**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND HALF TERM**

**YEAR 3**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 3.2Mary, our Mother | **Ask and respond to questions about God’s choice of Mary and about their own experience of being chosen** | Pupils are able to both respond to questions and ask questions of each other about their own and class members’ experience of being chosen to do things. Pupils can discuss important jobs they have been chosen to do like Ben in the PB. Pupils will ask and answer questions about the experience of Mary and God’s choice of Mary. | Can you remember a time you were chosen to do some important job?What were you chosen to do?How did it make you feel?How do you think Mary felt when she saw and heard the angel speaking to her?Why do you think God choose Mary to be the mother of His son Jesus?Why is that important? |
|  | **Make simple links between the Hail Mary and the stories of the Annunciation and Visitation, using a given source ( Hail Mary prayer and text of the stories (GD)** | Pupils will need knowledge of the stories of the Annunciation and Visitation to meet this greater depth expectation. A retell of the Annunciation and Visitation is not required. The PB (pp. 24-25) and the new PB (pp. 23-24) show the links between the Hail Mary and the two stories. If pupils are going to meet this greater depth expectation they can be taught it through the PB and assessed later on the links between the prayer and the stories. Alternatively, teachers can give the prayer and the two stories as an activity and ask pupils if they can spot any links between them. The Annunciation is found at Luke **1**:26-38 and the Visitation follows on at Luke **1**:39-45. | Look at the first sentence of the Hail Mary. Can you spot a similar sentence in the story of the Annunciation? (Depending on the translation used, the sentence in the Bible may begin with ‘Rejoice’ or rather unhelpfully, the Good News version has ‘Peace be with you’, but it can be recognised by ‘The Lord is with you.’ If it says ‘Rejoice’ that is an equivalent to ‘Hail’.)Look at the second sentence of the Hail Mary. Can you spot a similar sentence in the story of the Visitation?Write down any tricky words in the prayer or the text (grace, blessed, fruit of your womb, etc.) Find out what they mean. |
|  | **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.)** | First pupils may describe (what it is and how it is used?) *some of* the practical symbols of Advent and Christmas. To meet the expectation pupils will go on to say what meaning *some of them* express. The Advent Wreath that is in the classroom, why it is in the shape of a circle (God is eternal, or God’s love is everlasting) why it has evergreen (hope of everlasting life with Jesus in Heaven) (and perhaps red berries – reminding us that Jesus came to suffer and die for our sins – links with the gift of myrrh), why it has 4 purple (or 3 purple and 1 pink/rose coloured candle), the colour purple has a lot of connotations –see interpretation for 6.2 – the colour purple expresses the desire to get ready for the coming of Jesus by the practise of seeking and giving forgiveness. The pink or rose coloured candle is for the 3rd Sunday of Advent that signifies the joy felt because Jesus is coming very soon. The Advent wreath may have 1 white candle in the middle. The white candle is for Christmas Day. Advent promises: Advent is the time in the Church’s (liturgical) year when Christians remember God’s promise (prophesied by the prophet Isaiah among others) to send a saviour, the Messiah (Hebrew) or Christ (Greek). We take note of the call of John the Baptist to mend our ways and make Jesus’ path straight! In the same way, pupils will need to know that we make Advent promises to show we are getting ready once again for the coming of Jesus at Christmas. The Christmas nativity scene or crib reminds us where and how Jesus, God’s Son, was born. The lights on the Christmas tree, and in and on houses remind us that Jesus came into the world as a light to guide us in the right path – Christians call Jesus the *Light of the world* (see Luke **2**:29-32). The angel (not fairy) on the tree reminds us of the announcement of the birth of Jesus to Mary by the angel Gabriel: the Annunciation. The star decoration on the Christmas tree or in the house or above the crib scene, reminds us of the star followed by the Magi or wise men. The tradition of sending Christmas cards reminds us of the message of Christmas given by the angels – bringing good news and joy and peace – to everyone. So it’s a way to share our joy because of Christmas, because Jesus has come, with everyone.  | Why do we have an Advent Wreath in the classroom?Can you describe an Advent Wreath to me – so that I could draw it?Each part of the wreath has a meaning, do you know what some of the parts mean?What is your Advent promise? Why do we make Advent promises?Why do we have a nativity scene in class / school / at home?Who will have an angel on their Christmas tree? Who will have a star? Why do we have these things?Who puts lights on their tree or inside or outside the house? Why? It has something to do with Jesus, what could it be?Why do we receive and give gifts at Christmas?Why do we give Christmas cards to one another? |
|  | **Retell one of the stories of the Nativity of Jesus, ensuring it is accurate in its sequence and detail** | The retelling is based on hearing and reading the text of the story from a Bible or more detailed bible story book. Teachers could build up the children’s knowledge by using things like Lion Bible story books and looking in more detail by reading key passages in a Bible. The retell should display the correct sequence of events and include details of characters and context. It is only necessary for pupils to retell one nativity story: either the visit of the shepherds based on Luke’s gospel (Luke **2**:1-20) or the visit of the wise men based on Matthew’s gospel (Matthew **2**:1-12) | Where would you find the story about …?Can you write down, in a flow diagram, the key events in the correct order?What key details do you need to include?What dialogue (direct speech) must be included? |
