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| **Advent 1**  **Creation and Covenant**  **Year 5** | | | | | |
| **The Big Question – How does virtue teaching, the Ten Commandments and Jesus’ teaching of the new commandment help people act ‘with great love’ and love of neighbour?** | | | | | |
| **Age 10 Learning outcomes:**  1. Explain the significance of Moses in the Old Testament and for Christians today.  Use specialist vocabulary to describe and explain the nature of the law of Moses.  2. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.  3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus’ teaching.  4. Correctly use developing specialist vocabulary to describe the terms sin and conscience.  5. Explain how virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life.  **Understand**  By the end of this unit of study, pupils will be able to:  **U5.1.1.** Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).  **U.5.1.2.** Make links between the Ten Commandments and Jesus’ summary of the law in Matthew’s Gospel (22:36-40).  **U5.1.3.** Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.  **U5.1.4.** Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.  **U5.1.5.** Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.  **U5.1.6.** Know that a virtue is a positive habit that helps people live a good life. (RVE)  **Discern**  **D5.1.1.** Playing with possibilities, asking questions about the Ten Commandments, such as What does ‘you shall not steal’ mean? Or what if there were eleven Commandments? (RVE)  **D5.1.2.** Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE)  **D5.1.3.** Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees.  Express a point of view and give reasons relating to the Church’s teaching on the common good and love of neighbour. (RVE)  **Respond**  **R5.1.1.** Reflecting on the words and images used to describe Moses’ encounter with God.  **R5.1.2.** Reflecting on what makes them truly happy. (RVE)  **R5.1.3.** Discussing and dialoguing with others about how rules can help people be happy (YCfK 110).  **R5.1.4**. Reflecting on their habits and where they could ‘grow in virtue’ to be better neighbours. (RVE) | | | | | |
|  | Lesson 1  **UNDERSTAND** | Lesson 2  **UNDERSTAND** | Lesson 3  **UNDERSTAND / DISCERN** | Lesson 4  **UNDERSTAND** | Lesson 5  **UNDERSTAND** |
| **Learning Focus** | **BELIEVE**  Correctly use developing **specialist vocabulary to describe** what a covenant is.  **Recognise** that God made several covenants throughout history with Noah, Abraham and Moses. | **HEAR**  **Retell** the story of Moses and the Burning Bush (Ex 3:1-15). | **HEAR**  **Retell** the story of Moses at the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17). | **HEAR / BELIEVE**  **Make links** between the Ten Commandments and Jesus summary of the law in Matthew’s Gospel (22:36-40). | **BELIEVE**  Use **specialist vocabulary to show** how the Ten Commandments help humans live good and happy lives. |
| **Recall and Retrieval** | * What is a **covenant** and can you think of an example? | * What is a **covenant** and give an example of who God made a **covenant** with? | * Describe what words and images were used during Moses’ encounter with God. | * Make a link between the covenants of Noah, Abraham and Moses. | * Give an example of how Catholic Social teaching (CST) demands a commitment to social change. |
| **Sequence of knowledge throughout the lesson.** | Key knowledge:  Pupils will know:   * Use correct religious vocabulary to describe what a covenant is. * Know that God made a covenant with Noah, Abraham and Moses. * Know that the stories of Noah and Abraham are from the book of Genesis and Moses is from the book of Exodus. * Know that the story of Moses originated in the Jewish Torah. * Know the story of Moses is significant to people of the Jewish, Islamic and Christian faith. | Key knowledge:  Pupils will know:   * Know that the story of Moses can be found in the Old Testament book of Exodus. * Know that Moses had an encounter with God in the form of a Burning Bush. * Know the covenant that God made with Moses at the Burning Bush. | Key knowledge:  Pupils will know:   * Know and retell the story of Moses at the Sinai covenant. * Know the two key events of Moses (the call and the covenant – the Sinai covenant). * Know and retell the story of Moses and the Ten commandments. (Ex 20:1-17). | Key knowledge:  Pupils will know:   * Know the story of Jesus’ summary of the law from Matthew’s Gospel (22:36-40) * Know the two greatest commandments from Matthew’s Gospel. * Know that Catholic Social Teaching helps us to see that loving our neighbour demands a commitment to social change and transformation. | Key knowledge:  Pupils will know:   * Know what it means to be happy. * Know what it means to live a ‘good’ life. * Know ways that the ten Commandments help humans live good and happy lives. * Know what Catholic Social teaching is and that ‘the common good’ is the core principle. * Know that Catholic Social teaching aims to help Christians live out their faith in the world. |

