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| **Sixth Class Grow in Love Term 1** | | | | | | | |  |  |
| **Theme** | **Lesson** | **Learning Objective**  **Sixth Class Grow in Love Term 1** | **Faith Formation Goals** | **Story/Poem** | **Scripture** | **Song/Chant** | **Journal Exercise** | **Prayer** | **Christian Hero** |
| **Opening Lesson** | Beginning Our New School Year | That the children would be enabled to:  Understand  • Identify some of the privileges and responsibilities associated with being senior  children in the school.  • Recall key times/experiences in their primary school life.  • Recognise how/why Religion is different from the other subjects they study.  Communicate  • Talk about the privileges and responsibilities associated with being in Sixth Class.  • Talk about their dreams and concerns for the year ahead.  • Share their responses to the ‘Big Question’.   * Share their responses to the poem.   Participate  • Sing the songs ‘Beginning Today’ and ‘Grow in Love’ together.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer. | That the children would:  • Thank God for the privileges they will enjoy in Sixth Class.  • Ask the Holy Spirit to help them to live up to these responsibilities.  • Make a commitment to live up to their  responsibilities as Sixth Class children.  • Believe that God is always with them and so they need never feel afraid. | ‘Do Yourselves Proud’  ‘Different Classes’ | Psalm  106:1-3  Isaiah 41:40  Mt 4:18-22 | Beginning Today | Write about what the four lines from Isaiah 41:40 mean to you | Our Father  Prayer on Lighting a Candle  Prayer on quenching a candle | Donal Walsh |
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| **1. God** | 1. We Are Made in God’s Image | That the children would be enabled to:  Understand  • Be familiar with the passage from Genesis that  reveals that human beings are created in the image of God.  • Understand that they can respond to the call  to be more like God by their loving words and actions towards others.  • Appreciate that people have many images of  God, but no image can reveal fully what God is like.  • Recognise that Jesus is the clearest image and  model we have of what God is like.  Communicate  • Explore and share their views on various images of God in word and art.  • Recall words and actions of Jesus that reveal what God is like.  • Talk about how they themselves can be images  of God through the words and actions of their daily lives.  • Share their responses to the poem ‘God’s Work of Art’.  Participate  • Sing the song ‘Our God Is an Awesome God’ together.  • Work together on assignments relating to the lesson theme.   * Participate in opportunities for prayer. | That the children would:  • Value themselves and all other people as  precious in God’s eyes.  • Look to Jesus as the best image of what God  is like.  • Try to imitate the love, compassion and  forgiveness of Jesus. | ‘Oran and Rian’s Hero’  ‘God’s Work of Art’ | Gen 1:27-28 | Our God Is an Awesome God’ | Write about or draw a picture or symbol of an image or images of God that you can best relate to | Our Father  Taizé prayer chants  Prayer on opening the Bible  Prayer on closing the Bible |  |

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|  | 2. We Communicate with God through Our Prayer | That the children would be enabled to:  Understand  • Know that prayer is a way of communicating with God.  • Be aware that there are many different ways of praying.  • Be familiar with the different types of prayer.  • Be familiar with the folk prayer tradition of  Celtic Ireland.  Communicate  • Share their thoughts about prayer and what it means to them.  • Share their responses to a statement from ‘Curious Clare’ and a person of faith.  Participate  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer. | That the children would:  • Recognise the role that prayer plays in  deepening our faith and our relationship with  God and one another.  • Pray regularly in whichever manner of praying  best suits them.  • Remember to use some of the prayers they  composed in class as they do their everyday  tasks at home and in school. |  | Lk 11:1-10 |  | Record, using words, drawings or symbols, some ways of communicating that you feel strengthen your relationships with others. |  | Brother Lawrence of the Resurrection |
| **2. Creation** | 1. The Bible is the Word of God 2. God Speaks to Us through Creation | That the children would be enabled to:  Understand  • Appreciate that Sacred Scripture is the Word  of God, written by human authors who were  inspired by the Holy Spirit.  • Be aware that God is present in Sacred  Scripture, communicating the truth to us and  inspiring us to live as God desires.  • Recognise that there are different literary  styles in the Bible, which communicate truth in  different ways, and so the biblical texts cannot  always be taken literally; they must be read  in context to interpret the messages that are  being communicated through them.  • Know that the Church guides us in correctly  interpreting Sacred Scripture.  Communicate  • Talk about the different styles of writing in the  Bible.  • Identify and talk about passages and stories  from the Bible that they feel are inspirational.  Participate  • Sing the ‘Bible Rap’ together.  • Work together on assignments relating to the  lesson theme.   * Participate in opportunities for prayer.   That the children would be enabled to:  Understand  • Know the story of creation in Genesis.  • Grasp the key elements of the ‘Big Bang’ theory.  • Recognise that truth can be expressed in different ways.  • Appreciate that science and faith complement rather than compete with each other.  • Be familiar with the work of the Vatican Observatory.   * Identify links between the Christian story of creation, the knowledge of science regarding * how the world came to be, and the moral question of how humans treat the natural world.   Communicate  • Talk about the wonders of creation that they see around them.  • Talk about the similarities and differences between the faith account of creation and the scientific account of creation, and how the two complement each other.  • Share their responses to a statement from  ‘Curious Clare’ and a person of faith.  Participate  • Sing the song ‘Creation Story’ together.  • Work together on assignments relating to the  lesson theme.  Participate in opportunities for prayer. | That the children would:  • Turn to the Bible for help and inspiration for their own lives.   * Memorise   one or more verses from the Bible  That the children would:  • Appreciate that God speaks to us through  creation.  • Seek always to discover what science and  religion have in common.  • Respond to the call to live in relationship with  God, with other people and with the earth. | ‘The Wonders of the World’ | Gen 1:1-23:1-3 | The Bible  Rap  Creation Story | To record, using words, illustrations or symbols, how this truth  from the Bible inspires, encourages or comforts  them.  Write a prayer or poem of praise to God for the wonders of creation | An Paidir  Act of Faith  Prayer of St. Francis | St Oscar Romero |
| 1. **Jesus** | 3. The Story of Adam and Eve   1. Jesus Invites Us to Use Our Gifts   2. Jesus Calls Us to Forgive  3. Jesus Shows Us the Way | That the children would be enabled to:  Understand  • Recall the account of creation in Genesis, under-  stand the symbolism and truths that it contains.  • Understand the origins of the term ‘Original Sin’.  Communicate  • Share their responses to the poem ‘There Has to Be More’.  • Talk about the human tendency to always want more than we already have.  • Talk about the meaning and effectiveness of the symbolism within the Genesis account of creation.  Participate  • Work together on assignments relating to the lesson theme.   * Participate in opportunities for prayer.   That the children would be enabled to:  Understand  • Identify and appreciate their own gifts and  talents as well as the gifts and talents of others.  • Know what the Parable of the Three Servants  teaches about how Jesus calls people to use  their gifts and talents.  • Be able to apply the message in this parable to  their own lives.  Communicate  • Talk about the meaning of the Parable of the  Three Servants and how it applies to their lives.  • Identify and list the gifts and talents and  qualities of their classmates.  • Share their responses to the poem ‘God’s Gift’.  • Share their responses to a statement from  ‘Curious Clare’ and a person of faith.  Participate  • Sing ‘Use What You’re Given’ together.  • Work together on assignments relating to the  lesson theme.   * Participate in opportunities for prayer.   That the children would be enabled to:  Understand  • Recall the details of the Parable of the  Unforgiving Servant.  • See the connection between how we should  act towards those who offend or hurt us and  the mercy and forgiveness that God extends to  us in the Sacrament of Reconciliation.  Communicate  • Talk about how they decide what is right and  what is wrong.  • Identify and discuss ways in which we can  show others that we forgive them.  Participate  • Sing ‘God Is Ready to Forgive’ together.  • Work together on assignments relating to the  lesson theme.  • Participate in opportunities for prayer.  That the children would be enabled to:  Understand  • Appreciate that life is a journey to God and  that Jesus is ‘the way, the truth, and the life’  who guides us on that journey.  • Be reassured that God knows each one of  them and that they are always in God’s care.  Communicate  • Talk about what it means to feel lost.  • Share their responses to a ‘Big Question’.  • Talk about the ways in which Jesus guides us  and how we can trust in him.  • Share their ideas on how they live as followers  of Jesus.  Participate  • Sing ‘Who Do You Say That I Am?’ together.  • Work together on assignments relating to the  lesson theme.   * Participate in opportunities for prayer. | That the children would:  • Grow in their appreciation that the Bible  contains wisdom for their lives.  • Be aware of temptation and always listen to the voice of their conscience.  That the children would:  • Value themselves as unique and precious in  God’s eyes.  • Begin to recognise more clearly how they can  use their gifts and talents to serve God and  others.  That the children would:  • Become aware of how difficult it can be to  forgive people who have offended us.  • Ask God for the courage to forgive others.  • Grow in confidence that God is always  waiting to forgive them when they admit their  wrongdoings and say sorry.  • Seek God’s forgiveness through the Sacrament  of Reconciliation.  That the children would:  • Respond to the call to live in loving  relationship with God, with other people and  with the earth.  • Trust in Jesus to help and guide them as they  try to live in the way he showed them.  • Thank God for Jesus and for all the people  whom they can trust. | ‘There Has to Be More’  Nuru’s Special Gift  God’s Gift  A Story of Forgiveness  Ella’s Forest Walk | Gen 3:1-3  Mt 25:14-29  Jn 14: 6-12 | Use What You’re Given  God is Ready to Forgive  Who Do You Say That I Am? | Think of a time when you ignored good advice- from others or from your conscience- and later you had wished you had listened to it. Write or draw about it in your Journal  Invite the children  to record in their Religious Education journal  some of the talents and abilities and qualities  that other children recognised in them during  the Reflective Activity above. They may like to  add any other gifts not mentioned by the other  children that they recognise in themselves  Invite the children to place  themselves in Saoirse’s shoes and complete some sentences based on how she must have felt at the  various stages in the story.  invites them to  imagine that they were present when the unforgiving servant refused to forgive his fellow servant.  Invite the children to pick out the phrase or image that they liked best in the video clip of the song ‘I  Will Follow Him’. Ask them to record that phrase or image in their Religious Education journal using  words or images. |  | St. Paul  John Paul II  St Louise de Marillac |

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| **Seasonal Lesson 1** | 1. Preparing for Eternal Life | That the children would be enabled to:  Understand  • Recall what they have already learned about  the teaching of Jesus on life after death.  • Recall the Christian tradition of remembering  the dead during the month of November.  • Understand the concept of the ‘Communion of  Saints’.  • Know that the state of being purified before  entering heaven is known as Purgatory and  that eternal separation from God is known as  hell.  • Understand the message and symbolism  behind the Parable of the Ten Young Women.  Communicate  • Share examples of the ‘circle of life’ as it  applies to both the natural world and human  life.  • Talk about the Communion of Saints and how  we are all called to be saints.  • Share their responses to a ‘Big Question’.  Participate  • Sing ‘Songs of the Angels’ together.  • Work together on assignments relating to the  lesson theme.  • Participate in opportunities for prayer. | That the children would:  • Be aware that they belong to the Communion  of Saints.  • Appreciate that how they choose to live their  lives determines whether they will live with  God for ever in heaven. | In My Father’s House | Mt 25:1-13 | Songs of the Angels | A ‘BIG QUESTION’  • Invite the children to write today’s ‘Big Question’ at the top of a page in their Religious Education  journal. Then ask them to record their own thoughts about it using words, drawings and/or symbols | Prayers of Intercession  Eternal rest grant unto them O Lord…… |  |
| **Advent and Christmas** | 1. Advent: We Prepare to Welcome Our Saviour  2. Christmas: We Celebrate the Birth of Jesus | That the children would be enabled to:  Understand  • Recognise the true meaning of Advent as the time when we prepare to celebrate the birth of our Saviour, Jesus Christ.  • Discover and appreciate that some things are worth waiting for.  • Relate the symbols on the Jesse Tree to their biblical contexts.  Communicate  • Talk about Advent and how it is often spent engaged in activities that have nothing to do with the real meaning of this liturgical season.  • Share their responses to the poem ‘Prepare the Way’.  Participate  • Sing the song ‘Come, O Long Expected Jesus’ together.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer  That the children would be enabled to:  Understand  • Recognise what a promise entails in terms of commitment and trust.  • Know that Jesus, the Messiah, was the fulfilment of the promise God made to send a Saviour.  • Be aware that there are many references to and prophecies about the coming of Jesus in the Old Testament.  Communicate  • Talk about promises and the importance of keeping one’s promises.  • Discuss how difficult it must have been for people to recognise the baby Jesus as the promised Saviour of the world.  • Discuss the real meaning of Christmas.  • Share their responses to the poem ‘The Meaning of Christmas’.  • Share their responses to a statement from ‘Curious Clare’ and a person of faith.  Participate  • Sing the song ‘Mary’s Boy Child’ together.  • Work together on assignments relating to the lesson theme.  • Participate in opportunities for prayer. | That the children would:  • Wait in hope for the coming of Immanuel,  ‘God with us’, into their hearts.  Focus on the real meaning of Advent.  That the children would:  • Celebrate the fulfilment of the promise to  send the Messiah into the world at Christmas.  • Recognise and value the true meaning of  Christmas. | Don’t Ruin the Surprise!  Prepare the Way  The Story of the First Crib  The Meaning of Christmas | Is 9:6-7,11:1  Mic 5: 2-5  Mt 2:1-2, 9-12 | Come, O Long Expected Jesus | Invite the children to draw a  cartoon strip with pictures showing some of the things people do during Advent to prepare to celebrate  the birth of Jesus at Christmas. They may add words to the cartoon strip if they wish.  Invite the children to draw  a series of pictures of the three wise men on their journey to visit the baby Jesus at the stable in  Bethlehem.  Invite the children to write at the top of the page what they think is the real meaning of Christmas. |  | Samantha Smith  St Francis of Assisi |