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| **Lent Term 2****Desert to Garden****Big Question – How can we live a good life, especially during the season of Lent, to ensure eternal life with Jesus in Heaven?** |
| **Understand**U5.4.1 Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions. U5.4.2 Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God’s call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer. U5.4.3 Describe how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life. U5.4.4 Use specialist vocabulary to describe the word, ‘conscience.’ (RVE) U5.4.5 Simply describe Catholic beliefs in the last things, death, judgement, heaven and hell. U5.4.6 Recognise that the words of St Paul (1 Corinthians 15:1-8,20-25,54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven. U5.4.7 Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember. **Discern**D5.4.1 Discuss if all points of view are equally valid when thinking about conscience. For example, is it ever ok to be cruel or unkind to another person? D5.4.2 Thinking about the temptations that Jesus faces in the wilderness, as ‘what if’ questions about the times they have faced temptations in their own lives. **Respond**R5.4.1 Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change (RVE) R5.4.3 Reflecting on the meaning of what they have learned for their own lives. (RVE)  |
|  | Lesson 1**BELIEVE / CELEBRATE** | Lesson 2**HEAR/BELIEVE**  | Lesson 3**BELIEVE/LIVE** | Lesson 4**BELIEVE** | Lesson 5**BELIEVE** | Lesson 6**HEAR/BELIEVE** |
| **Learning Focus**  | **U5.4.1** To use religious vocabulary to describe what happens at the Ash Wednesday Mass and how Christians mark this day.  | **U5.4.2** Make links between the Ash Wednesday readings and how Christians act during Lent.  | **U5.4.3** Describe how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life. **U5.4.4** Use specialist vocabulary to describe the word, ‘conscience.’ (RVE)**D5.4.1** Discuss if all points of view are equally valid when thinking about conscience. For example, is it ever ok to be cruel or unkind to another person?  | **R5.4.1** Consider how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change (RVE) R5.4.3 Reflect on the meaning of what they have learned for their own lives. (RVE) | **U5.4.5** Simply describe Catholic beliefs in the last things, death, judgement, heaven and hell.  | **U5.4.6** Recognise that the words of St Paul (1 Corinthians 15:1-8,20-25,54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.  |
| **Recall and Retrieval**  | *What do you know already about Lent?*  | How long does Lent last? Where do the Ashes come from? What does the Priest say when he traces the ashes? What are Christians called to do during Lent? | What is the definition of sin? Give some examples of sin. *(Retrieval from Creation and Covenant – lesson 7)* | How many 10 Commandments can you name? What is Jesus’ great commandment? What is a conscience and how does this help us?  | Why does Lent last for 40 days? Why do people have ashes placed on their forehead on Ash Wednesday?  | What is the definition of: Death Judgement Heaven Hell  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:Pupils will know:* To know that on Ash Wednesday, Christians go to church and the priest puts ashes on their foreheads in the shape of a cross.
* To know that ashes come from burning last year’s Palm Sunday leaves.
* To know that during Lent, Christians reflect on their actions and say sorry for their mistakes.
* To know that Ash Wednesday is the first day of Lent, a 40-day period.
 | Key knowledge:Pupils will know:* To know that Ash Wednesday readings link to repentance and turning to prayer e.g. Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18
* To know that prayer is turning the heart towards God.
* To know that prayer is a way of sharing with God everything that is in a person’s heart, what makes them happy and what is troubling them.
* To know that Christians express by prayer postures e.g. kneeling, standing, sitting, joined hands
 | Key knowledge:Pupils will know:* A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God.
* Sin separates people from love and from good. All sins are damaging but some are so deadly that break our friendship with God.
* Conscience is our ‘inner voice’ that guides the choices people make. God speaks to people through their conscience.
 | Key knowledge: Pupils will know:* Conscience is our ‘inner voice’ that guides the choices people make. God speaks to people through their conscience.
* A simple examine or act of contrition
* To know how to examine their conscience and why this is important.
 | Key knowledge:Pupils will know:The last things are death, judgements, heaven, purgatory, and hell.  | Key knowledge:Pupils will know:* To know what Heaven is.
* To know that Jesus resurrected on Easter Sunday.
* To know the importance of the resurrection and how it gives hope for eternal life
* To know that because of Jesus’ resurrection, Christians can follow his path to Heaven.
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| **Key Skills/disciplinary knowledge** | U5.4.1 Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions | U5.4.2 Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God’s call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.  | U5.4.3 Describe how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life. U5.4.4 Use specialist vocabulary to describe the word, ‘conscience.’ (RVE) | R5.4.1 Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change (RVE) **R5.4.3 Reflecting on the meaning of what they have learned for their own lives. (RVE)** | U5.4.5 Simply describe Catholic beliefs in the last things, death, judgement, heaven and hell.  | U5.4.6 Recognise that the words of St Paul (1 Corinthians 15:1-8,20-25,54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.  |
| **Main teaching activity** | 1. Share pupils’ ideals from the retrieval.
2. Explain that Lent is 40 days – linking to the time that Jesus spent in the wilderness. Share Matt 4: 1-11 to revisit this passage. What temptations do we face today?
3. Watch: <https://youtu.be/mlvmyTCcXHY?si=uzcSj-74uCm2yNvo>
4. Create a guide for someone who has not been to an Ash Wednesday Mass before, explaining what to expect and why. Use the CORE resource sheet as a guide.
 | 1. Teach the ‘know that’ statements for prayer
2. Pupils respond to these questions:

