

The Vine and the Branches

November 2024

Agenda

Prayer

- The Big Picture
- Explore Galilee to Jerusalem



Agenda

Prayer

- The Big Picture
- Explore Galilee to Jerusalem

What's the Big picture?

Creation and Covenant...

*'In this branch, pupils will encounter the God who **creates and calls** a people: all that is comes from God (Creation); God calls his people and has a covenantal relationship with them'*

(adapted from RED p62)

What's the Big picture?

Prophecy and Promise...

*'In this branch, pupils will explore the Christian understanding of the **teaching of the prophets** as they point to the **fulfilment of God's promise in a messiah**, Jesus Christ; the expectant waiting for the Messiah through the **Advent season** and how this speaks to Christians today as they wait for Christ; the story of the **nativity of Jesus** and the **mystery of the incarnation**'*

(adapted from RED p62)



Adoration of the Shepherds by Gerard van Honthorst



Daniel



**John the Baptist is the bridge
between the prophets of the
past
and the arrival of the
Messiah,
Jesus, the Lamb of God.**



**The Gospel writers quote the
prophets to show that in
Jesus, their prophecies are
fulfilled.**



**The Church teaches that the prophets and prophetesses
of the Hebrew Scriptures (Old Testament)
are part of the narrative of salvation history.
The Holy Spirit guides them to proclaim God's message.
Some prophets are active
in the stories of scripture, such as Miriam and Moses.
Others are collections of literary texts, such as Isaiah,
who focus on the promise of a Messiah.**



Religious
Education
Directory

RED Conference

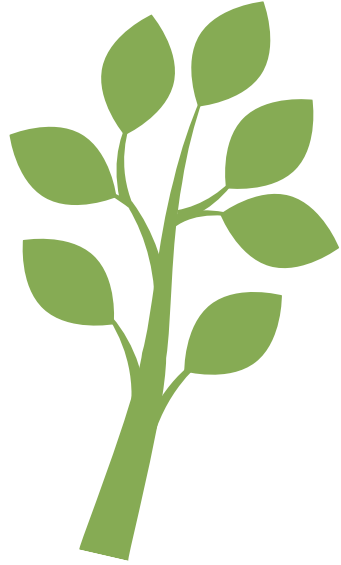
Workshop three – Believe

What's the Big picture?

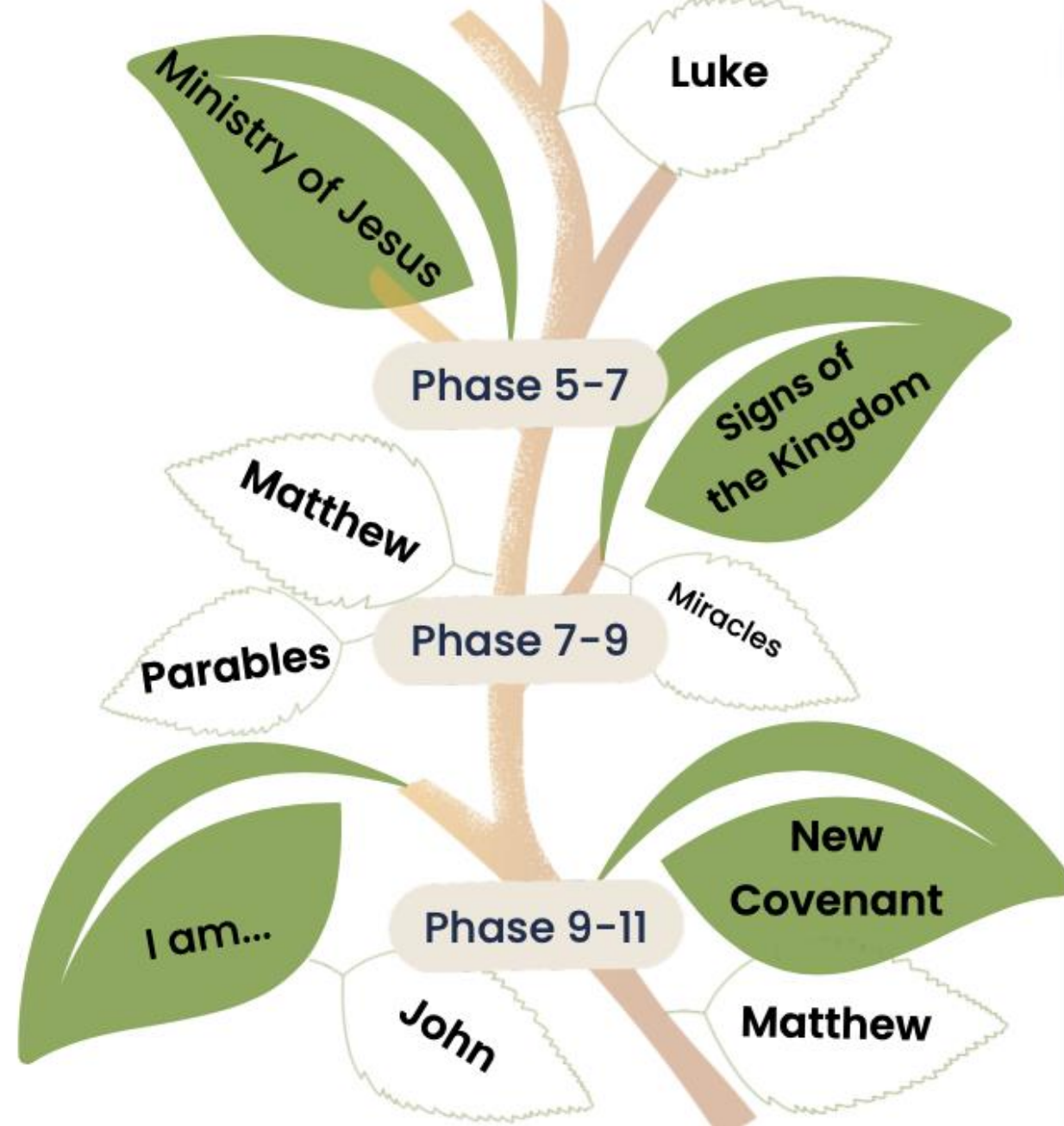
Galilee to Jerusalem...