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| **Key Skills/disciplinary knowledge** | **U5.1.3.** Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.  **R5.1.1.** Reflecting on the words and images used to describe Moses’ encounter with God. | **U5.1.1.** Retell the Moses story, focusing on the two key events of the call and the covenant –  the Burning Bush (Ex 3:1-15) | **U5.1.1.** Retell the Moses story, focusing on the two key events of the call and the covenant –  the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)  **D5.1.1.** Playing with possibilities, asking questions about the Ten Commandments, such as What does ‘you shall not steal’ mean? Or what if there were eleven Commandments? (RVE) | **U.5.1.2.** Make links between the Ten Commandments and Jesus’ summary of the law in Matthew’s Gospel (22:36-40). | **U5.1.4.** Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives. |
| **Main teaching activity** | 1. Share their homework responses that relate to the big questions and put on RE display. 2. Listen to the story of Moses <https://www.youtube.com/watch?v=RdSQT7DS1lI> 3. In bibles, find the scripture (Ex 3:1-15) and discuss the key questions:   *Why do you think Moses covered his face?*  *Why did God need Moses’ help?*  *What did God need Moses to do?*  *How did Moses feel about being given this responsibility?*  *What was God’s covenant to Moses?*  Independent activity: Create a wordart design using a template or online resource. | 1. Watch [Moses and the Burning Bush - (Bible Stories) (youtube.com)](https://www.youtube.com/watch?v=kXl4PYCx46g)   **Independent activity:** Retell the Moses story, focusing on the two key events of the call and the covenant - the Burning Bush (Ex 3:1-15) | 1. Share read (on PP) <https://parentandchildbiblereading.com/project/moses-mt-sinai-exodus-19/> (stop at slide 8) 2. In bibles, find the scripture (Ex 19:3-8) 3. Find scripture (Ex 20:1-17) The Ten Commandments. Share read.   Independent activity: Pupils record the commandments in a table like the one presented in the knowledge organiser.  Exit question: if there was an eleventh commandment, what would it be? | 1. Read the Bible story from Matthew 22:36-40. 2. Compare and contrast the Ten Commandments with Jesus’ summary of the law by sorting the ten commandments into two groups; 1. Commandments that focus on loving God   2. Commandments that focus on loving your neighbour.   1. Share the Fratelli Tutti animation <https://cafod.org.uk/education/fratelli-tutti-for-schools> 2. Discuss which of the Catholic Social teaching principles link to love of neighbour   (If time) Independent activity: record this by sticking in the CST key and accompanying the reason why it links to love of neighbour. This could be done orally. | 1. Ask children to create a list of what makes them happy. 2. Use [SPCK Assemblies - The Secret of Happiness](https://www.assemblies.org.uk/sec/2456/the-secret-of-happiness) to unpick the meaning of happiness and to teach that happiness can come from giving, rather than receiving, and appreciating what we have. 3. Go through the original list and cross out any that you now think aren’t real sources of happiness add ones that you may not have thought of before.   Independent Learning activity:  In pairs, use the 10 commandments to suggest ways in which they could help us lead good, happy lives. |
| **Scaffolding** | Support to identify bible reference. | Visual aid and word bank to support recall. Close questions could be created from the text version. | Use Knowledge organiser to support. | Sentence stems to aid response. | Mixed ability pairs. |
| **Challenge** | To explain why the story of Moses is important in three different religions; Christianity, Islam and Judaism. | To make links between this story and another story within the bible that speaks of a covenant. | To include examples from everyday life. | To include examples from everyday life and events around the world. | Link to global issues. |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Covenant** – a contract and promise made between a person and God.  **Noah** – God’s covenant with Noah was to never flood the earth again.  **Abraham** – God’s covenant with Abraham was to give him land for his descendents.  **Genesis** – The first book in the Bible and tells the creation story.  **Moses** – God promised Moses to save his people from slavery and suffering.  **Exodus** – Book in the Bible that tells the story of how Moses set the Isarelites free from Egypt. | **Moses** – God promised Moses to save his people from slavery and suffering.  **Exodus** – Book in the Bible that tells the story of how Moses set the Isarelites free from Egypt. | **Moses** – God promised Moses to save his people from slavery and suffering.  **Mount Sinai** – the place where Moses received the Ten Commandments from God.  **Ten commandments** – the ten rules given to Moses by God to dictate how humans should treat and live with each other. | **The law** – given to the Egypitain people from God by Moses.  **Catholic Social Teaching** – rooted in scripture, developed by Church leaders and influenced by doing good in society. The common good is the central CST principle. | **Ten commandments** – the ten rules given to Moses by God to dictate how humans should treat and live with each other. |
