

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**'*

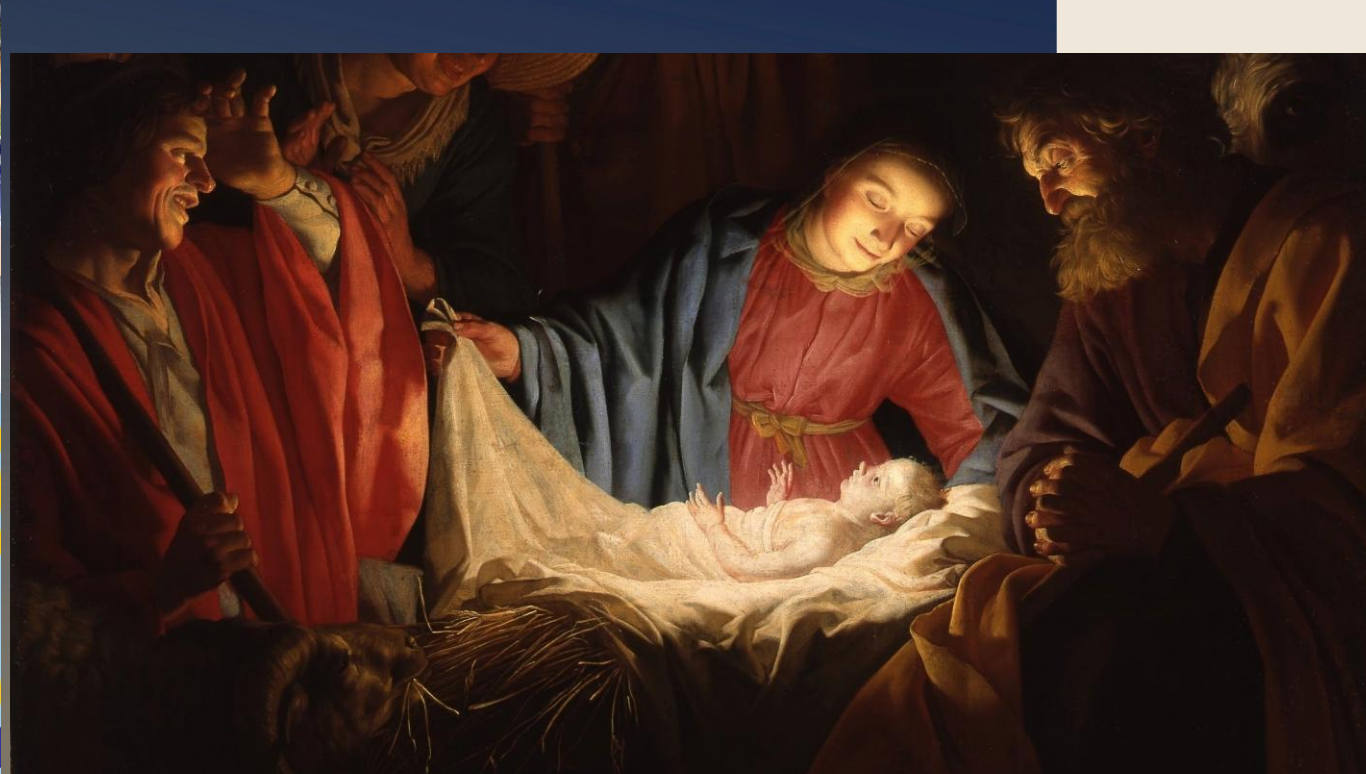
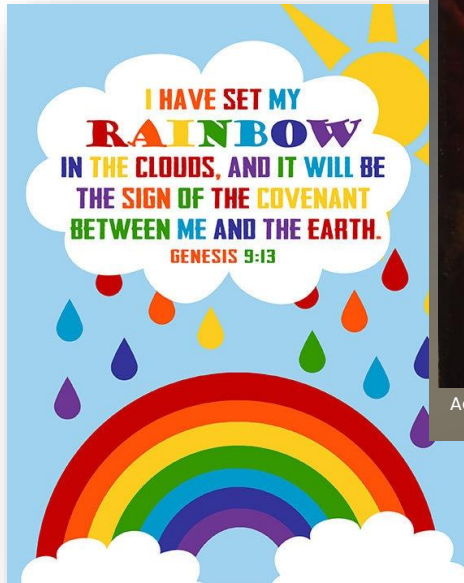
(adapted from RED p62)