*'God's only Son, who is at the Father's side, has made him known' (Jn 1:18). In this branch, **pupils will experience the ministry of Jesus, the Word of God.** They will learn about the **life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings.** They will learn about the **call of the disciples and the nature of being a follower of Jesus.**' (RED p62)*

3. Primary



Galilee
to
Jerusalem
Season of Christmas
Ordinary time



Conceived by the
power of the Holy
Spirit

The Holy Family
escaped to Egypt

Suffered under
Pontius Pilate

Jesus was tempted by
Satan in the desert

He ascended into
heaven and is
seated on the
right hand of the
Father (40 days
after his
Resurrection)

Jesus Timeline

As seen in the Gospels:
Our core beliefs about Jesus
(referencing the Apostles Creed)

On the third day
he rose again

0 AD

30 AD

33 AD

Jesus in the Temple
with the elders

Presentation of Jesus
in the Temple

Born of the Virgin
Mary (in Bethlehem)

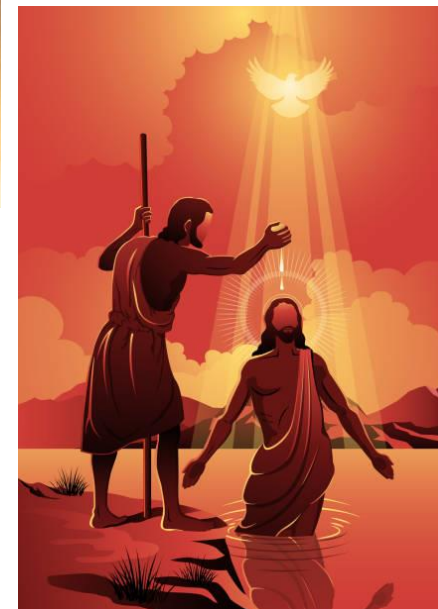
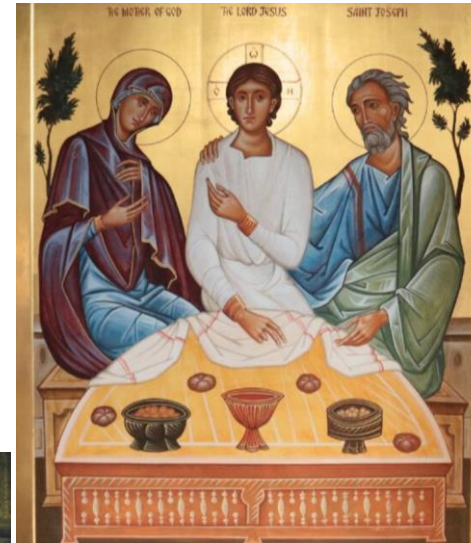
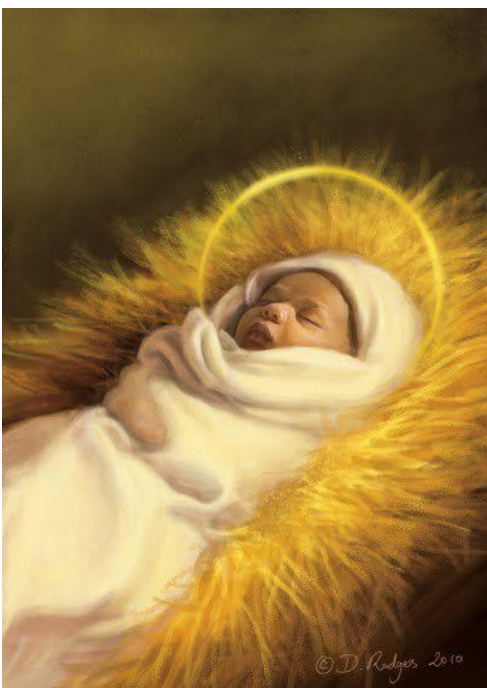
Was crucified,
died and was buried

He
descended
into hell

He will come
again to
judge the
living and the
dead
(at the end
of time)

“ He worked with human hands, He thought with a human mind, acted by human choice and loved with a human heart. Born of the Virgin Mary, He has truly been made one of us, like us in all things except sin. ”

Gaudium et Spes, 22



“

We believe and confess that Jesus of Nazareth, born a Jew of a daughter of Israel at Bethlehem at the time of King Herod the Great and the emperor Caesar Augustus, a carpenter by trade, who died crucified in Jerusalem under the procurator Pontius Pilate during the reign of the emperor Tiberius, is the eternal Son of God made man.

”

