. 6-49, 53-79

*Church’s Story 3,* pp. 24-29, 38-43, 50-67, 84-119

**KEY SCRIPTURE**

Acts 4: 32-35 (The first Christian community)

**KNOWLEDGE SEQUENCE**

* The people who follow Jesus and are called Christians belong to the Church community.
* The importance of identity and commitment, and relate this to the Sacrament of Baptism and the Creed.
* Recognise their role and the role of others in the Mission of the Church

**WTL LEARNING OBJECTIVES**

* Understand that the Church is a family and that we belong to the Church community
* Know that there are different types of communities
* Understand that the Church is ‘good news’ for people and be aware that this is good news for us
* Know that we join the Church when we are baptised
* Know about the different seasons/ celebrations in the Church’s year and know why these times are important for us
* *Know about the Communion of Saints and the Holy Souls and how they can help us*
* To know about God’s call to individuals and to reflect on their responses.
* *Deepen our understanding of Mary and how she helps us*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| --- | --- | --- |
| Describe, in detail, four different roles people perform in the parish community, giving reasons for their actions.  | Describe the life and work of key figures in the history of the people of God e.g. Mother Teresa and/or Pope St. John Paul II (new book) | Make links between three beliefs in the Apostles’ Creed and their meaning (including Communion of Saints for new book) |
| Make links between beliefs and life, giving reasons for actions and choices e.g. the life and beliefs of St Teresa of Calcutta, Pope St. John Paul II etc (new book) | **Use a given source to support a point of view e.g. how the Creed shapes the life of a believer** **OR Use a given source (use of at least one bible story) to support a point of view e.g. how Mary’s faith shapes her life.** | Describe, with increasing detail and accuracy, religious signs and actions involved in the celebration of Baptism (old book) |
| Describe, with increasing detail and accuracy, the important signs and actions used in worship during the main liturgical seasons | Use a range of religious vocabulary, Communion of Saints, mission, liturgical calendar, sacraments, Baptism, Creed, Pope, Bishop, Priest, Parish |

**UPPER KEY STAGE 2: YEAR 5**

**5.1 GIFTS FROM GOD / CREATION**

**CONCEPTS:** Creation, Sin, Stewardship

**About this unit**

This unit outlines some of the key beliefs about the creation of the world and the creation of human beings. The children are encouraged to reflect on the meaning of being made in God’s image as well as the story of ‘The Fall’. They will reflect on their stewardship of creation and on their care for others through work on St. Francis and St. Vincent de Paul.

**Where this unit fits in**

This unit builds on previous work in Year Four in the unit ‘The Bible’, as well as work on creation in Key Stage 1.

**Prior learning**

It would be useful if children had some knowledge of the creation story.

**Key Words**

Bible, Old Testament, creation, creator, image of God, gifts, talents, stewards of creation, respect, dignity, the Fall, Adam, Eve, freedom, original sin

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 2,* pp. 7-11

*God’s Story 3,* pp. 7-10

**KEY SCRIPTURE**

Genesis 1: 1-31, 2: 1-4 (the creation of the world in seven days)

Genesis 2: 5-25 (the creation of human beings and the Garden of Eden)

Genesis 3: 1-24 (The Fall)

**KNOWLEDGE SEQUENCE**

* God is the creator.
* God created the world for us.
* We have a responsibility to be stewards of creation.
* There is suffering in the world caused by sin.
* Certain people inspire us to live lives caring for creation.

**WTL LEARNING OBJECTIVES**

 *• Know that for a long time people have asked questions about Creation*

 *• Reflect on some important responses*

* Know the story of Creation and the Fall in Genesis
* *Think about how the story of the Fall helps us to understand suffering in the world*
* Understand that we are all created in the image and likeness of God
* Reflect on the gifts and talents God has given each of us
* Reflect on the use/misuse we can make of these gifts
* Know that God calls us to care for each other and all creation
* Appreciate how we can show respect for ourselves, for others and for God
* Know that there are times when we fail to be good stewards of creation
* Reflect on times we have failed to show respect
* Know about people who show great respect for creation

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Describe accurately and in detail the story of Creation and Fall from Genesis and show some understanding of both stories | **Suggest responses to questions like, ‘Why does God allow us to suffer?’ and compare responses** | Recognise different points of view about Creation and express their own point of view giving a reason for it and compare it with another point of view | Make links between the actions of Adam and Eve and suffering in the world |
| Make links between actions and texts to show how their behaviour towards the earth is affected by the story of Creation | Have a detailed knowledge and some understanding of the life and work of St Francis in relation to being the patron saint of ecology | **Show some understanding of St Vincent de Paul’s and/or St Martin de Porres’ beliefs and life by making links between them** | Begin to compare their own and other people’s responses to how we use our own gifts that God gave us, in light of the saints learned about |
| Use the religious vocabulary like creation, sin, stewardship, original sin widely, accurately and appropriately. |

**5.2 THE COMMANDMENTS / GOD’S COVENANTS**

**CONCEPTS:** Covenant, Incarnation

**About this unit**

In this unit the children will study the Ten Commandments. They will learn that God gave the Ten Commandments to Moses as a gift to help us to live as God wants. In the latter part of the unit the children will learn how God sent Jesus, his only Son, to help us live the commandments.

**Where this unit fits in**

This unit builds on work on Moses in Year 2 during the topic ‘The Chosen People’ and in Year 4 during the unit ‘The Bible’. It continues the theme of the Nativity which is taught throughout the programme.