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)*

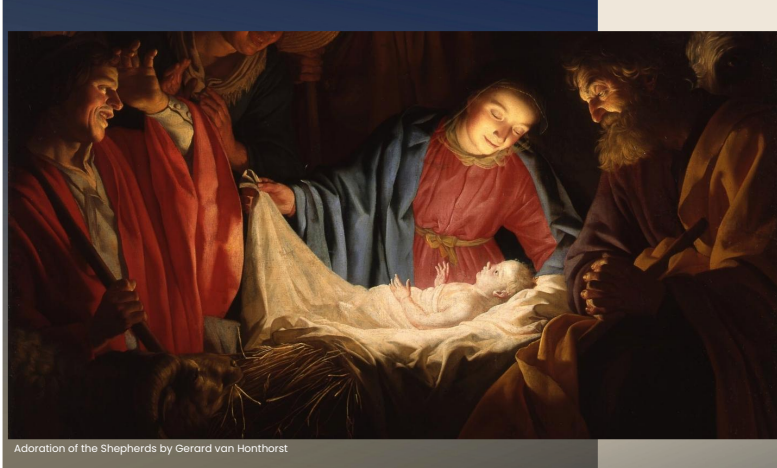
What's the Big picture?



Adoration of the Shepherds by Gerard van Honthorst



What's the Big picture?

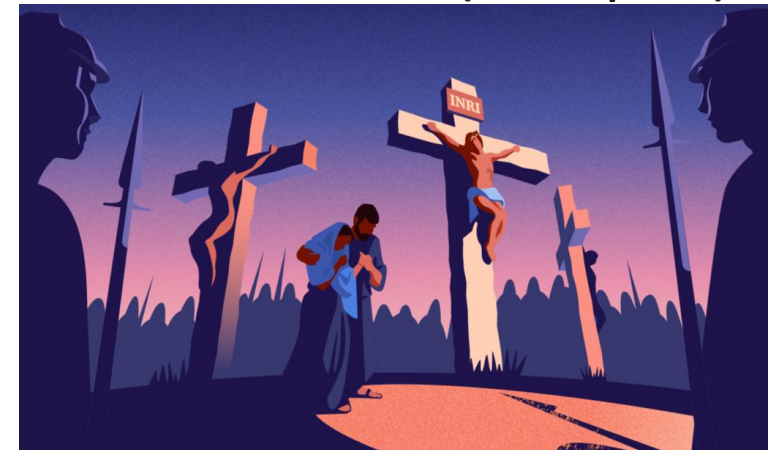
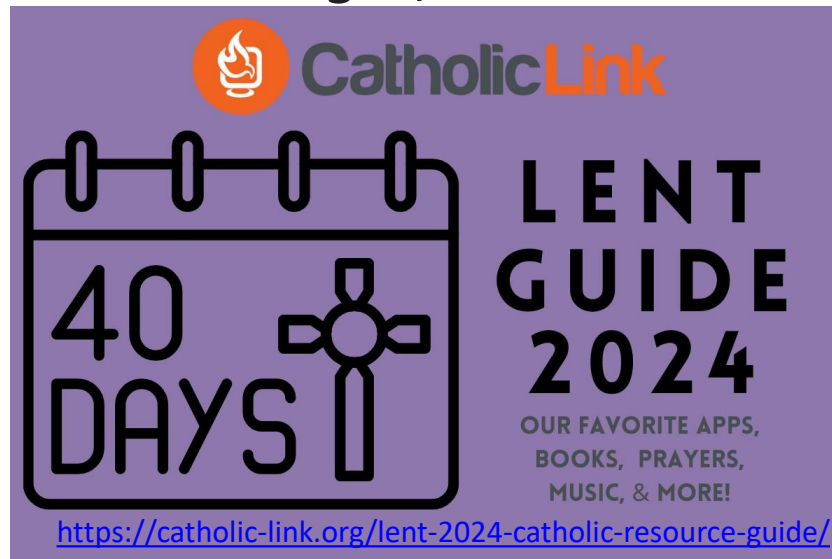


What's the Big picture?

