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| **Lent term 1**  **Galilee to Jerusalem**  **Year 6** | | | | | | |
| **Big Question – Why are the Sacraments described as ‘*meeting points where God himself is present*.’** | | | | | | |
| **Age 11 Learning outcomes:**  1. Show understanding of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture’s meaning goes beyond the literal.  3. Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.  4. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.  8. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.  9. Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.  **Understand**  *By the end of this unit of study, pupils will be able to:*  **U6.3.1**. Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. (RVE)  **U6.3.2**. Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.  **U6.3.3**. Use specialist religious vocabulary to make links between one of the ‘I am’ statements and Christian beliefs about Jesus.  **U6.3.4**. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.  **U6.3.5** Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.  **U6.3.6** Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.  **Discern**  *By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:*  **D5.3.1** Giving reasons why the Church teaches sacraments are ‘meeting points where God himself is present’ (YCfK 64). Discuss why others might disagree.  **D5.3.2** Looking at different artistic representations of at least one of the signs in St John’s gospel and discussing the artists’ use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view. (RVE)  **Respond**  *During this unit of study, pupils will be invited to respond to their learning, for example by:*  **R5.3.1** Reflecting on how the seven signs in John’s gospel speak to them literally and spiritually.  **R5.3.2** Considering how stories from scripture speak to people in different ways. (RVE) | | | | | | |
|  | Lesson 1  **UNDERSTAND / DISCERN** | Lesson 2  **UNDERSTAND / RESPOND** | Lesson 3  **UNDERSTAND** | Lesson 4  **UNDERSTAND / DISCERN** | Lesson 5  **UNDERSTAND/DISCERN** | Lesson 6  **UNDERSTAND** |
| **Learning Focus** | **HEAR / BELIEVE / CELEBRATE**  Express a point of view and give your preference for different artistic representations. | HEAR / BELIEVE  Use specialist vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus. | HEAR / BELIEVE  Use specialist religious vocabulary to make links between one of the ‘I am’ statements and The Raising of Lazarus’ (Jn 11:1-57) | **HEAR / CELEBRATE**  Use specialist religious vocabulary to make links between one of the ‘I am’ statements and Christian beliefs about Jesus. (I am the Bread of Life) | Celebrate  To recognise different representations in art or music of one of the signs from St John’s gospel | CELEBRATE  To know that the sacraments are meeting points with God and that they bring people into a closer relationship with God and the community of the church. |
| **Recall and Retrieval** | * What can you recall about original sin? | * How does original sin affect our relationship with God? | * Give evidence that shows the wedding at Cana or the Feeding of the 5,000 link with the Eucharist. Record in RE books as ‘retrieval’. | * Can you recall the 7 Sacraments? * What do you already know about the Sacraments? | * What is the purpose of the Sacraments? Why do Catholics receive them? | * What do you understand about the Christian belief of the first sin in the context of the Sacrament of Baptism. |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   * To know the bible story of The Wedding at Cana. * To know Mary prays and asks Jesus for help at Cana. * To know the bible story of Feeding the 5,000. * To know two pieces of religious artwork: one by Jen Norton and one Jesus Mafa that represents one of the signs from St John’s gospel. * Know how to express a point of view or a preference for a piece of religious artwork. * Know how to support their preference for a piece of artwork with reasons. | Key knowledge:  Pupils will know:   * To know the miracle of Healing the official’s son (John 4:46-54) * To know the miracle of the Healing the man at Bethesda (John 5:1-47) * To know the miracle of the Healing the blind man (John 9:1-41) * To know the miracle of Jesus walks on water. * To know scripture is understood literally and spiritually. | Key knowledge:  Pupils will know:   * To know God inspired the authors of sacred scripture. * To know Jesus is the way to eternal life. * To know Jesus raises Lazarus from the dead. * To know this miracle prompts the authorities to act against Jesus. * To know the events of Holy Week that follow. | Key knowledge:  Pupils will know:   * To know a piece of religious artwork by Jen Norton that represents one of the ‘I am ‘statements from St John’s gospel. | Key knowledge:  Pupils will know:   * To know a musical representation for one of the ‘I am’ statements *‘I am the Bread of Life*’. * To know how to encounter Jesus through prayer through Visio Divina. | Key knowledge:  Pupils will know:   * To know the seven sacraments of the Catholic faith. * To explain the purpose of each sacrament in the life of the Catholic Church. * To know the purpose of sacraments is to help people grow more like Jesus, and through Him become more like Jesus, and through Him become more like children of God. * To know the sacraments of initiation are baptism, confirmation and Eucharist. * To know the sacraments of healing are penance/reconciliation and anointing of the sick. * To know the sacraments in service to Holy Communion are marriage and Holy Orders. |