**Prior learning**

It would be useful if the children had knowledge of Moses and the Exodus of the Israelites from Egypt.

**Key Words**

Exodus, Moses, Ten Commandments, Mount Sinai, Covenant, Relationship, covet, Lord’s Day, neighbour, Incarnation

**Links to God’s Story’ and ‘Church’s Story’**

*God’s Story 3,* pp.24-27

*Church’s Story 3,* 92-95

**KEY SCRIPTURE**

Exodus 13: 17-22; 14: 1-31 (the Exodus from Egypt through the Sea)

Exodus 20: 1-17 (the Ten Commandments)

Matthew 22: 34-40 (Jesus’ teaching on the greatest commandment of all)

**KNOWLEDGE SEQUENCE**

* God creates covenants with his people
* People show trust in God.
* People live their lives according to God’s covenants.
* Prophets foretold the birth of Jesus
* The birth of Jesus is God’s New Covenant.

**WTL LEARNING OBJECTIVES**

* *Know that God loves us and calls us into relationship with him*
* *Understand the meaning of covenant*
* *Reflect on God’s covenant with Noah*
* *Know about the covenant God made with Abraham*
* *Reflect on Abraham’s trust in God*
* *Understand that God guides and challenges His people*
* *Be aware of our need to grow in faith and trust in God*
* Know that God gave Moses the Ten Commandments on Mount Sinai because he loves us
* Understand that the Ten Commandments are a gift from God to help us
* Reflect on ways we can deepen our relationship with God
* *Know that God send prophets to remind His People of His covenant*
* *Reflect on the message of the prophets for us*
* Understand how we can show our love for God by keeping his commandments
* Knowhow Jesus summarised the Ten Commandments
* Know that God makes a New Covenant with us
* Reflect on our part in the New Covenant.
* Know that God sent his Son Jesus into the world because he loves us
* Reflect on how the birth of Jesus at Christmas is a sign of God’s love for us

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| --- | --- | --- | --- |
| Have a detailed knowledge of the story of either Noah, Abraham or Moses and an understanding of what a covenant is (new book). | Show some understanding of how the decisions of Abraham or Moses were informed by their beliefs (new book). | Suggest answers to questions like, ‘What’s surprising about God’s choice of people?’ e.g. Abram, Sarah, Moses, the Israelites. Why does God choose them?’ Compare responses (new book) | Make links between the virtues of faith and courage by giving reasons for their importance in life (new book) |
| Have an accurate knowledge of the Ten Commandments | Show some understanding of the commandments by making links between the commandments and their lives | **Show some understanding of what the Ten Commandments tell us about God and human beings** | Show how own and others’ decisions are informed by the Ten Commandments |
| **Jesus shows us that God is a loving God, but some actions of God in the Old Testament are very disturbing (flooding the world [Noah], Death of the first born and drowning the Egyptians in the Red Sea [Moses]). Express a point of view about this giving a reason.** | Begin to show some understanding of the Incarnation by making links between Christian beliefs and sources (Lk. 1:26-38; 39-45; 2:1-20)(new book - in the messages of the prophets) | Show understanding of a liturgy to celebrate the Incarnation (old book)Suggest answers to a question like, ‘What matters most at Christmas?’ comparing responses | Use the religious vocabulary covenant, commandment, prophet widely, accurately and appropriately |

**5.3 INSPIRATIONAL PEOPLE**

**CONCEPTS**: Discipleship

**About this unit**

In this unit the children will learn about the qualities possessed by followers of Jesus through the theme of inspirational people. They will be introduced to inspirational followers of Jesus like Fr. Damien and be encouraged to reflect on how they can follow Jesus in their own lives.

**Where this unit fits in**

This unit builds on work in Year 3 during the unit ‘Being a Christian’ and in Year 4 during the unit ‘Mission of the Church’. It continues the theme of Lent which is taught throughout the programme.

**Prior learning**

It would be useful if the children reflected on the characteristics of inspirational people.

**Key Words**

Inspire, inspirational, qualities, disciple, follower, saint, Fr. Damien, leper, leprosy, neighbour, missionary

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3,* pp. 84, 88, 108, 143,

*Church’s Story 3,* 96-99

**KEY SCRIPTURE**

Luke 6: 46-49 (The true disciple, ‘The house built on rock’)

Matthew 25: 31-45 (The Last Judgement, ‘The parable of the sheep and goats’)

Matthew 18: 22 (Peter’s question about forgiveness)

Mark 10: 46-52 (Blind Bartimaeus)

Mark 12: 29-30 (following Jesus)

Luke 6: 27-35 (Love of enemies)

John 13: 34 (the commandment to love)

1 Corinthians 13: 4-7 (love is always patient and kind)

**KNOWLEDGE SEQUENCE**

•That people are inspirational and the virtues making those people inspirational to others.

•Being a follower of Jesus is not always easy.

•The beatitudes show us how to be a disciple.

•They can follow the example of saints in being a true disciple.