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.**

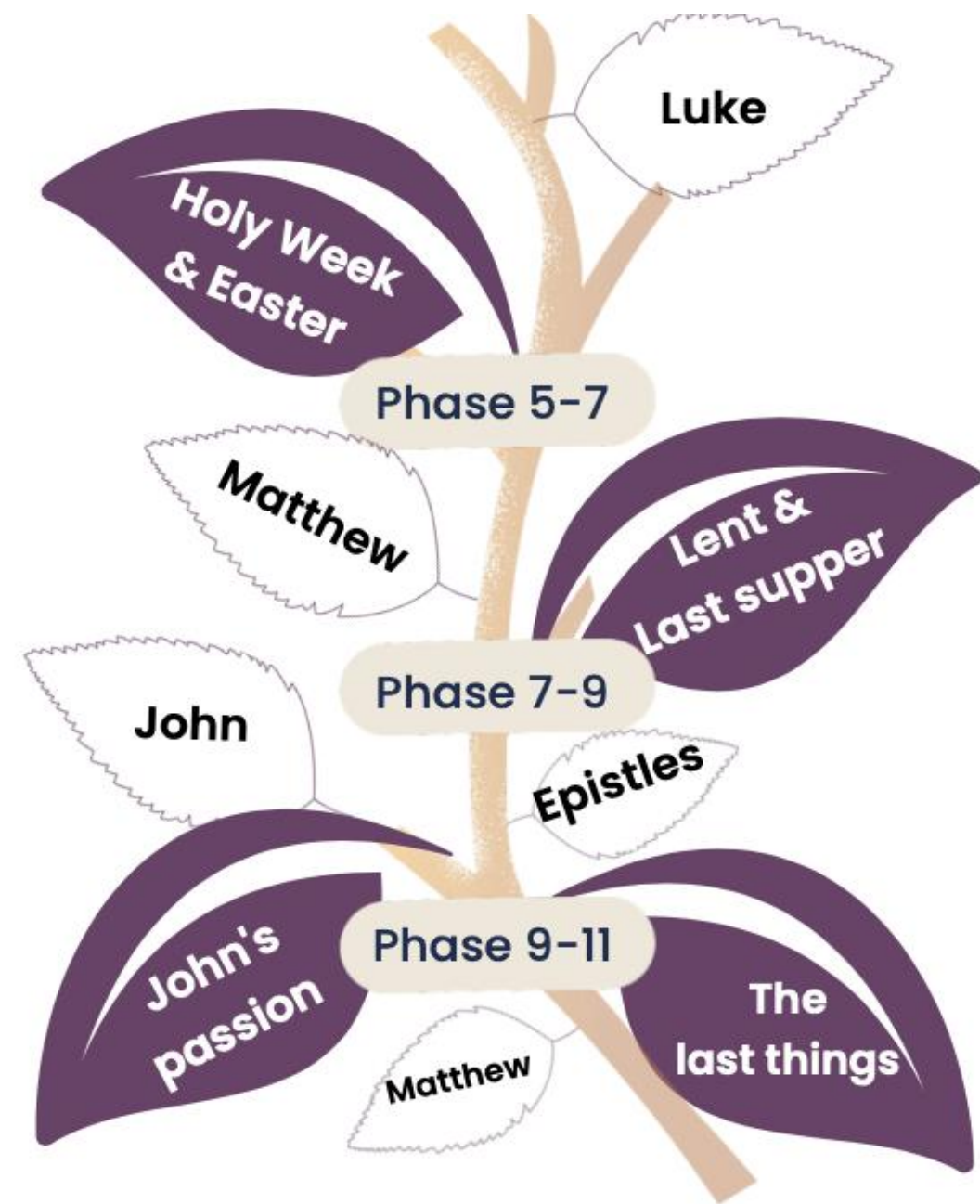
The Easter season flows from the Triduum and consists of fifty days of rejoicing and reflecting on what has been celebrated so that one's own faith is deepened (mystagogy). Forty days into Eastertide, the Church celebrates the Ascension of the Lord, which marks the culmination of the Paschal Mystery.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