| **Key Skills/disciplinary knowledge** | **U6.3.1 -** Show understanding of the scripture passages studied identifying authorial intention, recognising  that the scripture speaks to people literally and carries a deeper spiritual meaning.  **D6.3.2** - Looking at different artistic representations  and discussing the artists’ use of symbolic representation, expressing and sharing a personal  preference, giving reasons for their choice and listen to contrary points of view. | **U6.3.1 - R**ecognise  that the scripture speaks to people literally and carries a deeper spiritual meaning.  **U6.3.2** - Use specialist theological vocabulary to make links between each of the miraculous signs and  Christian beliefs about Jesus.  **R6.3.2** - Consider how stories from scripture speak to people in different ways. | **U6.3.3** - Use specialist religious vocabulary to make links between one of the ‘I am’ statements and  Christian beliefs about Jesus. | **D6.3.2** - Looking at different artistic representations  and discussing the artists’ use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view. | **D6.3.2** - Looking at different artistic representations  and discussing the artists’ use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view. | **U6.3.4** - Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in  the life of the Catholic Church. |
| **Main teaching activity** | 1. Look at the artwork of The Wedding at Cana and Feeding the 5,000. 2. Share-read the story from the bible (Jn 2:1-12). 3. Discuss the artists use of symbolic representation (set of questions to use for discussion) 4. Express and share a personal preference giving reasons for their choices. | 1. Explain to the class that the scripture speaks to people literally and carries a deeper spiritual meaning. 2. Divide the class in to four groups. 3. Give each group the scripture quote , statement from the RED (p. 174). 4. Each group needs to prove the statement is correct using your bible and your knowledge. 5. Record on the A3 sheet and write their evidence around the statement. 6. Each group to feedback to the class. 7. Stick in a pic collage of all four pieces of evidence in RE books. 8. Pupils write what they learned about all four statements and bible stories. | 1. Share read as a class the bible story of Lazarus (Jn 11:1-57). 2. Children to begin with a short task to ensure that they understand the story, for example: order key parts of the story, retell the story in 50 words etc. 3. Get children to continue reading Bible- challenge them to summaries the events that followed and discuss as a class- get class to edit their ideas as you discuss. 4. Share with the children the line ‘I am the resurrection’ get them to discuss how this story links to Jesus being the resurrection, what do they think this means? | 1. Read John 6: 25- 59, get the children to focus on the most powerful line within the reading- take answers and discuss 2. Discuss the line ‘ “I am the bread of life. Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty.’ Explore what is meant by this. 3. Share the Jen Norton artwork that represents the I am statement- explore the various I am statements 4. Children are going to create their own piece of poetry based on the I am statements about what they believe Jesus is | 1. Trust Music to lead a session, singing the hymn ‘Bread of life’ before learning about the origins and unpicking the meaning behind the words 2. Leave 15 minutes at the end of the lesson to engage the pupils in a Vision Divina prayer session. | 1.Double-page spread about the Sacraments. Depending on the ability and interests of the class this could be a research lesson, or a chunked session where the teacher uses the slides, to teach then the children complete a section of writing about the sacrament under given subheadings. |
| **Scaffolding** | Adaptions in RE resource.  Sentence starters linked to Oracy for giving preferences. | Children could work in a group with an adult or work with more able children in a group to help explain the ideas | Focus on the retell of the story with a task- story boards? | Children to be given sentence starters to complete- they could have pictures or Jesus in different scenarios to help their ideas |  |  |
| **Challenge** |  |  |  |  | Can they consider any other hymns that would link to ‘I am the bread of life’ | Consider the most important sacrament- why is this their understanding? |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Cana** – the place where the bible story *The Wedding at Cana* is set. This is in lower Galilee, North Israel.  **Personal preference** – your preferred choice.  **Symbolic representation** – the use of symbols to get your ideas across to others. | **Healing** – to make something or someone better again.  **Scripture** – sacred writings .  **Theological vocabulary** – the specialist words used to describe God and religious topics. | **Religious vocabulary** – words that are used to describe religious ideas. | **Lazarus** – was brought back to life from the dead by Jesus. This demonstrates God’s glory and the power of the resurrection.  **Visio Divina** – We can encounter and connect to God in prayer through art. | **Personal preference** – your preferred choice.  **Symbolic representation** – the use of symbols to get your ideas across to others.  **Artistic representation** – the use of art to get across the artistic’s ideas, emotions and point of view. It can be a painting, sculpture or digital art.  **Visio Divina** – we connect to God in prayer through art. | **Sacraments** – seven meeting points with God celebrated in the Catholic Church. |
| **Resources** | Jen Norton artwork – The Wedding at Cana  Jesus Mafa – Feeding the 5,000.  PowerPoint  *The Wedding at Cana* (John 2:1-12) and *Feeding the 5,000* (John 6:1-4). | A3 paper and pens  Bibles  PowerPoint |  |  |  |  |