**WTL LEARNING OBJECTIVES**

• *Know that Jesus has come for everyone*

• Know the conditions for following Jesus

• Take time to reflect on our commitment to following Jesus

• *Know that the Beatitudes show us the way to live*

• *Understand why Jesus blessed the merciful*

*• Think about what this means for us.*

*• Know why Jesus blessed the pure in heart*

*• Reflect on the presence of God within you*

*• Know why Jesus blessed those persecuted for doing what is right*

*• Think of what you can do to help those suffering today*

*• Understand why Jesus blessed the poor in spirit*

• Know how Jesus described a true disciple

• Know the story of a person who showed great love for others

• Know the story of a person who was an inspiration for young people

• Identify people today who are an inspiration in their service of others

• Reflect on how we can serve others at home, school, locally, globally

• *Know what it means to be a saint*

*• Think about how it would affect your life*

• Know that Lent is a time when we can make small sacrifices to show our love for God and for others

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

|  |  |  |  |
| --- | --- | --- | --- |
| Begin to arrive at judgements as to why someone is inspirational. | Use sources to support a point of view that a person is inspirational | Show some understanding of discipleship by making links between beliefs about discipleship and sources from scripture (Jn13:34-35; 1Cor13:4-7; 1Jn3:18) | Use the religious vocabulary disciple, inspirational, mission, saint widely, accurately and appropriately |
| Show some understanding of what Jesus meant by the Beatitudes by making links between The Beatitudes and Christian living (new book) | **Begin to show understanding how the decisions of two Christians (e.g. St. Josephine Bakhita, St Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic and St. Damien de Veuster) are informed by Christian beliefs** | Show some understanding of the beliefs about true discipleship by making links between these beliefs and the parable of the two houses and love of enemies (old book) | **Show some understanding of the call for everyone to become a saint by making links between sainthood and virtues or qualities in their own lives** |

**UNIT 5.4 RECONCILIATION**

**CONCEPTS**: Redemption, Sacrament, Liturgical Year

**About this unit**

In this unit the children will learn that God heals our friendship with him and others through the Sacrament of Reconciliation.

**Where this unit fits in**

This unit builds on work in Year 3 during the unit 3.3 ‘Called to Change’ It continues the theme of Holy Week which is taught throughout the programme.

**Prior learning**

It would be useful if the children reflected on their choices and the consequences of their actions.

**Key Words**

Choices, consequences, sin, parable, forgiveness, reconciliation, repent, sacrament, examining, conscience, confession, penance, sorrow, act of sorrow (contrition), absolution

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3,* pp. 102-03, 112-27

*Church’s Story 3,* 100-111

**KEY SCRIPTURE**

Luke 15: 11-32 (The parable of the lost son)

Matthew 18: 22 (Peter’s question about forgiveness)

**KNOWLEDGE SEQUENCE**

* Their actions always have consequences.
* Sin hurts others and our relationship with God
* Catholics seek God’s forgiveness through the Sacrament of Reconciliation.
* Lent is a time for reconciliation.

**WTL LEARNING OBJECTIVES**

• Reflect on what strengthens our friendship with God and with others and what damages it

• Reflect on times we have shown or been shown love and forgiveness

• Know that sin is a failure to love

• *Understand that actions have consequences*

*• Reflect on some of the consequences of actions*

• Know that when we sin we hurt ourselves and others and damage our relationship with God

• *Understand that Mary, our Mother untangles knots of sin*

*• Reflect on how Mary is always ready to help us*

• Know that God heals our friendship with him through the Sacrament of Reconciliation

• Know how we can prepare to receive this sacrament

• Know what happens during the Sacrament of Reconciliation

• Know that this sacrament enables us to change our behaviour

• Have the opportunity to receive the Sacrament of Reconciliation

• Perform the Stations of the Cross

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| --- | --- | --- | --- |
| Compare their own and other people’s responses to questions about the consequences of their actions. | **Make links to show the connection between the belief that sin hurts us, our relationship with God as well as others** | Express a point of view about the characters in the parable of the Lost Son and give a reason for each view | Describe the Parable of the Lost Son accurately and in detail and show some understanding of what it tells us about reconciliation  |
| Show some understanding of the belief that God loves and forgives us and the importance of our response by making links with scripture sources (Mt5:23-24 */ Lk22:39-62 / Lk23:34 / Lk23:42-43* / Jn15:7). | Show knowledge and some understanding of the religious signs and the steps involved in the Sacrament of Reconciliation. | **Show some understanding of reconciliation by making links between reconciliation and the life of Jesus, e.g. stories of reconciliation in the gospels, Holy Thursday, Good Friday (Stations of the Cross)** | Use the religious vocabulary sin, consequence, reconciliation, confession, penance, Act of Contrition, conscience, absolution widely, accurately and appropriately |

**5.5 LIFE IN THE RISEN LORD**

**CONCEPTS:** Redemption, Holy Spirit, Prayer, Liturgical Year

**About this unit**

In this unit the children will understand the Jesus is risen from the dead and is present to us in different ways. They will hear the story of Jesus appearance to Mary of Magdala. They will have an opportunity to learn about different ways of praying and Jesus’ teaching and example of prayer.

**Where this unit fits in**

This unit builds on work on Easter, the Bible and the Sacraments which are taught throughout the programme.

**Prior learning**

It would be useful if the children reflected on their experience of prayer and on how Jesus is present to them.