Catechism, 423

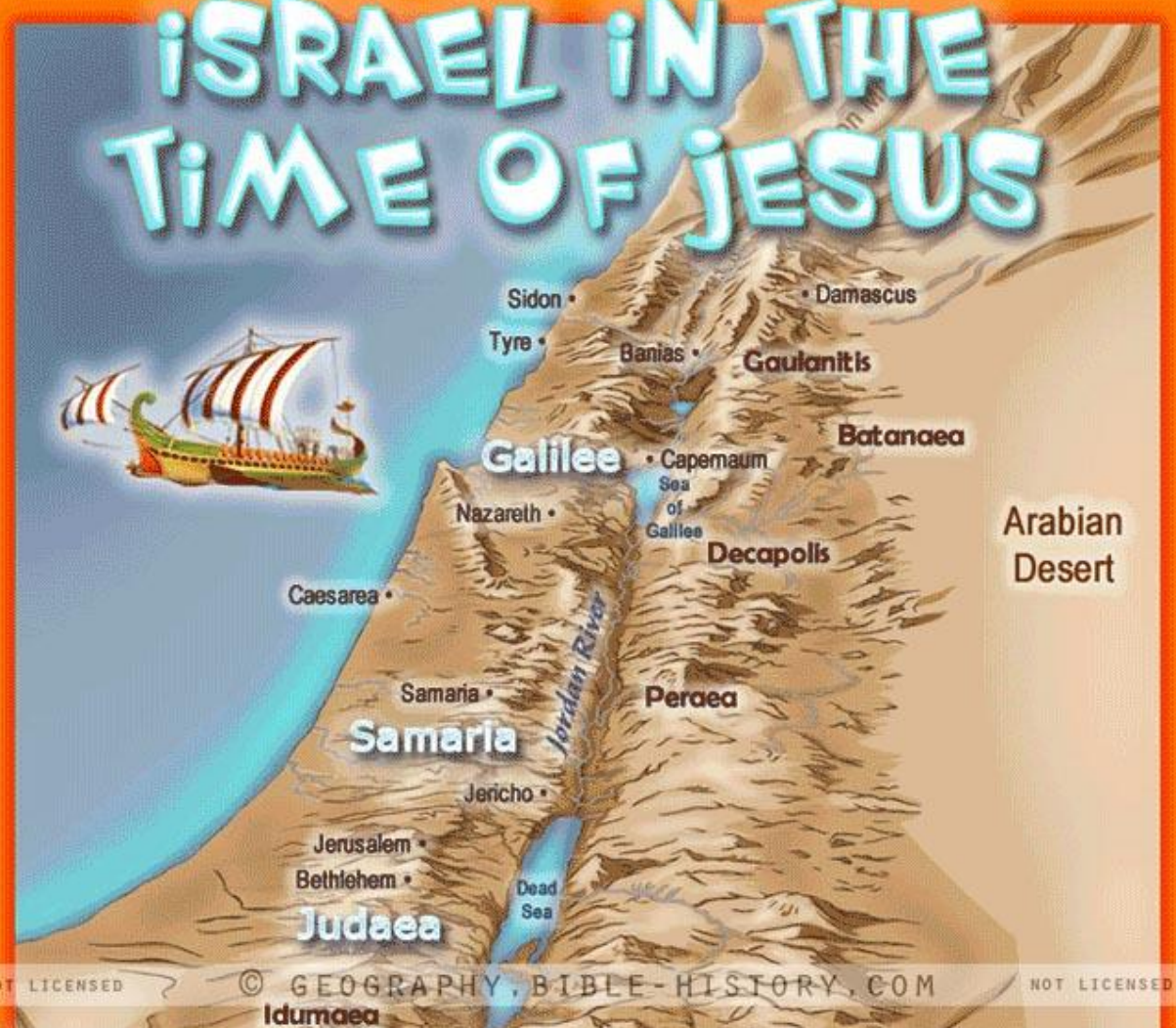
Understanding scripture – Margaret Carswell

- When we teach, we assume that both we and the children know this world. Do we know what the roles of Pharisees and Sadducees were when Jesus was conducting his ministry? Do we know the difference between synagogue and Temple? In order for the children to understand scripture they (and us) need to enter and understand the context and the world it was written in.
- Consider the Biblical world we enter, it is like entering a Tardis and it is far removed from the children's experience of their world.
- Key question to consider: *Do I understand the world that I am entering?*