| **Diversity Links** | Diversity in religious artwork -Jesus Mafa |  |  |  |  |  |
| **Checking for understanding (summative assessment)** | **Understand** –  Show understanding  of scripture passages,  identifying literary forms  and authorial intention and beginning to recognise the historical context of the intended audience  and the ways in which the interpretation of scripture may change over time.  **Discern** -  Explore how they and  others interpret their own and the maker’s meaning, in response to a variety of creative and artistic expression (for example, texts, stories, paintings, music etc) | 1. Recognise that the scripture’s meaning goes beyond the literal.   4. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied. | 1. Recognise that the scripture’s meaning goes beyond the literal. | 1. Recognise that the scripture’s meaning goes beyond the literal. |  | 3. Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.  8. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations. |

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| **Big Question – Why are the Sacraments described as ‘meeting points where God himself is present.’** | | | | |
|  | Lesson 7  **UNDERSTAND** | Lesson 8  **UNDERSTAND** | Lesson 9  **DISCERN/ RESPOND** | Lesson 10  **RESPOND** |
| **Learning Focus** | **LIVE**  To recognise how the sacraments are celebrated in their local parish community and how these form part of the life of the local church. | **LIVE**  To recognise how the sacraments are celebrated in their local parish community and how these form part of the life of the local church. | **CELEBRATE**  **Assessment – Knowledge capture** | **RESPOND BOOKLET**  **Celebration of the Word** |
| **Recall and Retrieval** | * Explain what is meant by the Matthean infancy narrative- what was this about? | * What are the seven sacraments? What extra detail can you remember about the sacraments |  |  |
| **Sequence of knowledge throughout the lesson** | Key knowledge:  Pupils will know:   1. To know the sacraments engage all the senses, not just intellect. 2. To know the sacraments are earthly signs of the presence of God, especially in the Eucharist. 3. To know the sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. 4. To know sacraments are holy, visible signs of God’s presence and action in the life of a Catholic. 5. To know through the sacraments, Catholics experience the ‘healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn’. | Key knowledge:  Pupils will know:   * To know how sacraments are celebrated in their local parish community. * To know how the sacraments form part of the life of the local Church. * To know how their local parish community (Parish priest and laity) hand on the teaching of Jesus. | Key knowledge:  Pupils will know: | Key knowledge:  Pupils will know: |
| **Key Skills/disciplinary knowledge** | U6.3.5 - Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations. | U6.3.6 - Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this. | **D6.3.1** - Giving reasons why the Church teaches sacraments are ‘meeting points where God himself is present’ (YCfK 64). Discuss why others might disagree. | **R6.3.2 -** Reflecting on how the seven signs in John’s gospel speak to them literally and spiritually. |
| **Main teaching activity** | 1. If you have a good link with your parish, you can invite the parish priest, deacon or lay person to the lesson to share their role in administering the sacraments and sacramental preparation. 2. Find out if Bishop Patrick is available to provide a short video to explain why the Bishop administers Confirmation. | 1. Pupils to bring in photographs from home of them taking part in a sacrament. 2. Ask which sacrament is being celebrated. 3. Who was the sacrament administered by? 4. Stick a photocopy of the photograph in their RE book and describe how the parish celebrate this sacrament. How often is this sacrament celebrated? Give reasons for this. | Children to answer the Big Question ‘Why are the Sacraments described as ‘meeting points where God himself is present?’  This could be presented in a number of ways: Balanced argument  Double page spread  Box up activity for T4W, plan with the teacher and get the children to write | 1. Complete the knowledge capture. 2. Attend the whole school /collective worship, children then to complete respond booklets |
| **Scaffolding** |  |  |  |  |
| **Challenge** |  |  |  |  |
| **Key vocabulary and definition / Explicit vocabulary instruction** | **Sacraments** – seven meeting points with God celebrated in the Catholic Church.  **Deacon** – a Deacon assists the paris priest and is an ordained minister in the Catholic Church who serves the people.  **Bishop** – an ordained minister who is the chief advisor and mentor to the priests in his diocese. | **Parish community** – The people who attend Church and together they are the parish community (the laity). | **Sacraments** – seven meeting points with God celebrated in the Catholic Church. | **Literally** – it means exactly what it says and gives emphasis to something.  **Spiritually** – something that affects the human spirit or soul and it is not something physical. |
| **Resources** |  | Personal photographs linked to themselves or family members / friends taking part in the sacraments. |  |  |
| **Diversity Links** |  | Do any members of the parish community celebrate the sacraments in different ways or in different countries? |  |  |
| **Checking for understanding (summative assessment)** | 8. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations. | 9. Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons. |  |  |