



The Religious Education Directory *To know You more clearly*



The Early Years



Preparing for Summer



Religious Education at the heart of the Early Years Curriculum

~preparing for Summer



Agenda

9.30 Celebration of the Word

***Session 1 – Branch 5 – To the Ends of the Earth
Enhancing the Curriculum***

Break

***Session 2 – Branch 6 – Dialogue and Encounter
Enhancing the Curriculum***

12.00 Lunch

1.00 Session 3 - Planning & feedback





Leading with Scripture

Finding awe..

Seasons

Music

CST – Catholic Social Teaching

Prayer & Liturgy

Art

God, Jesus, Holy Spirit

Wonder & Awe

Beauty

Timelines

Introducing God

Silence

Senses

Philosophy

The Art of Storytelling

Sacramental Foundations

To the Ends of the Earth

To the ends of the Earth:

'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).

- Resurrection
- Ascension
- Holy Spirit
- Work of the apostles and early Church
- Catholic Church today

Overview Year One

- 2.4.1 Age 5-6 (Year One) The overarching theme is revelation, how do people know about God?
- *Road to Emmaus, the Ascension, and the story of Pentecost.*
- *Encounter the inspiration of the Holy Spirit in the lives of the Apostles and then the early Church.*

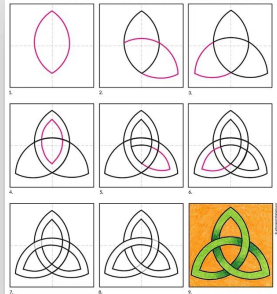
The number of scriptural passages in this branch is reduced
allow consolidation of the narrative sequence of the life of Jesus Christ ~ make connections between
the Good News of Jesus and the apostles' mission when they are filled with the Holy Spirit.

- ❖ **The mystery of the Trinity is complex!** The Catechism of the Catholic Church says, 'The mystery of the Holy Trinity is the central mystery of the Christian faith and of Christian life. God alone can make it known to us by revealing himself as Father, Son, and Holy Spirit' (CCC 261).
- ❖ Often attempting to explain the Trinity can lead to using analogies which will always fall short as human words cannot express the nature of God.
- ❖ Focus on artistic expressions of the Holy Spirit and experiential understanding of the picture language used by St Luke to **capture the transformative encounter with the Holy Spirit, such as shadow, fire, or wind.**

Overview Year One

- ❖ Foundations are laid for understanding images of the Holy Spirit in Year Two when pupils will learn about the Sacrament of Baptism.
- ❖ In the same way, **prayers and hymns** about the Holy Spirit and the language of the Trinity develop a vocabulary that pupils ***will build on in later years***.
- ❖ How **Pentecost** is celebrated through **art and music** across the world.
- ❖ **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.**
- ❖ **However, teachers should exercise professional discretion when choosing texts to study with pupils to ensure that they speak to the age and ability of their pupils.**
- ❖ **Wherever possible, resources for teaching should always look to diverse representations from the Universal Catholic Church.**

Themes



Creation and covenant:

'The heavens are telling the glory of God' (Ps 19:1).

God shows his love by making a wonderful world for us all to live in.

God is love

Prophecy and promise:

'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).

God shows his love by sending his son, Jesus to live with us.

God is love.

Galilee to Jerusalem:

'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).

Jesus shows God's love to everyone.

God is love

Desert to Garden

'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).

Jesus shares how much God loves us by dying and rising again.

God is love.

To the Ends of the Earth

Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).

Jesus sends the Holy Spirit to love us. The Holy Spirit helps us to love one another.

God is love.



Summer Term

Identify, name, or label something or someone previously seen, heard, or encountered.

Use the skills words to complete a variety of activities.

recognise, talk about, label, name, match, sort, retell, sequence, recall

	Branch 5 To the ends of the Earth
Hear	Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us.
	Story of Pentecost (Simple Telling). The early Christian community (Acts 2:42-47).
Believe	The Holy Spirit is our friend. The Holy Spirit looks after us.
	Coming of the Holy Spirit at Pentecost. The Good News of Jesus lived out by the early Christian community.
Celebrate	The parish church is a special place where we meet our friends. We sing and say prayers.
	Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.
Live	The parish church. We gather with friends at church, especially on Sunday.
	The parish church and the parish family meet there to celebrate. CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. We Are Called to Live as Family and Community.
	CST All people are God's children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family – God's family. Solidarity

EYFS To the Ends of the Earth – Nursery					EYFS To the Ends of the Earth – Reception			
Sequence s	HEAR	BELIEVE	CELEBRATE	LIVE	HEAR	BELIEVE	CELEBRATE	LIVE
First Teaching Sequence	Jesus went back to his Father. Jesus gave a special gift to his friends <i>Acts 1: 3-4, 8-9</i> *Adapted				Story of Pentecost (Simple Telling) <i>Acts1:3-4</i> Jesus promises a special gift.		Alleluia! Praise God *Please note this is a new addition to the RED	
Second Teaching Sequence	<i>Acts 2:1-4</i> The Coming of the Holy Spirit. *Adapted	He sent a special friend, the Holy Spirit, to look after us.	The Holy Spirit is our friend. The Holy Spirit looks after us.		<i>Acts 1: 8-9</i> Jesus goes back to his Father			
Third Teaching Sequence			The parish church is a special place where we meet our friends. We sing and say prayers.	The parish church. We gather with friends at church, especially on Sunday.	<i>Acts 2:1-4</i> The Coming of the Holy Spirit	Coming of the Holy Spirit at Pentecost	Pentecost is a special celebration in the Church.	The parish church and the parish family meet there to celebrate.
Fourth Teaching Sequence					The early Christian community (<i>Acts 2:42-47</i>)	The Good News of Jesus lived out by the early Christian community.	Sunday is a special day for the Church to celebrate	CST Jesus knows that people can be happy with families and friends. He tells us that we can let these important people help us. He asks us to help them too. We need each other. <i>We Are Called to Live as Family and Community</i> CST All people are God’s children. That makes us brothers and sisters. We are connected to each other. It is as if everyone in the world held hands! We can be very different from each other, but we are still one family—God’s family. <i>Solidarity</i>

Sequence 1

Jesus promises a special gift

Scripture (Hear) – Good News Translation

Acts 1:3-4 Jesus promises a special gift. *Please use the text in blue to add to the Good News version.*

For forty days after his (Jesus') death he appeared to them many times in ways that proved beyond doubt that he was alive. They saw him, and he talked with them about the Kingdom of God. And when they came together, he gave them this order: "Do not leave Jerusalem, but wait for the gift I told you about, the gift my Father promised. The gift of the Holy Spirit.