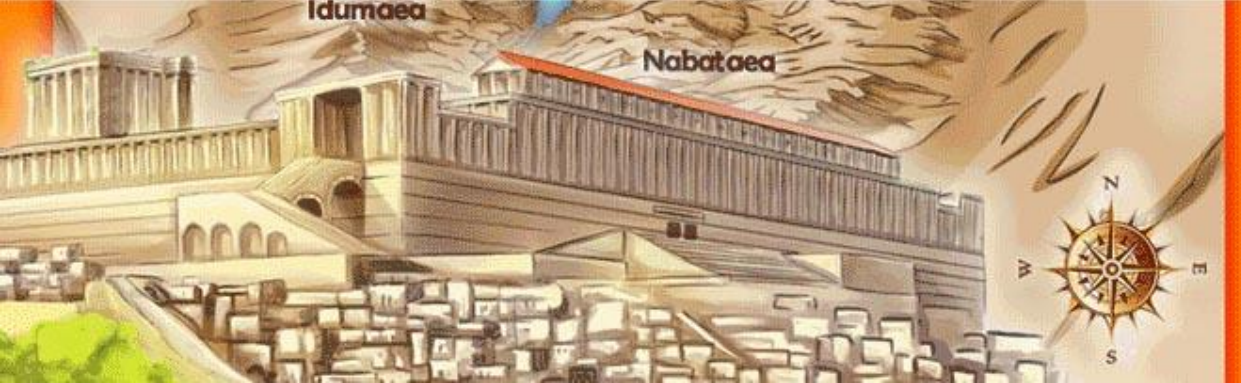
<http://www.thebibledoctor.com/>



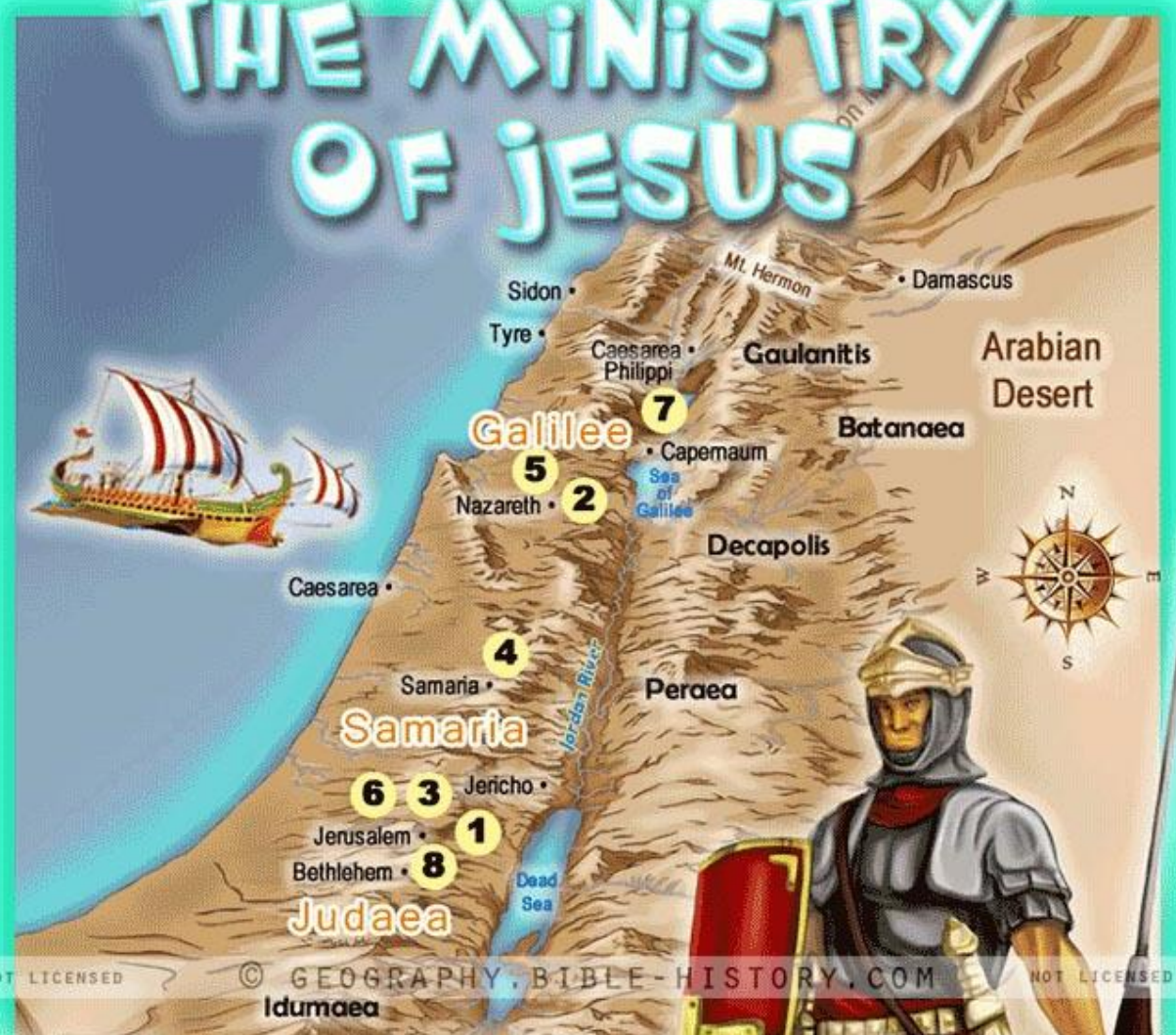
ISRAEL IN THE TIME OF JESUS



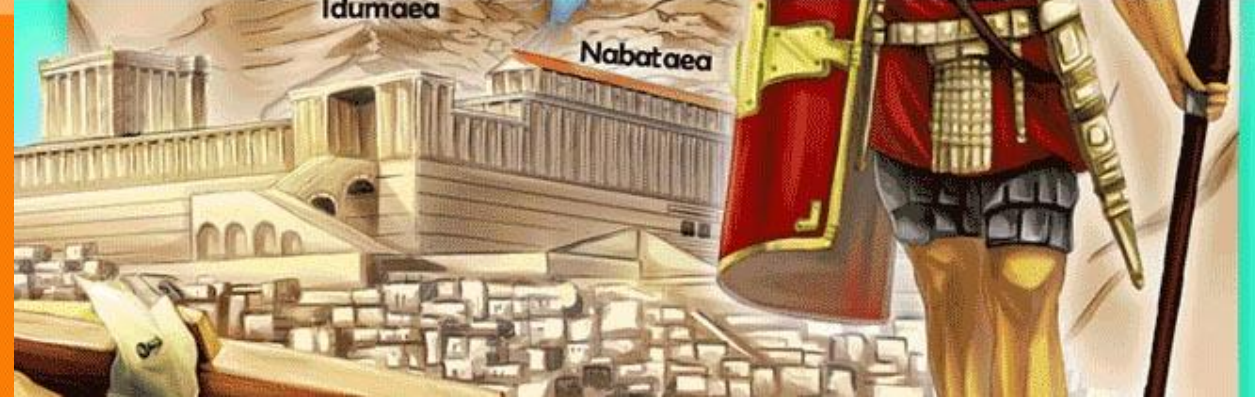
NOT LICENSED © GEOGRAPHY.BIBLE-HISTORY.COM NOT LICENSED



THE MINISTRY OF JESUS



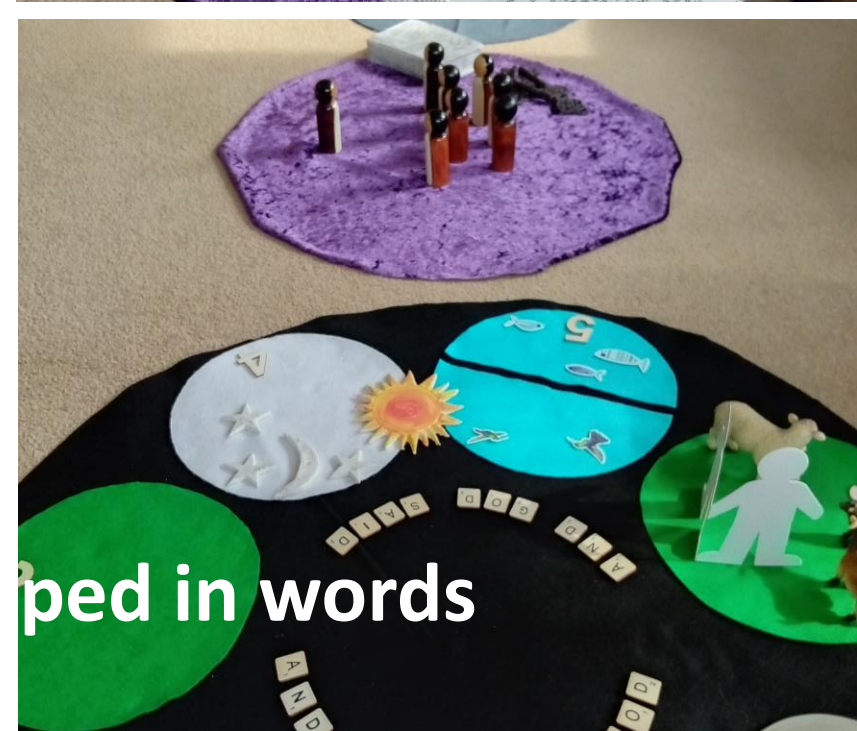
NOT LICENSED © GEOGRAPHY.BIBLE-HISTORY.COM NOT LICENSED





- Notice:
 - 3 discrete circles – separated by a gap
 - the way the author and community are facing
 - that you can't see from the Scripture passage to us without going through the author and their community

The Hermeneutical Landscape



The Hermeneutical Landscape: A message wrapped in words

Ask what the original audience might have taken away from this passage

Ask if, how a contemporary audience might understand this passage now

Ask questions about the author and the community they wrote for

Ask questions about the way the author wrote

The outcomes demand that we teach Scripture as the Church expects us to.. That we....

Ask questions about the world we read about: places, customs, roles, religious and social mores



Galilee to Jerusalem

Year 1

