



Nottingham Roman Catholic
Diocesan Education Service



Creation and
Covenant

Branch 1

Y5 Planning for Advent 1

Version 1: September 2026

Branch 1: Creation and Covenant

Advent Term (1) – 6 weeks

Big Question – How do virtues, the Ten Commandments and Jesus’ teaching of the new commandment help people act ‘with great love’ and love of neighbour?

Age 10 Learning outcomes:

- Explain the significance of Moses in the Old Testament and for Christians today. Use specialist vocabulary to describe and explain the nature of the law of Moses.
- Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.
- Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus’ teaching.
- Correctly use developing specialist vocabulary to describe the terms ‘sin’ and ‘conscience’.
- Explain how teaching and virtues, the Ten Commandments and Jesus’ teaching help people live a good life.

Understand

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

U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant (the Burning Bush (Ex 3:1-15); the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17)).

U5.1.2. Make links between the Ten Commandments and Jesus’ summary of the law in Matthew’s Gospel (22:36-40).

U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.

U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.

U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.

U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)

Discern

D5.1.1. Playing with possibilities, asking questions about the Ten Commandments, such as What does ‘you shall not steal’ mean? Or what if there were eleven Commandments? (RVE)

D5.1.2. Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE)

D5.1.3. Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees.

D5.1.4. Express a point of view and give reasons relating to the Church’s teaching on the common good and love of neighbour. (RVE)

Respond

R5.1.1. Reflecting on the words and images used to describe Moses’ encounter with God.

R5.1.2. Reflecting on what makes them truly happy. (RVE)

R5.1.3. Discussing and dialoguing with others about how rules can help people be happy (YCfK 110).

R5.1.4. Reflecting on their habits and where they could ‘grow in virtue’ to be better neighbours. (RVE)