HEAR

Teachers Notes:

Background The Acts of the Apostles...

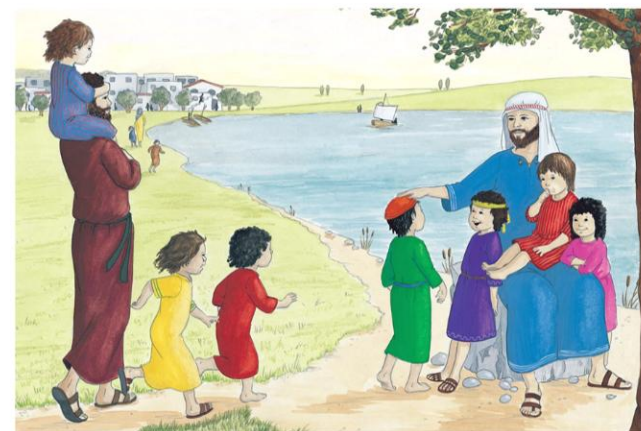
is the name given to Luke's second book. It continues the story of Jesus. It tells how the gospel ('good news') of Jesus was spread in the early Church. **Luke begins with the story of Jesus' return to his Father**, the Ascension, and the coming of the Holy Spirit at Pentecost.

The friends of Jesus had found it hard to understand that Jesus had risen from the dead. Today, Christians know this as the mystery of God. **Not** something magical but a way to understand how special, how significant Jesus was. He fulfilled what the prophets in the Old Testament had said.

Jesus made a huge impression and offered a way of life that inspired his followers, and they wanted to live just as he had told them and how he had shown them.

****Be careful with explaining the story to young children - it is best advised not to explain by comparing their loved ones who have died to Jesus as they may wonder why their own loved ones didn't do as Jesus did. It is enough to retell the story from Scripture as it is and leave the mystery of God with them.**

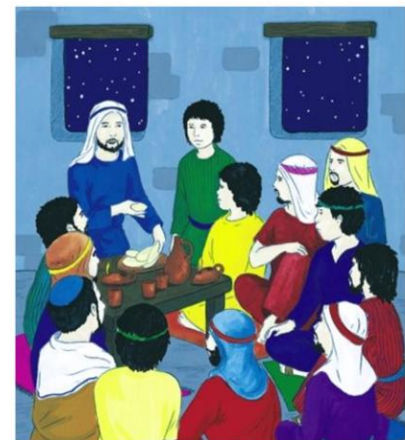
For us as adults we can begin to relate by remembering our loved ones who have died. They often leave such special memories and gifts that we can treasure that may help us carry on with our lives.



I love you
and I want
you to love
one
another

*I love you and I want you to
love one another*

Timeline



CELEBRATE

Alleluia! Praise God ***Please note this is a new addition to the RED**

Teachers' Notes:

The Lord is risen, **Alleluia!** God his Father gave Jesus new life on Easter Sunday. 'Alleluia' is the Church's special Easter word meaning 'Praise God'.

Easter is the greatest feast of the Church's liturgical year. The Catholic Church teaches us that "Easter is not simply one feast among others, but the *Feast of feasts*." This is because the Resurrection of Jesus is the basis of the Catholic faith.

Jesus' resurrection is not some mythological or symbolic story. It was an historical event. The mystery of Christ's resurrection is a real event, with manifestations that were historically verified. The empty tomb is one sign. Its discovery by Mary Magdalen and the apostles was the first step toward recognizing the very fact of the resurrection. The disciple whom Jesus loved realized when he saw the empty tomb that the absence of Jesus' body pointed to his resurrection from the dead.

The appearances of the Risen Jesus convinced Mary Magdalen, Saint Peter, and the other apostles and disciples that Jesus had truly risen from the dead. They only believed when they saw Jesus Himself and not just the empty tomb. **Imagine the unspeakable emotion they felt when they saw the Risen Jesus and heard his words: Peace be with you.** They had been devastated by the events of Good Friday. Their hopes had been dashed. They probably thought Jesus' mission was a failure and that His message may not have been true. But the resurrection confirmed their faith in all that Jesus had said.

<https://todayscatholic.org/the-lord-is-truly-risen-alleluia/>

Hymns / Art work

- Sing together ***Sing for Joy Alleluia! By Bernadette Farrell*** – learn together and use this as a special hymn in your Prayer and Liturgy time.

<https://www.youtube.com/watch?v=AfNn9aq3AzA>

- The children may wish to hear https://www.youtube.com/watch?v=aKQW9U_BLOk Handel's Messiah as a contrast sung by a children's choir.

- Decorate an Alleluia banner for the classroom or your local parish church –



Sequence 2

Jesus goes back to His Father

Scripture (Hear) – Good News Translation

Acts 1: 8-9 Jesus goes back to his Father. *Please use the text in blue to replace the Good News version.*

When the Holy Spirit comes upon you, you will be filled with power. After saying this, he went **to be with his Father**.

Teachers' Notes:

Words to notice.

- There isn't a great announcement of a gift to the friends of Jesus instead He says – ***when the Holy Spirit comes***. The Holy Spirit is Jesus' gift to the friends.
- ***Filled with power*** – the Holy Spirit is a very difficult concept for children and it needs at this stage to be as simple as possible. For adults, the Holy Spirit is part of the Trinity – God, Jesus and the Holy Spirit – they are all one together. The children have heard about God and Jesus, now they will hear about the Holy Spirit. The Holy spirit gives us gifts to use such as wisdom and understanding – the children will hear about this as they progress in their learning. For now the power that is given through the ***Holy Spirit is for good – it helps us to be powerful and strong in caring for one another, helping, working etc...***
- After Jesus had gone back to his Father in heaven: The New Testament accounts of the Ascension express in picture language the belief of the early Jewish Christian community that God's dwelling place was above the heavens.

