

YEAR SIX

AUTUMN 1

A.T. 1 (i) (ii)
A.T. 2 (i) (iii)

AUTUMN 2

A.T. 1 (iii)
A.T. 1 (i) (ii)

SPRING 1

A.T. 1 (i) (iii)
A.T. 2 (i) (ii)

SPRING 2

A.T. 1 (ii) (iii)
A.T. 2 (i) (ii)

SUMMER 1

A.T. 1 (i) (iii)
A.T. 2 (i)

SUMMER 2

A.T. 1 (ii) (iii)
A.T. 2 (i)

YEAR SIX

AUTUMN 1

A.T. 1 Learning about Religion: Knowledge and understanding of

- (i) Beliefs, teachings and sources
- (ii) Celebration and ritual

A.T. 2 Learning from Religion: Responses, evaluation and application

- (i) Engagement with own and others' beliefs and values
- (iii) Reflection and contemplation

Assessment Activities

A.T.1(i)

Write a letter to a friend saying how important prayer was to Jesus. Use the examples from the Gospel text you have studied to illustrate this. (Assessment Activity 3 from Revision 2000)

Level 3 – Letter should recognise why Jesus prayed. One example could be when He prayed in Gethsemane.

Level 4 – One or two examples which illustrate how Jesus was moved to pray, showing the significance of the time and place.

Level 5 – Explanations would include reference to Jesus' commitment to his mission and the need for intimacy with God to fulfil that commitment. "Thy will be done".

A.T. 1 (ii) A.T. 2 (i) (iii)

Write a letter to a non-Christian friend explaining the different types of worship within your own community; sharing with your friend the experiences which are more meaningful to you, and to help you feel closer to God, in both your public and private prayer.

Level 3 – letter identifies e.g. Eucharist as one type of worship, explains that in this sacrament Jesus gives himself; explains some of the symbols used; makes reference to which way they like to worship and why.

Level 4 – should distinguish between public and private prayer and their importance; identify certain settings which are more conducive to reflection and prayer.

Level 5 – their account should include key religious vocabulary e.g. liturgy of the word, and may distinguish between religious and non-religious values. Explain how periods of silence and stillness may be used for reflection and prayer.