|  | **Describe the beliefs that Christians hold about Jesus & Mary from the Christmas stories and give a reason why each gift was given**  | Pupils will be able to describe the beliefs about Jesus and Mary from the stories they have read. I have included the meaning of the beliefs of some beliefs, *but pupils only need to identify the beliefs about Jesus and Mary not say what they mean.* Not all beliefs are necessary, but some of the following are contained in the stories:The *Annunciation*:Jesus is the Son of God. Jesus is a king. Jesus’ kingdom will never end. ***Mary***: Mary has great trust/faith in God - “the Lord is with you”. (The angel praises Mary for her faith and trust in God.) Mary is blessed by God “The Lord has greatly blessed you” (Good News Bible - Mary was chosen by God, she was favoured by God, to be the mother of His Son).The *Visitation*: ***Mary***: “most blessed of all women” (repeats that Mary is chosen, favoured by God). Too difficult for the children, but useful to know, is the belief expressed by Elizabeth when she says in verse 43 “Why should this great thing happen to me, that *my Lord’s mother* comes to visit me?” This is saying that Mary is the *Mother of God* which is stated in the Hail Mary prayer. She is the mother of God because she is the mother of Jesus who is God because the Son of God. *The Shepherds and Angels* (Luke **2**:2-20)***Jesus***: Jesus is born in BethlehemJesus is a saviour - “Saviour was born”Jesus is called Christ“Laid or lying in a manger” – usually referring to the belief that he was born in a stable*Visit of the Wise Men* (Matthew **2**:1-12)Jesus is a kingJesus is worshippedJesus is called the MessiahPupils will also pick up from the PB that Jesus is both God (divine) and human, because he is God, born as a baby. The three gifts: gold, frankincense and myrrh: for their meaning see PB, p. 32 and new PB, p. 37. | There are some things that are really important about Jesus and Mary – these are called beliefsRead the story of the angel’s visit to Mary. Can you see the following beliefs about Jesus or Mary (beliefs listed) in the story?What gifts were given to Jesus by the wise men?Why was each gift given? |
|  | **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.)** | Pupils will be able to make a link between a belief about Christmas and a corresponding behaviour or action. E.g. We believe we need to get ready to welcome Jesus at Christmas – make Advent promises, say sorry and be forgiving. We believe we need to say thank you to God for the gift of his Son – make a special effort to go to church, to pray. We believe the shepherds welcomed Jesus in Bethlehem – we try to be especially kind and welcoming of other people and extended family (covid-19 permitting). We believe the wise men visited Jesus from far away – we visit wider family at Christmas (covid-19 permitting). We believe the Angels wished everyone “Peace on earth” – we should try to be a peacemaker, make up with friends and family members. We believe Mary, Joseph and Jesus were without a home for the birth – we should practise charitable giving for the homeless, the refugee, the poor and vulnerable.  | We believe it’s important to get ready for the coming of Jesus, how do we show this?How do we show our love at Christmas?How can we say thank you to God for the gift of His Son?How can you be a peacemaker?Why do we think about people who are homeless at Christmas?What do we do at Christmas to show our love for the homeless and poor? |
|  | **Suggest answers to questions like ‘What matters most at Christmas and why?’** | This question is a question of meaning and purpose. A limited number of things can be given out or shown by the teacher that the pupils then sort. Alternatively, the pupils can be asked to make a mind map of the signs, symbols and practices of Advent and Christmas, both Christian and secular. These signs and symbols can be listed (pictures can be used) and sorted on a continuum line or target map, the most important from the least important. Pupils will respond to the question: “what matters most at Christmas?” through sorting the various things and coming up with the most important. The teacher can elicit from pupils why they think something matter most. | Why is that the most important thing at Christmas for you (your group)? |
|  | **Describe ways that Catholics show they honour Mary for her role in God’s plan (the Incarnation) (old book)** | Pupils will know that Mary is a key figure who is honoured because she is the mother of Jesus, the Son of God. The old PB pp. 24-25 detail the ways Mary is honoured. Pupils will be able to describe some ways that Mary is honoured, these include:* Has her own prayer, the Hail Mary
* Has two months – May and October – dedicated to her
* There are ‘Lady chapels’ inside churches
* There are statues of Mary in church and in school.
* Churches and schools are named after her
* Hymns (songs) are sung about her
* Catholics prayer to Mary to ask for her help
 | How do Catholics show how special Mary is?In what way is Mary our mother as well as the mother of Jesus?Do you know a prayer about Mary?Do you know what the beads are called that we use to prayer the Rosary?Which two months of the year do we remember Mary in?How might a Church show how Mary is special?How might a person show they love Mary? |