

The Vine and the Branches

May 2025

Agenda

Prayer

- What is *Dialogue and Encounter*?
- Explore *Dialogue and Encounter*

Father in heaven,
may the faith you have given us
in your son, Jesus Christ, our brother,
and the flame of charity enkindled
in our hearts by the Holy Spirit,
reawaken in us the blessed hope
for the coming of your Kingdom.





May your grace transform us
into tireless cultivators of the seeds of the Gospel.
May those seeds transform from within both
humanity and the whole cosmos
in the sure expectation
of a new heaven and a new earth,
when, with the powers of Evil vanquished,
your glory will shine eternally.

May the grace of the Jubilee
reawaken in us, Pilgrims of Hope,
a yearning for the treasures of heaven.
May that same grace spread
the joy and peace of our Redeemer
throughout the earth.
To you our God, eternally blessed,
be glory and praise for ever.
Amen



Agenda

Prayer

- What is *Dialogue and Encounter*?
- Explore *Dialogue and Encounter*

The Big Picture

Has it been possible to see the story of salvation throughout the five branches now that you are near the end of teaching it?

How has this been possible?

Has it been possible to see the overarching theme for the year group being taught?

(Y1 – revelation; Y2 – Baptism; Y3 – Eucharist; Y4 – How people's lives are transformed by God)

To Know You More Clearly

Unpacking Branch Six

Diocese of Shrewsbury

1st March 2024

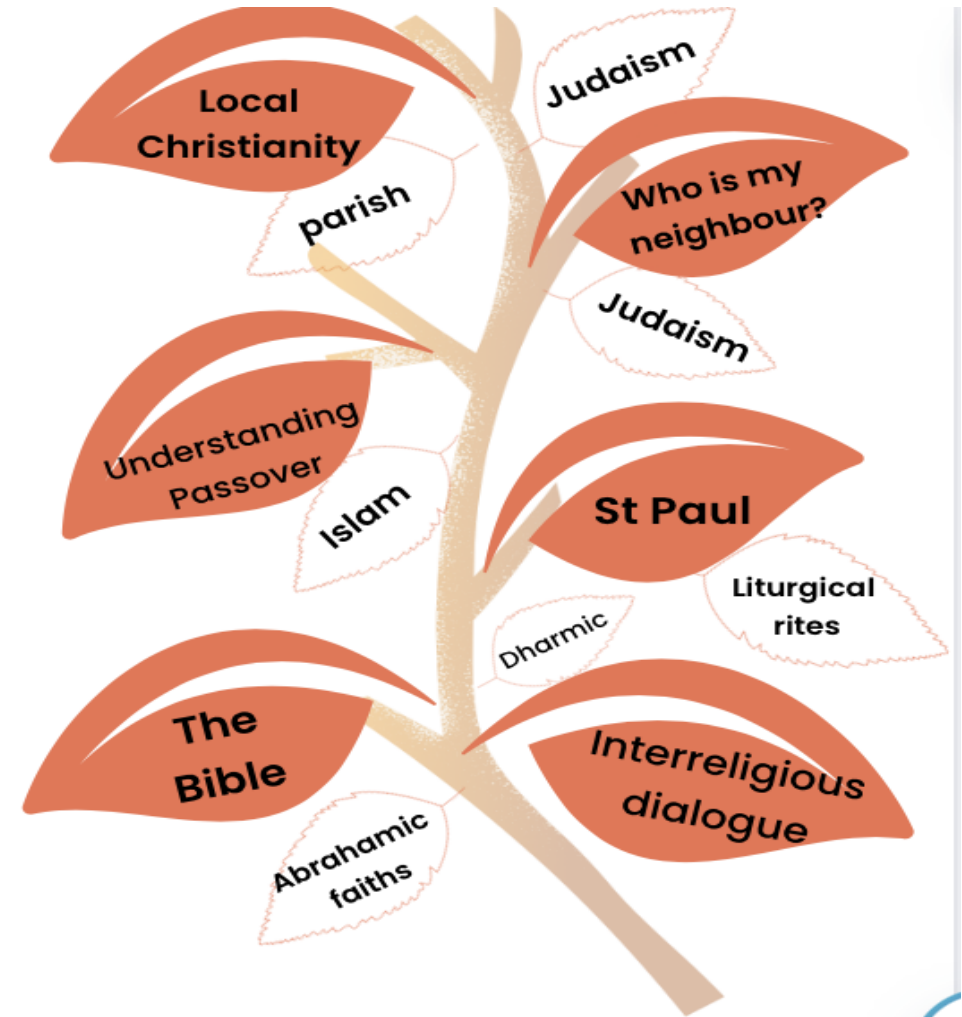
Nancy Walbank



What is Branch Six?



**Dialogue
&
Encounter
Ordinary time**



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

It is not a new initiative...

"Men of Athens, I have seen for myself how extremely scrupulous you are in all religious matters, 23 because I noticed, as I strolled around admiring your sacred monuments, that you had an altar inscribed: To An Unknown God. Well, the God whom I proclaim is in fact the one whom you already worship without knowing it.

24 "Since the God who made the world and everything in it is himself Lord of heaven and earth, he does not make his home in shrines made by human hands. 25 Nor is he dependent on anything that human hands can do for him, since he can never be in need of anything; on the contrary, it is he who gives everything-including life and breath-to everyone. 26 From one single



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

What does the Church teach?