**Key Words**

Good Friday, Easter Sunday, Peter, Mary of Magdala, empty tomb, angels, Baptism, Reconciliation, Eucharist, Bible, Word of God, Holy Spirit, prayer, petition, thanksgiving, praise, meditation, hymn, psalm, Lord’s Prayer, hallowed, sins, trespasses, temptation, evil, Rosary, mystery

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3,* pp. 127, 132-133, 87,

*Church’s Story 3,* 36-43, 50-67, 111-113

**KEY SCRIPTURE**

John 20: 11-18 (The appearance to Mary of Magdala)

John 21: 1-17 (The appearance on the shore of Tiberias)

Matthew 6: 5-6 (Prayer in secret)

Matthew 18: 19-20 (Prayer in common)

Matthew 6: 7-14 (The Lord’s Prayer)

Matthew 7: 7-11 (Effective prayer)

Luke 11: 5-8 (The importunate friend –persistence in prayer)

Luke 18: 9-14 (The parable of the Pharisee and the tax-collector)

**KNOWLEDGE SEQUENCE**

•Jesus rose from the dead to save us from sin.

•Jesus gives himself to us in Spirit.

•The Spirit is always with us.

•Jesus is present in many ways.

•Prayer is being close to God.

**KEY LEARNING OUTCOMES**

• Know and understand that Jesus is risen from the dead

• *Know that the Spirit of Jesus works in many ways*

• *Reflect on the Spirit at work in the Church*

• Know that Jesus is present among us in different ways

• Know there are different ways of praying

• Reflect on Jesus’ teaching and example on prayer

• *Reflect on the importance of prayer for us*

• Learn how to pray the Rosary

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| --- | --- | --- | --- | --- |
| Compare their own and others’ ideas about the question about evidence for the resurrection (including what Jewish authorities say) – new book | Describe the story of the resurrection of Jesus accurately and in detail and show some understanding of it for Christians | Show some understanding of Jesus’ teaching on prayer by making links between Christian worship and prayer | Show some knowledge and some understanding of Jesus’ spirit working in the Church and in us (new book) | Use the religious vocabulary resurrection, Spirit,widely, accurately and appropriately. |
| Describe, showing some understanding, how prayer strengthens a Christian’s relationship with God and their belonging to the church community  | **Show some knowledge and some understanding of religious signs, symbols and actions used in prayer/ which show Jesus is amongst us.** | **Engage with the question ‘what’s the point of prayer?’ in the light of their experience and religious teaching** | Show some understanding of the religious beliefs within the Lord’s Prayer and the Rosary |

**5.6 THE WORK OF THE APOSTLES / THE TRANSFORMING SPIRIT**

**CONCEPTS:** Holy Spirit, Discipleship, Church

**About this unit**

In this unit the children will learn that the apostles of Jesus were ordinary people who answered the call to follow Jesus. They will reflect on their own calling to be a follower of Jesus. They will know how the apostles changed when they received the Holy Spirit at Pentecost and reflect on how they can be changed. The children will know something about how the early Christian community lived and learn that the life of the first apostles was not easy.

**Where this unit fits in**

This unit builds on work in Year 4 on the ‘Mission of the Church’ and the unit ‘Life in the Risen Jesus’.

**Prior learning**

It would be useful if the children have knowledge of Pentecost and have reflected on their own calling to live out the good news.

**Key words**

Disciple, follower, apostle, called, invitation, imitate, Good News, sacrament, Baptism, Confirmation, Kingdom of God, justice, repent, prophet, trust, Resurrection, Ascension, Pentecost, Holy Spirit, symbol, fire, wind, peace, transform, grace, Upper Room, fruits, opposition, persecution, gentile

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3,* pp. 130, 132-138

*Church’s Story 3,* 12-13, 20-25, 28-29, 111-113

**KEY SCRIPTURE**

Mark 1: 16-20 (The Call of the first four disciples)

Mark 1: 29-31 (The Cure of Simon Peter’s Mother-in-law)

Mark 2: 14-17 (The Call of Levi and eating with sinners)

Mark 6: 7-9 (The Mission of the Twelve)

Acts 2: 1-11 (Pentecost)

Acts 2: 42-47 (The Early Christian community)

Acts 3: 1-10 (Peter cures the lame man)

Acts 12: 1-19 (Peter’s escape from prison)

**KNOWLEDGE SEQUENCE**

• Jesus chose ordinary people to be his disciples

• The disciples had particular strengths and weaknesses

• Jesus’ choice of disciples reveals Christian beliefs about God and people (God

 chooses the weak and makes them strong, importance of grace

 [God’s help], called to change, importance of forgiveness, importance of faith)

• Jesus taught the disciples to become the first Christian leaders

• Jesus commissioned the apostles with a mission to the world (Matthew 28:16-20)

• At Pentecost, the apostles were changed and empowered to carry out their mission

 by the Holy Spirit

• Peter was transformed by the Holy Spirit; he worked miracles in the name of Jesus

• Peter became the first Pope (Matthew 16:18-19)

• Paul was transformed from persecutor of Christians to Christian apostle

• Paul went on missionary journeys to spread the good news

• Paul wrote letters to the communities he visited

• Paul’s letters are part of the New Testament

• Christians can learn about living as a Christian from Peter and Paul

**WTL LEARNING OBJECTIVES**

• Know and reflect on the calling to be disciples of Jesus

• Know that the apostles were ordinary people

• Know that the apostles were people with strengths and weaknesses just as we are

 *(Ascension)*

• Know how the apostles changed when they received the Holy Spirit and reflect on how we can be changed *(Pentecost)*