**For young children it is sufficient that they understand that Jesus went back to his Father. In God's Story 2 and God's Story 3 further details of the symbolic language are introduced.*

Sequence 3

The Coming of the Holy Spirit

Scripture (Hear) – Good News Translation

Acts 2:1-4

The Coming of the Holy Spirit. **Please read from the adapted version.**

² When the day of Pentecost came, all the believers were gathered together in one place. ² Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. ³ ~~Then they saw what looked like tongues of fire which spread out and touched each person there.~~ ⁴ They were all filled with the Holy Spirit and began to talk in other languages, as the Spirit enabled them to speak.

Please read ...

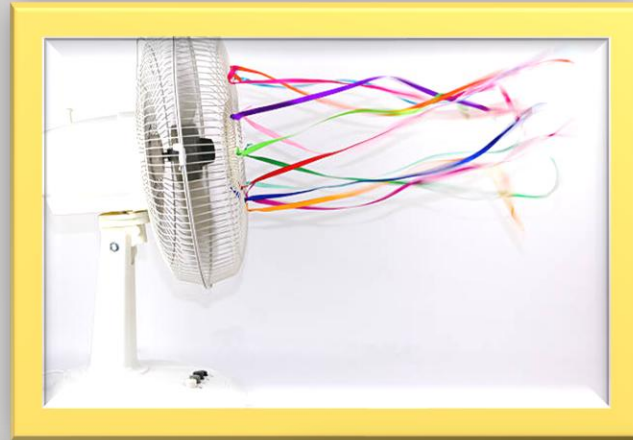
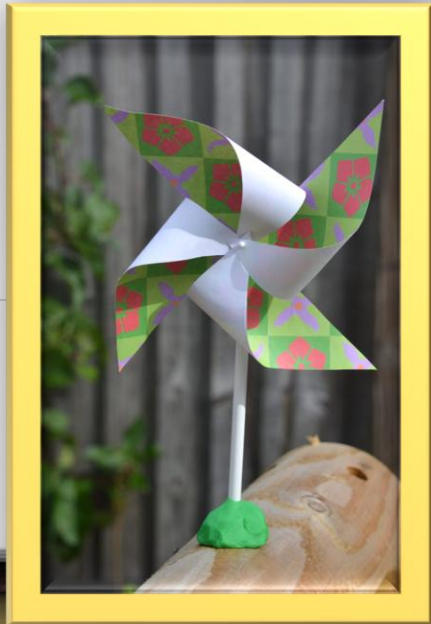
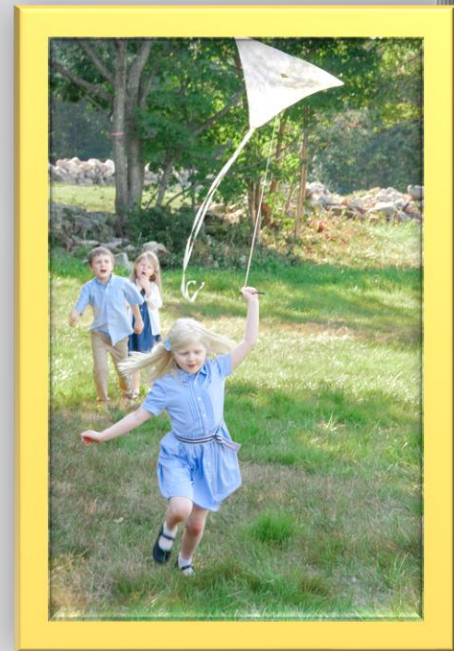
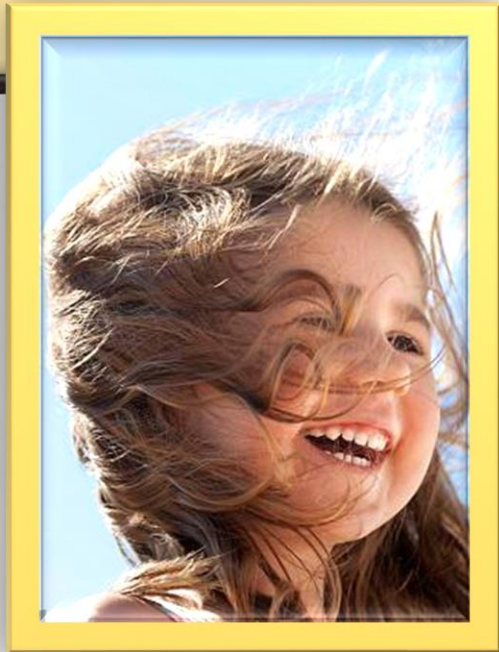
When the day of Pentecost came, all the believers were gathered together in one place. Suddenly there was a noise from the sky which sounded like a strong wind blowing, and it filled the whole house where they were sitting. They were all filled with the Holy Spirit.

How does the Catholic Church explain the Holy Spirit?

- It is also difficult for adults also to understand the Holy Spirit. What is it? Is it him/her/person? The Catholic Church states...

“What is the Holy Spirit? The proper question is not “what” but “Who.” “Who is the Holy Spirit” is the right question because **the Holy Spirit is a Person. A divine Person.** Equal in dignity and majesty with the Father and the Son. The Holy Spirit is one member of the Holy Trinity. As a Person, the Holy Spirit is one we can be in relation with. We can know and love the Holy Spirit just as we know and love the Father and the Son. And the Spirit loves us just as He loves the Father and the Son.

