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| **Year 4 – Pentecost term 2**  **Branch Six: Dialogue and encounter** | | | | | | |
| **Understand**  **U4.6.1. Describe some facts about the life of St Paul and explain why he is an important figure for**  **Christians. (RVE)**  **U4.6.2. Make links between Cor 13:1-7, 13 and the theological virtues.**  **U4.6.3. Recount some facts about a different liturgical rite within the Catholic Church.**  **U4.6.4. Recognise some reasons why different liturgical traditions arose in different parts of the world.**  **U4.6.5. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)**  **U4.6.6. Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. (RVE)**  **Discern**  **D4.6.1. Looking at how a range of artists show St Paul’s encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion.**  **D4.6.2. Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. (RVE)**  **D4.6.3. Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE)**  **By age 9, pupils will begin to expand critical and creative skills in religious education by thinking imaginatively about the implications of faith in Christ and actions. They will express preference supported by reasons when asked to choose between different aspects of study, such as works of art or musical expression and discuss their reasons with others. They will ask and answer questions about belief in Christ and what the Kingdom of God means to them. They will consider their personal experiences drawing on learning about other cultures, communities, and traditions. They may express their creative or critical reflections through different mediums, such as writing, poetry, art, music, or dance.**  **Respond**  **R4.6.1. Discussing the meaning of what they have learned for their own lives. (RVE)**  **R4.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities. (RVE)**  **R4.6.3. Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. (RVE)**  **By age 9, pupils will be invited to make connections between religious personal experiences and expressions of religious beliefs. They will have opportunities to reflect on personal learning, sharing thoughts and ideas and valuing the views and opinions of others. Pupils will spend reflective time wondering about what they have studied and thinking about positive changes they could make in their own lives, in the life of their local community, and the wider world. Pupils will be invited to respond through individual or collective prayer, singing or music, making simple connections with Christian traditions locally and globally.**  **Dialogue**  **By the end of this unit of study, pupils will hear the following key texts:**  **• The road to Damascus (Acts 9:3-9, 17-19)**  **• The first letter to the Corinthians (1 Cor 13:1-7,13)**  **Teachers should choose additional texts about the mission of St Paul, for example:**  **• Paul’s speech before the Council of the Areopagus (Acts 17:22-26, 28-29)**  **• Galatians 1:11-24**  **• 2 Cor 11:22-23**  **• Galatians 3:27-28**  **By the end of this unit of study, pupils will know:**  **• There are different traditions in the Liturgy of the Church\***  **• Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.**  **Encounter**  **By the end of this unit of study, pupils will have encountered the following:**  **Know some facts about the five pillars of Islam.**  **Understand some ways Muslims in Britain today live out their beliefs.**  How do people of faith work together in the local community towards the common good? | | | | | | |
|  | Lesson 1  **UNDERSTAND / DISCERN** | Lesson 2  **UNDERSTAND / DISCERN** | Lesson 3  **UNDERSTAND / RESPOND** | Lesson 4  **UNDERSTAND / DISCERN** | Lesson 5  **UNDERSTAND / DISCERN** | Lesson 6  **DISCERN** |
| **Learning Focus** | **HEAR**  Describe some facts about the life of St Paul and explain why he is an important figure for  Christians. | **HEAR**  Looking at how a range of artists show St Paul’s encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion. | **HEAR / BELIEVE**  Explore and describe some of the theological virtues. | **HEAR**  Make links between 1 Corinthians 13:1-7; ‘The Gift of Love’ and the theological virtues. | **CELEBRATE**  Recount some facts about a different liturgical rite within the Catholic Church. | **LIVE**  Recognise some reasons why different liturgical traditions arose in different parts of the world. |
| **Recall and Retrieval** | * Recap on what we know about St Paul | * Recall pieces of scripture and related artwork we have explored previously. | * Remembering some of the virtues that we have learned about previously, and lived out. | * Recap on the different types of virtues, Also, remembering The Beatitudes, and Ten Commandments. | * Recap on the meaning of liturgical rite and remembering what we have learned before. | * Use a developing religious vocabulary to name and describe some examples of liturgical traditions in different parts of the world. |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * Some facts about the life of St Paul, and explain why he is an important figure for   Christians. | Key knowledge:  Pupils will know:   * How a range of artists show St Paul’s encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion. | Key knowledge:  Pupils will know:   * And describe some of the theological virtues. * How are these lived out? | Key knowledge:  Pupils will know:   * And make links between 1 Corinthians 13:1-7; ‘The Gift of Love’ and the theological virtues. | Key knowledge:  Pupils will know:   * The most well-known is the Latin Rite (also known as the Roman Rite), but there are also Eastern rites like the Byzantine, Alexandrian, Armenian, Chaldean, and Coptic rites. | Key knowledge:  Pupils will know:   * Some that different liturgical traditions arose in different parts of the world. * Recognise some reasons why |