How do you pray? When do you like to pray? How do you feel when you are praying? 1. Share the 3 readings from the resource. Ask the pupils to highlight the key themes of:
* Repentance
* The importance of fasting
* The importance of prayer
* Reconciliation (turning back to God)
* Acting in humility (not for praise or acknowledgement of others.)
1. Create a pray, fast, give interactive poster (Found here:[Look to Him and be Radiant: Lent: Pray, Fast, Give Printable](https://www.looktohimandberadiant.com/2017/02/lent-pray-fast-give-printable.html?m=1)

to be taken home or displayed around school.  | 1. 1. What makes something good or bad?
2. Can anyone give an example of something they feel is wrong to do? Revisit key terms: Sin: A word, deed, or intention that turns a person away from God and good.
3. Conscience: Our inner voice that helps us know what’s right and wrong, helping us make decisions.
4. 2. "Why do you think it’s important to understand what sin is and how conscience helps us make decisions?"
5. 3. Share the Ten Commandments and Jesus’ Great Commandment. "What do you think it means to break one of the commandments? How do we feel when we break a rule or commandment?"
6. Connect the discussion to sin: Explain that sin is when we choose to ignore these guidelines, turning away from what is good and loving.
7. 3. Introduce the word conscience and explain it as the inner voice that helps guide choices. Divide the class into small groups and give each group a scenario involving a moral dilemma (see resources.)

4. Lead a class discussion on different points of view about conscience and sin. Present the question: "Is it ever okay to be cruel or unkind to another person?" e.g. You get really mad at a friend and, in the heat of the moment, say something unkind. Later, you feel guilty and wonder if it was okay to say it.1. Encourage the students to think about how their conscience might react in different situations.
2. Guide them to understand that not everyone might agree on what is right, but Catholics believe conscience is a way to listen to God's guidance.
3. 5. Reflect on learning and respond to the following questions:
4. a. What is sin?