<https://mycatholic.life/the-my-catholic-life-series/my-catholic-faith/the-holy-spirit/>

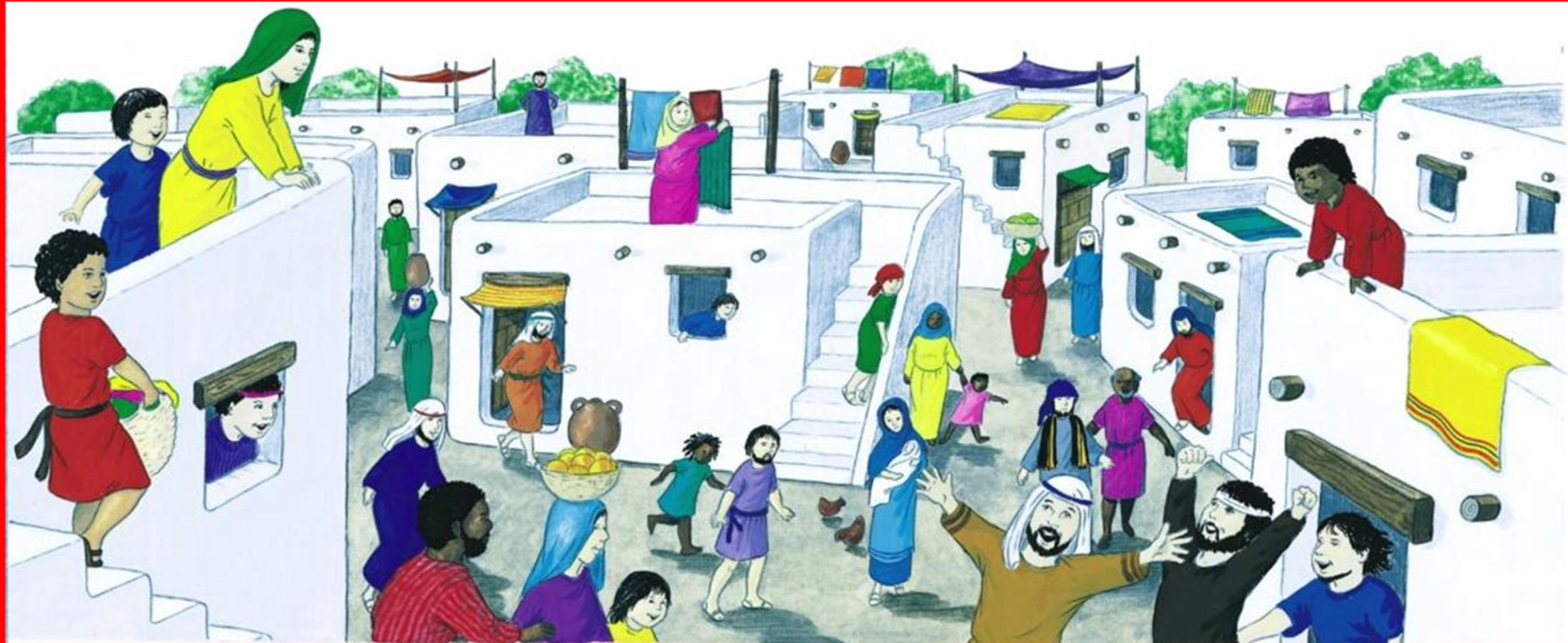


- **Wind chimes**
- **Fly a kite**
- **Experiment with windsocks, windmills and streamers.**
- **Storm damage**
- **Cloud racing**
- **Discover the wind direction**
- **Seed scattering and leaf catching**
- **Wind-blown messages**
- **Explore eddies and shelter**
- **Run with and against the wind**
- **Ball**
- **Play with the wind**
- **Blow bubbles**
- ***Wind Tunnels:***

- **Nature/Sensory Sounds**

<https://www.bing.com/videos/riverview/relatedvideo?q=Wind%20Songs%20for%20Kids&mid=E496196A786EF6DB0999E496196A786EF6DB0999&ajaxhist=0>

<https://www.bing.com/videos/riverview/relatedvideo?q=Wind%20Songs%20for%20Kids&mid=C8A94295DEA8CAAC2E99C8A94295DEA8CAAC2E99&ajaxhist=0>





Joy of the Holy Spirit – Mike Stanley
Dewfall CD

<https://www.cjmmusic.com/resources-ideas/11-songs-of-the-spirit-for-pentecost-confirmation/>



https://www.youtube.com/playlist?list=OLAK5uy_nJQf5YJnW9gZVLMWF4DWFI4tdrhepcfRY

Down in My Heart

<https://www.youtube.com/watch?v=XyJmFzAxGFY&t=28s>

St Anne's Catholic Primary School – list of Infant Hymns

<https://www.st-annes.walsall.sch.uk/hymns/>



Nursery

**Music
Singing
Movement**

Dance With Wind | Playing Songs For Kids | @KinderJoyland

<https://www.youtube.com/watch?v=qxdH1MkNYMA>



Blowing in the Wind: A Scarf Song [Visual Musical Minds](#)

<https://www.youtube.com/watch?v=hTVCj45LKyc>



Hymns

- *Colours of Day* - <https://www.youtube.com/watch?v=bZPRHlyVBA>

It is possibly above the children's age range however, it is a traditional Catholic celebratory hymn that the children may wish to sing along to and make their own actions for.

- ***Go out! Go out! In Jesus name, Tell the world His story, By the way you live and work, By the Love you show.*** *This is an old hymn that I unfortunately don't have the tune to share with you (if anyone has this, please let me know)*
- ***Love is something if you give it away*** ...<https://www.bbc.co.uk/teach/school-radio/articles/zk63239> ... along the theme of spreading love, just like Jesus did.
- And along the same theme ***Happiness is something if you give it away*** ...<https://www.youtube.com/watch?v=mhqlaKamRik>
- Mike Stanley – ***I've Got that Joy of the Holy Spirit*** Sign video clip and lyrics - https://www.youtube.com/watch?v=iUJv4q4sr_4
- John Burland – The Holy Spirit <https://www.youtube.com/watch?v=qXIU-QyVtmY>

In school with other classes or with your own class join in or plan a Pentecost celebration!

- What did you enjoy?
- What might you add or change?