| **Resources** | Children’s Bibles  Pre-completed homework task (children’s responses to the big question.) |  |  | <https://cafod.org.uk/pray/catholic-social-teaching>  Cut the ten commandments into strips to enable sorting into groups.  World template |  |
| **Diversity Links** | Opportunities for links between Christianity, Islam and Judaism. |  |  | Explore the worldwide representations of Catholic Social Teaching. | Make links with the Jesus Mafa art work to show diversity links in Art. |
| **Checking for understanding (summative assessment)** | 2. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses. | 1. Explain the significance of Moses in the Old Testament and for Christians today.  Use specialist vocabulary to describe and explain the nature of the law of Moses. |  |  | 3. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus’ teaching. |

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|  | Lesson 6  **RESPOND** | Lesson 7  **UNDERSTAND** | Lesson 8  **UNDERSTAND / DISCERN / RESPOND** | Lesson 9  **DISCERN** | Lesson 10  **RESPOND** |
| **Learning Focus** | **UNDERSTAND / BELIEVE**  **Discuss** and **dialogue** with others about how rules can help people be happy (YCfK 110).  **Know** that a virtue is a positive habit that helps people live a good life. | **CELEBRATE**  Correctly use developing **specialist vocabulary to describe** sin as deliberately spoiling our friendship with God and each other. | **CELEBRATE**  **Discuss** what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. | **BELIEVE / LIVE**  **Assessment task**  **Express a point of view** and **give reasons** relating to the Church’s teaching on the common good and love of neighbour. | **CELEBRATE**  **Celebration of the Word**  **Reflect** on the words and images used to describe Moses’ encounter with God. |
| **Recall and Retrieval** | * Why did God give Moses the Ten Commandments? * What was the purpose of the Ten Commandments? * Did having the Ten commandments make the people of Israel happy? | * What is the definition of a ‘good’ person? * Revisit the school virtues and explain why they are important at our school. * Why is virtues education important? | * How would you describe sin? * What does it mean to have a conscience? | * What are the theological virtues? * What are the cardinal virtues? * How do the virtues help Christians love a good life? | * Reflect on the big question ‘*How does virtue teaching, the Ten Commandments and Jesus’ teaching of the new commandment help people act ‘with great love’ and love of neighbour*?’ |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * Know that a virtue is a good habit that helps people live a good life and be a good person. * Know what ‘growing in virtue’ means at OUR SCHOOL. * Know that rules are important and we need to follow rules to keep everyone safe. * Know that rules can help people be happy. * Know what makes you feel happy. | Key knowledge:  Pupils will know:   * Know and give a definition of what the word **sin** means. * Know and give a definition of what the word **conscience** means. | Key knowledge:  Pupils will know:   * Know that the cardinal virtues are practical wisdom (prudence), justice, fortitude and temperance. * Know the theological virtues are faith, hope and charity (love). * Know that through God’s grace we can enjoy the theological virtues. | Key knowledge:  Pupils will know:   * Know what ‘to act with great love’ means. * Know and give examples of when people have acted with great love. * Know that Mother Teresa teaches us ‘*to do small things with great love*.’ | Key knowledge:  Pupils will know:   * Know words and images that are appropriate to use when reflecting on Moses’ encounter with God. |
| **Key Skills/disciplinary knowledge** | **R5.1.2.** Reflecting on what makes them truly happy. (RVE)  **R5.1.3.** Discussing and dialoguing with others about how rules can help people be happy (YCfK 110).  **U5.1.6.** Know that a virtue is a positive habit that helps people live a good life. (RVE) | **U5.1.5.** Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other. | **D5.1.2.** Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE)  **R5.1.4**. Reflecting on their habits and where they could ‘grow in virtue’ to be better neighbours. (RVE) | **D5.1.3** Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees.  **D5.1.3.** Express a point of view and give reasons relating to the Church’s teaching on the common good and love of neighbour. (RVE) | **R5.1.1.** Reflecting on the words and images used to describe Moses’ encounter with God. |
