



Nottingham Roman Catholic
Diocesan Education Service



Desert to
Garden

Branch 4

Y5 Planning for Lent 2

Version 1: September 2026

Branch 4: Desert to Garden

Lent Term (2)

The Big Question: How can we live a good life, especially during the season of Lent, to ensure eternal life with Jesus in Heaven?

Understand

U5.4.1. Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.

U5.4.2. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.

U5.4.3. Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.

U5.4.4. Use specialist vocabulary to describe the word, 'conscience.' (RVE)

U5.4.5. Simply describe Catholic beliefs in the last things, death, judgement, heaven and hell.

U5.4.6. Recognise that the words of St Paul (1 Corinthians 15:1-8,20-25,54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.

U5.4.7. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.

Discern

D5.4.1. Discuss if all points of view are equally valid when thinking about conscience. For example, is it ever ok to be cruel or unkind to another person?

D5.4.2. Thinking about the temptations that Jesus faces in the wilderness, as 'what if' questions about the times they have faced temptations in their own lives.

Respond

R5.4.1. Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change (RVE)

R5.4.3. Reflecting on the meaning of what they have learned for their own lives. (RVE)

Desert to Garden – Year 5 (Lent 2)						
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
	BELIEVE/CELEBRATE	HEAR/BELIEVE	BELIEVE/LIVE	BELIEVE	BELIEVE	HEAR/BELIEVE
Learning focus	HEAR / BELIEVE To use religious vocabulary to describe what happens at the Ash Wednesday Mass and how Christians mark this day.	HEAR / BELIEVE Make links between the Ash Wednesday readings and how Christian’s act during Lent.	BELIEVE / LIVE Describe how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life. Use specialist vocabulary to describe the word, ‘conscience.’	HEAR / BELIEVE Consider how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change (RVE). Reflect on the meaning of what they have learned for their own lives (RVE).	BELIEVE / LIVE Simply describe Catholic beliefs in the last things, death, judgement, heaven and hell.	HEAR / BELIEVE Recognise that the words of St Paul (1 Corinthians 15:1-8,20-25,54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.
Recall and retrieval	What do you know already about Lent?	How long does Lent last? Where do the Ashes come from? What does the Priest say when he traces the ashes? What are Christians called to do during Lent?	What is the definition of sin? Give some examples of sin. <i>(Retrieval from Creation and Covenant – Session 7)</i>	How many 10 Commandments can you name? What is Jesus’ great commandment? What is a conscience and how does this help us?	Why does Lent last for 40 days? Why do people have ashes placed on their forehead on Ash Wednesday?	What is the definition of: • Death • Judgement • Heaven • Hell
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: • That on Ash Wednesday, Christians go to church and the priest puts ashes on their foreheads in the shape of a cross. • That ashes come from burning last year’s Palm Sunday leaves. • That during Lent, Christians reflect on their actions and say sorry for their mistakes. • That Ash Wednesday is the first day of Lent, a 40-day period.	Key knowledge Pupils will know: • That Ash Wednesday readings link to repentance and turning to prayer e.g. Joel 2:12-18, Psalm 50:3-6, 12-14, 17, 2 Cor 5:20-6, Matt 6:1-6, 16-18 • To know that prayer is turning the heart towards God. • To know that prayer is a way of sharing with God everything that is in a person’s heart, what makes them happy and what is troubling them. • To know that Christians express by prayer postures e.g. kneeling, standing, sitting, joined hands.	Key knowledge Pupils will know: • A sin is a word, deed, or intention by which a person deliberately chooses to turn away from God. • Sin separates people from love and from good. All sins are damaging but some are so deadly that break our friendship with God. • Conscience is our ‘inner voice’ that guides the choices people make. God speaks to people through their conscience.	Key knowledge Pupils will know: • Conscience is our ‘inner voice’ that guides the choices people make. God speaks to people through their conscience. • A simple examine or act of contrition. • How to examine their conscience and why this is important.	Key knowledge Pupils will know: • The last things are death, judgements, heaven, purgatory, and hell.	Key knowledge Pupils will know: • What Heaven means to Christians. • That Jesus resurrected on Easter Sunday. • The importance of the resurrection and how it gives hope for eternal life. • That because of Jesus’ resurrection, Christians can follow his path to Heaven.
Key skills/disciplinary knowledge	U5.4.1. Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions	U5.4.2. Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God’s call to return to him. Describe some ways Christians act to answer that call in Lent, including the importance of prayer.	U5.4.3. Describe how Catholics define sin, making links with the Ten Commandments and Jesus’ great commandment as guides for a good life. U5.4.4. Use specialist vocabulary to describe the word, ‘conscience.’ (RVE)	R5.4.1. Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change (RVE). R5.4.3. Reflecting on the meaning of what they have learned for their own lives (RVE).	U5.4.5. Simply describe Catholic beliefs in the last things, death, judgement, heaven and hell.	U5.4.6. Recognise that the words of St Paul (1 Corinthians 15:1-8,20-25,54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	• Share pupils’ ideals from the retrieval. • Explain that Lent is 40 days – linking to the time that Jesus spent in the wilderness. Share Matt 4: 1-11 to revisit this passage. What temptations do we face today? • Watch: https://youtu.be/mlvmyTCcXHY?si=u_zcSj-74uCm2yNvo • Create a guide for someone who has not been to an Ash Wednesday Mass before, explaining what to expect	• Teach the ‘know that’ statements for prayer • Pupils respond to these questions: • How do you pray? When do you like to pray? How do you feel when you are praying? • Share the 3 readings from the resource. Ask the pupils to highlight the key themes of: – Repentance – The importance of fasting – The importance of prayer	• What makes something good or bad? • Can anyone give an example of something they feel is wrong to do? Revisit key terms: Sin: A word, deed, or intention that turns a person away from God and good. • Conscience: Our inner voice that helps us know what’s right and wrong, helping us make decisions. • "Why do you think it’s important to understand what sin is and how conscience helps us make decisions?"	• What does it mean to have a conscience? Take pupils responses then share: our inner voice that helps us make choices; God speaks to us through our conscience. (Retrieval from previous Session.) • Introduce the ‘examination of conscience’ to reflect on our actions and see if we’ve made choices that hurt others, ourselves, or went against what we believe is right. Explain that this practice helps us to make better choices in the future and	Introduce the four main themes today: Death: • We all live our lives on Earth, but eventually, we all die. Death is when our body stops working, but our soul lives on forever. God created us, and He knows when it is time for us to return to Him." • Emphasize that death isn’t something to be afraid of, as Catholics believe in eternal life with God.	• Ask the Pupils- What is Resurrection? What does it mean for Christians? Share and expand (if needed) Resurrection means coming back to life after being dead. In Christianity, we believe that Jesus rose from the dead after He was crucified. This is the Resurrection. Through Jesus’ Resurrection, Christians believe that He opened the way to eternal life in