AUTUMN 1

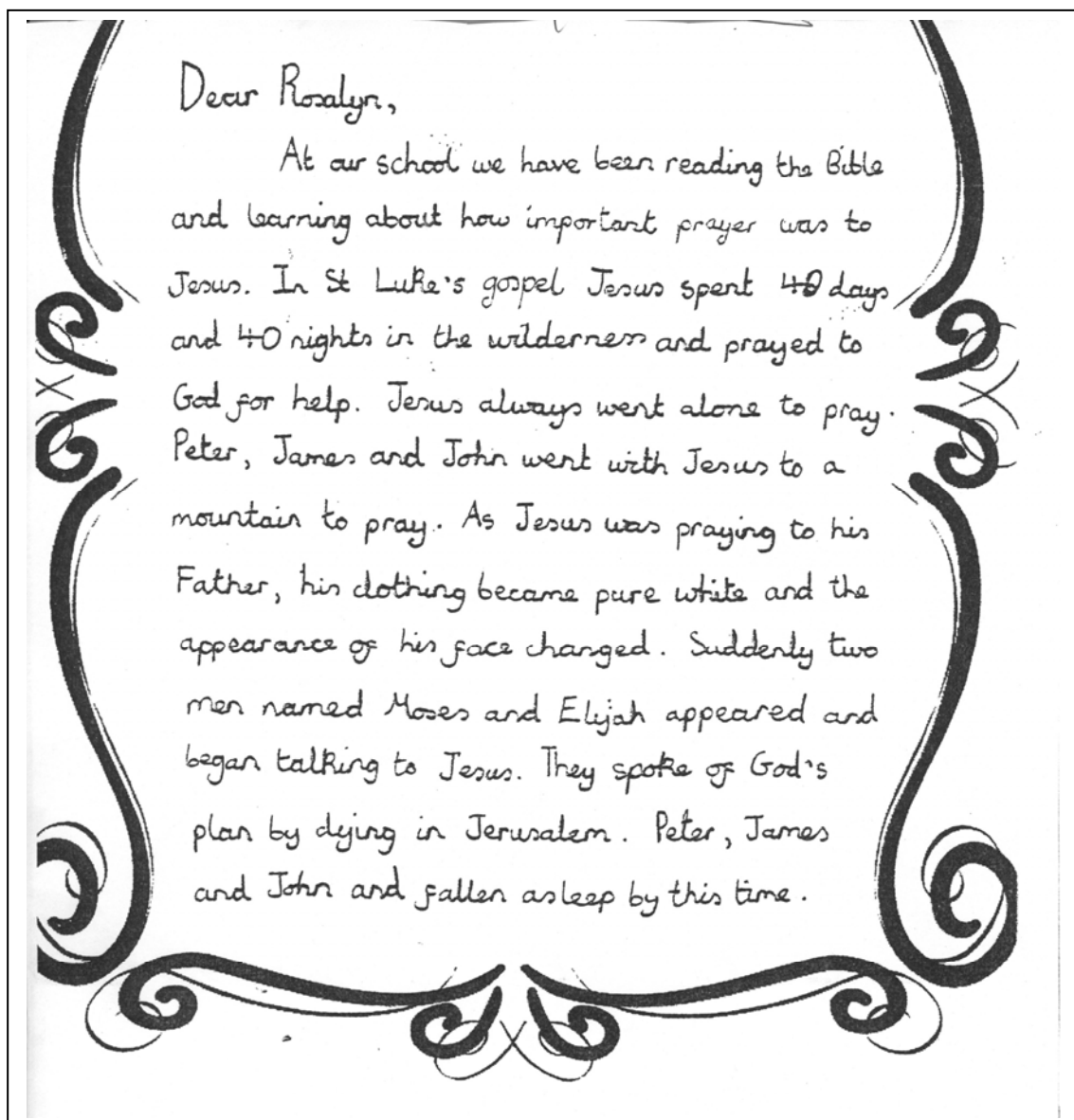
A.T. 1 (i) LEVEL 4

Example: Write a letter to a friend telling them how important prayer is to Jesus.

Further Guidance

This child relates the different times Jesus prayed and links it to the significance this played in his life. She is aware that he prayed in different places and for different purposes.

This piece of work is working within Level 4 in A.T. (i). To achieve a Level 5 the child would need to explain in more detail how Jesus' understanding of his identity as God's Son is linked to his understanding of his mission.



Jesus got his power and strength from God for miracles like when Jesus fed the 5000 bread and fishes, when Jesus healed the sick, when he helped the blind and needy and when he cured the dead.

Jesus got knowledge and wisdom about which disciples to go out and choose and about the amazing parables he told to other people teach them something. Jesus prayed to God to help him have the knowledge and wisdom for these things.

In the Garden of Gethsemane Jesus went quietly and prayed to God to get the courage and strength to die on the cross for us.

Jesus prayed to God also to give him new energy for the day to come. He also prayed to God to give him plenty of rest so that he would ~~not~~ be able to do his new job as a messenger to his Father.

YEAR SIX

AUTUMN 2

A.T. 1 Learning about Religion: Knowledge and understanding of

(iii) Social and moral practices and way of life

A.T. 2 Learning from Religion: Responses, evaluation and application

(i) Engagement with own and others' beliefs and values

(ii) Engagement with questions of meaning and purpose

Assessment Activities

Activity 1

A.T. 1 (iii) A.T. 2 (i) (ii)

Choose one person from the Old Testament and one person from the New Testament who have listened to the call of God. Explain the importance of listening to God and the changes that this brought about in your two chosen people. Describe an occasion when you have 'talked' to God e.g. through prayer, sacraments.

Level 4 - describe how the call of God changed the lives of the two chosen people and how God's call has influenced their lives and has affected the decisions they have made in life

(AT 1 (iii) & AT 2 (i)). Reference to the child's own experience of prayer and to types of questions she may have asked, need to be included (AT 2 (ii)).

Activity 2

A.T. 1 (iii) A.T. 2 (i)

Write in the first person as a follower of Jesus in the early Christian church. Explain how you would prepare yourself to go out and spread the Good News and the challenges you are likely to encounter.

Level 4 – Recognise how religious beliefs shape life and influence behaviour, and how faith can overcome challenges they encounter.

Level 5 – Explain the challenges of belonging to a religion including the many different questions people might ask of a follower of Jesus.

AUTUMN 2

AT 1 (iii) AT 2 (i)
Level 3

Example: "Choose one person from the Old Testament and one from the New Testament....."

Further Guidance

This piece of work demonstrates a secure Level 3. There is a clear understanding of the reasons behind the actions of religious people. To move to a Level 4 there would need to be further discussion of the need to listen to develop a relationship with God.