| **Key Skills/disciplinary knowledge** | U4.6.1. Describe some facts about the life of St Paul and explain why he is an important figure for  Christians. (RVE) | **D4.6.1.** Looking at how a range of artists show St Paul’s encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion. | U4.6.2. Explore and describe some of the theological virtues.  R4.6.1. Discussing the meaning of what they have learned for their own lives. (RVE) | **U4.6.2. Make links** between Cor 13:1-7, 13 and the theological virtues. | U4.6.3. Recount some facts about a different liturgical rite within the Catholic Church. | U4.6.4. Recognise some reasons why different liturgical traditions arose in different parts of the world. |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | 1. Using some of the information below, create a fact sheet about St Paul, explaining why he is an important figure for Christians.   <https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml>  <https://www.youtube.com/watch?v=UwsVgRULL48> | 1. Scripture detective activity the Conversion of Saint Paul 2. Write a summary of the Scripture and depiction, giving reasons for their opinions.   <https://christian.art/daily-gospel-reading/mark-16-15-18-2025/>  <https://www.getty.edu/art/collection/object/103RTB> | 1.Explore and research the theological virtues; <https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf>  2.Design an information guide about one or more of the virtues, or depict through collage and artwork.  Focus on how these are lived out, and why? | 1. Scripture detective activity with the Corinthians 13:1-7; ‘The Gift of Love’ 2. Explore links to the theological virtues 3. Draw in other religious sources such as; The Beatitudes.   <https://catholicidentity.bne.catholic.edu.au/scripture/SitePages/1-Corinthians-13-113.aspx?csf=1&e=y7LMeW> | 1. Briefly discuss that; the most well-known is the Latin Rite (also known as the Roman Rite), but there are also Eastern rites like the Byzantine, Alexandrian, Armenian, Chaldean, and Coptic rites. 2. Choose one of these to further explore. 3. Create a mind map or similar outlining one of these. | 1. Recap on the learning from the previous lesson. 2. Explore and discuss some reasons why different liturgical traditions arose in different parts of the world. 3. Present some reasons why different liturgical traditions arose in different parts of the world. 4. Refer to the Catechism of the Catholic Church |
| **Scaffolding** | Key words and meaning | Key words and religious sources | Have word mats available on tables with key words | Have word mats available on tables with key words | Key vocabulary and definitions | Further explanation of traditions |
| **Challenge** | Making religious links / connections. | Exploring further religious reasons. | The challenges of living out the virtues? | Broaden the range of religious sources | Range and depth of connections and meaning. | Depth and variance of religious reasons |
| **Key vocabulary and definition** | Saul  Conversion  Faith  Paul | Symbolism  Conversion  Faith  Paul | Virtues  Faith, Hope, and Charity (Love).  Theological | The theological virtues are faith, hope, and charity | Latin Rite (also known as the Roman Rite)  Eastern rites like the Byzantine, Alexandrian, Armenian, Chaldean, and Coptic rites. | Diverse cultures  Mission  Liturgical traditions |
| **Resources** | Lesson PowerPoint  Children’s bibles  Christian Art website  <https://www.bbc.co.uk/religion/religions/christianity/history/paul_1.shtml>  <https://www.youtube.com/watch?v=UwsVgRULL48> | Lesson PowerPoint  Children’s bibles  <https://christian.art/daily-gospel-reading/mark-16-15-18-2025/>  <https://www.getty.edu/art/collection/object/103RTB> | Lesson PowerPoint  [Virtues-for-Catholic-Schools.pdf](https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf) | Lesson PowerPoint  <https://catholicidentity.bne.catholic.edu.au/scripture/SitePages/1-Corinthians-13-113.aspx?csf=1&e=y7LMeW> | Lesson PowerPoint  Background information; <https://www.catholicnewsagency.com/resource/56009/the-rites-of-the-catholic-church> | Lesson PowerPoint  Background information;  <https://www.vatican.va/content/catechism/en/part_two/section_one/chapter_two/article_2/liturgical_diversity_and_the_unity_of_the_mystery.html> |
| **Diversity Links** | Inclusion – all are welcome. | Inclusion of all  Paul’s dependence on others | All are welcome | Diverse ethnic and denominational backgrounds | Diverse ethnic and denominational backgrounds | The Church's mission to evangelise diverse cultures. |