b. What do you think happens when someone chooses to ignore their conscience and does something they know is wrong?1. c. How can following Jesus' Great Commandment ("Love your neighbour as yourself") help you make better choices in your daily life?
2. Challenge: Give an example of a Bible story where someone did something wrong, reflected on it and changed their ways.
 | What does it mean to have a conscience? Take pupils responses then share: our inner voice that helps us make choices; God speaks to us through our conscience. (Retrieval from previous lesson.) 2. Introduce the ‘examination of conscience’ to reflect on our actions and see if we’ve made choices that hurt others, ourselves, or went against what we believe is right. Explain that this practice helps us to make better choices in the future and is something that people do, especially before confession, but it can also be done anytime.3. Self-reflection – look at the tick sheet of things we have done or have not done. Play some calm music whilst the pupils reflect, reassuring them that they will not have to share it. 4. Ask them to record a couple of responses, using tick sheet as a guide following these prompt questions: What are some actions I’ve done recently that I know were wrong?Did I hurt myself or others? How did I feel after making that choice?What could I do differently next time?How can I make up for what I’ve done, if necessary?1. Share the act of contrition and discuss how this prayer helps us express sorrow for our actions and ask God for help to do better. End with a reflection:

 *Why is it important to examine our conscience regularly?"**How can examining our conscience help us grow as better people?**How does this practice help us hear God's voice and make better choices?* | Introduce the four main themes today: Death:* We all live our lives on Earth, but eventually, we all die. Death is when our body stops working, but our soul lives on forever. God created us, and He knows when it is time for us to return to Him."
* Emphasize that death isn’t something to be afraid of, as Catholics believe in eternal life with God.

Judgement:* After we die, Catholics believe that we will be judged by God. He will look at the way we lived our lives, how we treated others, and if we loved Him. This is called the 'Final Judgement.'"
* It’s like when your teacher gives you a report to show how well you did in school, but instead, God looks at your heart and actions.

Heaven:* Heaven is a beautiful place where we live forever with God, full of peace, joy, and love. It’s where we can be close to God and with the people we love."

Share the artist images of Heaven. Give pupils the chance to write words that come to mind when they look at the images and discuss any similarities between the pictures and their responses. Hell: Hell is the opposite of heaven. It’s a sad place for people who chose to live without love or care for others and God. But Catholics believe that everyone has the chance to turn to God and choose love, so Hell is for people who never wanted to be with God.Use a simple image or concept to illustrate hell, emphasizing that it’s not a scary place, but rather a place where there is sadness and separation from God.Share the one image. **Task:** create a watercolour image of Heaven, inspired by the artist representations. Explain your choices underneath e.g. I chose a waterfall as it is calm and peaceful. Finish with a prayer: Dear God, thank you for the gift of life. Help us to make good choices, love others, and always be close to you. We want to live in a way that will bring us to heaven one day. Amen. | * 1. Ask the Pupils-

What is Resurrection?What does it mean for Christians?Share and expand (if needed) Resurrection means coming back to life after being dead. In Christianity, we believe that Jesus rose from the dead after He was crucified. This is the Resurrection. Through Jesus’ Resurrection, Christians believe that He opened the way to eternal life in heaven for everyone who believes in Him.* 1. Share St Paul’s letter and think about:

Why Paul said that he did not deserve to be called an apostle. What does ‘Where, Death, is your victory?’ mean? What do Christians believe? * 1. How can knowing that Jesus rose from the dead make you feel brave? How does it give you hope for the future?

