

The Vine and the Branches

January/February 2025

Agenda

Prayer

- The Big Picture
- Explore Desert to Garden

A prayer of hope

God, our loving Father,
in this Jubilee Year,
you remind us of our call to love creation.
Help us to work together
to replant, repair, and renew.

**Guide us on our journey
as pilgrims of hope.**



Jesus, our light,
In this Jubilee Year,
you remind us of our call to love
our neighbours
and to set free those who suffer.
Help us to treat everyone with dignity;
to be fair, forgiving and kind.

**Guide us on our journey
as pilgrims of hope.**

Holy Spirit, our inspiration,
in this Jubilee Year, you remind us of our
call to grow in faith and love.
Help us to hear you in scripture, to see
Jesus in others,
and to be united as God's global family.

**Guide us on our journey
as pilgrims of hope.**

Amen



Agenda

Prayer

- The Big Picture
- Explore Desert to Garden

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**'*

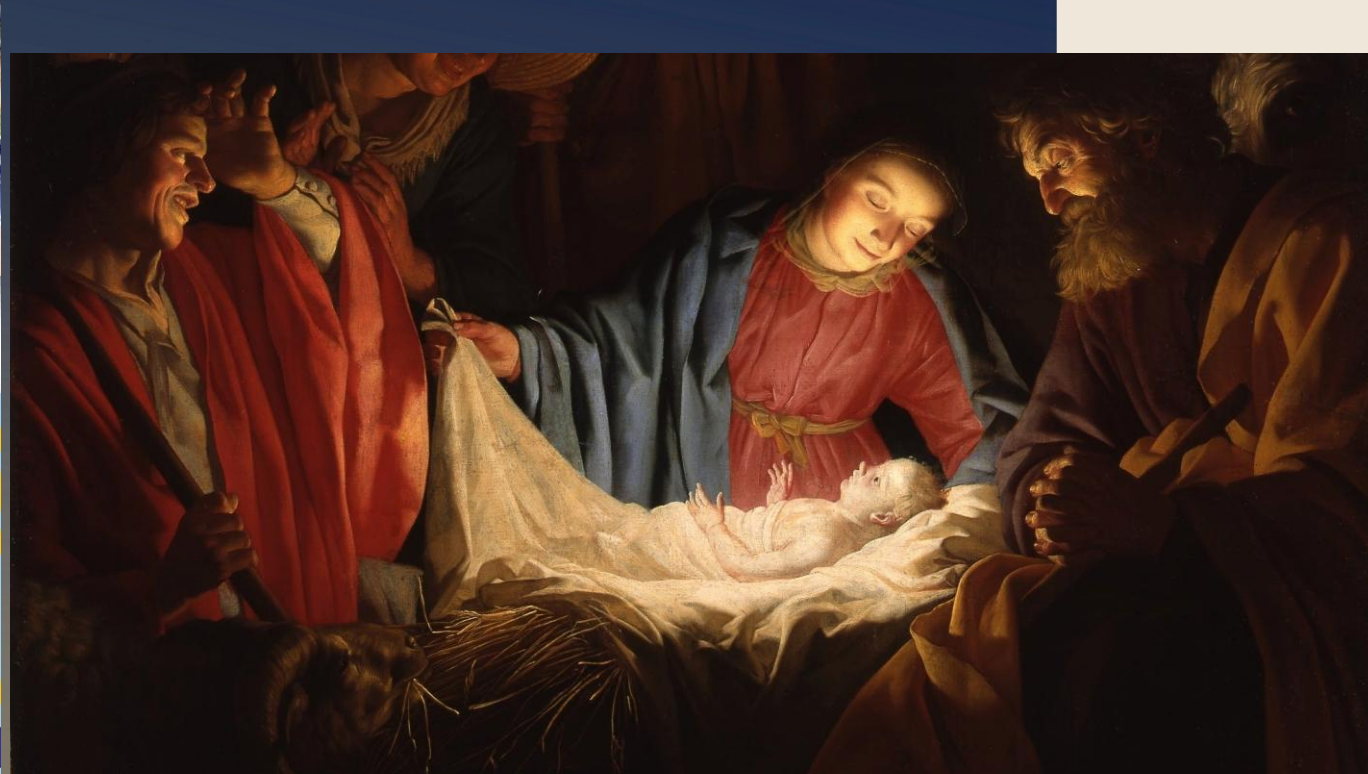
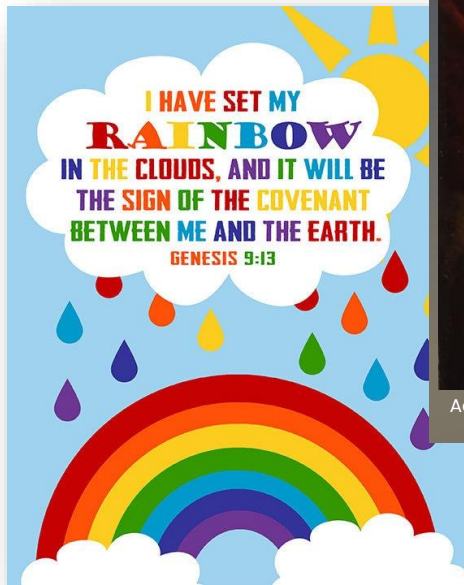
(adapted from RED p62)