| **Checking for understanding (summative assessment)** | 1. Describe some facts about the life of St Paul 2. Explain why he is an important figure for   Christians. | 1. Discover how range of artists show St Paul’s encounter with Jesus. 2. Discuss which one they prefer, giving relevant reasons for their opinion. | 1. Exploring and describing some of the theological virtues. 2. Discussing the meaning of what they have learned for their own lives. | 1. Making links between 1 Corinthians 13:1-7; ‘The Gift of Love’ and the theological virtues. | 1. Recount some facts about a different liturgical rite within the Catholic Church.  2. Explore the meaning within this. | 1. Explore and discuss the different traditions.  2.Present some reasons why different liturgical traditions arose in different parts of the world.  Refer to the Catechism of the Catholic Church;  <https://www.vatican.va/content/catechism/en/part_two/section_one/chapter_two/article_2/liturgical_diversity_and_the_unity_of_the_mystery.html> |

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|  | Lesson 7  **DISCERN** | Lesson 8  **UNDERSTAND / DISCERN** | Lesson 9  **UNDERSTAND / DISCERN** | Lesson 10  **RESPOND** |
| **Learning Focus** | **BELIEVE / CELEBRATE / LIVE**   * Explore liturgical traditions, and some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. | **HEAR / CELEBRATE / LIVE**   * Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). | **BELIEVE**   * Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today | **Refer to RESPOND**  **Celebration of the word**  **Assessment – Knowledge capture** |
| **Recall and Retrieval** | * To know about some aspects of previous images and pictures explored. | * To know about some aspects the common good, and other CST principles. | * Recap on our knowledge of the Islam faith. |  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * About liturgical traditions, and some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. | Key knowledge:  Pupils will know:   * Some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE) * About stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE) | Key knowledge:  Pupils will know:   * About, and explore the five pillars of Islam and develop their knowledge of the Islamic faith. |  |
| **Key Skills/disciplinary knowledge** | **D4.6.2. Exploring some examples** of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. (RVE) | U4.6.5. Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)  D4.6.3. Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE) | U4.6.6. Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. (RVE)  D4.6.3. Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE) | R4.6.1. Discussing the meaning of what they have learned for their own lives.  R4.6.2. Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities.  R4.6.3. Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. |
| **Main teaching activity**  ***If the school has another short-term planning format, this does not need to be included.*** | 1. Invite the pupils to explore and discuss a range of Coptic Icons and images at; (Video)   <https://www.ukcopticicons.com/>   1. They may choose to   replicate a simple version of one, write a summary for one, and / or piece an icon ‘jigsaw back together. | 1. Discuss ways we collaborate for the common good through various initiatives like food banks, support for the vulnerable, and community outreach programs. 2. Create a collage (or similar) which celebrated these initiatives – create a slogan? 3. Design a summary for; <https://cte.org.uk/working-together/local/unity-at-a-local-level/> | 1.Listen to, and reflect upon the following;  <https://www.bbc.co.uk/teach/school-radio/articles/zvvvp4j>  Reflect upon the ways in which this could influence the way they and others live.  2, Design a fact sheet / summary on the five pillars of Islam through words, images and artwork;  Refer to; <https://primaryilm.com/5-pillars-of-islam-for-kids/> |  |
| **Scaffolding** | Have word mats available on tables with key words – key information regarding the above, Visuals / Icons | Have word mats available on tables with key words – key information regarding the above.  Visuals. | Key words and definitions |  |
| **Challenge** | Depth and breadth of questions asked and answered about what they have noticed. | Depth and breadth of research | Further reflect on questions about their beliefs, worship, or life, and that of others. |  |
| **Key vocabulary and definition** | Liturgical traditions  Different Catholic communities  The Coptic Church  Icons | Common good  Food banks  Support for the vulnerable  Community outreach programs | Shahada, or the declaration of faith.  Salah, the act of praying five times a day.  Zakat, the act of charitable giving.  Sawn, the practice of fasting.  Hajj, the pilgrimage to Mecca. . |  |
| **Resources** | Lesson PowerPoint  <https://www.ukcopticicons.com/> | Lesson PowerPoint  <https://cte.org.uk/working-together/local/unity-at-a-local-level/> | Key vocabualary cards, and a range of sentence starters.  <https://www.bbc.co.uk/teach/school-radio/articles/zvvvp4j>  <https://primaryilm.com/5-pillars-of-islam-for-kids/> |  |
| **Diversity Links** | Diversity of artefacts and images used. | Diversity within our school, and wider community. | Diversity of artefacts and resources used and referrred to. |  |
| **Checking for understanding (summative assessment)** | 1. Exploring examples of art or music from a different Catholic community, for example, icons of the Coptic Church. 2. Asking questions about what they have noticed | 1. Ways Christians in their local area work together for the benefit of the whole community. 2. About stories and experiences of others from different Christian communities – beliefs in action | 1. Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. 2. Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. |  |