Pupils write their response on a post-it for display or their book. 4. Ask students to draw their own "path to heaven," showing how they can follow Jesus and live like Him. This could be a road, a series of steps, or a journey, with symbols of good actions like helping others, praying, and being kind.Guidance for Drawing: Encourage students to think about ways they can live like Jesus did, and show these things in their drawings. |
| **Adaptations** | Sentence stems/pictures for pupils who require extra support. Found on the SUPPORT resource sheet.  | When creating the prayer, fast, give decide which pupils to give the populated examples to.  | Providing the sentence stems for response.  | Stem sentences for responses.  | Consider any pupils who have suffered loss and bereavement and adapt accordingly.  |  |
| **Challenge** | Give reasons e.g. why does Lent last for 40 days*? (Link to Jesus in the Wilderness)*  | Some pupils could source their own examples.  | 1. Challenge: Give an example of a Bible story where someone did something wrong, reflected on it and changed their ways. E.g. The Prodigal Son (Luke 15:11-32), Zacchaeus (Luke 19:1-10) Peter denies Jesus (Luke 22:54-62)
2. Sauls conversion to Paul (Acts 9:1-19)
 |  | What do we think God wants from us to get to heaven? | Include Bible references to stories of Jesus and examples of how we could act like him in our everyday lives.  |
| **Key vocabulary and definition**  | * Lent - Lent is a special time in the Christian calendar when people prepare for Easter. It lasts for 40 days and is a time for giving up something you enjoy or doing something extra like helping others, to show love and grow closer to God.
* Fasting - Fasting means choosing to give up something for a short time, like food or sweets, to focus more on your faith or to show self-control.
* Prayer - Prayer is when you talk to God. It’s a way to ask for help, say thank you, or just share your thoughts and feelings with Him.
* Almsgiving - the act of giving money, food, or other help to those in need.
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* Prayer - Prayer is when you talk to God. It’s a way to ask for help, say thank you, or just share your thoughts and feelings with Him.
* Almsgiving - the act of giving money, food, or other help to those in need.
 | * sin - spoiling our friendship with God through our words or actions to others.
* Deadly sin - a deadly sin is a very serious wrong choice. These are actions that can really hurt your relationship with God and others, and they need to be fixed with help and prayer.
* Conscience - your conscience is like an inner voice that helps you know what is right and wrong. It’s the feeling you get when you’re about to make a good or bad choice.
 | * Conscience is our ‘inner voice’ that guides the choices people make. God speaks to people through their conscience.
* Prayer is turning our heart towards God
 | * Death: Our bodies stop working, but our souls live on.
* Judgment: God will see how we lived and loved.
* Heaven: A place of joy with God forever.
* Hell: A sad place for those who don’t want to be with God.
 | * Ressurection – coming back to life after being dead.
* Death: Our bodies stop working, but our souls live on.
* Judgment: God will see how we lived and loved.
* Heaven: A place of joy with God forever.
* Hell: A sad place for those who don’t want to be with God.
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| **Resources** | Resource sheet to structure response.  | Scripture sheet. Pray, Fast, Give guide.  | Moral dilemma sheet for scenarios  | Examination of Conscience tick boxes Act of contrition prayer  | Picture sheets Watercolour paints A5 paper  |  |
| **Diversity Links** | Different traditions of how the ashes are placed on the head: [On Ash Wednesday, some ‘trace’ and some ‘sprinkle’ — But why? - Adoremus](https://adoremus.org/2021/02/on-ash-wednesday-some-trace-and-some-sprinkle-but-why/#:~:text=In%20Germany%2C%20on%20Ash%20Wednesday%2C%20a%20priest%20traces,Vatican%2C%20and%20in%20Italy.%20Croatia%20sprinkles.%20Nigeria%20traces.) |  |  |  |  |  |
| **Checking for understanding (summative assessment)**  | How long does Lent last? Where do the Ashes come from? What does the Priest say when he traces the ashes? What are Christians called to do during Lent?  | What are the key themes in Lent? What are Christians asked to do?  | Review their reflections to ensure understanding of sin, conscience, and moral decision-making based on Catholic belief.  |  | Understanding of the key definitions and their thoughts on how to get closer to God.  |  |