“Respect and love ought to be extended also to those who think or act differently than we do in social, political and even religious matters. In fact, the more deeply we come to understand their ways of thinking through such courtesy and love, the more easily will we be able to enter into dialogue with them.” (GS,n:27)

Audium et Spes

of the Church in the Modern World

VATICAN COUNCIL II



Introduction by
CARDINAL ANGELO SCOLA

Nostra Aetate

"The Catholic Church rejects nothing that is true and holy in these religions." (n:2)



First World Day of Prayer, Assisi 1982

Ecclesiam Suam (1964)

- Self-awareness
- Call for renewal of the Church
- Dialogue, 'concerns the relationships that the Church of today should establish with the world that surrounds it and in which it lives and labours' n:13
- Dialogue is transcendent in origin, since God initiated dialogue in the Incarnation; the whole history of salvation is a dialogue, a fact we must recall and one that encourages us to open this dialogue with other(s) (n:72-4)



The Identity of a Catholic School for a Culture of Dialogue

“We cannot create a culture of dialogue if we do not have identity.”



Pope Francis visits synagogue in Rome
Image NBC news 17.01.16



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

Thinking about implications for the RE classroom

- Dialogue and Encounter (branch six) is about understanding how the Catholic worldview informs relationships with people of different religious and areligious worldviews.
- It is about developing pedagogies of intercultural dialogue that allow genuine exchange and encounter to take place.
- It is not tied to the liturgical year so can be 'distributed'.
- It is not a block of time to 'exhibit' facts about a range of beliefs.



Branch Six

Dialogue and Proclamation

Starting points

Dialogue is:

- a. Learning about the diversity in Catholicism and Christianity.
- b. Understanding Christianity in a global and cultural context.

Encounter is:

- a. Discreet study
- b. Based on Ecclesiam Suam
- c. Love of neighbour involves respecting and esteeming their culture



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

Dialogue in local contexts

- No schematic approach to this branch, encounter begins in a local context, who is your community?
- For many children in Year One, meeting the local Catholic parish will be the first point of dialogue, where their worldview meets the sacramental, liturgical, Catholic worldview.
- Encourage schools to engage in 'real life' encounters rather than paper exercises.



This



Not

Please label the inside of this church



Branch Six

Dialogue and Proclamation

Where are the opportunities for dialogue in your area?

- What do you already do?
- Are there other Catholic communities e.g., Ukrainian, Syro-Malabar?
- Are there other Christian communities?
- Are there community projects where people of faith work together?



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

Encounter – worldviews pedagogy

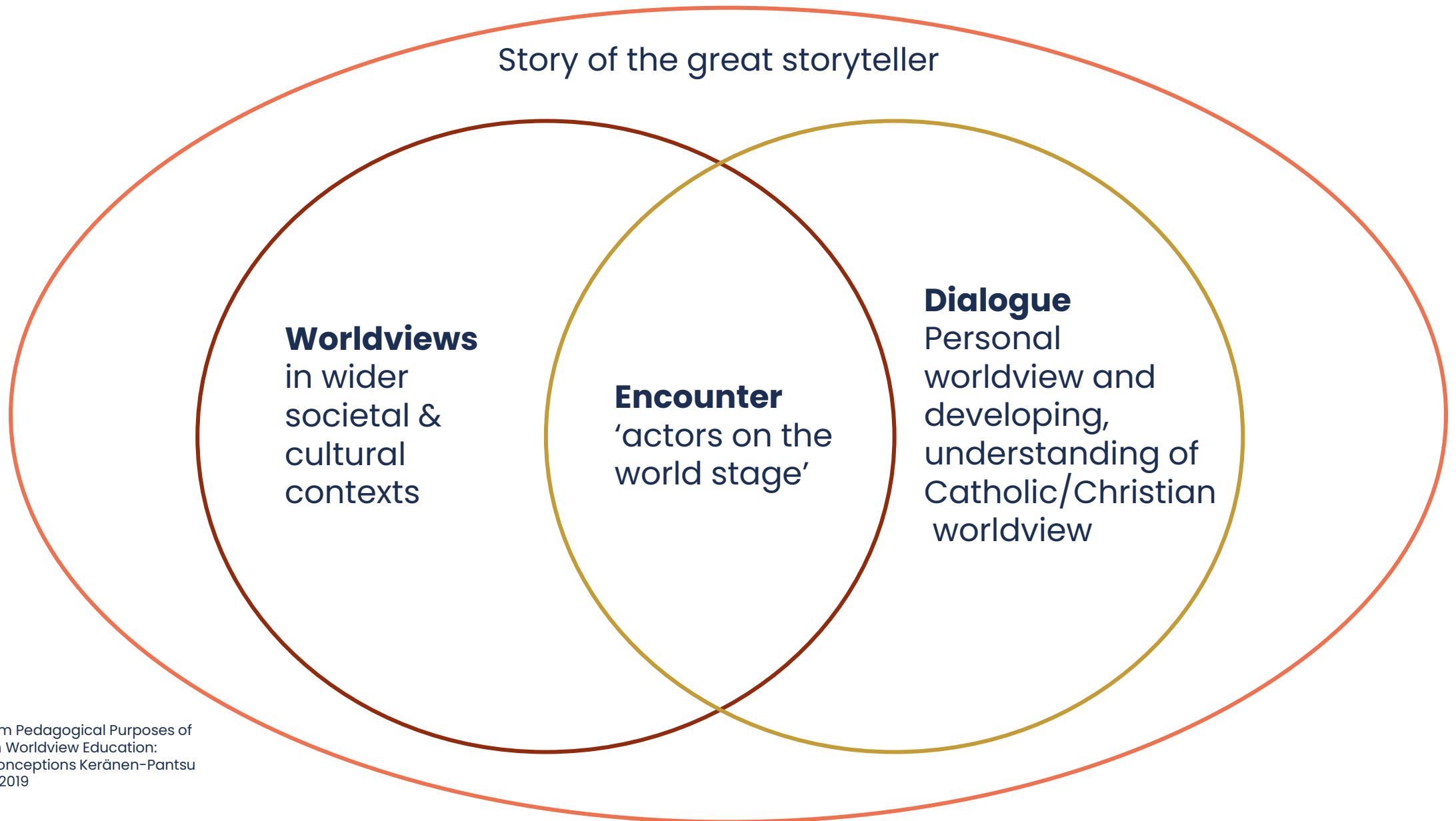
*“The narrative approach in worldview education provides means for teachers to promote conditions for a safe space and promote dialogue enabling worldview reflection. **Narratives** have a lot to offer for pluralistic and polyphonic education, opening up diverse ways of viewing the world.”*