The Israelites were God's chosen people the people he talked to, they were the people who would become prophets.

Noah was an Israelite and a well known character of the old testament. He also listened to God's call he was told to build an ark by God and take two of every animal upon this ark, for there would be a flood that would wipe out all the evil in the land. Noah had faith in God and did as he was told and was saved.

Mary was a new testament character that listened to God's call. She was visited by the Angel Gabriel and was asked to have God's son, and so, because Mary trusted God she bore, in a stable the saviour that would save all mankind.

Noah and ~~God~~ Mary were visited by God because they listened and had a better relationship with God because of this.

The majority of people just talk to God but never listen, this is why they do not have a better relationship with God.

Nevertheless God loves us all equally and will never turn away from us even if we don't listen that much.

YEAR SIX

SPRING 1

A.T. 1 Learning about Religion: Knowledge and understanding of

- (i) Beliefs, teachings and sources**
- (iii) Social and moral practices and way of life**

A.T. 2 Learning from Religion: Response, evaluation and application

- (i) Engagement with own and others' beliefs and values**
- (ii) Engagement with questions of meaning and purpose**

Assessment Activities

A.T. 1 (i) (iii) A.T. 2 (i) (ii)

Carry out research on one person (from history, from today or within your community) and explain how he/she came to understand his/her vocation (what God was/is calling him/her to do) Describe the change that occurred when he/she answered that call. – Does everyone you know show the same commitment to answering God's call? Give some examples.

A.T. 1(i) (iii)

Keep a diary for a week of a boy or girl from another faith community, showing how their faith impacts upon how they live out each day.

Level 3 - Pupil makes links between the diary writer's faith and their actions.

Level 4 – Pupil needs to be able to refer to the diary writer's feelings and beliefs which relate to his experience of being a member of that faith community. The pupil will need to show an understanding of how his beliefs shape his life.

SPRING 1

A.T. 1 (i) (iii) A.T. 2 (i) (ii)
Working within Level 4

EXAMPLE: Brother Andrew

Further guidance

The pupil describes religious ideas and beliefs and how these affect Br Andrew's life. He reflects on values affecting decision making. The pupil also goes on to develop the idea of vocation in terms of the experiences of those close to him. To progress the child needs to discuss the challenges faced by those following a vocation.

Brother Andrew

Brother Andrew was born in 1928 in Roth, Holland. In May 1940 when Andrew was 12 the Nazis invaded Holland and it was occupied by German soldiers until the end of the war in 1945. During the war Andrew annoyed the Nazis with fireworks and other things.

In January 1946, shortly after the end of the war Andrew joined the army. During his life as a soldier Andrew was very unhappy and sad because of all the killing. Later he was shot in the leg and crippled and was greatly pleased when he was told he would have to give up his job as a soldier.

He became a Christian in 1950 and from then until 1953 he worked in a chocolate factory where he and another worker converted the rest of the workers to Christianity. After that he went to the Missionary Training College of the Worldwide Evangelization Crusade in Glasgow. He stayed there for two years and during his stay he started reading his mother's bible.

After Andrew finished his training he saw an advert to go to a conference in Warsaw, Poland. Whilst there Andrew saw Christians who weren't allowed to worship God openly and in one of the churches he noticed there weren't many bibles and he realised his job was to get bibles to Communist countries.

He visited many communist countries including Czechoslovakia, Poland and U.S.S.R. (Russia). He smuggled the bibles past border guards by praying to God.

"to shut their eyes" and he managed to get past them without being noticed.

Soon afterwards Andrew started to visit countries out of Europe and today travels round the world challenging Christians to support the church.

Brother Andrew realised his vocation whilst he was in Poland - he saw that ~~little~~ they didn't have a lot of bibles and they couldn't preach openly, so he made it his job to help the Christians in communist countries learn more about Christ and help them get more bibles.

When Andrew realised his vocation he changed. He stopped drinking beer and having nights out and he started focusing on his faith.

Here are some people I think follow God's call;

- My Uncle Martin. He has been ordained a priest and works in St. Marie's. He is very kind to every body he meets and is never angry at anybody.
- Father Frank. Father Frank is a priest and works at St. Veronica's Parish and regularly visits the school to say mass and is never mean to any body.