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)*

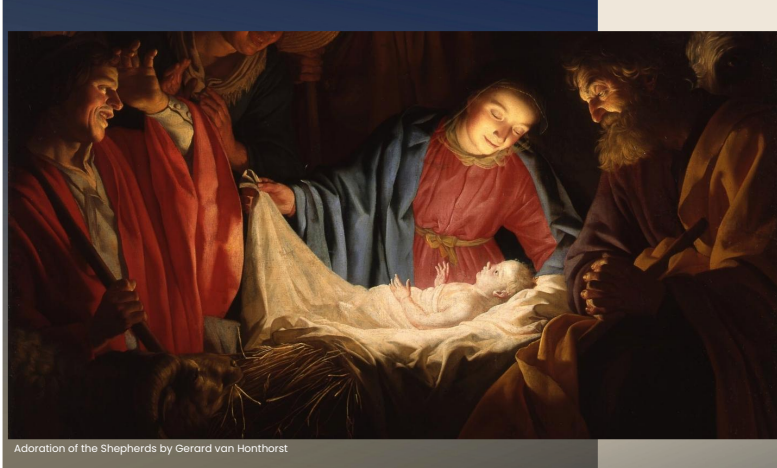
What's the Big picture?



Adoration of the Shepherds by Gerard van Honthorst



What's the Big picture?

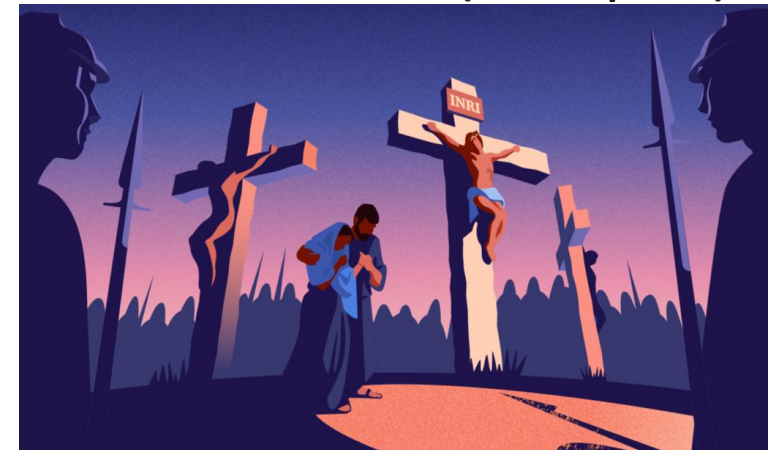
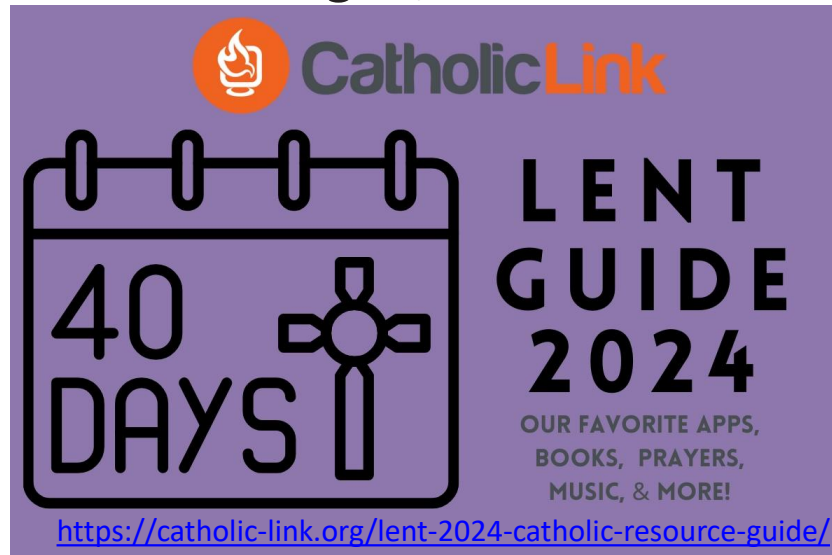


What's the Big picture?