Pedagogical Purposes of Narratives in Worldview Education: Teachers' Conceptions Keränen-Pantsu & Heikkinen 2019



Branch Six

Dialogue and Proclamation



Adapted from Pedagogical Purposes of
Narratives in Worldview Education:
Teachers' Conceptions Keränen-Pantsu
& Heikkinen 2019



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

Hello,
What's your story?
How does what
you believe
change the way
you live?



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

What are the opportunities to encounter people with diverse worldviews in your school community?



Religious
Education
Directory

Branch Six

Dialogue and Proclamation

Learning about different religious worldviews

- Ideal local project enquiry
- Lived out today – links between belief and life
- Beginning in local context where possible
- Understanding context, such as, cultural, historic
- Develop an understanding of intercultural dialogue as a lived experience, the 'dialogue of life' (Meeting God in friend and stranger 2010)





Religious
Education
Directory

Branch Six

Dialogue and Proclamation

Dialogue

The first of these two lenses is called 'Dialogue' and is an exemplification of the Church's teaching on the relationship between **Catholicism and other Christian traditions**, between **Catholicism and Judaism**, between **Catholicism and other religions**, and between **Catholicism and non-religious or atheistic worldviews**.

It is called 'dialogue' because it focuses on the **importance of dialogue as the only authentic way of living faithfully in a pluralistic world**: 'The Church must enter into dialogue with the world in which it lives. It has something to say, a message to give, a communication to make.'

(RED p34-35)

Dialogue

Dialogue is part of the Christian vocation, with its root 'in the mystery of God who in Jesus enters into intimate dialogue with humanity' and is motivated by the desire to **love our neighbour**. In the same way Jesus encounters the Samaritan woman at the well, **the Church calls us to dialogue with those we encounter** as Jesus gently speaks to the woman at the well of the living water only he can provide. (RED p34-35)

Dialogue

In **Ecclesiam Suam**, Pope St Paul VI suggested that our path to dialogue can only be accompanied by deepening self-knowledge of our own faith and experiencing renewal as a result. He envisages the way to dialogue as a series of concentric circles. He suggests that after seeking **dialogue with other Christian denominations**, Catholics should seek to enhance **dialogue with those who believe in one God**. First, followers of the Jewish faith with whom much is shared, then followers of Islam. Judaism should be at the core of this study because the Church acknowledges that the beginnings of her faith are found amongst the history of the people of God in the Old Testament. (RED p34-35)

Dialogue

The story of the Exodus foreshadows the salvation of the Church, and the revelation of the Old Testament has been received through the Jews with whom God concluded the Ancient Covenant. The Catholic Church believes that through his suffering, death, and resurrection, Jesus reconciled Jews and Gentiles by making both one in himself. **Encompassing all these circles is a dialogue with all peoples as we 'share with the whole of the human race a common nature, a common life, with all its gifts and all its problems' and in a dialogue of hope we can work together for the common good. (RED p34-35)**

Encounter

In addition to understanding what the Church teaches about its relationship to other faiths, religions, and worldviews, pupils are also expected to **engage in a discrete study of other faiths, religions, and worldviews**, modelled on the concentric circles of Ecclesiam Suam outlined above. This is partly **because of the Church's own commitment to dialogue**, partly also because **to love our neighbour is also to respect and esteem his or her culture**, and finally because **to enter into dialogue is a means of learning how to live peaceably with difference**.



Christianity



Islam



Buddhism



Judaism



Hinduism

Encounter

Therefore, as they progress through school, pupils will study:

- Other Christian denominations
- Judaism
- Islam
- Dharmic religions and pathways
- Other religions and worldviews, including non-religious worldviews.



It is important for the **avoidance of a comparative approach**, and all the risks of relativism this brings, that the **study of other religions is a study of how those who profess that religion or worldview understand it on their own terms.** (RED p35)

Year One: Dialogue

Notes for teachers (p92-3)

In *'The Identity of the Catholic School for a Culture of Dialogue'* (2022), the Congregation for Catholic Education highlights *'the need for a clearer awareness and consistency of the Catholic identity of the Church's educational institutions throughout the world'* (71). Recognising that many pupils in schools will not be from Catholic families, the document stresses that a Catholic school should encourage a culture of dialogue. To do this, the school must also have a sense of its Catholic identity, *'We must not lose the missionary impulse to close ourselves in an island, and at the same time we need the courage to witness to a Catholic "culture" that is universal, cultivating a healthy awareness of our own Christian identity'* (72).

Therefore, the starting point for dialogue in a Catholic school is understanding some things about the Catholic Church.

Year One: Dialogue

Notes for teachers (p92-3)

For younger pupils, this begins with concrete experiences, **meeting Christians from the local parish**, including the parish priest where possible, and **understanding what being a Christian means to them and how they live their lives**. Where possible, pupils could also **visit their local parish church** to understand the building as a place where Catholics gather to celebrate their love of Christ in the church's liturgies.