'The focus of this branch is for pupils to develop an early understanding of the **Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God.** *Familiarity with these texts means that the astonishing revelation of Christ that they contain is often downplayed.* In branch one, pupils explored revelation through the Creation and in the next branch, God entered human history. In this branch, **teachers could consider how they will encourage pupils to think about what the accounts are saying.** Mary and Joseph are poor, and they can only afford two doves as offerings at the temple. Even so, Simeon spots them in the temple, which would have been a busy space, takes the baby in his arms and tells God he is happy to die now as this is the best moment of his life because his eyes have seen the salvation promised to all nations. He is followed by Anna, who spends all her time in the temple and will see many people come and go, but she recognises that Jesus is not just a baby. He is an event. **Pupils should take time to think about how extraordinary these events are.** Simeon and Anna see beyond the baby to the reality of Jesus as the Son of God.' (RED p84-5)



Galilee to Jerusalem

Year 1

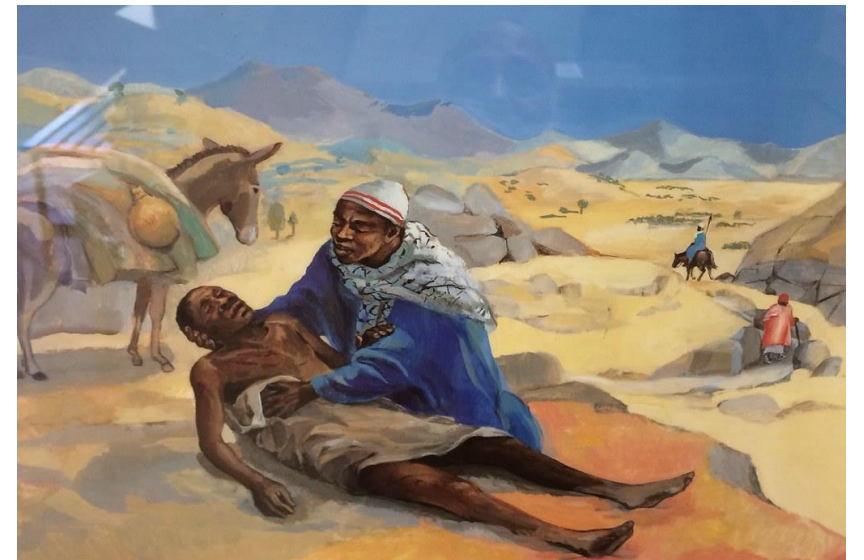
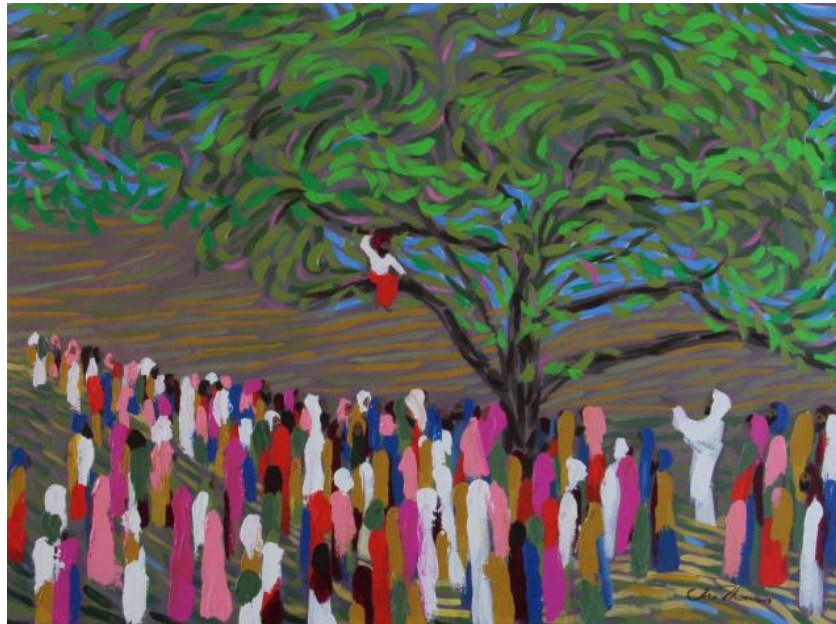
'In the same way, twelve-year-old boys do not usually teach adults, and people do not leave behind their work and everything they own to follow someone they have just met. In St Luke's gospel, Jesus' divinity is writ large.' (RED p84-5)



