**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**SUMMER FIRST HALF TERM**

**YEAR 6**

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| **UNIT** | **EXPECTATION** | **OUR UNDERSTANDING** | **PROMPT QUESTIONS** |
| 6.5 Called to Serve | **Show understanding of discipleship by making links between bible stories, the first disciples’ and their own feelings and experiences**  | This expectation corresponds to the first section of the PBs pp. 78-80 of the old PB and pp. 104-105 of the new PB. The focus is that Jesus invites us to be his disciples. For Catholic and Christian children this can link with their baptism and for all children this invitation can link to the belief that we all have a mission in life – a special way we can use our gifts to serve God by helping others. Pupils could design a page or double page of their exercise book as a mission badge and they could add ways in which they carry out their Christian mission as the unit proceeds. This could then become the raw ideas from which pupils can write an account for the expectation *Show understanding of the use of gifts and talents for God’s Kingdom*.At their baptism the pupils were anointed with chrism oil. In Old Testament times the kings of Israel were anointed with oil to show they had been *set apart from others (chosen) for a special task* to lead as king. In the same way, at their baptism pupils were anointed with the oil of chrism to show that they are chosen by Jesus to live as a Christian, living out the commandment ‘love one another as I have loved you’. The focus on uniqueness is used (old PB p. 79; new PB p. 105 & 122) because in being chosen each person has their own mission and life is about discerning with God’s help what that mission is, which then links to the examples the PB uses of Annalena Tonelli, Joan Callaghan and Mama Maggie. The focus on the oil of chrism can be used as a link between baptism and confirmation, the latter being the sacrament through which the confirmed considers Jesus’ invitation for themselves and takes more responsibility for living the Christian life. After consideration of their baptism and mission pupils use the bible texts – read them in their original context - (old PB, p. 80; new PB p. 105) and other texts like Mk. 1:16-20 and Mk. 9:33-35 to show an understanding of the challenges of being a disciple of Jesus and some of the actions required of a disciple. Pupils will see connections (make links) between some of the texts and relate the challenges and action to their own lives. The Call of the 4 fishermen (Mk. 1:16-20) shows the commitment needed of a disciple. The story also shows what Jesus saw in these fishermen: the qualities of hard work, patience and courage, qualities that will be needed in a follower of Jesus. Pupils can demonstrate when they need these qualities in their own lives. The text Mk. 8:34 refers to the disciples needing to rest after the mission Jesus sent them on in Mk. 6:6-13 & Mk. 8:30. Teachers could use two of the photo cards from *Picturing Christianity* (RE Today) to help pupils make connections between texts, Christian living and their own lives. See particularly Pictures 11 and 17.  | What are the challenges facing the first disciples?How would the disciples have put these words into action?From your reading of different passages from the Bible, what are the qualities of character and virtues required of a disciple?What do you find most challenging about what’s required of a disciple? |
|  | **Show understanding of the use of gifts and talents for God’s Kingdom** | Pupils will be able to describe situations in which there is a clear link between personal gifts or talents and the way they use them to further the work of God’s kingdom. Pupils will move beyond simply matching a gift or talent to a specific action and be able to draw wider conclusions about how their gifts and talents shape their life in a narrative account.There is a good activity in the old PB p. 82 that can be used if you still have access to the old PB. *Mistake 1* is linked to the Parable of the Three Servants or Talents. Unlike the 4 fishermen, the third servant wasn’t courageous nor did he show the commitment necessary; he took no risks. *Mistake 2* can be linked to the Parable of the Rich Fool in Luke 12:16-21. See PDF worksheet on the Rich Fool for a supporting activity. *Mistake 3* is linked to Mark 14:27-31 where Peter says he will stand by Jesus and not desert him, but of course Peter disowned Jesus 3 times. *Mistake 4* can be linked back to the Parable of the Three Servants or Talents.Pupils in pairs or trios can reflect on their gifts and talents asking each other what their gifts and talents are and complete the activities in the old PB p. 83 on talents both obvious and hidden. If teachers have ***Big, Big Questions*** a set of songs from Fischy Music linked to RE by RE Today, song 12 “*Build Up*” has some appropriate activities to link using our gifts to help others and build up God’s kingdom. There is a link for private and home listening to the song at <https://www.youtube.com/watch?v=Wx8jkyxraAM> |  |