| **Main teaching activity** | Partner talk – what would school/our local area look like with no rules?  What are the benefits of this? What are the negatives?  Share & record responses.  Watch: [*British values: The rule of law - BBC Teach*](https://www.bbc.co.uk/teach/school-radio/articles/zc2bsk7)  Discuss as a class what they have learned from the clip – are there any other laws that have changed over time e.g. The women’s right to vote or covid restrictions. Why have these now changed?  Discuss what virtues are and how they help us to make good choices.  Independent learning activity:  Stick in the virtues display poster. Annotate the meaning of the virtues around it. | 1. Watch: [*Resources - RE:quest (request.org.uk)*](https://request.org.uk/resource/issues/ultimate-questions/big-questions-what-is-sin/) to get the pupils thinking about the meaning of sin – discuss key questions:  * Can you think of a time when you might have put yourself first? * Is it difficult to think of others before ourselves? * Can you think of any times where this happened in the bible and what happened as a result?   Independent activity:   1. Complete a vocabulary activity for the word sin and conscience  * Word * Definition * Word class * Definition * Picture * Sentence  1. Sort out the statement cards into two columns – one with examples of spoiling our relationship with God by putting ourselves first and the other of things that follow God rules and Jesus’ teachings. | 1. Revisit the virtues and their meaning (from lesson 6) 2. Discuss how these can be put into practice with situations that people face in the world right now. 3. Key words: *refugee* and *asylum seeker*   Understand the definitions of both (on PP)  Work through the British Red Cross material copied onto the PowerPoint.  Independent activity:  Create a mindmap/poster or list of pledges in ways we can support our brothers and sisters who seek asylum in this country and why this is important.  Exit questions: How could we use Catholic Social Teaching to link to this and change people’s views to make a difference. | 1. Start with a Habits of Discussion activity based on the Discern statement. 2. Each child then answers the *Discern* question for their assessed task expressing their point of view about this statement. Give reasons for your answer making links back to examples from scripture, the Holy Spirit and discipleship. | 1. In groups, each plan a section of the Celebration of the Word. 2. Include ‘Come Holy Spirit, fill the hearts of your faithful’ prayer. 3. Pupil-led Celebration of the Word. 4. Pupils to complete evaluations. |
| **Scaffolding** | Use a word bank | Use the statements in the resources | Use suggestions presented in the PowerPoint | Sentence stems / prompts to support response. |  |
| **Challenge** | Link it to an example of someone living it out in the bible. | To think of your own examples from your own experience, or people in the bible. | Independently link the reasons as to why it is important to support people who are seeking asylum to Jesus’ teaching and virtues. |  |  |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Rules** – tell you what you are allowed and not allowed to do to and they are designed to keep you safe.  **True happiness** – it is a feeling that everything is good inside.  **Virtue –** a good habit of behaviour, showing a high moral standard. | **Sin –** an action that is disobedient to God’s law.  **Conscience –** the part of you that judgeshow moral your own actions are and it makes you feel guilty for any bad things you have done.  **Morals –** what a person believes to be right and wrong. | **Virtue –** a good habit of behaviour, showing a high moral standard.  **Cardinal virtues –** they are four moral virtues of mind and character: prudence, justice, fortitude and temperance.  prudence – using good judgement when making a decision or taking action.  Justice – all people are treated fairly.  Fortitude – strength of mind to help a person be brave and have courage.  Temperance – showing self-control over your thoughts and feelings.  **Theological virtues –** faith, hope and charity (love).  **God’s grace** – God gives all his goodness freely. | **Aslyum seekers** – a person who leaves their own country to move to another country and is seeking aslyum to live in another country.  **Refugees** – a person who has been forced to leave their country due to poverty, war or narural disaster.  **My neighbour** – our fellow human beings all around the world. | **Encounter with God** – to be welcomed in to God’s presence. |
| **Resources** |  |  |  |  |  |
| **Diversity Links** |  |  |  |  |  |
| **Checking for understanding (summative assessment)** | 5. Explain how virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life. | 4. Correctly use developing specialist vocabulary to describe the terms **sin** and **conscience**. | 5. Explain how virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life. | Express a point of view and give reasons relating to the Church’s teaching on the common good and love of neighbour |  |