Galilee to Jerusalem

Year 1

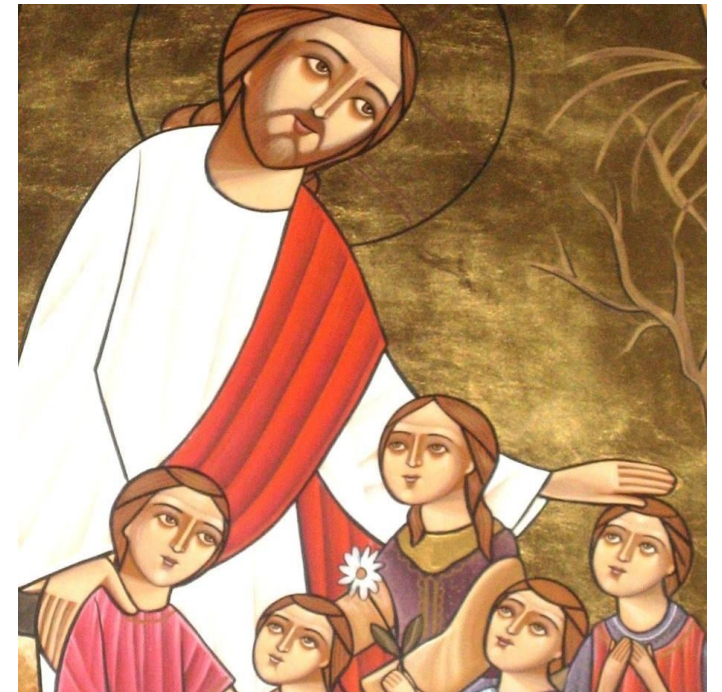
*'St Luke's gospel also focuses on **Jesus' mission to those at the margins of society.** Following the announcement to the shepherds, who were among the lowest in that society, the infant Jesus is next seen with the elderly Simeon and Anna. St Luke describes Jesus' time before he began his adult ministry as his 'hidden life'. **St Luke's gospel places Jesus at the heart of the Jewish world of the first century and the heart of the Roman world.** He shows Jesus **caring for the poor and the oppressed, such as Samaritans, outsiders, and women.** '* (RED p84-5)



*'In this branch, teachers introduce pupils to Jesus' character as **he draws people to follow him and shows love and kindness to those on the edges of society**, especially little children. The time allowed for one curriculum branch does not allow sufficient time to cover the whole of St Luke's gospel. However, pupils will hear other stories from the gospels in celebrations of the word. Teachers may wish to make links with the celebration of the Feast of the Epiphany at the beginning of term, though pupils will study this in more detail in later years.'* (RED p84-5)



Ten Lepers, James Christensen



Galilee to Jerusalem

Year 1



Galilee to Jerusalem

Year 1

CCC Links	Knowledge lens content
The infancy narrative YCfK p55 CCC 529 CCC 531-534 Jesus begins his ministry YCfK p55-56 YC 92 CCC 551-553, 567 Jesus is the last revelation YCfK 25 YC 10 CCC 66-67 Jesus, light to all nations CCC 529 CCC 529 Following Jesus YC 139 CCC 898 Care for the poor CCC 2443	Hear By the end of this unit of study, pupils will have studied the following key texts: • The Presentation (Lk 2:22-38) • Finding in the temple and the hidden life (Lk 2:41-52) • Jesus announces his mission (Lk 4:16-22) • The call of the disciples (Lk 5:1-11) • Little children (Lk 18:15-17) • Zacchaeus (Lk 19:1-9) Believe By the end of this unit of study, pupils will know that the Church teaches: • Jesus grows up and reveals the love of the Father to us. • Some people that encounter Jesus recognise that he is the Son of God who has come to save all. • Jesus is the 'light to all nations'. Celebrate By the end of this unit of study, pupils will know: • The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.
	Live By the end of this unit of study, pupils will know that the Church teaches: • All Christians are called to follow Jesus and share the Good News with others. • Christians are called to take care of each other, especially those most in need, such as the poor.

Galilee to Jerusalem

Year 1

Expected outcomes

Understand

By the end of this unit of study, pupils will be able to:

- | | |
|---------|--|
| U1.3.1. | Identify some of the people that encounter Jesus and recognise that he is special. |
| U1.3.2. | Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke. |
| U1.3.3. | Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today. |
| U1.3.4. | Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus. |

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:

- | | |
|---------|---|
| D1.3.1. | Imagining how some of the people who met Jesus felt and how knowing Jesus changed them. |
| D1.3.2. | Listening to the stories and experiences of how people celebrate Candlemas. |

Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- | | |
|---------|---|
| R1.3.1. | Reflecting on what the Good News might mean for them. |
| R1.3.2. | Reflecting on how Jesus is a 'light' for all people, consider how they can bring 'light' to their families and communities. (RVE) |
| R1.3.3. | Reflecting on how Jesus cares for other people and what they can learn from his actions. |

Galilee to Jerusalem

Year 1

Key vocab:

- Presentation
- Temple
- mission
- Son of God
- light
- Candlemas

How will you support the learning and usage of these key vocab terms?

How will you ensure they are understood in context?

Galilee to Jerusalem

Year 1

- LUKE -

Who Was Luke?

**To be honest,
we really don't know...**

None of the writers of the Gospels signed their works. However, the early church attributed two books, a Gospel and a Historical Narrative (Acts of the Apostles) to 'Luke', the companion of Paul mentioned in Col. 4:1.

'Luke' probably wrote in Antioch in Syria, in 85 CE, for a Gentile community who were fairly well educated!

Luke's Purpose

Like all the Gospel writers, Luke writes to share his belief that Jesus was the Messiah.

Luke describes Jesus as a gentle man, accepting and forgiving, even at his death. Jesus' message of God's love is for the whole world, especially those who are oppressed, marginalised or outcast for any reason.

Luke's Gospel has been called a Gospel of Jubilee because Luke writes so strongly about people who are 'lost' and then 'found'. See one of his best known chapters, Chapter 15.