Creation and Covenant – Year 5 (Advent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Learning Focus	BELIEVE Correctly use developing specialist vocabulary to describe what a covenant is. Recognise that God made several covenants throughout history with Noah, Abraham and Moses.	HEAR Retell the story of Moses and the Burning Bush (Ex 3:1-15).	HEAR Retell the story of Moses at the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17).	HEAR / BELIEVE Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).	BELIEVE Use specialist vocabulary to show how the Ten Commandments help humans live good and happy lives.
Recall and Retrieval	What is a covenant and can you think of an example?	What is a covenant? Can you give an example of who God made a covenant with?	Describe which words and images were used during Moses' encounter with God.	Make a link between the covenants of Noah, Abraham and Moses.	Give an example of how Catholic social teaching (CST) demands a commitment to social change.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - correct religious vocabulary to describe what a covenant is. - that God made a covenant with Noah, Abraham and Moses. - that the stories of Noah and Abraham are from the book of Genesis and Moses is from the book of Exodus. - that the story of Moses originated in the Jewish Torah. - the story of Moses is significant to people of the Jewish, Islamic and Christian faith.	Key knowledge Pupils will know: - that the story of Moses can be found in the Old Testament book of Exodus. - that Moses had an encounter with God in the form of a Burning Bush. - that the covenant between God and Moses took place at the mountain of Sinai	Key knowledge Pupils will know: - the story of Moses at the Sinai covenant. - the two key events of Moses (the call and the covenant – the Sinai covenant). - the story of Moses and the Ten commandments. (Ex 20:1-17).	Key knowledge: Pupils will know: - the story of Jesus' summary of the law from Matthew's Gospel (22:36-40) - the two greatest commandments from Matthew's Gospel. - that Catholic social teaching helps us to see that loving our neighbour demands a commitment to social change and transformation.	Key knowledge Pupils will know: - what it means to be happy. - what it means to live a 'good' life. - ways that the ten Commandments help humans live good and happy lives. - what Catholic social teaching is and that 'the common good' is the core principle. - that Catholic social teaching aims to help Christians live out their faith in the world.
Key skills/disciplinary knowledge	U5.1.3. Correctly use developing specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses. R5.1.1. Reflecting on the words and images used to describe Moses' encounter with God.	U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant – the Burning Bush (Ex 3:1-15).	U5.1.1. Retell the Moses story, focusing on the two key events of the call and the covenant – the Sinai covenant and the Ten Commandments (Ex 19:3-8, 20:1-17). D5.1.1. Playing with possibilities, asking questions about the Ten Commandments, such as What does 'you shall not steal' mean? Or what if there were eleven Commandments? (RVE)	U5.1.2. Make links between the Ten Commandments and Jesus' summary of the law in Matthew's Gospel (22:36-40).	U5.1.4. Use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives.
Main teaching activity (if the school has another short-term planning format, this does not need to be included)	- Share their homework responses that relate to the big questions and put on RE display. - Listen to the story of Moses. https://www.youtube.com/watch?v=RdSQT7DS1II - In Bibles, find the scripture (Ex 3:1-15) and discuss the key questions: - Why do you think Moses covered his face? - Why did God need Moses' help? - What did God need Moses to do? - How did Moses feel about being given this responsibility? - What was God's covenant to Moses?	- Watch Moses and the Burning Bush - (Bible Stories) (youtube.com) - Retell the Moses story, focusing on the two key events of the call and the covenant - the Burning Bush (Ex 3:1-15).	- Share; https://parentandchildBiblereading.com/project/moses-mt-sinai-exodus-19/ (stop at slide 8). - In Bibles, find the scripture (Ex 19:3-8). - Find scripture (Ex 20:1-17) The Ten Commandments. Share read. - Pupils record the commandments in a table like the one presented in the knowledge organiser. Exit question: if there was an eleventh commandment, what would it be?	- Read the Bible story from Matthew 22:36-40. - Compare and contrast the Ten Commandments with Jesus' summary of the law by sorting the ten commandments into two groups; 1. Commandments that focus on loving God; 2. Commandments that focus on loving your neighbour. - Share the <i>Fratelli Tutti</i> animation https://cafod.org.uk/education/fratelli-tutti-for-schools - Discuss which of the Catholic social teaching principles link to love of neighbour. - Record this by sticking in the CST key and accompanying the reason why it links to love of neighbour. This could be done orally.	- Ask pupils to create a list of what makes them happy. - Use SPCK Assemblies - The Secret of Happiness to unpick the meaning of happiness and to teach that happiness can come from giving, rather than receiving, and appreciating what we have. - Go through the original list and cross out any that you now think aren't real sources of happiness and ones that you may not have thought of before. - In pairs, use the 10 commandments to suggest ways in which they could help us lead good, happy lives.

