



Nottingham Roman Catholic
Diocesan Education Service



Creation and
Covenant

Branch 1

Y6 Planning for Advent 1

Version 1: September 2026

Branch 1: Creation and Covenant

Advent Term (1) – 6 weeks

Big Question – Why have human beings not always lived as God has wanted them to, and what are the effects of this on human beings and the environment?

Age 11 Learning outcomes:

Show understanding of the literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal.

Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians, and they do not see any conflict between their faith and science.

Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.

Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.

Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with sources studied.

Understand

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

U6.1.1. Show understanding of the literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry. (RVE)

U6.1.2. Simply explain the Church's teaching on the purpose of the second Creation story and the purpose of scientific accounts, referencing *Laudato Si'* 66-67. Make links with the term 'stewardship'.

U6.1.3. Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of Creation.

U6.1.4. Explain some Christian beliefs about the Sacrament of Baptism.

U6.1.5. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and *Laudato Si'* 66.

U6.1.6. Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1-5, 16-18) and the Nicene Creed.

U6.1.7. Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science. (RVE)

Discern

D6.1.1. Articulating reasons which might lead to judgements different to their own, in response to the claim: 'belief in creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement.

D6.1.2. Expressing a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.

Respond

R6.1.1. Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. (RVE)

R6.1.2. Reflecting on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.

R6.1.3. Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God's love for all creation. (RVE)

Creation and Covenant – Year 6 (Advent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Learning Focus	HEAR / LIVE Show understanding of how the CST principle of <i>Stewardship</i> links with <i>Laudato Si</i> 66 and 67.	HEAR / BELIEVE Show understanding of the Christian belief of the first sin or ‘original sin’ by making links with the second story of Creation. (Genesis 2: 5-10, 15-23, 3:1-7, 9-13, 17-19)	HEAR / BELIEVE Show understanding of the literary forms found in the texts studied (Genesis), including the use of metaphor, symbolic language and poetry. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world. Sin also damages the sinner in himself or herself.	HEAR / BELIEVE Show some understanding of the Christian belief that in Jesus a new covenant is made and through Him, the relationship with God can be restored. Make links with the beginning of John’s Gospel. (John 1:1-5, 16-18)	BELIEVE / CELEBRATE Show some understanding of the Christian belief that in Jesus a new covenant is made and through Him, the relationship with God can be restored. Make links with the Nicene Creed Explain some Christian beliefs about the Sacrament of Baptism. <i>(This lesson may require two lessons.)</i>
Recall and Retrieval	- What do you understand by the word stewardship? - What do you already know about the Creation story?	- What do you understand by the word covenant? - Can you think of any Bible stories that include making a covenant?	Give a definition for ‘original sin’ and explain your understanding of original sin.	Use your knowledge organiser to quiz your peer on the religious vocabulary taught so far.	- What type of literary form would you describe John’s Gospel prologue to be? - Explain why.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - how the Creation story links with the CST principle of Stewardship. - that all humans are called by God to Stewardship. - that Christians believe that Christ is the redeemer of all creation. - that Pope Francis’ encyclical of <i>Laudato Si</i> invites everyone to consider how human actions are affecting the earth and the poorest people. - ways stewardship links to <i>Laudato Si</i>.	Key knowledge Pupils will know: - that the second story of Creation in Genesis teaches about the first sin; original sin’. - The Church teaches that the world is in disarray because humans choose to do evil again and again. This is called original sin.	Key knowledge Pupils will know: - the Genesis account of Creation and the Fall is not a literal scientific description. - the story of Adam and Eve explains why the world is no longer as good as it was in the beginning. (YCfk 22). - the Genesis account expresses beliefs about God, the world, and human beings.	Key knowledge Pupils will know: - that St John lets his readers know that in Jesus, nothing less than a new Creation is beginning. - that in Jesus, God restored humanity’s relationship with him.	Key knowledge Pupils will know: - that Baptism is the first Sacrament of the forgiveness of sins. - that Baptism unites Christians with Jesus Christ, who dies and rises, and strengthens the gifts of the Holy Spirit. - the symbols in the Sacrament of Baptism that point to a Christian’s new life in Christ. - the Church teaches that the Nicene Creed allows all believers to make a common statement of their faith.
Key skills/disciplinary knowledge	U6.1.2. Simply explain the Church’s teaching on the purpose of <i>Laudato Si</i> ’ 66-67. Make links with the term ‘stewardship’.	U6.1.3. - Show understanding of the Christian belief of the first sin or ‘original sin’ by making links with the second story of Creation.	U6.1.1. - Show understanding of the literary forms found in the text’s studied, including the use of metaphor, symbolic language, and poetry. U6.1.5. - Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world. Sin also damages the sinner in himself or herself.	U6.1.5. - Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of Creation and <i>Laudato Si</i> ’ 66.	U6.1.4. - Explain some Christian beliefs about the Sacrament of Baptism. U6.1.6. - Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with John (1:1-5, 16-18) and the Nicene Creed.