Luke's interests are really clear! He talks more about the Holy Spirit than any other Gospel writer; he also shows Jesus praying more often than Matthew, Mark and John do. Luke tells us the most about Mary, and Jesus also eats more in 'Luke'!

Luke's Style

Luke writes in Greek.

He uses Mark's Gospel as his basic outline and then adds many stories from his own community; for example The Good Samaritan, Zacchaeus and The Lost Son.

Luke likes to use speeches in his writing. He also likes to use journeys: physical and spiritual.

Galilee to Jerusalem

Year 1

The Vine and The Branches

Knowledge lens content

Hear

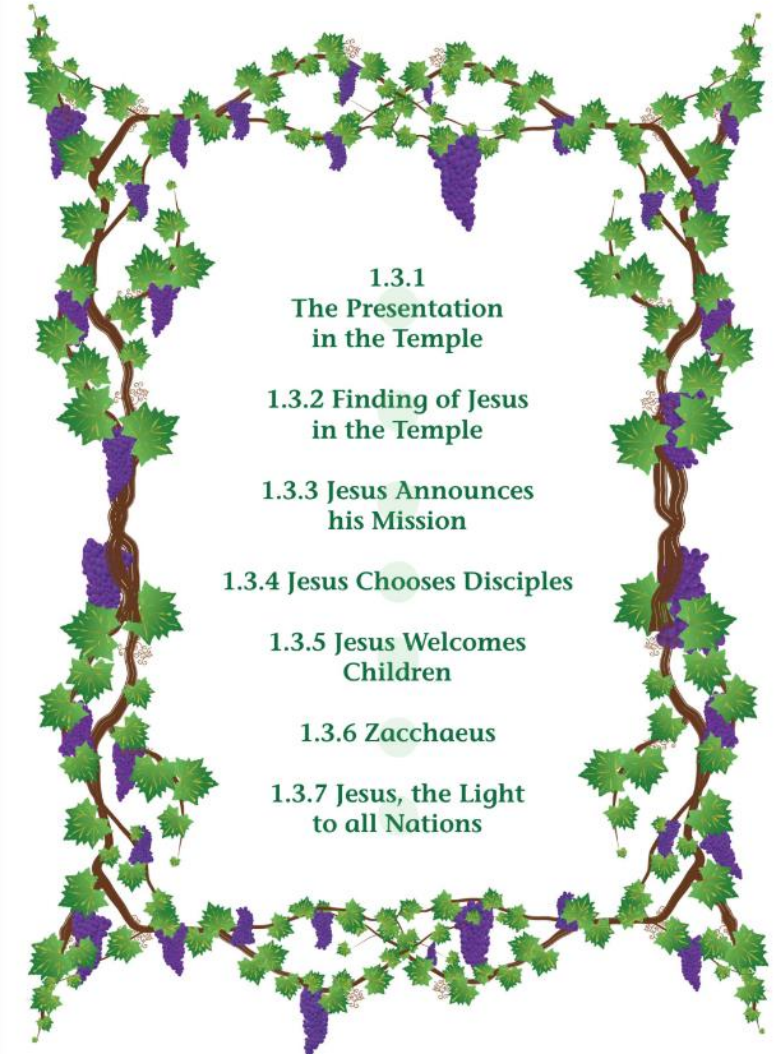
By the end of this unit of study, pupils will have studied the following key texts:

- The Presentation (Lk 2:22-38)
- Finding in the temple and the hidden life (Lk 2:41-52)
- Jesus announces his mission (Lk 4:16-22)
- The call of the disciples (Lk 5:1-11)
- Little children (Lk 18:15-17)
- Zacchaeus (Lk 19:1-9)

Believe

By the end of this unit of study, pupils will know that the Church teaches:

- Jesus grows up and reveals the love of the Father to us.
- Some people that encounter Jesus recognise that he is the Son of God who has come to save all.
- Jesus is the 'light to all nations'.



Galilee to Jerusalem

Light is beautiful and mysterious—like God. It is one but can be separated into many colours. No one knows if light is made up of particles or waves. In addition, light has many functions that makes it a good symbol for Jesus.

Light helps us see things. Jesus gives us the truth about God and about life, our origin, and our destiny.

Light guides us as we travel. Jesus guides us safely through life to our heavenly home.

Light promotes growth and life. Jesus brings us everlasting life.

Light warms and comforts. Jesus welcomes us and calms us.

Light prevents crime. Jesus is goodness itself.

Light dispels darkness, which stands for evil. Jesus pierces the darkness of sin and death and conquers them.

All the darkness in the world cannot put out one candle flame. Jesus cannot be overcome by evil.

<https://www.loyolapress.com/catholic-resources/scripture-and-tradition/jesus-and-the-new-testament/who-do-you-say-that-i-am-names-for-jesus/jesus-the-light-of-the-world/>



The Light of the World, Holman Hunt

Planning

1. Read the Teacher notes from the RED for the Year group and for the branch
2. Note the lens content in the RED (Hear, Believe, Celebrate, Live) for the branch. This will help you to recognise the key content that should be taught. [NB – find out more about the lenses in the RED (p23-35)]
3. Note the Expected Outcomes in the RED (Understand, Discern, Respond) for the branch
4. Read the Teacher Book (TB), this contains theological notes and also identifies the learning linked to the Expected Outcomes
5. Read the guidance from the Diocese on each branch as these show how the RED, TB and PB talk to each other. They may provide a helpful basis for your planning

NB: Note the key vocab for the branch is in the Teacher Book (TB)