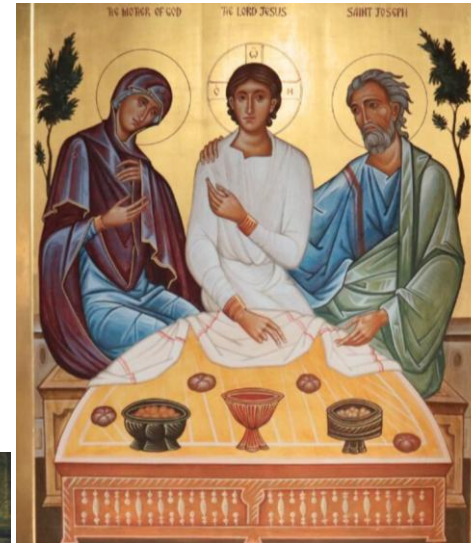
Was crucified,
died and was buried

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

Y2

Knowledge lens content Y1 D to G

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)
- 8) For Lent:
 - Jesus is tempted in the desert for 40 days (Lk 4:1-13)

‘In this branch, pupils in Year Two will revisit scripture from the previous year to consolidate learning about the events of Holy Week.’ (RED p106)

Desert to Garden

Y2

Y2 G to J Believe

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

- John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. **Baptism is a sign of forgiveness.**
- That when people make bad choices (sin), they turn away from God. **Jesus teaches that God loves and forgives and that being sorry helps us to change and become better people.**
- Jesus' miracles are signs that show he is the promised one (Messiah).
- **Jesus' parables are simple comparisons that invite people to know more about God.**
- **Jesus brings healing in different ways.**

‘They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch.’ (RED p106)

Desert to Garden

Y2

‘They will also explore how **Lent** is a time of **reconciliation and forgiveness** for Christians because they want to **restore their relationship with God** to **be ready to celebrate the Resurrection**. They will develop an early understanding of the **Sacrament of Reconciliation**. In Year Two, this **does not have to be a detailed understanding but rather a simple outline** of why Catholics spend time thinking about how they have fallen away from God and how the sacrament helps them restore this relationship.’

(RED p106)