Hymns / Art work

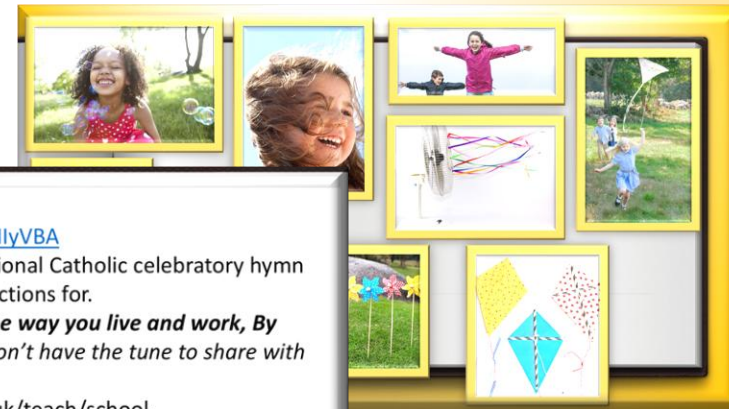
- Sing together **Sing for Joy Alleluia!** By Bernadette Farrell – learn together and use this as a special hymn in your Prayer and Liturgy time.
<https://www.youtube.com/watch?v=AfNn9aq3AzA>
- The children may wish to hear https://www.youtube.com/watch?v=aKQW9U_BLOk Handel's Messiah as a contrast sung by a children's choir.
- Decorate an Alleluia banner for the classroom or your local parish church –



How does the Catholic Church explain the Holy Spirit?

- It is also difficult for adults also to understand the Holy Spirit. What is it? Is it him/her/person? The Catholic Church states...

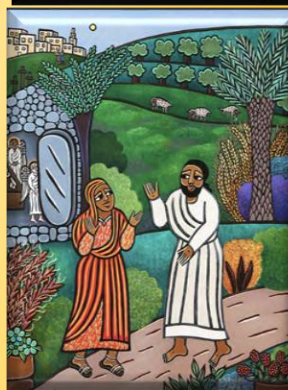
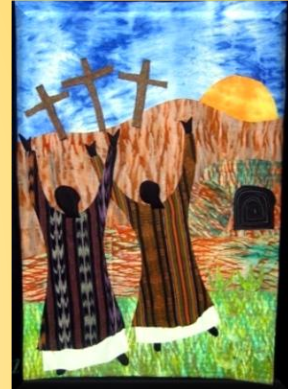
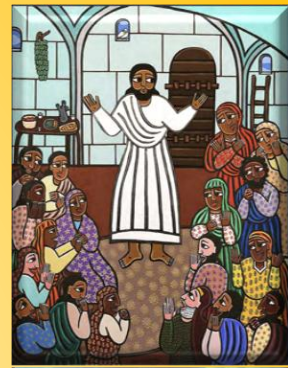
"What is the Holy Spirit? The proper question is not "what" but "Who." "Who is the Holy Spirit" is the right question



Hymns

- **Colours of Day** - <https://www.youtube.com/watch?v=bZPRHlyVBA>
- It is possibly above the children's age range however, it is a traditional Catholic celebratory hymn that the children may wish to sing along to and make their own actions for.
- **Go out! Go out! In Jesus name, Tell the world His story, By the way you live and work, By the Love you show.** This is an old hymn that I unfortunately don't have the tune to share with you (if anyone has this, please let me know)
- **Love is something if you give it away** ...<https://www.bbc.co.uk/teach/school-radio/articles/zk63239> ... along the theme of spreading love, just like Jesus did.
- And along the same theme **Happiness is something if you give it away** ...<https://www.youtube.com/watch?v=mhqlaKamRik>
- Mike Stanley – **I've Got that Joy of the Holy Spirit** Sign video clip and lyrics - https://www.youtube.com/watch?v=iUJv4q4sr_4
- John Burland – The Holy Spirit <https://www.youtube.com/watch?v=qXIU-QyVtmY>

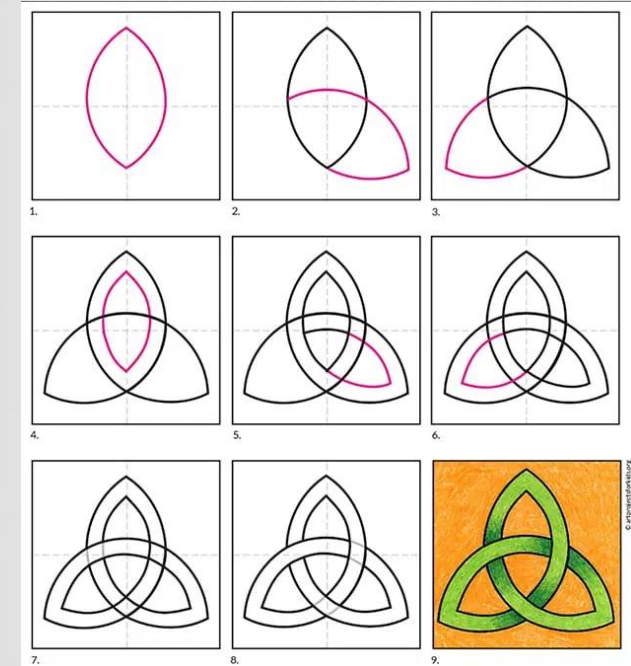
In school with other classes or with your own class join in or plan a Pentecost celebration!