Desert to Garden...

*'Christ died for our sins in accordance with the scriptures, and that he was buried, and that he was raised on the third day' (1 Cor 15:3). In this branch, pupils will study the season of Lent and its culmination in the events of Holy Week. They will learn about the **Paschal Triduum** at the heart of the Catholic Church's Liturgy and life. The title of this branch points both to the liturgical journey from the desert of Lent to the garden of Resurrection, but also to the Paschal journey from darkness to light, barrenness to fruitfulness, death to life.'*

(RED p62)



Desert to Garden

Lent – Triduum – Easter

At the heart of the liturgical year is the celebration of the Paschal Triduum when we remember the saving Passion, death, and resurrection of Christ on Maundy Thursday, Good Friday, and Easter Sunday. These three days are what Lent is leading up to and Easter is leading away from.

During Lent we make the slow ascent to the holy mountain of Easter. Lent is a time of preparation on two fronts. For those who will be baptised at Easter, it marks the final period of intense spiritual preparation. For those who have already been baptised, it is a time to focus on the promises made in Baptism and to seek Reconciliation, so as to celebrate Easter worthily. The devotional practices of prayer, fasting, and almsgiving are disciplines to help us make the ascent.

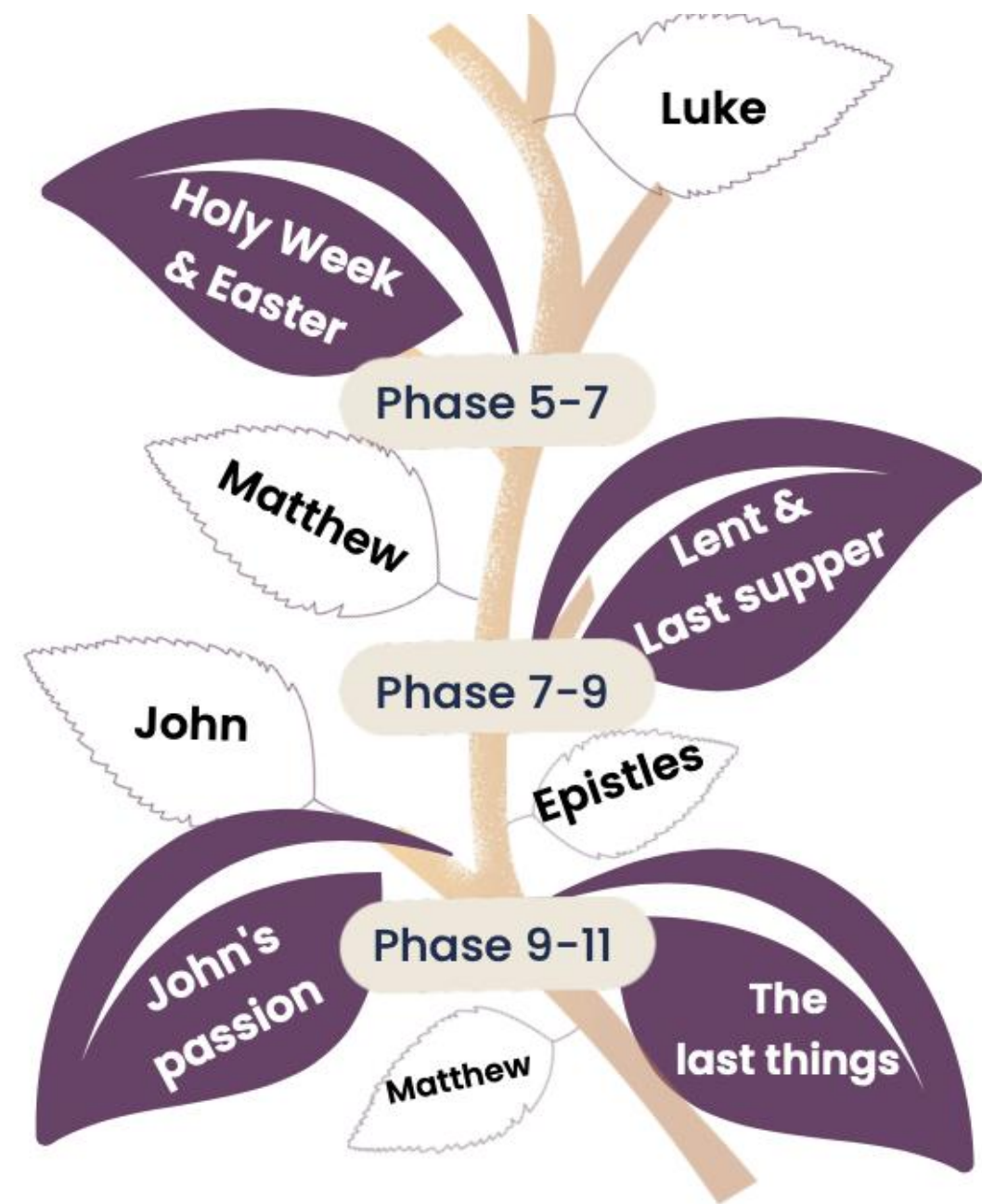
The Easter season flows from the Triduum and consists of fifty days of rejoicing and reflecting on what has been celebrated so that one's own faith is deepened (mystagogy). Forty days into Eastertide, the Church celebrates the Ascension of the Lord, which marks the culmination of the Paschal Mystery. Then on the fiftieth day, the season ends at Pentecost.