• *Deepen our understanding of Peter, the apostle*

• *Reflect on how the Holy Spirit transformed him*

• Know about the early Christian community and our relationship to it

• Know and think about the persecution of the apostles

• Know and reflect on the preaching of the apostles

• Understand the transformation that took place in Paul

• *Reflect on how Paul’s teaching can help us*

*• Understand that the popes are successors of St. Peter*

*• Reflect on how they lead us to Jesus*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| **Make links between character strengths and weaknesses of the disciples and passages from scripture. What conclusions can you draw about discipleship? Support your point of view with a source** (old book) | Compare their own and others’ responses to questions about the call of the disciples(old book) | Show knowledge and some understanding of a range of scripture passages and religious beliefs about following Jesus (new book) and the power of the Holy Spirit (new book) | Show knowledge and some understanding of the belief in the resurrection using Paul’s 1 Corinthians 15:1-22(old book) |
| **Reflect on discipleship and compare their own and other people’s responses to whether ‘If they were accused of being a Christian there would be enough evidence to be put them in prison’.** | Show some understanding of how the Holy Spirit changed the lives of the disciples by making links between beliefs and sources | Show knowledge and some understanding of the symbols of the Holy Spirit (old book) | Use accurate religious vocabulary like disciple, apostle, Holy Spirit, Ascension, Pentecost, Gifts / Fruits of the Spirit appropriately and widely |
| Show knowledge and some understanding of the transformation that took place in Paul, his missions, character and his teachings (new book) | **Show knowledge and some understanding of the life and work of one of the Popes**(new book) |  |  |

**6.1 THE KINGDOM OF GOD**

**CONCEPTS:** Kingdom of God

**About this unit**

In this unit the children will be introduced to the concept of the Kingdom of God. They will explore the concept of the Kingdom of God through some of the parables and miracles of Jesus and ways in which people respond to Jesus’ invitation to belong to his Kingdom.

**Where this unit fits in**

This unit builds on work throughout the programme on the life and teaching of Jesus and the sacraments. In particular, it builds on work in Year 3 during the unit ‘Jesus, the Teacher’ and on work during the unit ‘Called to Change’.

**Prior learning**

It would be useful if the children had knowledge of some of the parables and miracles of Jesus and knowledge of the seven sacraments.

**Key Words**

Kingdom of God, kingship, rule, parables, miracles, values, invitation, everyone, forgive, ‘Our Father’, sacrament, Baptism, commitment, compassion, nature, disease, death

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3,* pp. 85, 89, 102-04, 107-08, 121,

**KEY SCRIPTURE**

Mark 1: 14-15 (Jesus begins to preach) **Miracles:**

**Parables:** Mark 2: 1-12 (The paralysed man)

Luke 13: 21 (Yeast) Mark 9: 46-52 (Cure of the blind man)

Mark 4: 30-32 (Mustard Seed) Mark 1: 40-45 (Cure of a leper)

Matthew 13: 44-46 (Treasure & Pearl) Mark 1: 29-31 (Cure of Simon’s Mother- in-law)

Luke 14: 15-24 (Invited guests who made excuses) Mark 3: 1-6 (Cure of man with withered hand)

Luke 15: 4-6 (The lost sheep) Mark 6: 30-44 (Miracle of the loaves)

Luke 15: 8-10 (The lost coin) Mark 7: 31-37 (Healing of a deaf man)

Luke 15: 11-32 (The lost son) Luke 7: 1-10 (The centurion’s servant)

Luke 10: 29-37 (The Good Samaritan)

Luke 16: 19-31 (The Rich Man and Lazarus)

Matthew 25: 34-37 (The Final Judgement)

Luke 23: 43 (Jesus forgives a thief)

**KNOWLEDGE SEQUENCE**

* What the Kingdom of God is like (two main beliefs: Jesus came to make the world more like heaven [to establish God’s rule on earth] and K of G is heaven = Jesus came to get people into heaven. These two beliefs seen in the parables and miracles
* How to respond to their own invitation.
* A range of parables and understand their meaning.
* A range of miracles and that they strengthen faith in those who do the Father’s work.
* The importance of the continued work of the Kingdom in today’s world.

**WTL LEARNING OBJECTIVES**

* Reflect on what the Kingdom of God is like
* Reflect on the importance of responding to the invitation to the Kingdom
* *Understand the variety of response to the Kingdom.*
* Know that everyone is called to enter the Kingdom and reflect on our response.
* Reflect on words and deeds necessary to show commitment to the Kingdom
* *Know that Jesus has compassion on all that suffer.*

*• Know about people who help to spread the Kingdom of God*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Show knowledge and understanding of what the Kingdom of God is and is not | Show knowledge of a range of parables of Jesus, making links between them, to show some understanding of what the Kingdom of God is like | **Show some understanding of the Lord’s Prayer and in particular what it tells us about our response to the invitation to join God’s kingdom**(old book) | Understand that everyone is invited to the Kingdom of God by using the parables of the Kingdom to show this |
| Show a knowledge and understanding of a range of miracles of Jesus, making links between them to show that they are signs of the Kingdom and the compassion of Jesus. | Show how actions are informed by the belief in, and the use of virtues of, the Kingdom of God. | **Show knowledge and understanding of the life and work of St Therese of Lisieux and how she helps us see how we can extend the Kingdom of God in little ways** (new book) | Compare responses to questions about the Kingdom.**Engage with questions like, ‘Is it true to say that the earth will never get to be like heaven, so the only way to a perfect world is to go to heaven?’ (see the Lord’s Prayer)****‘What matters more, heaven or love, justice and peace on earth?** |

**6.2 JUSTICE**

**CONCEPTS:** Justice, Incarnation, Liturgical Year

**About this unit**

In this unit the children will learn what justice is and know that they are called to work for justice in the world. They will explore the concept through work on the prophet Elijah and John the Baptist as well as more modern day Christians like Oscar Romero. In the latter part of the topic the children will explore the meaning of Advent and the customs associated with Advent and Christmas.