<https://taking-stock.org.uk/>

TAKING STOCK

CATHOLIC CHURCHES OF ENGLAND & WALES

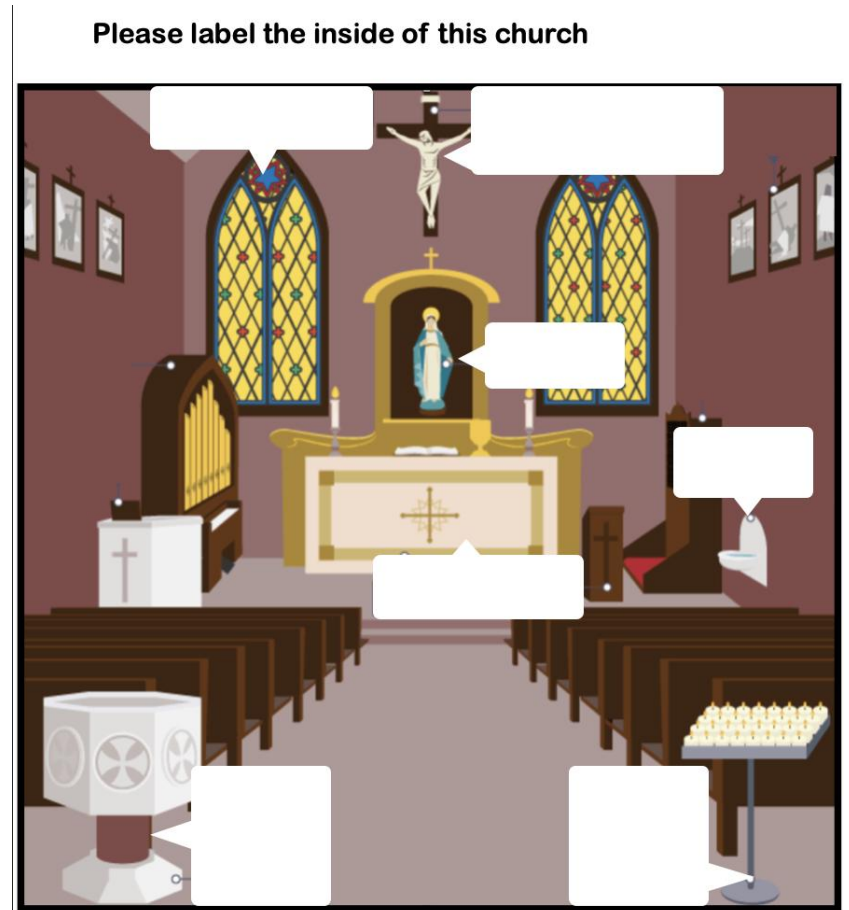
🏠 [HOME](#) [ABOUT](#) [DIOCESE](#) [CHURCHES](#) [CREDITS](#)



This



Not



Branch Six

Dialogue and Proclamation

Year One: Dialogue

Notes for teachers (p92-3)

If pupils in the class are from other traditions within the Catholic Church, for example, the Syro-Malabar or Ukrainian Catholic Churches, they **could share something of their tradition**. Children of **different Christian denominations may also wish to share their own faith stories**. Understanding the Christian family beyond their local area can help pupils develop an understanding that the Christian family extends beyond their immediate experience.

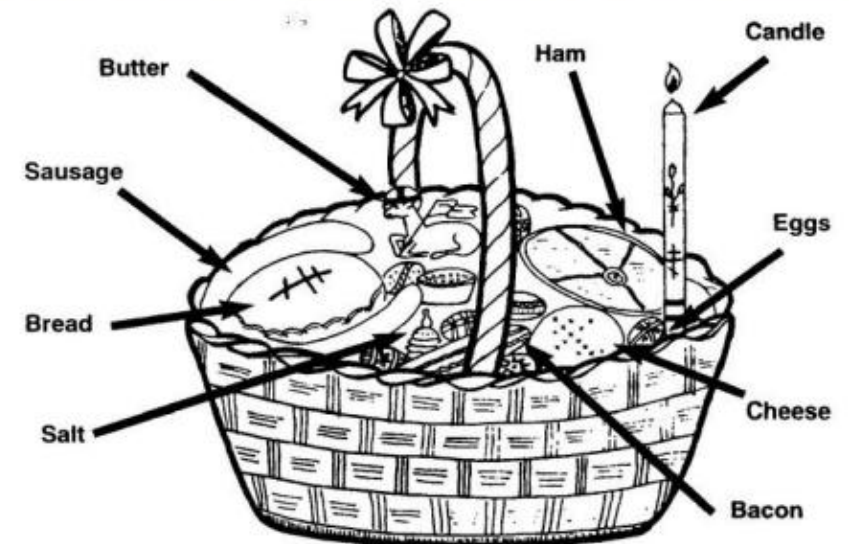
Swieconka – Polish Blessing of the Baskets – Easter Saturday

<https://www.catholicbishops.ie/wp-content/uploads/2012/03/Polish-Easter-Saturday-blessing.pdf>

Swieconka(sh-vee-en-soon-kah) is one of the most enduring and beloved Polish traditions. Baskets containing a sampling of Easter foods are brought to church to be blessed on Holy Saturday. The basket is traditionally lined with a white linen or lace napkin and decorated with sprigs of boxwood (bukszpan), the typical Easter evergreen. Poles take special pride in preparing a decorative and tasteful basket with crisp linens, occasionally embroidered for the occasion, and just enough boxwood and ribbon woven through the handle.



A Traditional Polish Swieconka Basket





Church at a Glance



Archeparchies/Eparchies

35



Parishes

2753



Eparchial Priests

5174



Consecrated Women

35486



Eparchial Minor Seminarians

847



Educational Institutions

4591



Apostolic Visitations

1



Semi Parishes

1259



Religious Priests

5313



Eparchial Major Seminarians

1274



Religious Minor Seminarians

1260



Charitable Institutions

2429



Faithful

5080637



Families

888871



Consecrated Men

183



Religious Major Seminarians

1520



Candidates Under Formation

2182



His Holiness Mar Francis

Head & Father of the Holy Catholic Church



His Beatitude Mar Raphael Thattil Major Archbishop.