(PLD p32)

4. Primary



Desert
to
Garden
Season of Lent



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)

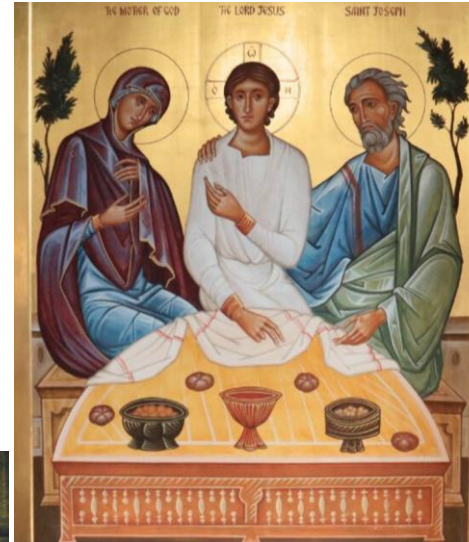
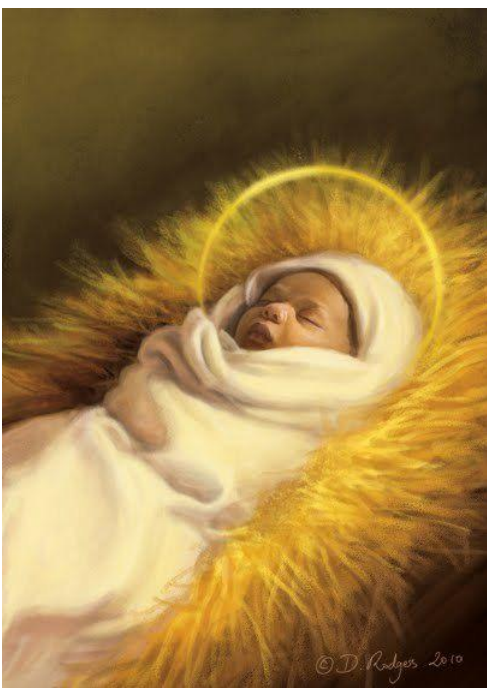
Was crucified,
died and was buried

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/>

Galilee to Jerusalem

Year 1



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.

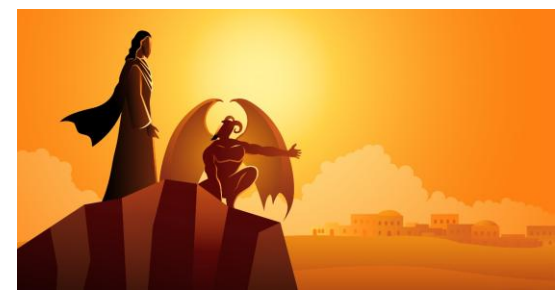
Luke likes to use speeches in his writing. He also likes to use journeys: physical and spiritual.

Desert to Garden Y1

'the focus of this branch is to learn a little about the season of Lent as a time to prepare for Easter and to know the story of the last week of Jesus' life, his death, and resurrection.

The Resurrection is revisited in the next branch, so this branch concludes with the women meeting the angel by the empty tomb.