Planning

Content through Lenses	Model Curriculum Expected Outcomes	The Vine and the Branches	Support Notes
B: Jesus grows up and reveals the love of the Father to us. B: Some people that encounter Jesus recognise that he is the Son of God who has come to save all. B: Jesus is the “light to all nations”.	U1.3.1. Identify some of the people that encounter Jesus and recognise that he is special.	1.3.1 The Presentation Jesus as light to all nations is referenced in 1.3.1 p71 NB: Jesus as special and a light to all nations is also explored in 1.3.7 Consider linking 1.3.1 and 1.3.7 learning 1.3.4 Jesus chooses disciples Explore Jesus’ encounter with the first disciples. Ask questions like, <i>I wonder how the disciples knew that Jesus was special?</i> And <i>I wonder what Jesus meant when he said that Peter would be catching people?</i> 1.3.6 Zacchaeus Explore Jesus’ encounter with Zacchaeus. Ask, <i>I wonder why Jesus asked to eat with Zacchaeus?</i> Note the different people and groups in the narrative. What are they thinking/saying/doing and why? E.g. why are the people questioning Jesus wanting to eat with Zacchaeus? NB: Zacchaeus has done wrong to many people, but Jesus forgives him and lets him start again. 1.3.7 Jesus the Light to all Nations Advise revisiting the account of the Presentation to remind class what Simeon said when he saw the baby Jesus in the Temple. Phrase used in ppt TB p94 is ‘shining light’. Consider how children can be a shining light to others.	Carefully read the Notes for Teachers in the RED p84-85. Consider exploring how Jesus is <i>light</i> using this resource as a guide (NB – this would be for teacher knowledge and would need to be adapted for Y1 including words and pictures): https://www.loyolapress.com/catholic-resources/scripture-and-tradition/jesus-and-the-new-testament/who-do-you-say-that-i-am-names-for-jesus/jesus-the-light-of-the-world/ Carefully read the Notes for Teachers in the RED p84-85, especially p85 about the Gospel of St Luke. Help class to recognise that St Luke shows Jesus as caring for the poor and oppressed, as drawing people to him, showing them love and kindness, especially those on the edges of society. Consider beginning with the account in the Bible, using the Notes for Teachers (p84) to set the scene. Then, use the Text to Read to Children if necessary. Explore what we learn about Jesus from this event. Respond 1.3.3. Reflecting on how Jesus cares for other people and what they can learn from his actions. Respond 1.3.2. Reflecting on how Jesus is a ‘light’ for all people and consider how they can bring ‘light’ to their families and communities. Slide 19 of ppt TB p95 consider rephrasing 3rd question to: What do you think is the most loving way to help others? Explore why too. Revisit learning on Candlemas. Consider role play for stories from the Bible, take photographs, create speech bubbles for various people in the stories, look for images to help bring the stories to life in the classroom.

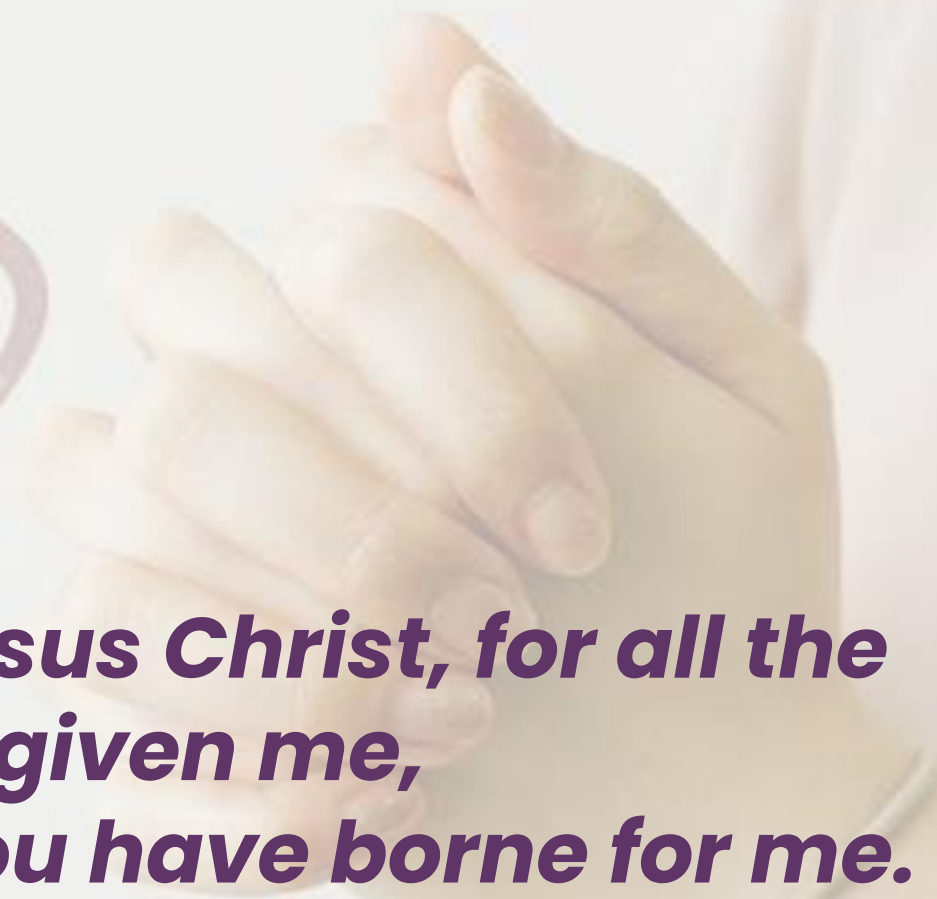
Assessment

- Refer to the **prescribed outcomes** for the branch. These will form the foundation of assessment as they are what pupils are expected to know by the end of that phase. For example:

Expected outcomes		Ages 5-7
Revelation		
Recognise in an age-appropriate way that the Church teaches that all that is comes from God, Our Father, who made heaven and Earth.		U.1.1.2
Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son.		U1.2.1
Identify some of the people that encounter Jesus and recognise that he is special.		U1.3.1
Sacred Scripture		
Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels.		U1.2.2

LET US

pray.



***Thanks be to you, my Lord Jesus Christ, for all the
benefits you have given me,
for all the pains and insults you have borne for me.
O most merciful redeemer, friend and brother,
may I know you more clearly, love you more dearly,
and follow you more nearly, day by day. Amen.***