Desert to Garden Y2

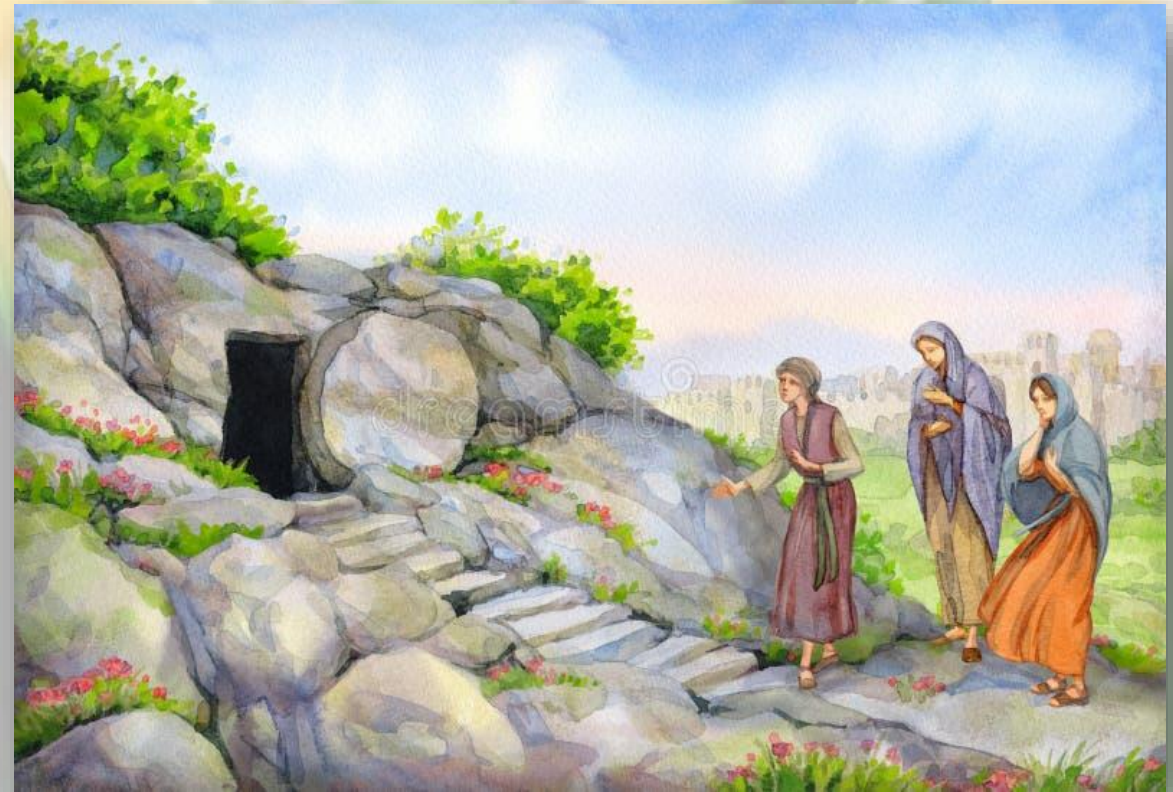
‘The branch also focuses on the Easter Vigil Mass. Easter is the ‘Feast of feasts’ (CCC 1169), and the Easter Vigil is the high point of the Easter Triduum celebrating the passion and Resurrection of Jesus. The vigil opens with a service of light.’ (RED p106)



Desert to Garden

Y2

‘Like the Jewish Passover, the Easter celebration coincides with the beginning of spring in the northern hemisphere when the sun offers new warmth, and the Earth is ready to flower again.’ (RED p106)



Desert to Garden

Y2

‘The word ‘lent’ (from the Middle-English word for spring, ‘lengthening days’) and ‘Easter’ (Germanic or Anglo-Saxon in origin, signifying ‘the east’, ‘the rising sun’) point to the long tradition of seeing this holy mystery through signs of the natural world, a ‘cosmic symbolism’. (RED p106)

Desert to Garden

Y2

‘The vigil begins with lighting a fire from which the priest lights the Easter candle. The candle is a sign of Christ, the light of the world, and celebrates the victory of light over darkness.’

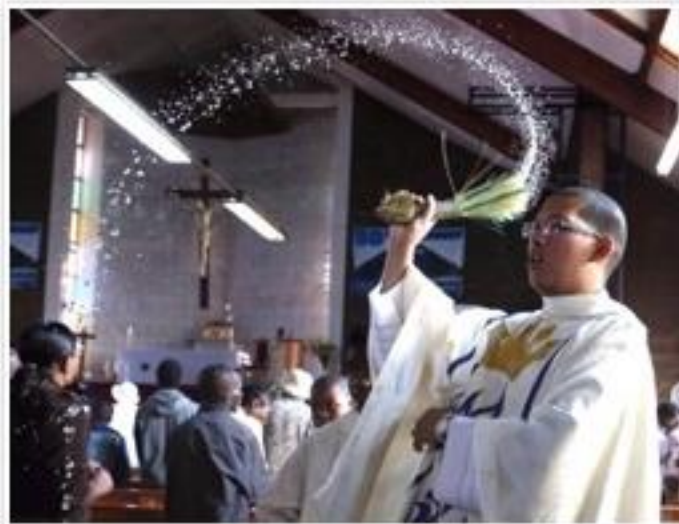
(RED p106)



Desert to Garden

Y2

‘After the liturgy of the Word, the priest blesses baptismal waters. Adults who want to join the Catholic Church receive baptism, and the congregation renew their baptismal promises at the Easter Vigil.’ (RED p106)