As in branch two, the visible angelic presence points to the divinity of Christ and to the message of God the Father, Creator of all that is seen and unseen.' (RED p87)



Desert to Garden Y1

*'In the life of many pupils, Easter is about chocolate and is a lesser festival than Christmas. Introducing the pupils to Lent allows them to **understand how Christians prepare for Easter as the high point of their year**. As in branch two, religious education lessons are not the sum of pupils' experience in learning about the seasons of Lent and Easter. **Pupils will experience Lent traditions as part of the school's prayer life and through the charitable activities in Lent as part of a school's Catholic life.***

*In this branch, **the narrative strand of St Luke's gospel is paused to tell the story of Jesus' Temptation in the wilderness to facilitate pupil's learning about Lent.***

*Teachers may want to **reorder this account into branch three**, depending on when Lent begins. (RED p87)*



PRAY



FAST



GIVE

©LPI



Desert to Garden Y1

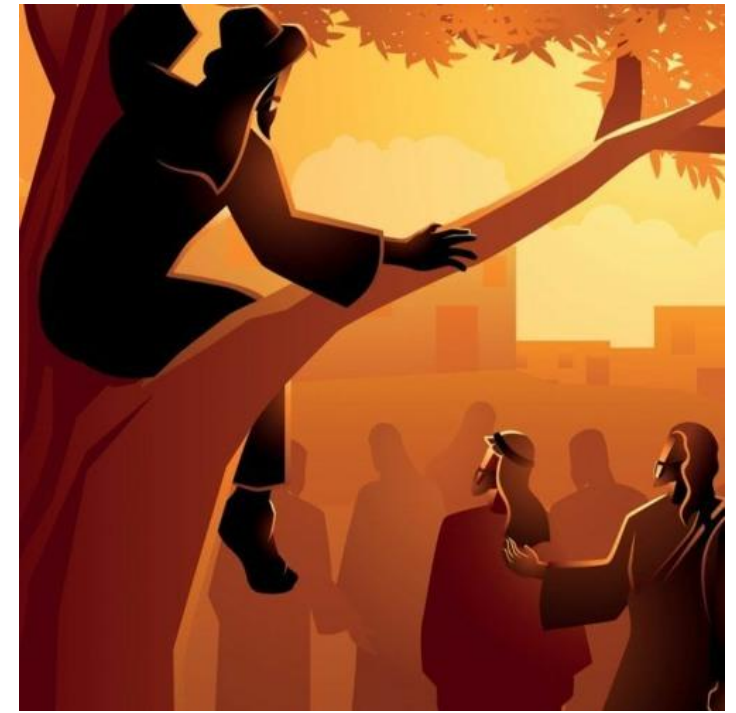
‘The dramatic events of the last week of Jesus’ life, Holy Week for Christians, are a powerful narrative. **Jesus goes from being hailed as the Messiah on Sunday to being crucified as a blasphemer on Friday.** It is essential pupils experience reflective time to think about these stories and what they mean in the context of the previous branches. Jesus’ life shows his humanity alongside his divinity.’ (RED p87)



Desert to Garden Y1

‘Through the scripture stories they have heard, pupils have learned about the importance of forgiveness, how an encounter with Jesus changes some people forever, and how Jesus gives himself to others. The story of the end of Jesus’ earthly life and his resurrection from the dead form part of this narrative.

Pupils aged five or six may not yet understand words such as sin, but the stories they have encountered show how Jesus draws people to himself and through him to God the Father.’ (RED p87)



Desert to Garden Y1

‘In suffering and dying, Jesus bears the pain of our sins, our turning away from God.

In Jesus, God knows what it is to experience human degradation and suffering, and through Jesus, humanity is called to know the love of God on Earth and in heaven (CCC 622-623). It is a lot to take in as an adult!

Children are at the beginning of their learning journey, and **their first points of learning are to know that Jesus’ life story does not end with death but with resurrection.**’
(RED p87)



Desert to Garden

Y1

‘General guidance: Wherever possible, resources for teaching should always look to diverse representations from the Universal Catholic Church.

Teachers must teach the content through the lenses of Hear, Believe, Celebrate, and Live but do not have to follow the lenses in sequence.

If choosing alternative texts to teach Scripture, teachers must ensure that it is free from any racial stereotyping or inaccuracies.