**Where this unit fits in**

This unit builds on work throughout the programme on what it means to belong to the Church. It is directly related to the previous unit ‘The Kingdom of God’. It continues the theme of the Nativity of Jesus from previous years.

**Prior learning**

It would be useful if the children have knowledge of the work of CAFOD and have some knowledge of examples of injustice in school and the wider world.

**Key words**

Justice, injustice, truth, fairness, right, compassion, reconciliation, refugees, prophet, CAFOD, Elijah, John the Baptist, Oscar Romero, Advent, wreath, Christmas

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3*, pp. 59-60, 62, 67, 69-77, 82-83, 84, 88

*Church’s Story 3*, pp. 86-95

**KEY SCRIPTURE**

Matthew 5: 1-12 (the beatitudes)

Matthew 5: 14-16 (light of the world)

Matthew 5: 43-48 (love your enemies)

Matthew 25: 31-46 (Parable of the Last Judgement [sheep & goats])

Luke 10: 25-28 (the greatest commandment)

1 Kings 21 (Elijah and Naboth’s vineyard)

Amos 5: 14-15

Mark 16: 16 (“Go out to the whole world and proclaim the Good News”)

**KNOWLEDGE SEQUENCE**

•Justice starts with each one of us

•God called the prophets from the Old Testament and that they spoke out against injustice.

•The different ways in which they responded and that some prophets were persecuted because they spoke out.

•Christians are called to work for justice.

•Advent is the time before Christmas when we prepare to celebrate the coming of Jesus as the fulfilment of our hope.

•We cannot fully understand the mystery of the incarnation but we can believe by faith.

**WTL LEARNING OBJECTIVES**

•Understand the meaning of justice. Be aware that we are all called to work for justice.

•*Know that God calls all of us to speak out about injustice.*

•Know about some people who have been persecuted for speaking out about injustice. •Reflect on the cost of commitment.

•Know about some people who work for justice. Reflect on what we can learn from them.

•Know that Advent is a time when we prepare to celebrate the birthday of Jesus. Reflect on ways to prepare in this season.

•Know about the mystery of the incarnation. Reflect on its importance for us.

•*Be aware that our Christmas customs are drawn from different countries and cultures.*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Show understanding of the meaning of justice and injustice  | Show understanding of justice by making links between justice and injustice and life. | Know that the prophets spoke out against injustice, e.g. Elijah and invited people to change to get ready for the Messiah, e.g. Isaiah, John the Baptist | Show knowledge and understanding of the life and work of key figures in the history of the people of God. E.g. Dorothy Day, Oscar Romero, Martin Luther King, Fr. Pedro |
| Compare their own and other people’s responses to questions about justice | **Show knowledge and understanding of those actions of believers that arise as a consequence of their beliefs** | Express a point of view and give a reason for it | Show knowledge and understanding of the importance of Advent in the life of a Christian |
| Show a knowledge and understanding of the Incarnation by making links between the belief and its biblical sources, e.g. the Annunciation and Visitation, Lk 1:46-55; Lk 2:1-20; Matt 2:1-12 (new book) | Show knowledge and some understanding of the life and importance of Mary, the mother of Jesus(new book) | Use sources to support a point of view |

**6.3 JESUS, THE BREAD OF LIFE / EXPLORING THE MASS**

**CONCEPTS:** REDEMPTION, SACRAMENT

**About this unit**

In this unit the children will learn about the different parts of the Mass, particularly the Liturgy of the Word and the Liturgy of the Eucharist. They will learn about the first Passover and show an understanding of the links between it and the Last Supper Jesus had with his disciples. They will reflect on the importance of the body and blood of Christ for Catholics.

**Where this unit fits in**

This unit builds on work throughout the programme on the Mass in Years 2 and 4

**Prior learning**

It would be useful if the children have knowledge of the story of the Passover and some experience of the Mass.

**Key words**

Pass over, slaves, plagues, Egypt, lamb, sacrifice, meal, bread, wine, Last Supper, my body, my blood, lamb of God, Temple, altar, penitential rite, liturgy of the Word, liturgy of the Eucharist, offertory, consecration, holy communion, tabernacle, sanctuary lamp

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3*, pp. 18-22, 114

*Church’s Story 3*, pp. 50-63

**KEY SCRIPTURE**

Exodus 12 (The Passover)

1 Corinthians 11: 23-26

Matthew 26: 26-29 (The Last Supper)

John 13: 34 (The Commandment to love)

**KNOWLEDGE SEQUENCE**

* The links between the story of the Passover, the Last Supper and the Eucharist.
* What the New Covenant means to us.
* The different parts of the Mass and understand the importance of each aspect.
* That Christ is present in the Blessed Sacrament.
* What happens to the bread and wine at the Consecration.
* The importance of the Eucharist to Catholic belief.