Desert to Garden

Y2

‘Pupils should be able to make connections with the branches studied earlier in the year regarding the symbolism of light and water. They may be able to make very simple connections with images of light and darkness in Advent, such as the words of Isaiah and the Sacrament of Baptism.’ (RED p106)

*The people walking in darkness
have seen a great light; on those
living in the land of deep darkness
a light has dawned.*

Isaiah 9.2

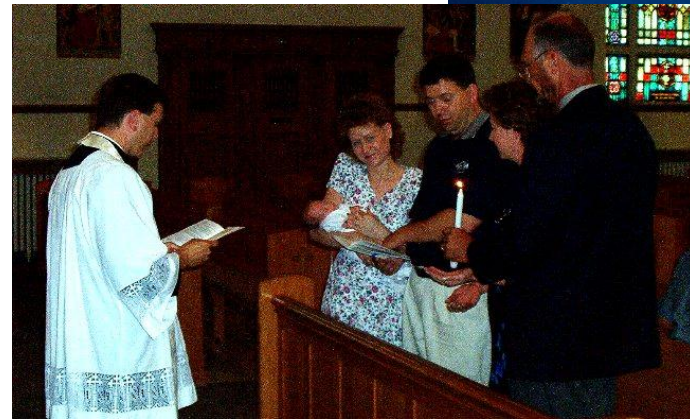
Lighted Candle

The Giving of the Lighted Candle now follows.
Holding the Paschal Candle, the Priest says:

Priest: *Receive the light of Christ*

A member of the family, e.g. Father or Godfather, lights the child's candle from the Paschal Candle.

Priest: *Parents and godparents, this light is entrusted to you to be kept burning brightly. This child of yours has been enlightened by Christ. He/she is to walk always as a child of the light. May he/she keep the flame of faith alive in his/her heart. When the Lord comes, may he/she go out to meet him with all the saints in the heavenly kingdom.*

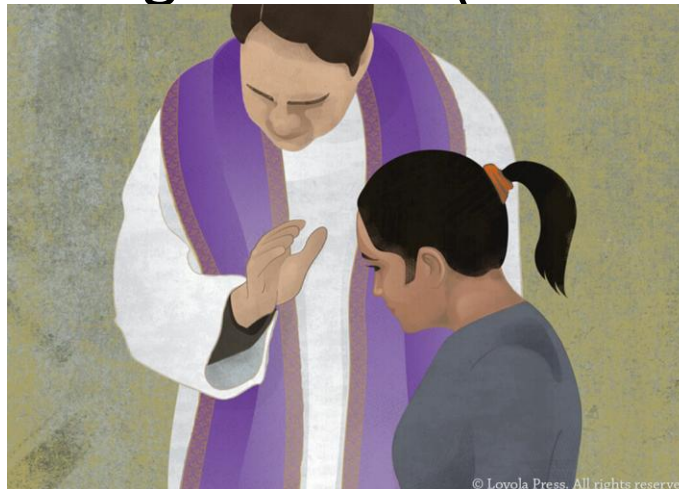


Desert to Garden

Y2

‘The importance of saying sorry, forgiveness, and reconciliation are not confined to the religious education curriculum.

In this branch, pupils should make some simple connections between the life and mission of the school and the gospel message of forgiveness.’ (RED p106)



Desert to Garden

Y2

‘General guidance: Pupils of all ages should be aware of the Bible as the sacred text of the Christian faith, and teachers should reference a Catholic translation in religious education lessons. As teachers select age-appropriate texts to share with pupils, it is important to note that some children’s texts still contain antisemitic tropes that portray the Jewish people as responsible for the death of Jesus. This is contrary to Church teaching (CCC 597). Teachers may need to consider this if using works of art to talk about the events of Holy Week.

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.