Key vocabulary is provided for guidance, not assessment purposes.’
(RED p141)

Desert to Garden

Y1

CCC Links	Knowledge lens content
Temptation in the wilderness YC 88 CCC 538-540 Holy Week YCfK 31, 35 YC 96-103 CCC 585, 610, 623 The empty tomb YCfK 37, YC 105, CCC 640 Lent YC 186 CCC 540 Resurrection YCfK 37-38, YC 105 CCC 640-644, 656 Lent YC 186 CCC 540, 1095 Lenten observance YCfK 135, YC 151, 345 CCC 538, 1434, 1438, 2043	Hear By the end of this unit of study pupils will have studied the following key texts: • Jesus enters Jerusalem (Lk 19:28-38) • Jesus teaches in the temple (Lk 19:47-48) • The widow's mite (Lk 21:1-6) • The last supper (Lk 22:7-23) • The Crucifixion and death of Jesus (Lk 23:33-46) • The angel's message (Lk 24:1-8) For Lent: • Jesus is tempted in the desert for 40 days (Lk 4:1-13) Believe By the end of this unit of study, pupils will know that the Church teaches: • That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. • Jesus died and rose again. Celebrate By the end of this unit of study, pupils will know: • Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. • Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need. • Experience music or art that reflects how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. Live By the end of this unit of study, pupils will know: • Fasting in Lent is a way of giving things up to help others and for Catholics, CAFOD Family Fast Day is a way of responding to this call. • Fasting, praying, and giving to others are ways of following Jesus' example.