**WTL LEARNING OBJECTIVES**

* Know and think about the story of the Passover
* Know that Jesus is the Bread of Life
* *Think about what this means for us*
* Know what happened at the Last Supper and reflect on what this means for us *(New Covenant)*
* *Think about our part in this Covenant*
* Understand the Penitential Act and the Liturgy of the Word in the Mass and think about their participation in them
* Understand the Offertory, Consecration and Communion and reflect on our part in them
* Understand that the Eucharist is source and summit of life and understand its importance.
* Know that Jesus has chosen to stay with us in a special way in the Blessed Sacrament.
* *Be aware of how his presence can help us*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Show knowledge and understanding of the Last Supper by making links between it and the Passover and Eucharist (old book) | **Show knowledge and understanding of how Catholic beliefs are expressed in different parts of the Mass (Penitential Act, Liturgy of the Word, Offertory, Consecration and Holy Communion)** | Show knowledge and understanding of the religious signs and actions used in the celebration of the Eucharist. | Use religious vocabulary widely, accurately and appropriately |
| **Show understanding of how the beliefs held about the Mass prompt Catholics to act in the world. Reflect on own beliefs and how they prompt action.**  | Show an understanding of the word ‘sacrifice’ and its link with the Mass | Express a point of view about the Eucharist, giving a reason for it | Compare responses to questions about the Mass and or Eucharist |
| Show an understandingof the saying ‘I am the Bread of Life’ by making links between it and bible sources (John 6:35; John 6:1-14; Matt 4:1-4; Genesis 2:7)(new book) |

**6.4 JESUS, THE SON OF GOD / JESUS THE MESSIAH**

**CONCEPTS:** Salvation, Liturgical Year

**About this unit**

In the original edition, the children will learn that the miracles Jesus performed led many to believe that Jesus was God’s Son. They will reflect on the reactions of people to the miracles and come to know that opposition to Jesus’ actions led to his arrest. In the new edition, children will focus on the identity of Jesus and the concept of Messiah as well as the opposition to Jesus. Both editions focus on the events of Holy Week and consider their importance for us.

**Where this unit fits in**

This unit builds on work throughout the programme on miracles and Holy Week.

**Prior learning**

It would be useful if the children have reflected on the identity of Jesus and know about the link between miracles and the presence of the Messiah (Luke 7: 18-22). It will be useful to rehearse the belief that Jesus was a king, but one not expected.

**Key words**

Son of God, nature, healing, miracle, Messiah, Holy Week, Palm Sunday, Holy Thursday, Last Supper, trial, Good Friday, Pilate, Romans, crucifixion, Sabbath, resurrection

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3*, pp. 112-127

*Church’s Story 3*, pp. 100-111

**KEY SCRIPTURE**

Matthew 17: 2-8 (The Transfiguration)

John 13: 1-15 (Jesus washes his disciples’ feet)

Mark 11: 1-11 (Palm Sunday)

Mark 14: 12-25 (The Last Supper)

Mark 14: 53-65 (Trial before the High Priest)

Mark 15: 1-47 (Good Friday)

**KNOWLEDGE SEQUENCE**

* *The miracles Jesus performed led many to believe he was God’s Son*
* *The actions and teachings of Jesus led some people – particularly the religious authorities - to oppose him*
* That Jesus is truly God and truly human
* Messiah is a Jewish belief
* The Jewish and early Christian idea of Messiah were different
* Jesus showed he was the Messiah in different ways.
* The significance of the entry into Jerusalem-Christ as a King.
* About the events of Holy Week
* About the ceremonies in church during Holy Week.
* That the resurrection is the crowning truth of our faith in Him.

If you are using the new Book 6 ***RE Ideas: Jesus*** pp.26-31 from RE Today is essential for a much better understanding and teaching sequence on the concept of Messiah.

**WTL LEARNING OBJECTIVES**

* Know that Jesus’ miracles led many to believe that he was the Son of God
* *Deepen our understanding of Jesus, reflecting on what you believe about your faith.*
* *Understand that Jesus is the Messiah and what this means for us.*
* *Know about the final journey Jesus made to Jerusalem.*
* Understand why Jesus washed the disciples’ feet and reflect on the meaning this has for us *(Events of Holy Thursday)*
* Know about the Passion and Death of Jesus and consider its importance for us *(Good Friday)*
* *Know about the Holy Week ceremonies in church.*
* Understand and reflect on what the Resurrection of Jesus means for us.

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Compare their own and other people’s responses to questions about whether miracles happen or not (old book) | Show understanding of the title Son of God or Messiah by making links with scripture | **Recognise difference comparing and contrasting different reactions to Jesus / the Resurrection (Trial of Jesus, Miracles, Jewish and early Christian view of the Messiah)** | Show understanding of the events of Holy Week |
| Show knowledge and understanding of worship during Holy Week in Church by making links between beliefs and worship e.g. the re-enactment of the entry into Jerusalem as a procession with palms (sometimes with donkey) expresses belief that Jesus is the Messiah, a humble, peaceful Son of David etc. | Show knowledge and understanding of big questions about Jesus by making links between beliefs and sources(new book) | Express a point of view and give reasons for it |

**6.5 CALLED TO SERVE**

**CONCEPTS:** Service, Sacrament, Holy Spirit

**About this unit**

In this unit the children will learn that they are called to serve God. They will reflect on their own calling to follow Jesus and explore how they can use their gifts in the service of God and other people. The children will learn about the Sacrament of Confirmation and how the gifts of the Holy Spirit are given through it.