Key vocabulary is provided for guidance, not assessment purposes.’ (RED p106)

Desert to Garden

Y2

CCC Links	Knowledge lens content
Holy Week YCfK 31,35 YC 94-103 CCC 557-560, 569-570, 621-623 The Resurrection YCfK 37-39, YC 105-106, CCC 639-644, 647, 656-657 Sacrament of Reconciliation YCfK 85 YC 224, 227 CCC 1420-1421, 1439, 1485 Lent CCC 540 Easter YCfK 38(f) CCC 1168-1169 Elements of the Sacrament of Reconciliation YC 232 CCC 1450-1460, 1490-1492, 1494 YCfK 38(f) CCC 1217	Hear By the end of this unit of study, pupils will have revisited and encountered the following key texts: • Jesus enters Jerusalem (Lk 19:28-38*) • The last supper (Lk 22:7-23*, 28-34) • The Crucifixion and death of Jesus (Lk 23:33-46*) • The angel's message (Lk 24:1-8*) • Peter at the tomb (Lk 24:9-12) *Texts studied in Year One Believe By the end of this unit of study, pupils will know that the Church teaches: • That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves. • That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness. • The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness. Celebrate By the end of this unit of study, pupils will know: • Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). • Some simple words, actions, and symbols of the Easter Vigil, focusing on light and water. Live By the end of this unit of study, pupils will know: • The importance of saying sorry to God and to others. • That prayer can help people say sorry for their sins. • That making bad choices damages relationships and damages them.

Desert to Garden

Y2

Learning outcomes

Understand

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

- | | |
|---------|---|
| U2.4.1. | Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us. |
| U2.4.2. | Recognise that Lent is a time for reconciliation and forgiveness. |
| U2.4.3. | Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness. |
| U2.4.4. | Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass. |

Desert to Garden

Y2

Discern

By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:

D2.4.1.	Looking at works of art to recall the story of Holy Week studied in the previous year.
D2.4.2.	Considering some examples of reconciliation and peacebuilding in art, e.g., reconciliation outside Coventry Cathedral.
D2.4.3.	Listening to different sung versions of the Kyrie Eleison and talking about what the words mean.
D2.4.4.	Talking about links between the symbols of light and water at the Easter Vigil and what the symbols remind them of, for example, the story of Creation, the Sacrament of Baptism or Advent.

Respond

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

R2.4.1.	Thinking about what forgiveness means to them. (RVE)
R2.4.2.	Thinking about how making bad choices can harm themselves and others and why saying sorry matters. (RVE)
R2.4.3.	Reflecting on how Jesus teaches people to forgive.