Desert to Garden

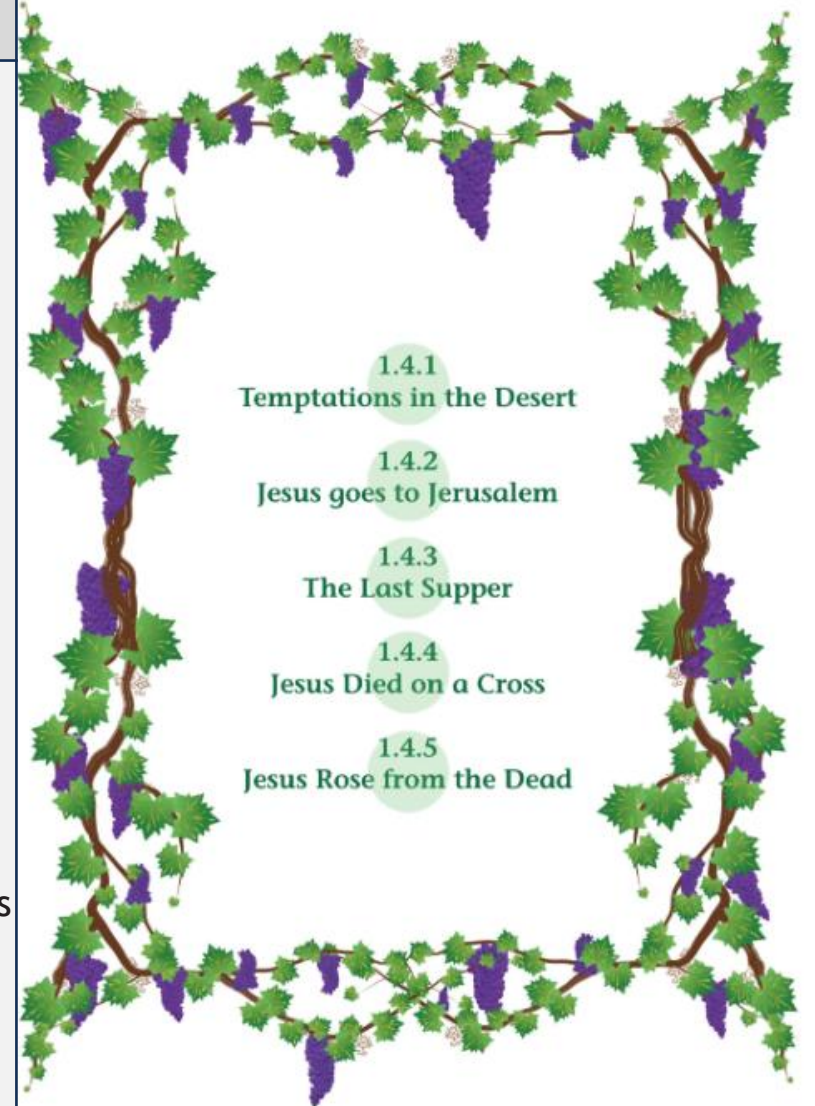
Y1

Expected outcomes	
Understand	
By the end of this unit of study, pupils will be able to:	
U1.4.1.	Make simple connections between Jesus' time in the desert (Lk 4:1-13) and Christians praying and fasting for forty days in Lent. (RVE)
U1.4.2.	Recognise that Jesus shows the importance of giving to others, making simple connections with the story of the widow's mite (Lk 21:1-6) and the season of Lent.
U1.4.3.	Correctly sequence the events of the last week of Jesus' life.
U1.4.4.	Recognise that angels bring God's message and are a sign the Jesus is the Son of God, truly alive.
U1.4.5.	Recognise that the Church teaches that Jesus suffered, died, and rose again.
U1.4.6.	Recognise simple connections between the use of ashes and the Christian belief that Lent is an opportunity for a new start.
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:	
D1.4.1.	Asking 'I wonder' questions about the story of the last week of Jesus' life.
D1.4.2.	Experiencing and reflecting on music or art that shows how Christian communities in another part of the world celebrate Lent and the last week of Jesus' life. (RVE)
Respond	
During this unit of study, pupils will be invited to respond to their learning, for example by:	
R1.4.1.	Recognising that fasting in Lent is giving something up to help others and CAFOD Family Fast Day is a way of doing this.
R1.4.2.	Considering what they might give up and choose to do to help others. (RVE)
R1.4.3.	Reflecting on what they know about Jesus including the events of the last week of Jesus' life and his resurrection.

Desert to Garden

Y1

CCC Links	Knowledge lens content
Temptation in the wilderness YC 88 CCC 538-540 Holy Week YCfK 31, 35 YC 96-103 CCC 585, 610, 623 The empty tomb YCfK 37, YC 105, CCC 640 Lent YC 186 CCC 540, 1095 Resurrection YCfK 37-38, YC 105 CCC 640-644, 656	Hear By the end of this unit of study pupils will have studied the following key texts: - Jesus enters Jerusalem (Lk 19:28-38) - Jesus teaches in the temple (Lk 19:47-48) - The widow's mite (Lk 21:1-6) - The last supper (Lk 22:7-23) - The Crucifixion and death of Jesus (Lk 23:33-46) - The angel's message (Lk 24:1-8) For Lent: - Jesus is tempted in the desert for 40 days (Lk 4:1-13) Believe By the end of this unit of study, pupils will know that the Church teaches: - That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. - Jesus died and rose again.



Desert to Garden

Y1

Key vocab:

- Temptation
- Last Supper
- Crucifixion
- Resurrection
- Ash Wednesday
- Palm Sunday
- Lent
- Easter
- Family Fast Day

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

How will you ensure they are understood in context?

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

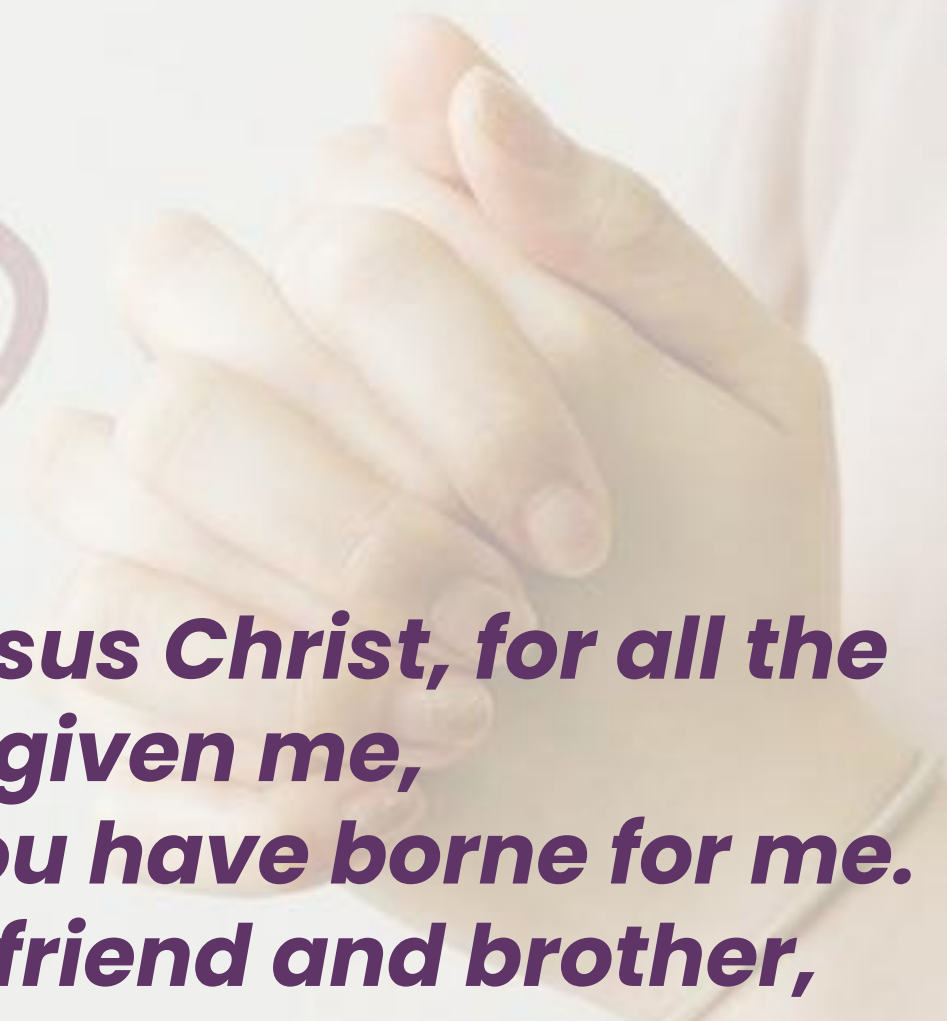
NB: Note the key vocab for the branch is in the Teacher Book (TB)