Creation and Covenant – Year 5 (Advent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Adaptive Teaching	- Provide a question sheet with key questions broken into small steps and accompanied by symbols or images. - Offer a word bank containing key vocabulary. - Use sentence stems such as ‘Moses covered his face because...’ and ‘God asked Moses to...’ - Highlight or bookmark the relevant Bible passage (Ex 3:1–15) to reduce the demand of locating the text independently.	- Provide a storyboard template with boxes labelled Beginning, Middle, and End. - Sequencing pictures from the story to help pupils organise the events before writing. - Use a writing frame with prompts such as ‘First...’, ‘Next...’, ‘Then...’, ‘Finally...’. - Model one example sentence for each key event before independent work.	- Provide a partially completed table with some commandments already categorised as examples. - Use a simplified version of the commandments alongside the original text. - Colour-code each commandment to help pupils distinguish between different rules. - Give pupils a matching activity before recording answers independently. - Provide sentence starters for the exit question such as ‘My eleventh commandment would be...’ because ‘...’.	- Use a sorting grid with clear headings and visual symbols for Love God and Love Your Neighbour. - Provide commandment cards with simplified language and pictures to support categorisation. - Offer a Catholic social teaching key with symbols and short explanations. - Use discussion prompts such as ‘This links to loving your neighbour because...’. - Provide a completed example linking one CST principle to love of neighbour before pupils complete their own.	- Provide a mind-map template for recording ideas about happiness. - Use picture prompts representing different sources of happiness to support idea generation. - Give pupils a table with two columns: Temporary Happiness and Lasting Happiness to structure thinking. - Provide sentence stems such as ‘This commandment helps people live happily because...’. - Offer a paired discussion frame with prompts and key vocabulary to support verbal reasoning before recording ideas.
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below) 1  Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 2  Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. 3  How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 4  How can you live this out? → What would this look like in your life, at school or at home? 5  What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. 6  What question does this learning make you ask? → A “wonder” question about God, Jesus, or faith. 7  Which Catholic Social Teaching principle does this link to and why? → Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation.				
Key vocabulary and definition	Covenant is a contract and promise made between a person and/or a nation(community) and God. The Sinai covenant was with the people. Noah – God’s covenant with Noah was to never flood the earth again. Abraham – God’s covenant with Abraham was to give him land for his descendents. Genesis – The first book in the Bible and tells the creation story. Moses – God promised Moses to save his people from slavery and suffering. Exodus – Book in the Bible that tells the story of how Moses set the Isarelites free from Egypt.	Moses – God promised Moses to save his people from slavery and suffering. Exodus – Book in the Bible that tells the story of how Moses set the Isarelites free from Egypt.	Moses – God promised Moses to save his people from slavery and suffering. Mount Sinai – the place where Moses received the Ten Commandments from God. Ten commandments – the ten rules given to Moses by God to dictate how humans should treat and live with each other.	The law – given to the Egyptian people from God by Moses. Catholic Social Teaching – rooted in scripture, developed by Church leaders and influenced by doing good in society. The common good is one of the 4 central CST principles.	Ten commandments – the ten rules given to Moses by God to dictate how humans should treat and live with each other.
Resources	Children’s Bibles. Pre-completed homework task (pupils’ responses to the big question.)	Refer to above.	Refer to above	https://cafod.org.uk/pray/catholic-social-teaching Cut the ten commandments into strips to enable sorting into groups. World template.	
Diversity links	Opportunities for links between Christianity, Islam and Judaism.			Explore the worldwide representations of Catholic social teaching.	Make links with the Jesus Mafa art work to show diversity links in Art.
Checking for understanding (summative assessment)	Do the pupils recognise: Specialist vocabulary to describe what a covenant is, recognising that God made several covenants throughout history, e.g., with Noah, Abraham, and Moses.	Do the pupils recognise: - The significance of Moses in the Old Testament and for Christians today. - The specialist vocabulary to describe and explain the nature of the law of Moses.	Do the pupils recognise: The Moses story, focusing on the two key events of the call and the covenant – the Sinai covenant and the Ten Commandments	Do the pupils recognise: - The story of Jesus’ summary of the law from Matthew’s Gospel (22:36-40) - The two greatest commandments from Matthew’s Gospel.	Do the pupils recognise: How to use developing specialist vocabulary to show how the Ten Commandments help human beings live good and happy lives, making links with Jesus’ teaching.