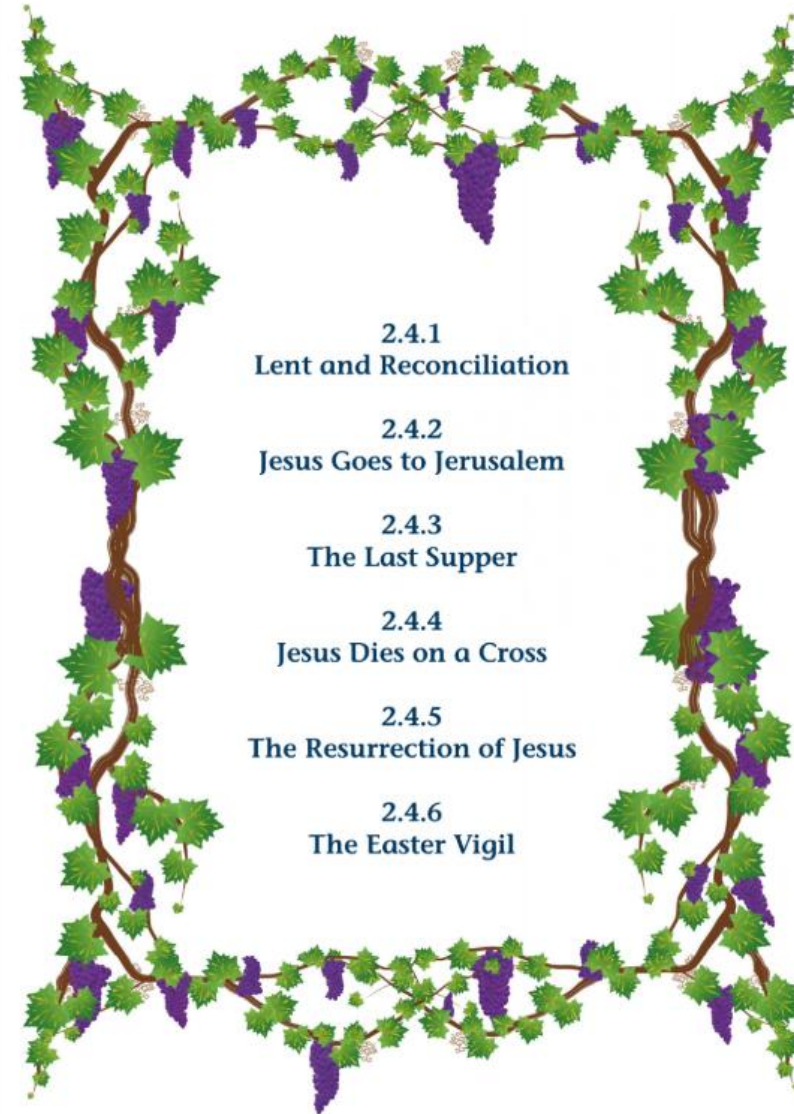
Desert to Garden

Y2

The Vine and The Branches



Desert to Garden Branch 4



2.4.1
Lent and Reconciliation

2.4.2
Jesus Goes to Jerusalem

2.4.3
The Last Supper

2.4.4
Jesus Dies on a Cross

2.4.5
The Resurrection of Jesus

2.4.6
The Easter Vigil

Desert to Garden

Y4

Key vocab:

- Easter Vigil
- forgiveness
- Kyrie Eleison
- reconciliation
- sin

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: The Crucifixion and death of Jesus (Lk 23:33-46*) L: Know the importance of saying sorry to God and to others *Texts studied in Year One See <i>all</i> texts in the Hear lens – RED p107	U2.4.1. Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.	2.4.4 Jesus Dies on a Cross NB – Carefully read the Theological notes (TB p40-41) [the <i>Theological Notes</i> reference to <u>YouCat</u> – this is the Catechism for young people and is aimed at teenagers preparing for Confirmation. See if there's one in school you can look at] Y2 children will need to Hear the key texts from St Luke's Gospel for Holy week and Easter to access the learning here. The V&B resource helps access the key texts by exploring Jesus' entry into Jerusalem (V&B 2.4.2), the Last Supper (V&B 2.4.3), the Crucifixion and the death of Jesus (2.4.4) and the angel's message & Peter at the tomb (V&B 2.4.5) Share the narrative of these events from St Luke's Gospel with the children so they have a clear understanding of the sequence of events. They will then be able to more make sense of the lead up to the Crucifixion. <i>HOWEVER</i> – retell and sequencing is not the focus of the branch! PB shares text from the Bible, however, consider sharing each account from the Bible so children recognise it as the source, and the Word of God. If using other texts, see 'General guidance' note in RED p106 PB Activities p106 no.2 asks to make a poster. Consider instead exploring, 'I wonder why this day is called Good Friday?' Children could answer the question: Why is it important for Christians to say sorry to God? Why is it	NB – Carefully read the 'Notes for teachers' in the RED (p106) NB - RED (p106) states: '<i>In this branch, pupils in Year Two will revisit scripture from the previous year to consolidate learning about the events of Holy Week. They will make links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch.</i>' Consider exploring the RED Discern exemplar: <i>D2.4.1. Looking at works of art to recall the story of Holy Week studied in the previous year.</i> The events of Holy Week could be explored through discern activities which are linked to the EO (D2.4.1) – Exploring the events through artwork such as Sieger Köder may provide valuable teaching opportunities. Alternatively, for diverse representations, you may wish to use Jesus Mafa images, or other images you have found/you have in school. Jesus Mafa collection If you have been creating a timeline on your RE working wall, or the children have in their books, this can be updated with the narrative of Holy Week as referenced in the Hear lens. Consider exploring the RED Respond exemplar: <i>R2.4.1. Thinking about what forgiveness means to them.</i> <i>R2.4.2. Thinking about how making bad choices can harm themselves and others and why saying sorry matters.</i> <i>R2.4.3. Reflecting on how Jesus teaches people to forgive.</i>

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.*