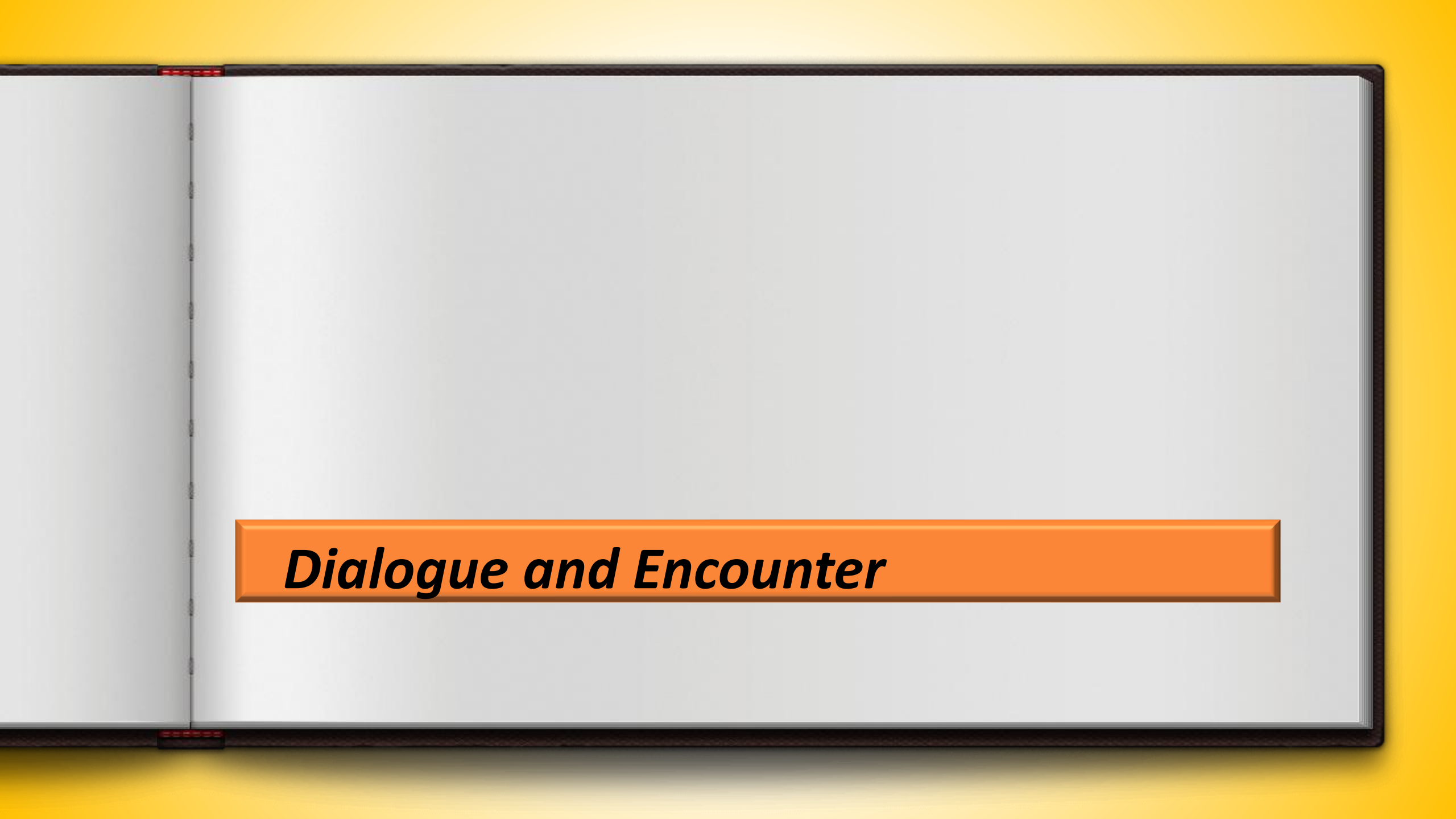


God, Jesus, Holy Spirit



I will never leave you

RISE Theatre presents:
Jesus the Photographer



Dialogue and Encounter

Branch 6 Dialogue and encounter Dialogue Friends of Jesus:

- Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).
 - Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus.
 - Explore a range of pictures of Jesus from a non-European tradition.
 - Encounter Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them.
 - Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding
-

Branch 6 Dialogue and encounter

In the Early Years curriculum, the first principles of dialogue are laid out to understand how to listen when others speak, develop attitudes of respect, and embrace similarities and differences.

Many children will begin to **encounter Christianity for the first time**. They will learn about some of the religious and secular times that are part of British cultural life, for example, the importance of **Diwali in some Dharmic traditions** or **Remembrance Day**. Developing these behaviours and understandings forms part of good Early Years provision. These opportunities will happen **across the year**, not only in the summer term alongside a **broad sensory curriculum where children learn about the music, food, smells, tastes, and types of clothing worn** to enrich their understanding of different religious and cultural traditions.

Teachers should also use **visitors to the school** (where possible), create spaces for children to talk about their beliefs and religious practices with each other, and begin to understand what it means to be a good neighbour. Children should have opportunities to speak about **their experiences and understandings of religion and spirituality in a local context** as part of the community they encounter each day.

Throughout their time in Early Years, children should experience **diverse representations of Christianity** to appreciate that it is a global faith. In learning about Jesus, children could begin to understand that Jesus lived in the past in a place called **Nazareth in Palestine**. Children should begin to understand that Jesus would have looked and dressed like everyone else in Palestine at that time and would have had brown skin and dark hair. Re-imagined historical images from the time of Jesus (e.g., Nazareth Village website) could help deepen this appreciation.

In the same way that children learn **respect for Christianity**, through respectful sitting during prayer and liturgy, careful **handling of religious artefacts, and thoughtful learning**, they should foster attitudes of respect for other people's spiritual and cultural traditions. The first religion they study beyond Catholicism will be **Judaism** because Jesus was born and lived his earthly life as a part of the Jewish community and Hebrew scriptures are an integral part of Christian beliefs.

Year 1 Progression

The focus of this branch is Revelation.

The starting point for dialogue in a Catholic school is understanding some things about the Catholic Church. 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. If pupils in the class are from other traditions within the Catholic Church, **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. 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**.

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.

Judaism 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 1 Dialogue and Encounter Expected outcomes

Understand

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.

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**).

Discern

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).

D1.6.3. Asking questions about the **stories and experiences of Jewish people**.

Respond

R1.6.1. **Christians in their local parish community could work together to help people.**

Creation and covenant:

'The heavens are telling the glory of God' (Ps 19:1).

God shows his love by making a wonderful world for us all to live in.

God is love

Prophecy and promise:

'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).

God shows his love by sending his son, Jesus to live with us.

God is love.