Head and Father of Syro Malabar Church



His Excellency Mar Joseph Srampickal

Bishop of Eparchy of Great Britain

AT A GLANCE

EPARCHY OF GREAT BRITAIN

Kerala's Christian presence (18% of 34.8 Million over the geographical area of 15,005 Square Mile) has immensely contributed to the overall development of the State, especially in the areas of education and health care. This has encouraged the young people to migrate to other parts of India and the World in search of better job opportunities. Today, there are significant number of Syro-Malabar faithful in the Middle East, the US, the UK, Ireland, Australia, New Zealand, and the African Countries. During the 1960s and 70s, small numbers of professionals migrated to the UK from Kerala, and found work in the NHS as well as other occupations.

READ MORE >>



**Not all Catholics are Roman
But all Catholics are ONE**

One, Holy, Catholic and Apostolic

ALEXANDRIAN RITE

- ✓ Coptic Catholic Church
- ✓ Ethiopian Catholic Church
- ✓ Eritrean Catholic Church

ARMENIAN RITE

- ✓ Armenian Catholic Church (*)

BYZANTINE RITE (14 Churches)

- ✓ Albanian Greek Catholic Church
- ✓ Belarusian Greek Catholic Church
- ✓ Bulgarian Greek Catholic Church
- ✓ Greek Catholic Church of Croatia & Serbia
- ✓ Greek Byzantine Catholic Church
- ✓ Hungarian Greek Catholic Church
- ✓ Italo-Albanian Catholic Church
- ✓ Macedonian Greek Catholic Church
- ✓ Melkite Greek Catholic Church
- ✓ Romanian Greek Catholic Church
- ✓ Russian Greek Catholic Church
- ✓ Ruthenium Greek Catholic Church
- ✓ Slovak Greek Catholic Church
- ✓ Ukrainian Catholic Church

EAST SYRIAC RITE

- ✓ Chaldean Catholic Church
- ✓ Syros-Malabar Catholic Church

WEST SYRIAC RITE

- ✓ Syriac Maronite Church of Antioch
- ✓ Syriac Catholic Church
- ✓ Syros-Malankara Catholic Church

ROME – LATIN RITE

- ✓ Roman Church

<https://www.bbc.co.uk/news/world-europe-67816987>

Ukraine celebrates first Christmas on 25 December

© 25 December 2023



<https://www.vaticannews.va/en/church/news/2023-02/ukrainian-greek-catholics-to-celebrate-christmas-on-december-25.html>



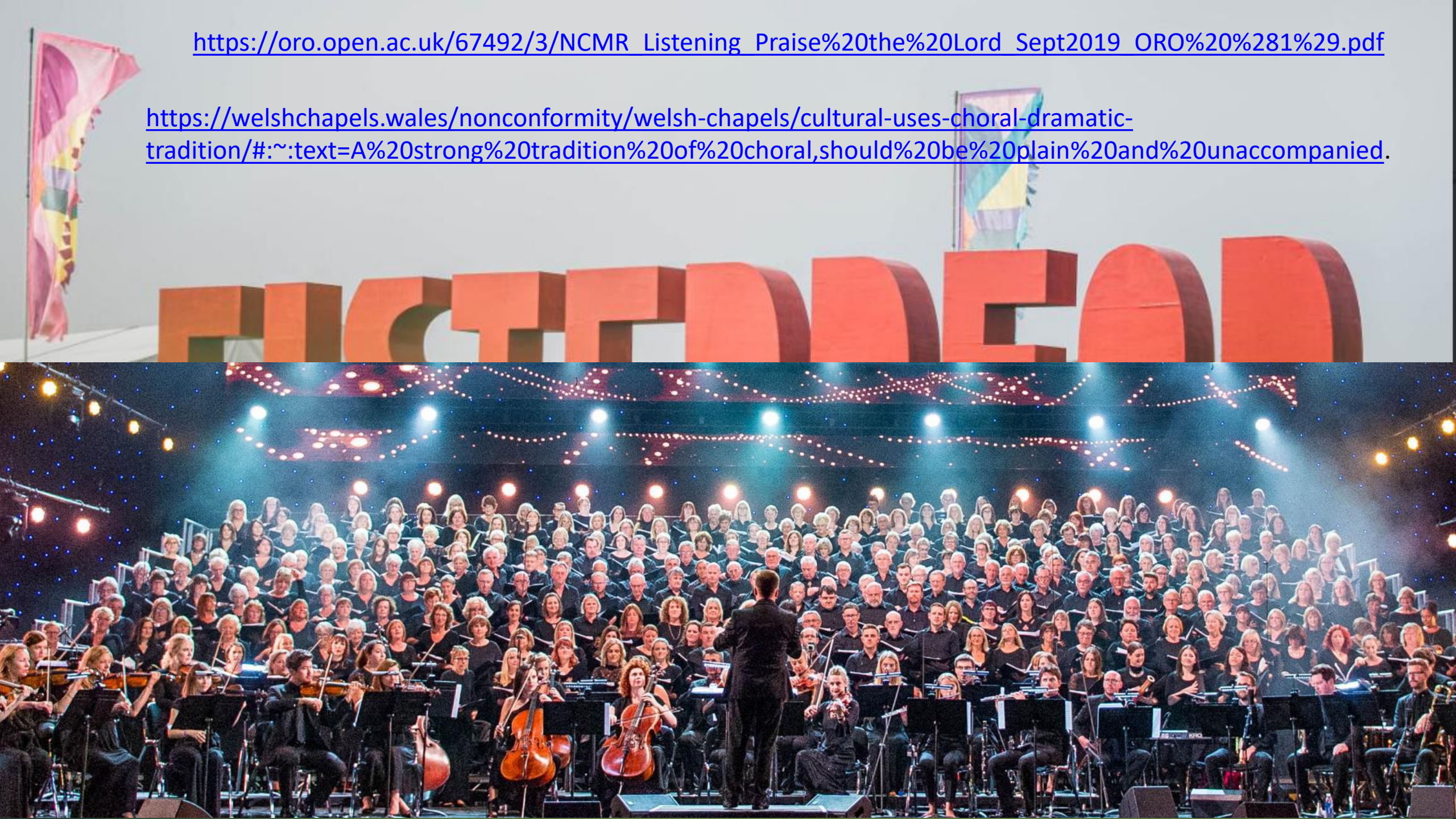
Year One: Dialogue

Notes for teachers (p92-3)