Planning

Content through Lenses	Model Curriculum Expected Outcomes	The Vine and the Branches	Support Notes
H: Jesus is tempted in the desert for 40 days Luke 4:1-13 B: That Lent is a special time for praying, fasting, and helping others as Jesus taught us to do. C: Some simple words, actions, and symbols from the Ash Wednesday liturgy and the Palm Sunday liturgy. C: Lent is when Christians prepare for Easter by thinking about how they could be closer to God by praying, giving up things that are not needed (fasting), and giving to those in need L: Fasting, praying, and giving to others are ways of following Jesus' example.	U1.4.1. Make simple connections between Jesus' time in the desert (Luke 4:1-13) and Christians praying and fasting for forty days in Lent.	1.4.1 Temptations in the Desert Ppt TB p99 introduces 'temptation'. Consider not using this as it has confusing definitions of temptations and potentially confusing imagery. However, the first 5 slides do show a couple of images about temptation which may be helpful to explore 'temptation' with the class. Share the account from the Bible with children first. NB – read the note about reading from the Bible in the RED (p87) This could be followed up with <i>Text to read to children</i> TB p99-100. Emphasise that Jesus prayed to his Father (and our Father too) in heaven to give him the strength to overcome the temptations he was being offered. We can pray to God, our Father, to ask for the strength to overcome temptation as well. NB – ppt 2 in TB p101 explores the temptation of Jesus in the desert. See also U1.4.6 below	Carefully read the Notes for Teachers in the RED p87 (NOTE – this learning leads to Easter, the high point of the Church's year, but for the children, it will probably be seen as a lesser feast. Emphasise the importance of the Lead up to Easter – the most important feast of the Church's year. You can point to Y2 when the children will learn about the Easter Vigil, the most solemn Mass of the Church's year) NB – this area of study can be placed in the term before if Lent begins before the half term holiday, however, as Easter is very late this year (2025) it may be better to deliver this in advance of Ash Wednesday. The RED states: <i>'In this branch, the narrative strand of St Luke's gospel is paused to tell the story of Jesus' Temptation in the wilderness to facilitate pupil's learning about Lent. Teachers may want to reorder this account into branch three, depending on when Lent begins.'</i> This won't be necessary this year (2025) When introducing <i>temptation</i>, consider exploring what it means to be tempted using a wrapped sweet/chocolate. This could be placed in the classroom prior to the lesson. Observe children's reactions to it – who is tempted to touch it/smell it/taste it? It may be helpful to note that temptations are very rarely unappealing or unappetising! (see YC4K p189) [a funny little clip of the marshmallow experiment you may wish to share – but don't dwell too much on this – is simply to illustrate what temptation is!]. Consider exploring what the class are tempted by <i>and</i> how they resist temptation. YC4K (p139) has a good summary on temptation to share with the class. NB – the RED says: <i>'Pupils aged five or six may not yet understand words such as sin, but the stories they have encountered show how Jesus draws people to himself and through him to God the Father.'</i> In P&P Y1 have learnt that <i>'God showed us the full depth of his love by sending Jesus his Son'</i> (RED p82). Jesus reveals to us the full extent of God's love and forgiveness (link to learning about Zacchaeus from

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.***