Galilee to Jerusalem:

'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).

Jesus shows God's love to everyone.

God is love

Desert to Garden

'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).

Jesus shares how much God loves us by dying and rising again.

God is love.

To the Ends of the Earth

Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).

Jesus sends the Holy Spirit to love us. The Holy Spirit helps us to love one another.

God is love.

Dialogue and Encounter

'For "In him we live and move and have our being"' (Acts 17:28).

God, Jesus and the Holy Spirit love us. They help us to go and talk, meet, share and love one another.

God is love.



To Know You More Clearly

**Religious Education Scheme of Work
Nursery**

Dialogue and Encounter



To Know You More Clearly

**Religious Education Scheme of Work
Reception**

Dialogue and Encounter



Some things I've learned from Mary Oliver:

Gratitude. Awe. Silence. Prayer. Attention.

And these five qualities are all interconnected.

Her personal manifesto can be summed up by the fourth section of her poem "Sometimes":

Instructions for living a life:

Pay attention

Be astonished

Tell about it.

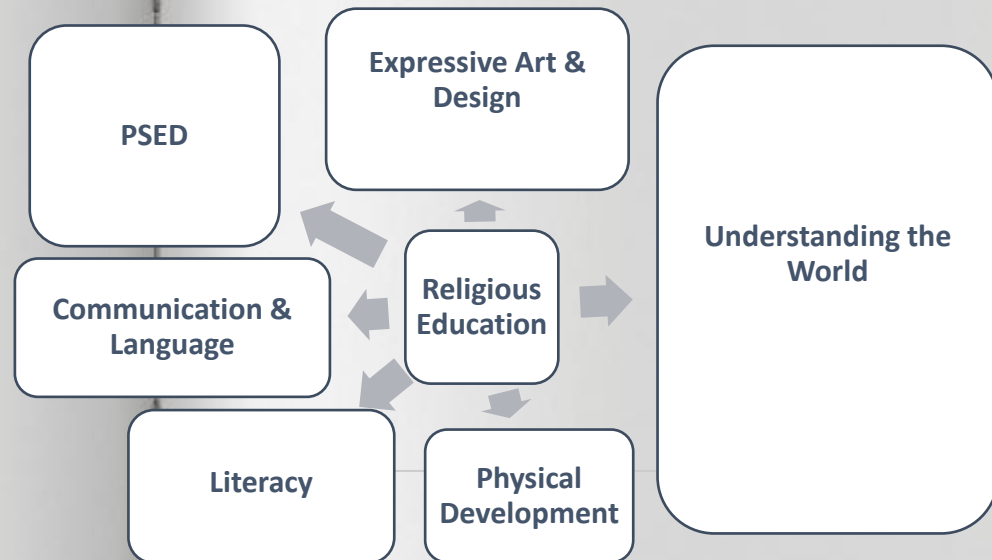
Planning





Organising each half-term

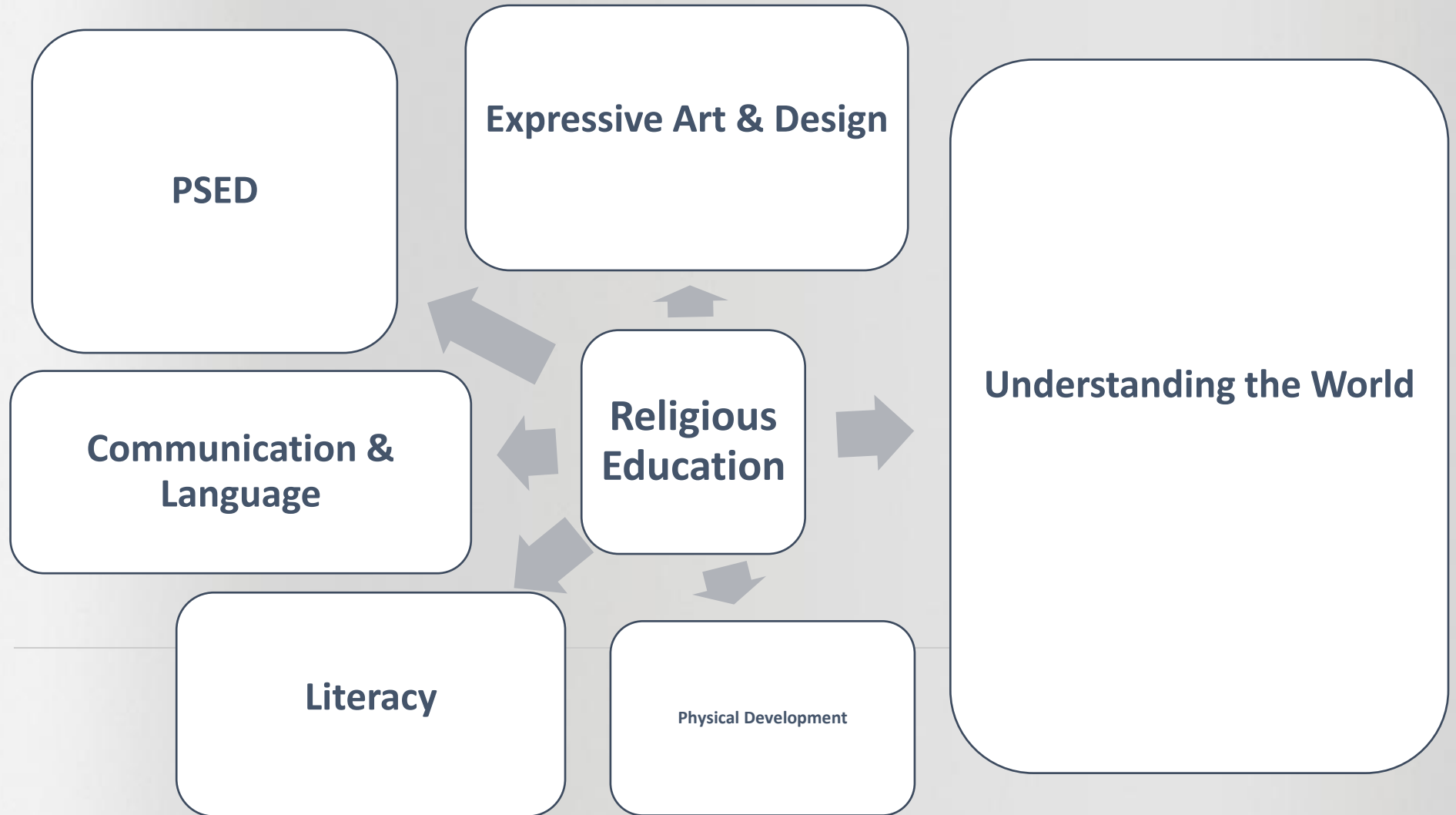
Religious Education	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Understanding the World Nursery	Expressive Art & Design	Liturgical & other calendar events
---------------------	--	----------------------------	----------------------	----------	---------------------------------	-------------------------	------------------------------------