DISCERN: Teachers can **select whether to focus on an artistic expression of Christianity within the UK**, such as Welsh choral singing, **or from another part of the world**. The guidance is intentionally fluid to allow teachers to develop a sense of Catholic identity within their locality and connect to the wider Christian family.

https://oro.open.ac.uk/67492/3/NCMR_Listening_Praise%20the%20Lord_Sept2019_ORO%20%281%29.pdf

<https://welshchapels.wales/nonconformity/welsh-chapels/cultural-uses-choral-dramatic-tradition/#:~:text=A%20strong%20tradition%20of%20choral,should%20be%20plain%20and%20unaccompanied.>



Year One: Dialogue

Notes for teachers (p92-3)

The cross is familiar in many ways, for example, in schools, public buildings or as part of flags. **Teachers could encourage pupils to reflect on the cross as a symbol of belief in Jesus, his life, death, and resurrection.** For Catholics, the sign of the cross is a daily prayer that summarises faith in the Father, Creator of all things, the Son, who lived on Earth, and the Holy Spirit, who fills the world with God's love.

Year One: Dialogue

CCC Links	Knowledge lens content
Christian family YCfK 53 YC 130 CCC 817-819 Sign of the cross YCfK 63 YC 360 CCC 2157 The church (building) YCfK 52, YC 190, CCC 1181-1186, 1198-1199	Dialogue By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. • Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.

Year One: Dialogue

Expected outcomes	
Understand	
By the end of this unit of study, pupils will be able to:	
U1.6.1.	Know that Christian means follower of Jesus Christ.
U1.6.2.	Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.
U1.6.3.	Recognise simple connections between Jesus' life and message and how Christians live today. (RVE)
U1.6.4.	Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.
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:	
D1.6.1	Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE)
D1.6.2.	Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).
Respond	
During this unit of study, pupils will be invited to respond to their learning, for example by:	
R1.6.1.	Considering how Christians in their local parish community could work together to help people. (RVE)

Love God and love your neighbour as yourself



CAFOD
Catholic Agency for
Overseas Development



Father, forgive them, for they do not know what they are doing

Who is my neighbour?



He has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to set free those who are oppressed



SORRY



there will be more joy in heaven over one sinner who repents than over ninety-nine righteous persons who need no repentance



Let the little children come to me and do not stop them, for it is to such as these that the kingdom of God belongs

The Sign of The Cross



1. With your right hand, touch your forehead and pray, "In the name of The Father."



2. Touch the center of your chest and pray, "and of The Son,"



3. Touch your left shoulder and pray,



4. Touch your right shoulder and pray, "Spirit, Amen."

The most common symbol of our faith is the crucifix – a cross with the figure of the body of Jesus Christ attached to it. The crucifix is a **symbol of sacrifice and atonement**, since, according to the Bible, **Jesus died for the sins of the world**. The crucifix is found wherever there is a Catholic presence. A crucifix usually has the letters 'INRI' carved into the wood of the cross. These letters are short for the Latin phrase, "'Iesus Nazarenus, Rex Iudaeorum', which translates as 'Jesus of Nazareth, King of the Jews'. These are the words which Pontius Pilate, the Roman governor of Judea who sentenced Jesus to death, ordered to be written on the cross on which Jesus Christ was crucified.



Greek



Latin



St. Anthony's



St. Andrew's



Celtic



Patriarchal



Papal



Maltese



Russian



Jerusalem



<https://diglib.library.vanderbilt.edu/diglib-displayindex.pl?SID=20240304724664587&pagenumber=6&context=act>



Year One: Encounter

Notes for teachers – Judaism (p93)

The Board of Deputies of British Jews has suggested that pupils **begin learning about Judaism through understanding the Jewish belief in one God and that they have a sacred text, the Torah**. The Torah contains stories of the Jewish people and acts as a guide on how to live a good life. It is age-appropriate for pupils to learn about Judaism by **learning that five books make up the Torah and to understand that the Torah's stories, laws, and poetry are central to Jewish culture**. Where possible, pupils should learn about Judaism by **talking to Jewish people**. Where this is not possible, teachers should **consider the sources** they use to teach about the Jewish faith and ensure that they **authentically represent Jewish beliefs and do not foster stereotypes** — for example, using images or recordings available at the Jewish Museum of London's website, such as Torah chanting or inclusive Jewish imagery.

Year One: Encounter

Knowledge lens content

Encounter

By the end of this unit of study, pupils will have encountered the following:

- Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life.

Year One: Encounter

Expected outcomes	
Understand By the end of this unit of study, pupils will be able to:	
U1.6.5.	Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). (RVE)
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:	
D1.6.3.	Asking questions about the stories and experiences of Jewish people. (RVE)
Respond During this unit of study, pupils will be invited to respond to their learning, for example by:	

Year One: Encounter

<https://jewishmuseum.org.uk/schools/in-the-classroom/>



Learning Portal

Browse our extensive objects, videos and audio in the Jewish Museum London collection with prompts to support classroom learning.