Creation and Covenant – Year 5 (Advent 1)					
	Session 6 RESPOND	Session 7 UNDERSTAND	Session 8 UNDERSTAND/DISCERN/RESPOND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Learning focus	UNDERSTAND / BELIEVE Discuss and dialogue with others about how rules can help people be happy (YCfK 110). Know that a virtue is a positive habit that helps people live a good life.	CELEBRATE Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.	CELEBRATE Discuss what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees.	BELIEVE / LIVE Assessment task Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour.	CELEBRATE Celebration of the Word Reflect on the words and images used to describe Moses' encounter with God.
Recall and retrieval	- Why did God give Moses the Ten Commandments? - What was the purpose of the Ten Commandments? - Did having the Ten commandments make the people of Israel happy?	- What is the definition of a 'good' person? - Revisit the school virtues and explain why they are important at our school. - Why is virtues education important?	- How would you describe sin? - What does it mean to have a conscience?	- What are the theological virtues? - What are the cardinal virtues? - How do the virtues help Christians love a good life? - How does Virtue teaching, the Ten Commandments and Jesus' teaching of the New Commandment help people act 'with great love' and love of neighbour?	Reflect on the big question '<i>How does virtue teaching, the Ten Commandments and Jesus' teaching of the new commandment help people act 'with great love' and love of neighbour?</i>'
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - that a virtue is a good habit that helps people live a good life and be a good person. - what 'growing in virtue' means at OUR SCHOOL. - that rules are important, and we need to follow rules to keep everyone safe. - that rules can help people be happy. - what makes you feel happy.	Key knowledge Pupils will know: - and give a definition of what the word sin means. - and give a definition of what the word conscience means.	Key knowledge Pupils will know: - that the cardinal virtues are practical wisdom (prudence), justice, fortitude and temperance. - the theological virtues are faith, hope and charity (love). - that through God's grace we can enjoy the theological virtues.	Key knowledge Pupils will know: - what 'to act with great love' means. - and give examples of when people have acted with great love. - that Mother Teresa teaches us '<i>to do small things with great love</i>'.	Key knowledge Pupils will know: words and images that are appropriate to use when reflecting on Moses' encounter with God.
Key skills/disciplinary knowledge	R5.1.2. Reflecting on what makes them truly happy. (RVE) R5.1.3. Discussing and dialoguing with others about how rules can help people be happy (YCfK 110). U5.1.6. Know that a virtue is a positive habit that helps people live a good life. (RVE)	U5.1.5. Correctly use developing specialist vocabulary to describe sin as deliberately spoiling our friendship with God and each other.	D5.1.2. Expressing a point of view about what are positive habits (virtues) and negative habits and how virtues might help them grow in goodness. (RVE) R5.1.4. Reflecting on their habits and where they could 'grow in virtue' to be better neighbours. (RVE)	D5.1.3 Discussing what loving our neighbour means for Christians today, for example, welcoming asylum seekers and refugees. D5.1.3. Express a point of view and give reasons relating to the Church's teaching on the common good and love of neighbour. (RVE)	R5.1.1. Reflecting on the words and images used to describe Moses' encounter with God.