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|  | Lesson 7**CELEBRATE/LIVE** | Lesson 8**CELEBRATE/LIVE** | Lesson 9**Knowledge Capture** | Lesson 10**RESPOND** |
| **Learning Focus** | U5.4.7 Know that the Rosary is a prayerful reflection on the life of Christ  | U5.4.7 Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.  | R5.4.3 Reflecting on the meaning of what they have learned for their own lives.Pupils respond to their learning over this branch. How this is recoded is up to individual schools/teachers.  | Celebration of the word & respond booklet.  |
| **Recall and Retrieval**  | * What readings are used in the Ash Wednesday Mass?
* What do they help Christians reflect on.
 | Why do Catholics pray the rosary? How many mysteries of the rosary are there? What are the names of the different mysteries?  | Share key prompt questions and ask pupils to start gathering their thoughts using talk partners.Discuss as a class some of the key learning from the branch.  |  |
| **Sequence of knowledge throughout the lesson** | * To know what a rosary is
* To know the prayers included in the rosary
* To know that it is a powerful meditation tool to visualise the life of Jesus Christ.
 | * To know that the rosary is a powerful meditation tool to visualise the life of Jesus Christ.
* To know the sorrowful mysteries of the rosary.
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| **Key Skills/disciplinary knowledge** | U5.4.7 Know that the Rosary is a prayerful reflection on the life of Christ | U5.4.7 Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.  | R5.4.3 Reflecting on the meaning of what they have learned for their own lives. |  |
| **Main teaching activity*****If the school has another short-term planning format, this does not need to be included.***  | 1. What do you know about the Rosary? What is its purpose in prayer? Record thoughts.
2. Explain that the Rosary is a form of prayer used by Catholics to reflect on the life of Jesus Christ and the Virgin Mary. Briefly describe the structure of the Rosary (the prayers using the PP.
3. Pupils colour code a rosary to show their understanding of the structure
4. Guide the pupils in a 10mins prayer section, praying together using the rosary.
 | 1. Use the sheet from the previous lesson to recap the use of the Rosary.
2. Explain that we are going to learn what the sorrowful mysteries represent. Use the PP from ten:ten to go through each story. [Praying the Rosary – Ten:Ten Resources](https://www.tentenresources.co.uk/prayers/the-rosary_public/)

Pupils make a couple of notes after each mystery on wbs, summarising it and what it means for us. 1. Create a mini book or double page spread of the sorrowful

mysteries (using notes from input) outlining: * The name of the mystery (and scripture reference)
* A picture to illustrate what the story represents.
* A short summary of the story
* How we can use this as a teaching for our own life
1. If time to end the lesson: [Sorrowful Mysteries of the Rosary Kids Pray-Along](https://www.youtube.com/watch?v=Q1p6g2EQwUQ)
 | *Sentence prompts can include:* 1. *What does Ash Wednesday remind us about the start of Lent?*
2. *Why did Jesus spend 40 days in the desert, and what does that teach us?*
3. *What happened when Jesus was tempted in the desert, and what can we learn from that?*
4. *What is a sin, and why do some sins separate us from God?*
5. *What is conscience, and how can it help us make good choices?*
6. *Why is the Resurrection of Jesus important for Christians?*
7. *What do Christians mean by death, judgement, heaven, and hell?*
8. *What are the Sorrowful Mysteries of the Rosary, and why do we pray about them?*
9. *Why do we pray, and what are some ways we show respect to God when we pray?*
10. *How does fasting during Lent help us grow closer to God?*
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| **Scaffolding** | Adapt for class. Pupils could make their own rosary beads and verbalise how to pray the different sections.  | Sentence stems or given pictures to represent each sorrowful mystery.  |  |  |
| **Challenge** | When finished, give the pupils the headings of the sorrowful mysteries and ask them to summarise the scripture that accompanies it.  | Source the scripture reference.  | Encourage detailed reasons to responses and, where appropriate, scripture references.  |  |
| **Key vocabulary and definition** | * Prayer - when you talk to God. It’s a way to ask for help, say thank you, or just share your thoughts and feelings with Him.
* The Rosary - a Catholic prayer that involves the repetition of prayers and meditation on key events in the lives of Jesus Christ and the Virgin Mary. It helps the faithful deepen their connection with Christ through reflection on His life, death, and resurrection.
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 | * Ash Wednesday
* Lent
* sin
* deadly sin
* fasting
* prayer
* conscience
* death
* judgement
* heaven
* hell
 |  |
| **Resources** | PP Worksheet Rosary  | A5 sheets to fold into a mini book PP & access to ten: ten Rosary  |  |  |
| **Diversity Links** |  |  |  |  |
| **Checking for understanding (summative assessment)**  | What do each of the beads on the rosary represent?  | What are the sorrowful mysteries of the rosary?  |  |  |