Well done Matthew

YEAR SIX

SPRING 2

A.T. 1 Learning about Religion: Knowledge and understanding of

(ii) Celebration and ritual

(iii) Social and moral practices and way of life

A.T. 2 Learning from Religion: Response, evaluation and application

(i) Engagement with own and others' beliefs and values

(ii) Engagement with questions of meaning and purpose

Assessment Activities

A.T. 1 (ii) (iii)

What have you heard or experienced which helps you to believe that God loves you always? Describe ways in which we can show God / others that we have changed.

The child would need to show an understanding of how the Sacrament of Reconciliation is an important way of showing a desire to change. To achieve a Level 4 in AT 1 (ii) the child would need to have an understanding of the actions and symbols of the sacrament and of other types of liturgies of forgiveness.

A.T. 1 (ii) A.T. 2 (i) (ii)

Why is there so much suffering in the world? What do you think can be done to bring about change? Is there anything that you can do?

SPRING 2

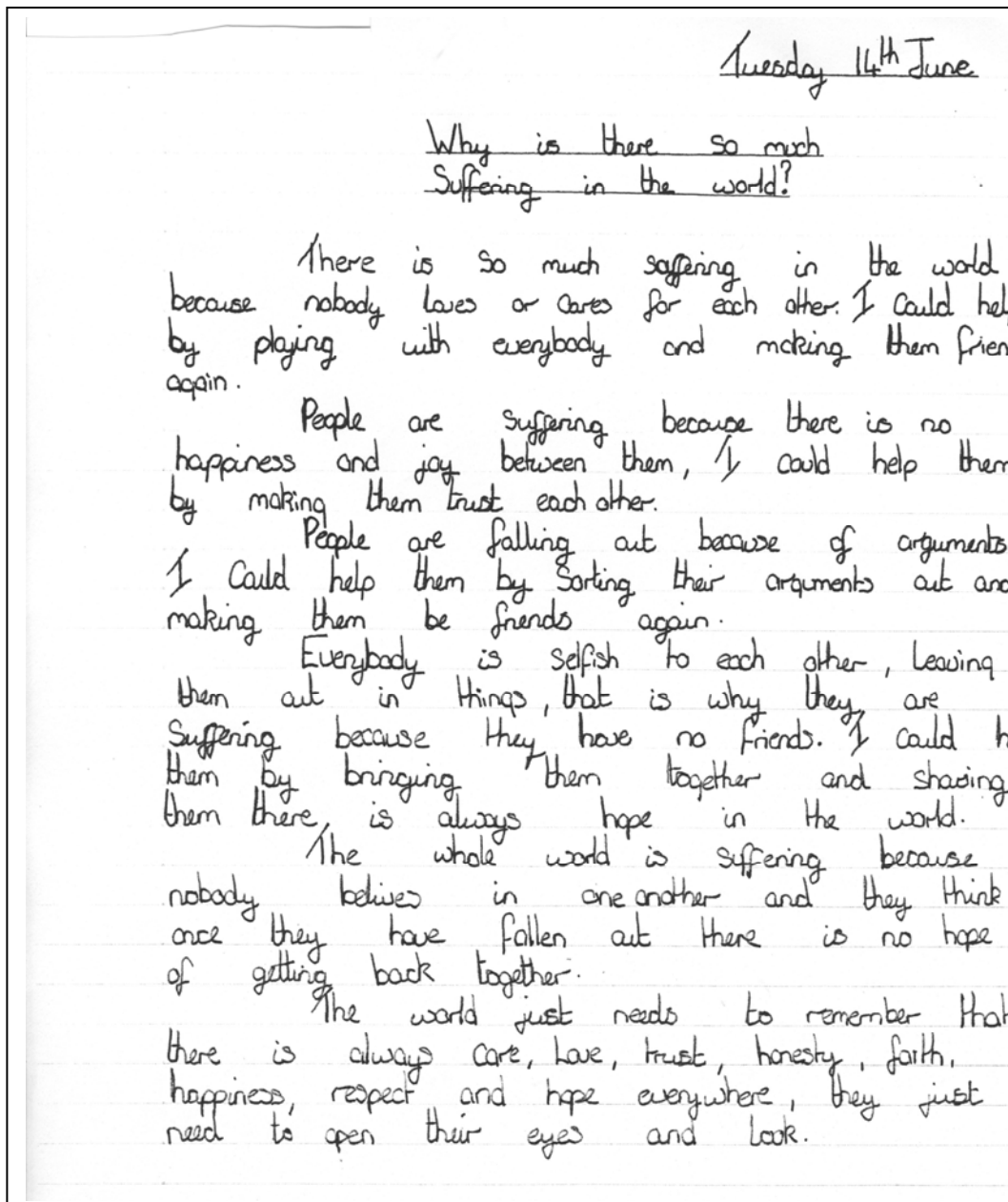
AT 2 (i) (ii)
Level 3

Example: "Why is there so much suffering in the world?"