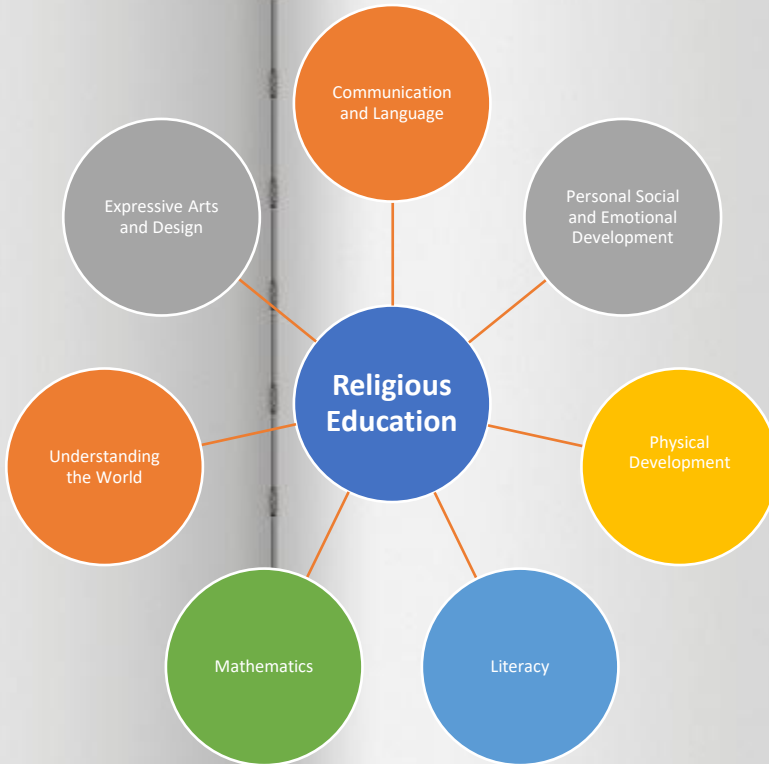


Religious Education

Hear	Believe
Celebrate	Live

What
does
your
half
term
look
like?





- characters, settings, events, problems to be overcome, dialogue, movement, and action. Characters should be identified accurately. Sometimes this will mean that they are named...
- they may be known by their occupation, social position, or role, for example: shepherd, fisherman, widow, Pharisee.
- Place names, settings (houses, synagogues, the Temple, Lake Galilee, etc)
- Cultural and religious practices should not be omitted.
- Such descriptions invite pupils to learn about the land and society they read about and thus increase biblical literacy; they should be seen as opportunities for learning not impediments to be avoided.

- Previous Knowledge
- Key Vocabulary
- Timeline
- Equality
- Drama/Role Play
- Golden Box
- Poetry
- Catholic Social Teaching
- RSHE
- Parents/ Carers
- Home/school/parish
- Parish Priest
- Parish Deacon
- Parish Catechists

- Governors
- Liturgy
- Sacramental Foundations
- Storytelling
- Liturgical Colour Boxes
- Philosophy
- Inclusion
- Culture
- AWE & WONDER
- Seasons/The Natural World
- Beauty
- Senses
- Music
- Art
- Dance

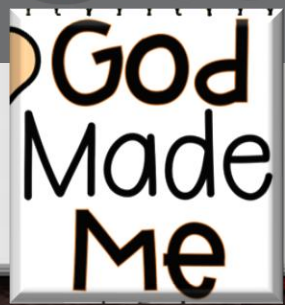
Enhancing Scripture

- characters, settings, events, problems to be overcome, dialogue, movement, and action. Characters should be identified accurately. Sometimes this will mean that they are named...
- they may be known by their occupation, social position, or role, for example: shepherd, fisherman, widow, Pharisee.
- Place names, settings (houses, synagogues, the Temple, Lake Galilee, etc)
- Cultural and religious practices should not be omitted.
- Such descriptions invite pupils to learn about the land and society they read about and thus increase biblical literacy; they should be seen as opportunities for learning not impediments to be avoided.

- Previous Knowledge
- Key Vocabulary
- Timeline
- Equality
- Drama/Role Play
- Golden Box
- Poetry
- Catholic Social Teaching
- RSHE
- Parents/ Carers
- Home/school/parish
- Parish Priest
- Parish Deacon
- Parish Catechists

- Governors
- Liturgy
- Sacramental Foundations
- Storytelling
- Liturgical Colour Boxes
- Philosophy
- Inclusion
- Culture
- AWE & WONDER
- Seasons/The Natural World
- Beauty
- Senses
- Music
- Art
- Dance

Enhancing Scripture







“The Patience of Ordinary Things” by Pat Schneider

I’ve been thinking about the patience
Of ordinary things, how clothes
Wait respectfully in closets

And soap dries quietly in the dish,
And towels drink the wet
From the skin of the back.

It is a kind of love, is it not?
How the cup holds the tea,

How the chair stands sturdy and foursquare,
How the floor receives the bottoms of shoes

And the lovely repetition of stairs.

Or toes. How soles of feet know
Where they’re supposed to be.

And what is more generous than a window?

thank
you

Thank you

*God bless you
abundantly!*