[Browse the Portal >](#)



Inclusive Judaism Image Library

Download photographs direct from the UK's vibrant Jewish community to your classrooms today.

[Explore Image Library >](#)

Year One: Encounter

<https://www.manchesterjewishmuseum.com/your-visit/schools-and-groups/>

MANCHESTER JEWISH MUSEUM

WHAT'S ON

COLLECTION

VISIT US

GET INVOLVED

ABOUT US



Manchester Jewish Museum Schools visit, Chris Payne 2021

Here, at Manchester Jewish Museum, we give your students playful, engaging and imaginative ways to explore the historic synagogue and stories in our gallery through film making, baking and exploration activities!

Our museum includes a learning studio with kitchen, an educational gallery, as well as a recently restored synagogue, providing the perfect hands-on environment for schools wishing to learn more about Jewish culture.



Year One: Encounter

<https://www.jewfaq.org/>

**Judaism 101**

Today is true Nissan 5784
Yom Ha-Shoah

Ask JewFAQ

IdeasPeoplePlacesThingsWordsDeedsTimesLife CycleReference

Judaism 101

*Answering Frequently Asked Questions
about Jews and Judaism in plain English
for a quarter of a century*

Judaism 101 or "Jew FAQ" is an online encyclopedia of Judaism, covering Jewish beliefs, people, places, things, language, scripture, holidays, practices and customs, written from a traditional perspective in conversational language you can understand.



Passover

sunset April 22, 2024 - nightfall April 30, 2024

The journey from slavery in Egypt to freedom, remembered with a retelling of the story at a family gathering followed by a week of unleavened food.

Count the Omer!

evening of April 23, 2024 - evening of June 11, 2024

We count the 49 days from Passover (the Exodus from Egypt) to Shavu'ot (receiving the Torah at Mount Sinai) to emphasize the connection between these two important holidays.

Today is day 9, making 1 week and 2 days of the Omer. (Add 1 day after sunset)



Year One: Encounter

BBC Websites

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382>

How do Jewish people show care?

<https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zc2fsk7>

A visit to a synagogue

<https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zsdhtrd>

Further information

<https://www.bbc.co.uk/bitesize/topics/zqbw2hv/articles/zvwphcw>

NATRE

Symbols of Judaism

<https://www.youtube.com/watch?v=pKXBEmdmPl0>

Real people real faith

<https://www.natre.org.uk/about-natre/projects/real-people-real-faith/real-people-real-faith-ks1/>

RE Online

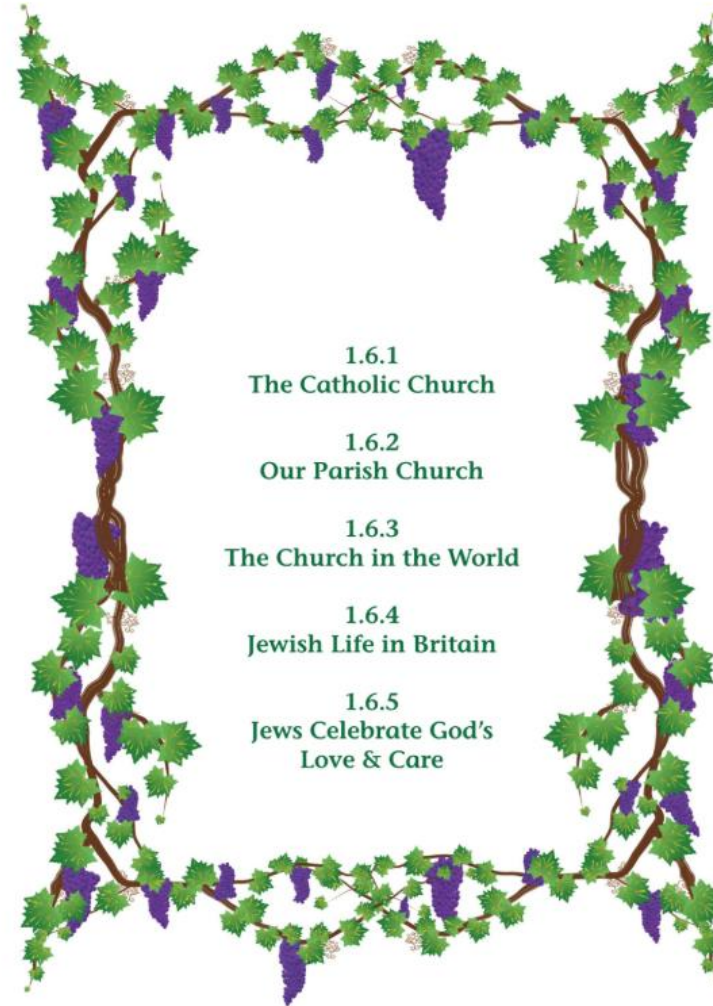
<https://www.reonline.org.uk/>

Year One: Dialogue and Encounter

The Vine and The Branches



Dialogue and Encounter Branch 6



1.6.1
The Catholic Church

1.6.2
Our Parish Church

1.6.3
The Church in the World

1.6.4
Jewish Life in Britain

1.6.5
Jews Celebrate God's
Love & Care

Year One: Dialogue and Encounter

Key vocab:

- Christian
- Church
- parish
- community
- sign of the cross
- Jew
- Jewish/Judaism
- Torah