Further guidance

The child has discussed non-religious answers to the problem of suffering and she has shown an understanding of how values inform people's decision making.

This piece of work is a high Level 3. To gain a Level 4 the child would need to be able to be asking more searching questions about why suffering exists and be relating these to her own and other's experiences.



Tuesday 14th June

Why is there so much suffering in the world?

There is so much suffering in the world because nobody loves or cares for each other. I could help by playing with everybody and making them friends again.

People are suffering because there is no happiness and joy between them, I could help them by making them trust each other.

People are falling out because of arguments, I could help them by sorting their arguments out and making them be friends again.

Everybody is selfish to each other, leaving them out in things, that is why they are suffering because they have no friends. I could help them by bringing them together and sharing them there, is always hope in the world.

The whole world is suffering because nobody believes in one another and they think once they have fallen out there is no hope of getting back together.

The world just needs to remember that there is always care, love, trust, honesty, faith, happiness, respect and hope everywhere, they just need to open their eyes and look.

YEAR SIX

SUMMER 1

A.T. 1 Learning about Religion: Knowledge and understanding of

- (i) Beliefs, teachings and sources
- (iii) Social and moral practices and a way of life

A.T. 2 Learning from Religion: Response, evaluation and application

- (i) Engagement with own and others' beliefs and values

Assessment Activities

Part One: A.T.1(i)

On an outline of a dove or a tongue of flame write and illustrate the gifts of the Holy Spirit (from REvision 2000)

Assessment Activity 1 from REvision

Level 3 – Name and explain the gifts. Their illustrations should provide insight into their understanding. They could be asked to explain them orally or in writing.

Part Two: A.T.1(iii) A.T.2(i)

Explain how you could use the gifts of the Holy Spirit to bring about change in the street / town where you live.

What would you find most difficult / challenging? Which particular gift would you want to use to overcome the difficulty?

Level 4 – Explain the significance of using these gifts to help live out a Christian life. How would this be evidenced in a person's life?

Level 5 – Examine some moral and social issue and explore what would inspire them to help effect change. The child would need to discuss a variety of possible responses to these issues including the Christian belief in the power of the Holy Spirit to transform people's lives.