Creation and Covenant – Year 6 (Advent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
Main teaching activity (if the school has another short-term planning format, this does not need to be included)	- Use the Stewardship of Creation (six slides) to revisit the religious vocabulary stewardship. - Respond to the Big Question. - Complete a scripture detective activity for <i>Laudato Si</i> 66 and 67. - Simply explain the Church's teaching on the purpose of <i>Laudato Si</i> and make links with the term 'stewardship'. - Video of Father Paul Newman to listen to, which outlines the topic coverage.	- Read the scripture passages from Genesis 2:5-10, 15-23. - Read the scripture passages from Genesis 3:1-13, 17-19. https://www.youtube.com/watch?app=desktop&v=Kg2lkCxjMg8 (video to introduce the Fall). - Use a set of questions to support with a hot-seating activity. One person to be Adam, one Eve and one God. - Respond to the question: 'What is your understanding of the Christian belief of original sin?' - Check you have used the core religious vocabulary for the lesson.	- Discuss the meaning for each of the key vocabulary words. - Find an example in Genesis if possible (or another part of the Bible pupils know) of a metaphor and symbolic language. - Read page 39 (22) YouCat for Kids (or under visualiser). - Begin to create a double page spread in three parts. Title 'How does sin damage our relationship with: God, other people, the world? (Alternatively, use the suggested template for how to set the work out over the next 3 lessons). - Model an example to start the pupils off for how to complete the template.	- Read St John's Gospel passage and discuss the poetic Literary form. (John 1:1-5, 16-18) - What links are there with this passage and the second account of creation? - Continue with the double page spread. - Add to the two columns – one that says, 'links with the second account of creation' and one for 'links with <i>Laudato Si</i> 66'. - Model and example of completing the next two columns if using the template.	- Explain the significance of water, chrism oil, white garment, the Paschal Candle baptismal candle and godparents during the Sacrament of Baptism. - Read through the Nicene Creed. Find examples of how the relationship with God is restored. - Final stage of recording the information 'How can the relationship with God be restored?' Record for through Jesus, making a link with John's Gospel and the Nicene Creed.
Adaptive Teaching	- Provide a visual vocabulary card for stewardship with a simple definition, symbol, and example. - Use a scripture detective template with prompts such as 'What does this tell us about God?' and 'What does this tell us about caring for creation?' - Break the Big Question into smaller questions to support understanding and discussion. - Offer a word bank including stewardship, creation, responsibility, care, and <i>Laudato Si</i>'. - Provide sentence starters such as 'Stewardship means...' and 'We should care for creation because...'	- Provide character prompt cards for Adam, Eve, and God during the hot-seating activity. - Use a question sheet with visual cues to support responses during role play. - Offer a writing frame for the question 'What is your understanding of original sin?' - Provide a vocabulary bank. - Give sentence starters such as 'Original sin is...' and 'This happened because...'	- Provide a key vocabulary mat with definitions and examples of metaphor, symbolism, and sin. - Use a structured template with clearly labelled sections: God, Other People, and The World. - Model one completed section and leave prompts in the remaining sections. - Provide Bible examples on cards for pupils to sort before recording ideas. - Offer sentence stems such as 'Sin damages our relationship with God because...'	- Provide a comparison table with headings already completed for the two columns. - Highlight key phrases in both scripture passages to support identification of links. - Use colour-coding to match themes across John's Gospel, Genesis, and <i>Laudato Si</i>'. - Provide a bank of possible links that pupils can sort and place into the correct column. - Offer sentence starters such as 'This links to creation because...' and 'This connects with <i>Laudato Si</i>' because...'	- Provide picture cards of baptismal symbols with matching definitions before recording work. - Use a scaffolded table with headings for Symbol, Meaning, and How it brings us closer to God. - Highlight relevant sections of the Nicene Creed to reduce reading demands. - Provide a writing frame for explaining how relationships with God are restored through Jesus. - Offer sentence starters such as 'The symbol of water represents...' and 'Jesus restores our relationship with God by...'
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	Creation – the making of the world by God. Covenant – a sacred agreement between God and his people. Stewardship – caring for God's world. Laudato Si – <i>Praised be</i> - Letter from Pope Francis on caring for our common home planet Earth.	The Fall – when Adam and Eve are forced to leave the garden of Eden because they have sinned against God and disobeyed Him and brought evil into the world. Sin – making a wrong choice that is against God's law. Sin also damages the sinner. Original sin – the result of Adam and Eve disobeying God when they gave in to temptation and ate the forbidden fruit in the garden of Eden. It affects individuals by separating them from God. Catholics believe	Literary forms – how the text is structured, and a type of writing used in the Bible to express one's ideas. Metaphor – a figure of speech in the Bible that compares two different objects or things as being similar in some way. Symbolic language – a word can have a deeper, alternative meaning to represent an idea. Literal description – the meaning of the words themselves, as defined by the historical context.	Theological vocabulary – use religious subject-specific vocabulary taught so far.	Baptism – the first sacrament of initiation in to a Christian life. Through baptism, Christians are freed from sin and welcomed into the Church. Salvation – this begins with Baptism and is the process of being freed from sin. It is made possible through Jesus' life, death and resurrection. Freed from sin – Christians are made free from original sin by baptism, and through Jesus, we re-build our relationship with God.