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Main teaching activity <i>If the school has another short-term planning format, this does not need to be included.</i>	- Partner talk – what would school/our local area look like with no rules? - What are the benefits of this? What are the negatives? Share & record responses. - Watch: British values: The rule of law - BBC Teach - Discuss as a class what they have learned from the clip – are there any other laws that have changed over time e.g. The women’s right to vote or covid restrictions. Why have these now changed? - Discuss what virtues are and how they help us to make good choices. - Independent learning activity: Stick in the virtues display poster. Annotate the meaning of the virtues around it.	- Watch: Resources - Request (request.org.uk) to get the pupils thinking about the meaning of sin – discuss key questions: - Can you think of a time when you might have put yourself first? - Is it difficult to think of others before ourselves? - Can you think of any times where this happened in the Bible and what happened as a result? - Complete a vocabulary activity for the word sin and conscience. - Word. - Definition. - Word class. - Definition. - Picture. - Sentence. - Sort out the statement cards into two columns – one with examples of spoiling our relationship with God by putting ourselves first and the other of things that follow God rules and Jesus’ teachings.	- Revisit the virtues and their meaning (from lesson 6). - Discuss how these can be put into practice with situations that people face in the world right now. - Key words: <i>refugee</i> and <i>asylum seeker</i> - Understand the definitions of both. Work through the British Red Cross material copied onto the PowerPoint. - Create a mind map/poster or list of pledges in ways we can support our brothers and sisters who seek asylum in this country and why this is important. Exit questions: How could we use Catholic social teaching to link to this and change people’s views to make a difference?	ASSESSMENT (refer to assessment slide) - Start with a Habits of Discussion activity based on the Discern statement. - Each child then answers the <i>Discern</i> question for their assessed task expressing their point of view about this statement. Give reasons for your answer by making links back to examples from scripture, the Holy Spirit and discipleship. - How does Virtue teaching, the Ten Commandments and Jesus’ teaching of the New Commandment help people act ‘with great love’ and love of neighbour?	RESPOND CELEBRATION OF THE WORD - In groups, each plan a section of the celebration of the word. - Include ‘<i>Come Holy Spirit, fill the hearts of your faithful</i>’ prayer. - Pupil-led celebration of the word. - Pupils to complete evaluations.
	- Provide a discussion scaffold with prompts such as ‘Without rules people could...’ and ‘Rules help us because...’. - Use a vocabulary mat with simple definitions and symbols for key terms. - Give pupils a virtues poster with the virtue names already labelled and space to add meanings. - Provide sentence stems such as ‘The virtue of kindness means...’ and ‘This virtue helps people to...’. - Use matching cards (virtue → meaning) before pupils annotate independently.	- Provide simple definitions and visual symbols for sin and conscience throughout the lesson. - Offer a structured vocabulary template with labelled boxes for word, definition, picture, and sentence. - Colour-code statement cards for the sorting activity to reduce reading demands and support categorisation. - Provide sentence starters such as ‘This is an example of sin because...’ and ‘This follows Jesus’ teaching because...’.	- Provide a visual glossary with pictures and simple definitions of refugee and asylum seeker. - Use a mind map template with pre-labelled branches such as Ways to Help, Why It Matters, and Catholic social teaching. - Offer discussion prompts such as ‘People seeking asylum might need...’ and ‘We could help by...’. - Provide a word bank containing key vocabulary including welcome, support, dignity, community, refugee, and asylum seeker. - Give pupils a pledge-writing frame with sentence starters such as ‘I can help by...’ and ‘This is important because...’.		
Adaptive Teaching					
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below) 1 Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 2 Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. 3 How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 4 How can you live this out? → What would this look like in your life, at school or at home? 5 What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. 6 What question does this learning make you ask? → A “wonder” question about God, Jesus, or faith. 7 Which Catholic Social Teaching principle does this link to and why? → Dignity of the Human Person, Family and Community, Solidarity and the Common Good, Dignity of Work, Rights and Responsibility, Option for the Poor and Vulnerable, Stewardship/ Care for Creation.				

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	Session 6 RESPOND	Session 7 UNDERSTAND	Session 8 UNDERSTAND/DISCERN/RESPOND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Key vocabulary and definition	Rules – tell you what you are allowed and not allowed to do to and they are designed to keep you safe. True happiness – it is a feeling that everything is good inside. Virtue – a good habit of behaviour, showing a high moral standard.	Sin – an action that is disobedient to God’s law. Conscience – the part of you that judges how moral your own actions are and it makes you feel guilty for any bad things you have done. Morals – what a person believes to be right and wrong.	Virtue – a good habit of behaviour, showing a high moral standard. Cardinal virtues – they are four moral virtues of mind and character: prudence, justice, fortitude and temperance. Prudence – using good judgement when making a decision or taking action. Justice – all people are treated fairly. Fortitude – strength of mind to help a person be brave and have courage. Temperance – showing self-control over your thoughts and feelings. Theological virtues – faith, hope and charity (love). God’s grace – God gives all his goodness freely.	Asylum seekers – a person who leaves their own country to move to another country and is seeking asylum to live in another country. Refugees – a person who has been forced to leave their country due to poverty, war or natural disaster. My neighbour – our fellow human beings all around the world.	Encounter with God – to be welcomed in to God’s presence.
Resources	Refer to above	Refer to above	Refer to above	Refer to above	
Diversity Links					
Checking for Understanding (summative assessment)	Do the pupils recognise: How virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life.	Do the pupils recognise: Specialist vocabulary to describe the terms sin and conscience.	Do the pupils recognise: How virtue teaching, the Ten Commandments and Jesus’ teaching help people live a good life.	Do the pupils recognise: The Church’s teaching on the common good and love of neighbour.	