**Where this unit fits in**

This unit builds on work in Year 4 on the ‘Mission of the Church’ and in Year 5 during the units ‘Inspirational People’ and ‘Life in the Risen Jesus’.

**Prior learning**

It would be useful if the children have some knowledge of the commandment to love and Confirmation.

**Key words**

Called, serve, Jesus, teaching, example, follow, love, parable, unique, chosen, mission, gifts, talents, Holy Spirit, Confirmation, promises, commitment, vocation.

**Links to ‘God’s Story’ and ‘Church’s Story’**

*God’s Story 3,* pp. 88, 90, 108, 109, 115

*Church’s Story 3,* pp. 44-49, 72-77, 78-83

**KEY SCRIPTURE**

John 13: 34-35 (Love one another)

John 13: 4-9, 12-15 (Jesus washes the disciples’ feet)

Matthew 25: 31-46 (The Parable of the Sheep & Goats)

Matthew 25: 14-30 (The Parable of the Talents)

Mark 9: 33-35 (Who is the Greatest)

**KNOWLEDGE SEQUENCE**

* That Through Jesus’ teaching, and the way he lived, Jesus is an example of service to others.
* That God has given us all gifts and talents and we are to use these in the service of him and his people.
* We receive the gifts of Holy Spirit in a special way through the Sacrament of Confirmation.
* The decisions people make are informed by beliefs and virtues.

**WTL LEARNING OBJECTIVES**

* *Be aware of Jesus’ teaching and example of service and how we should try to be like him.*
* Understand that we are called to be disciples. Reflect on our response to this invitation.
* Understand what the Sacrament of Conformation does for us. Reflect on how we can use the gifts of the Holy Spirt.
* Understand that there are many ways to serve. Reflect on a variety of ways to help others.
* Know how some people respond to God’s call. Reflect on how God was able to use them.
* Understand what it means to be a disciple now. Reflect on ways to use your gift now and in the future.
* *Recognise that God has given us all gifts and talents to use in the service of him and his people.*

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| **Show understanding of discipleship by making links between bible stories, the first disciples’ and their own feelings and experiences** | Show knowledge and understanding of the religious actions and signs involved in the celebration of Confirmation | Show understanding of how own and others decisions are informed by beliefs in the gifts of the Holy Spirit | Show knowledge and understanding of what it is like to serve God and each other, at home, school, church, the wider world |
| Express a point of view and give reasons for it | Use sources to support a point of view | Show understanding of the use of gifts and talents for God’s Kingdom  |

**6.6 CATHOLIC SOCIAL TEACHING: FAITH IN ACTION**

**CONCEPTS:** Human Dignity, Church, Solidarity

**About this unit**

This unit introduces the children to some aspects of Catholic Social Teaching. It focuses on Dignity, Solidarity and the seven Works of Mercy.

**Where this unit fits in**

This unit is an extra sequence of work because the unit ‘The Work of the Apostles/Transforming Spirit’ has been placed in Year 5. The unit ‘Called to Serve’ precedes the present unit and focuses on the Sacrament of Confirmation.

**Prior learning**

The units ‘The Kingdom of God’ and ‘Justice’ from the autumn term provide the context for the present unit.

**Key words**

God’s Image, Creation, Person, Dignity, Respect, Golden Rule, Stewardship, Commitment, Church, Body of Christ, Diversity, Equality, Fairtrade, Solidarity, Mercy

**KEY SCRIPTURE**

Genesis 1:27 (Made in God’s Image)

Genesis 2:7 (Creation of Adam)

1 Corinthians 12:27 (Body of Christ)

Ephesians 4:1-7; 11-16 (Body of Christ)

Matthew 25:34-41 (Parable of Sheep and Goats)

**KNOWLEDGE SEQUENCE**

* God made each person in his image so every life is important
* We belong to families, communities and countries
* When we belong, we have rights, responsibilities and commitments
* The Church is a community
* One important image of the Church is that it is the Body of Christ
* Body of Christ: one people united by belief in Christ as saviour
* The world is one community with lots of diversity, like the Church
* The world is full of inequality, Christians are called to help those in need
* Solidarity is a virtue that sees all people as brothers and sisters who depend on each other for everything
* Performing the Works of Mercy is a good way to practise solidarity

**LEARNING OBJECTIVES**

• Know and understand that God made each person in his image, so every life is important and should be protected. Reflect on our response to this belief.

• Understand the importance of belonging to families, communities and countries. Reflect on the importance of belonging

• Know that the Church is the Body of Christ: one people in Christ. Reflect on its meaning and how belonging to the Body of Christ may influence our actions

• Reflect on the diversity and inequality in the world today. Reflect on how Jesus wants us to help those in need

• Know what Solidarity is and the Church’s ‘Works of Mercy’. Reflect on the meaning of solidarity and how the Works of Mercy can be lived out today

**BY THE END OF THIS UNIT PUPILS ARE EXPECTED TO BE ABLE TO:**

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| Show an understanding how the belief that we are made in God’s image informs the way we live and make decisions | Compare their own and others’ responses to questions about belonging to a community (including the Church) | Show how our beliefs and decisions are informed by families and communities | Use scripture passages to show an understanding of the Church as the Body of Christ  |
| Show how their actions and the actions of Christians are informed by their beliefs | **Recognise difference, comparing and contrasting different points of view about diversity and inequality** | Show understanding of belonging to the Church community by making links between beliefs, sources and life |