|  | **Show knowledge and understanding of the religious actions and signs involved in the celebration of Confirmation** | Rather than making links or giving reasons for individual signs used in a sacrament, pupils will need to demonstrate an understanding of the complete order of the sacrament. The order of the sacrament can be found at the link below:<http://www.lancasterdiocese.org.uk/wp-content/uploads/2015/05/RiteOfConfirmationWithinMass.pdf>*Renewal of Baptismal Promises*: these promises were first made by parents and godparents at the young person’s infant baptism. The adults were committing to teaching, through word and example, the faith to their child. In Confirmation, that infant is now a young person and she or he is taking on the responsibility of that growth in faith for themselves. The promises are a summary of the Creed that is said at Sunday Mass (after the Renewal, the Bishop (or priest) says: ‘This is our faith. This is the faith of the Church. We are proud to profess it in Christ Jesus our Lord’) and the young person affirms their belief in the faith of the Church.*The Laying on of Hands*: The Bishop (or priest) lays his hands on the heads of the young people, he prays for the gift of the Holy Spirit which will bring to the young person its 7 gifts, the “spirit of wisdom and understanding, the spirit of counsel [right judgement] and fortitude [courage], the spirit of knowledge and piety [reverence]; fill them with the spirit of the fear of the Lord [awe and wonder].” The pupils will be able to give some explanation of the meaning and importance of these gifts in the life of a Christian. The activities in the PBs give opportunities for pupils to show how to apply these gifts to life, see old PB pp. 87-88 and new PB p. 108. *The Anointing with Chrism:* The Bishop dips the tip of the thumb of his right-hand in the Chrism and, with the thumb, makes the Sign of the Cross on the forehead of the one to be confirmed, as he says: “Be sealed with the gift of the Holy Spirit.” The newly confirmed replies: Amen. [This means ‘Yes, I agree!’] The Bishop adds: Peace be with you. The newly confirmed: And with your spirit. [When Jesus appeared in the locked room to his disciples at Easter his first words were ‘Peace be with you’, then he breathed on them and said ‘Receive the Holy Spirit’, see John 20:19-23.]The anointing with chrism oil (a mixture of olive oil and the perfume balsam) is an ancient sign. The kings of Israel were anointed by a prophet to show they had been chosen for the special task of leading the people as king. In the same way, the young person is being called to a special task to live out their mission as a Christian. Being sealed with the Holy Spirit means that the young person belongs totally to Jesus, she or he is now his disciple.  | What happens in the Sacrament of Confirmation?What connection is there between the Sacrament of Baptism and Confirmation?What does reciting the Renewal of Baptismal Promises show about the candidate?What does each part mean?What does Confirmation do for the young person? |
|  | **Show understanding of how own and others decisions are informed by beliefs in the gifts of the Holy Spirit** | Pupils will be able to give an account of the lives of people like Annalena Tonelli and Mama Maggie showing how their lives are informed by coming to realise that they belong totally to Jesus (sealed with the Holy Spirit). Pupils will be able show how their lives are informed by the gifts of the Holy Spirit. Pupils will see connections (make links) between some of the actions and challenges faced by Annalena and Mama Maggie and their own lives.It is also appropriate to look at the life of Mother Teresa, St Teresa of Calcutta. There is a useful set of materials from RE Today on Mother Teresa in ***RE Ideas: literacy*** pp. 12-19. Though the age range is 6-9 there is a lot of material that will be very useful (and it goes up to the old level 4).To expand this work there is an opportunity for pupils to engage with question 4 on p.108 of the new PB “The world of today needs fully committed young Christians”.a). Whyb). In what ways can you witness to your faith? Think of the challenges you could encounter and how you can rise above them / or meet them.and some of the material on ‘Standing up for what is right: what would you do?’ in the RE Today booklet ***Spiritual Development*** pp. 26-32.  | How do Annalena or Mama Maggie show that they belong to Jesus?Which of the gifts of the Holy Spirit are clearly present in the life of Annalena or Mama Maggie?What challenges did they face? Why did such work bring such joy?How are Annalena and Mama Maggie living out Jesus’ words in the Parable of the Final Judgement? (See Matthew 25:31-46, see esp. vv. 37-40) |
|  | **Express a point of view and give a reason for it** | Pupils will be able to express a point of view in different areas of this unit. When exploring the nature and demands of discipleship they could express a view about the difficulties, about how it was when they were called the first disciples immediately left everything behind and followed Jesus. They can express a point of view about Confirmation and what it means, how it completes Baptism and so on. Whatever their point of view pupils will need to say why they think what they do.  |  |
|  | **Use sources to support a point of view** | Pupils will be able to show they are using a source – e.g. a bible passage – to support what they are saying. This could be on work on discipleship, Confirmation or within work on Annalena and Mama Maggie. The source does not have to support an oral point of view in a question and answer session, it could be used in written work.  |  |