Creation and Covenant – Year 6 (Advent 1)					
	Session 1 UNDERSTAND	Session 2 UNDERSTAND	Session 3 UNDERSTAND/DISCERN	Session 4 UNDERSTAND	Session 5 UNDERSTAND
		that they are redeemed through Jesus' sacrifice and His dying on the cross. Eden – The garden where Adam and Eve first lived in the Creation story.			
Resources	PowerPoint. Video from Father Paul (Teams). Music – Laudato Si. https://www.youtube.com/watch?v=0tCkCfyg5bU	PowerPoint. Key questions to scaffold the hot-seating activity. https://www.youtube.com/watch?app=desktop&v=Kg2lkCxjMg8 (video to introduce the Fall).	Teacher to choose whether to use a template for recording over next two lessons to whether to record directly in to books.	Teacher to choose whether to use a template for recording over the next two lessons or whether to record directly in to books.	Teacher to choose whether to use a template for recording over next two lessons to whether to record directly in to books Baptism – Use the You cat for kids pg. 110-113 for information about Baptism.
Diversity links	Worldwide links make to Stewardship and God's beautiful global world (CAFOD resources).				
Checking for understanding (summative assessment)	Do the pupils recognise: The Church's teaching on Creation, referencing <i>Laudato Si</i> 66, 67.	Do the pupils recognise: And understand of the Christian belief of the first sin.	Do the pupils recognise: - The literary forms found in the texts studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. - That the scripture's meaning goes beyond the literal.	Do the pupils recognise: The belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.	Do the pupils recognise: - The Christian belief of the first sin in the context of the Sacrament of Baptism. - The Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with sources studied.

Creation and Covenant – Year 6 (Advent 1)					
	Session 6 UNDERSTAND	Session 7 RESPOND	Session 8 RESPOND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Learning focus	LIVE Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Lemaitre).	LIVE Reflect on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God’s love for all creation. Recognise that many scientists are Christians, and they do not see any conflict between their faith and science.	LIVE Consider the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings.	ASSESSMENT (refer to assessment slides) Express a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.	CELEBRATION OF THE WORD
Recall and retrieval	What do you already know about the ‘Big Bang Theory’?	What can you recall about the Catholic scientist, Lemaitre?	(pre-teach) - What does it mean to have equality in our community? - What does it mean to treat humans with dignity?	- Apply knowledge from the unit of work into the assessed task. - Why have human beings not always lived as God has wanted them to and what are the effects of this on human beings and the environment?	Whole class quiz questions linked to the knowledge organiser.
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - that many scientists are Christians and they do not see any conflict between their faith and science. - that belief in God as source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution.	Key knowledge Pupils will know: that belief in God as source of the universe is compatible with the scientific account of the beginnings of the universe and the theory of evolution.	Key knowledge Pupils will know: - that some sin is social and embedded in social structures. - that human dignity and equality link with the protected characteristics. - that community and human dignity are Catholic social teaching principles.	Key knowledge Pupils will know: - how to express a point of view about the story of the Fall and what it says about human beings and suffering. - how to listen to others’ views and respond appropriately. - to build on what another person has said with an appropriate response. - to summarise the main points to form your own point of view.	Key knowledge: Pupils will know: how to respond prayerfully to their learning about Creation, the Fall, sin and suffering.
Key skills/disciplinary knowledge	U6.1.7. - Describe the work of a Christian or Catholic scientist who has contributed to the scientific understanding of the beginnings of the universe (e.g., Mendel, Lemaitre, Blundell), recognising that many scientists are Christians and they do not see any conflict between their faith and science.	R6.1.3. - Reflect on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God’s love for all Creation.	R6.1.1. - Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings.	D6.1.2. - Express a point of view about what the story of the Fall says about human beings and suffering giving reasons why they think this way.	R6.1.2. – Reflect on the evidence in the world that human beings have not always lived as God has wanted and the effects of this on human beings and the environment.
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included.</i>	- Video of Lemaitre who was a Catholic priest and also a scientist. https://www.youtube.com/watch?v=QZ9C2MC71GE (8 mins) - Describe the work of Lemaitre and give reasons why this Catholic scientist did not see conflict between his faith and science. - Conduct further research into Lemaitre and create a biography.	- Continue to complete the biography of Lemaitre. - Explain the Church’s teaching on science and show understanding that many scientists are Christians, and they do not see and conflict between their faith and science.	- Create a piece of artwork that represents: - Community - Human Dignity - Equality (Could use water colours or create a collage.) Look at ideas online for inspiration. - Consider what is important within your own community. Can you include that within your artwork? - How does the artwork show your community that includes equality and human dignity? - Alternatively, to a piece of artwork, some pupils may like to write a poem or create a verse for a hymn.	- In small groups, complete a ‘habits of discussion’ activity. - Record their own point of view making links to human beings and suffering. - Give reasons why they think this.	- Plan either as a class or in groups a celebration of the word for the end of the topic. Use the planning sheet. - Write a prayer relating to the Big Questions and share some of these during the celebration of the word.