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 (Dialogue and Encounter) 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
D: The Church is the community of all those who belong to Christ. D: Learning about their local parish community. D: Learning about their local parish church.	U1.6.1. Know that Christian means follower of Jesus Christ.	1.6.1 The Catholic Church Read the 'Notes for teachers' (TB p150) NB: '<u>C</u>hurch' refers to the people who gather – the community of all who belong to God. '<u>c</u>hurch' refers to the building. (the word is capitalised in this context when used as a proper noun e.g. Our Lady's RC Church) Ppt on p153 covers some of the info including the questions from the TB Ppt on p154 explores some of the features of a Catholic church, but a visit in person would be better. The ppt also references the cross. See U1.6.4 note below. TB p154 has a worksheet for download for a visit to church. You may wish to include more features. Also, please note, 'Mass' is written with a lower-case <i>m</i> – it should be capitalised. 1.6.3 The Church in the World Read the 'Notes for teachers' TB p159 Pauline Jaricot and praying the Rosary are explored here as ways to connect as a Church	Read the Teacher notes from the RED carefully (p92-93) <u>Refamiliarise</u> yourself with what is meant by <i>Dialogue</i> and what is meant by <i>Encounter</i> by reading through the presentation and the RED (p34-35) Opportunities to hear directly from members of the local Catholic church e.g. the parish priest, the deacon, members of the SVP etc, will help to enliven what it means to belong to the Church. This would feed into the Discern exemplar from the RED: <i>D1.6.1 - Listening to the stories and experiences of Christians from their local parish and asking them questions.</i> A visit to the local church, if possible, will be more beneficial than simply looking at pictures
D: The Church is the community of all those who belong to Christ.	U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and	1.6.1 The Catholic Church	<i>Catholic</i> = universal. The Catholic Church is a global Church. For Catholics, the Church includes those who are in purgatory and those who are in heaven – not simply those who are alive now.

Planning

Year One: Desert to Garden

(TB = Teacher Book; PB = Pupil Book; RED = RE Directory; EO = Expected Outcomes
GNT = Good News Translation of the Bible)

		warmer country. How might this impact a Jewish family's decision to 'live' in the sukkah? NB – the photos shown in the ppt TB p169 on Sukkot depict Hasidic Jews. Not all Jewish people would wear these clothes. It is important not to stereotype. The Inclusive Judaism Image Library from the Jewish Museum in London will help with more representative images: https://jewishmuseum.org.uk/schools/in-the-classroom/	https://www.reonline.org.uk/
--	--	--	---

NB: There is important learning in the Dialogue lens which doesn't feature in the chapter:

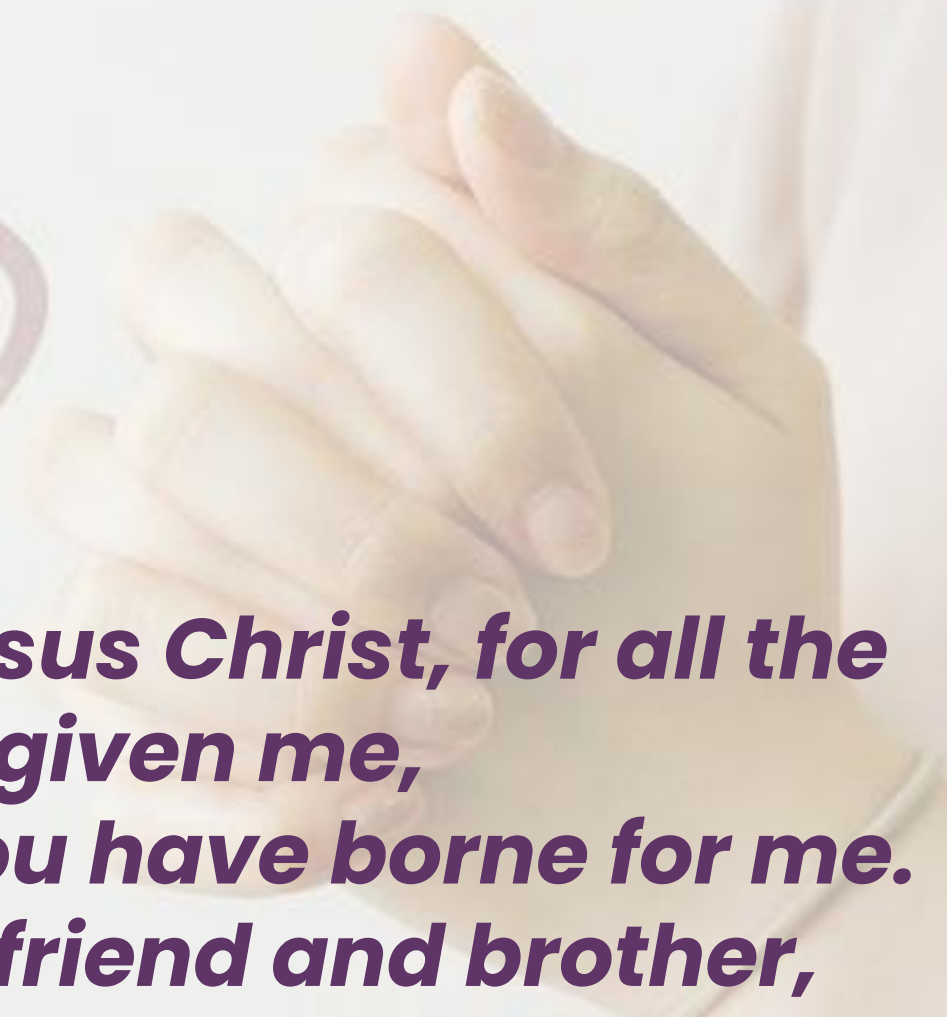
D: Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.

Refer to the Diocesan ppt presentation for some ideas e.g. Jesus Mafa, though you may have ideas of your own you wish to explore

In addition, it may be that your RE Lead attended the recent Lat Blaylock day. Whether they were able to attend or not though, all RE Leads have been sent the resources. It may be there are activities you wish to incorporate into your teaching of this branch from these resources. NB: some of the activities may need explaining to be fully understood and to be successful in the classroom.

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.***