SUMMER 1

AT 1 (iii) AT 2 (i)
LEVEL 4

Example: GIFTS OF THE HOLY SPIRIT

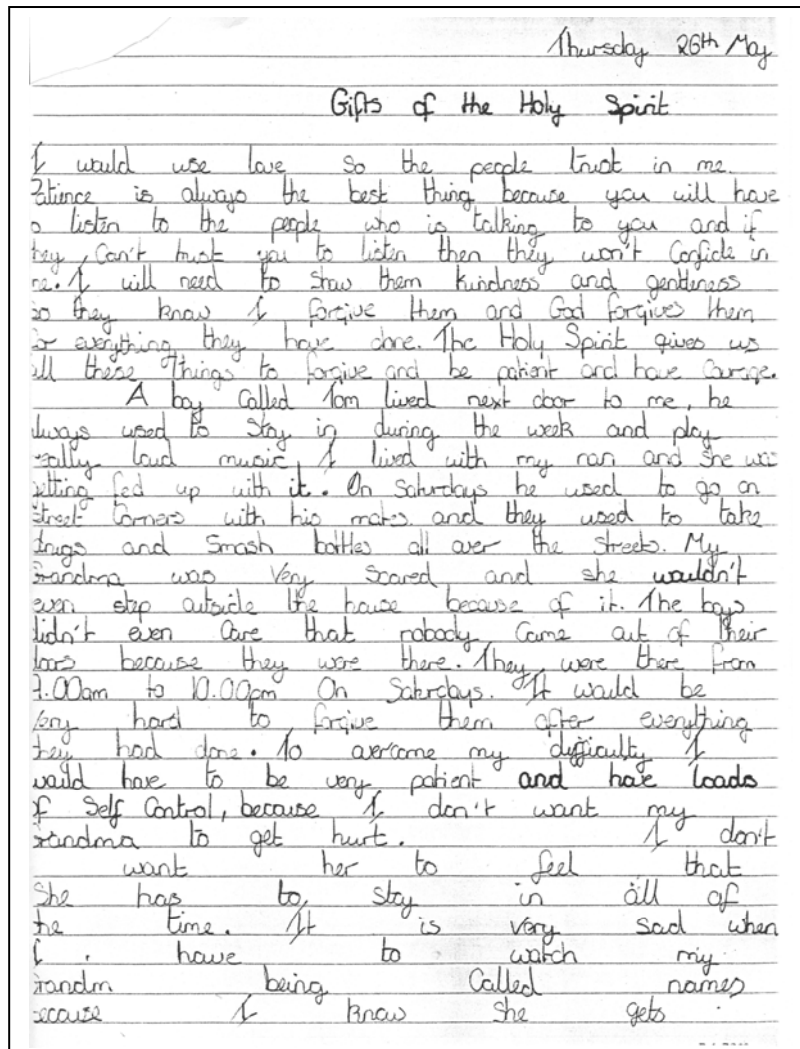
Teacher's Comments

This child is able to explain the fruits of the Holy Spirit with use of religious vocabulary. He knows that beliefs can influence behaviour and decision making. He can identify that there is religious practice. He recognises that people have their own beliefs and that these can differ.

Further Guidance

A.T. 2 (i) There is clear understanding of how beliefs and values inform his decision making (e.g. the use of patience and self control in the face of adversity). The child is beginning to understand the challenges of belonging to a religion. He could develop his ability to explore these issues in more depth to gain a higher Level.

A.T. 1 (iii) There is evidence that the child understands that his religious beliefs shape his values and actions.



YEAR SIX

SUMMER 2

A.T. 1 Learning about Religion: Knowledge and understanding of

(ii) Celebration and ritual

(iii) Social and moral practices and way of life

A.T. 2 Learning from Religion: Response, evaluation and application

(i) Engagement with own and others' beliefs and values

Assessment Activities

A.T. 1 (iii)

List as many ministries in the church as you can remember. Choose three which you think are most important to you in helping you live like Jesus.

A.T.1 (ii) (iii) A.T. 2 (i)

Prepare some questions for parishioners who carry out this work in your parish.

Reflect upon the responses to this interview.

Were you surprised by any of the responses?

Has it changed how you feel about this particular ministry?

Which responsibilities would you feel that you could take on within your church community?

Is there a ministry you feel that you couldn't get involved in? Why?

It may be necessary, if the local parish is limited in the ministries in operation, to provide the children with other examples of ministry within the church.

- A ministry of welcome
- Hospitality
- House / Hospital Visiting
- Staffing a 'drop in centre' etc.

SUMMER 2

AT 1 (iii) LEVEL 4

Example: LIST AS MANY MINISTRIES IN THE CHURCH YOU CAN REMEMBER.....

Teacher's comments

A.T.1 (iii): Very clear understanding shown of human development, shaping of young lives by teachers/ catechists. Human need for acceptance/ love experienced in Brownies as example of God's love/ acceptance.

A.T. 2 (i) (ii): Very clear discussion of beliefs and values passed on by Catechists/ Brownies which have influenced behaviour/ personal growth. I would say that this piece goes further in the understanding of specifically non-religious values i.e. working as a team, discerning personal talents.

Further guidance

Clear explanation of how her values and religious awareness have been affected by significant others. She discusses how she has made the connection because of the help she has received.

The teacher's comments include references to other strands which this piece of work touch on.

Child's Text

Catechists, Cubs, Scouts, Organist, Guides, Choir, Brownies, Eucharistic Ministers, Altar Servers, Church cleaners, Readers.

I think Catechists have made a big impact on my life when I was younger. They have helped me to understand God in my own words.

I would have never been where I was today in my faith without the Catechists. They made learning about God fun and easy.

I used to always look forward to church so I could go to the Catechists.

I think the Brownies have made an impact on me as well. We learnt about God and learnt how to be a team. We learnt new talents and played fun games.

I learnt that God will take anyone into his family and loves us all. I felt happy when they let me join in and it helped me a lot on my journey to God.

The readers have probably helped me the most by reading loud and clear but with expression for me to understand.

The readings make a lot of sense when they read but when I read alone it is very hard for me to understand.

My journey to God was long and hard. Without everyone in the church I would not understand my faith at all.