Creation and Covenant – Year 6 (Advent 1)					
	Session 6 UNDERSTAND	Session 7 RESPOND	Session 8 RESPOND	Session 9 and Session 10 RECALL AND RESPOND (DISCERN AND RESPOND)	
Adaptive Teaching	- Provide a biography template with headings such as Early Life, Scientist, Priest, Achievements, and Legacy. - Use a note-taking grid/app during the video with prompts such as 'What did he discover?' and 'How did faith influence his work?'. - Provide a vocabulary bank. - Provide sentence starters such as 'Lemaître believed...' and 'He did not see a conflict because...'. - Supply key facts on information cards for pupils to use.	- Use a comparison chart with headings Science and Faith to organise ideas. - Provide a scaffolded paragraph frame for explaining the Church's teaching on science. - Give pupils key statements to sort into agree with science, agree with faith, or both before writing. - Provide sentence stems such as 'The Church teaches that...' and 'Many Christians believe...'.	- Provide a planning sheet with labelled sections for Community, Human Dignity, and Equality before pupils begin their artwork. - Use picture/Widget prompts and examples to help pupils generate ideas for symbols and imagery. - Offer a vocabulary mat explaining key concepts with simple definitions and visuals. - Provide a poem or hymn-writing frame for pupils choosing the alternative task. - Use sentence starters for reflection such as 'My artwork shows dignity by...' and 'This symbol represents...'.	- Provide a discussion scaffold with prompts such as 'I think...', 'I agree because...' and 'Another viewpoint is...'. - Use a planning grid/app to organise thoughts before recording an independent response. - Offer key vocabulary with definitions, including suffering, dignity, compassion, and community. - Provide sentence starters such as 'My opinion is...' and 'I believe this because...'. - Break the written response into smaller sections: viewpoint → reason → example.	- Provide a planning template with sections already labelled (Gather, Word, Response, Mission). - Use prayer-writing frames with prompts linked to the Big Questions. - Offer a word bank containing key religious vocabulary from the unit. - Provide examples of simple prayers to support pupils who need a model. - Use a checklist of required elements so pupils can monitor completion of their plan.
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	Evolution – the process by which living things are believed to have developed from earlier forms during the history of the earth. Conflict – a serious disagreement or argument.	Scientific understanding – it provides us with a factual understanding of our world within the subject of science.	Community – a group of people living in the same place or having the same interest in common. Human Dignity – all people hold a special value because they are a human being. All humans are made in God's image. Equality – all people are made in the image of God and have equal worth.	Suffering – a product of the Fall and a consequence of human sin against God. Point of reference: Is all suffering a product of the Fall and a consequence of human sin against God? The suffering of animals before human beings walked the earth? The suffering of ill babies? The man born blind?	
Resources	https://www.youtube.com/watch?v=QZ9C2MC71GE Youcat for Kids – pg. 33		What local concerns in the community are available to discuss? – Foodbank, homelessness, poverty, inclusive community events?	Habits of discussion cards for prompts for the discussion of roles.	Appropriate resources for the prayer table linked to the topic.
Diversity Links			Consider there might be diverse experiences from the pupils' community experiences to include within their artwork.		Worldwide and local community links for equality of all humans and the environment.
Checking for understanding (summative assessment)	Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians, and they do not see any conflict between their faith and science.	Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians, and they do not see any conflict between their faith and science.	How could our community be transformed if everyone experienced equality and human dignity?	Express a point of view, about the Fall and human beings, and suffering and give reasons why they think this.	Assess against the Big Question.