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	and why. Use the CORE resource sheet as a guide.	– Reconciliation (turning back to God) – Acting in humility (not for praise or acknowledgement of others.) • Create a pray, fast, give interactive poster (Found here: Look to Him and be Radiant: Lent: Pray, Fast, Give Printable to be taken home or displayed around school.	• Share the Ten Commandments and Jesus’ Great Commandment. "What do you think it means to break one of the commandments? How do we feel when we break a rule or commandment?" • Connect the discussion to sin: Explain that sin is when we choose to ignore these guidelines, turning away from what is good and loving. • Introduce the word conscience and explain it as the inner voice that helps guide choices. Divide the class into small groups and give each group a scenario involving a moral dilemma (see resources.) Lead a class discussion on different points of view about conscience and sin. Present the question: "Is it ever okay to be cruel or unkind to another person?" e.g. You get really mad at a friend and, in the heat of the moment, say something unkind. Later, you feel guilty and wonder if it was okay to say it. • Encourage the students to think about how their conscience might react in different situations. Guide them to understand that not everyone might agree on what is right, but Catholics believe conscience is a way to listen to God's guidance. Reflect on learning and respond to the following questions: - What is sin? - What do you think happens when someone chooses to ignore their conscience and does something they know is wrong? - How can following Jesus' Great Commandment ("Love your neighbour as yourself") help you make better choices in your daily life? Challenge: Give an example of a Bible story where someone did something wrong, reflected on it and changed their ways.	is something that people do, especially before confession, but it can also be done anytime. • Self-reflection – look at the tick sheet of things we have done or have not done. Play some calm music whilst the pupils reflect, reassuring them that they will not have to share it. • Ask them to record a couple of responses, using tick sheet as a guide following these prompt questions: • What are some actions I've done recently that I know were wrong? • Did I hurt myself or others? • How did I feel after making that choice? • What could I do differently next time? • How can I make up for what I've done, if necessary? • Share the act of contrition and discuss how this prayer helps us express sorrow for our actions and ask God for help to do better. End with a reflection: <i>Why is it important to examine our conscience regularly?"</i> <i>How can examining our conscience help us grow as better people?"</i> <i>How does this practice help us hear God's voice and make better choices?"</i>	Judgement: • After we die, Catholics believe that we will be judged by God. He will look at the way we lived our lives, how we treated others, and if we loved Him. This is called the 'Final Judgement.'" • It's like when your teacher gives you a report to show how well you did in school, but instead, God looks at your heart and actions. Heaven: • Heaven is a beautiful place where we live forever with God, full of peace, joy, and love. It's where we can be close to God and with the people we love." • Share the artist images of Heaven. Give pupils the chance to write words that come to mind when they look at the images and discuss any similarities between the pictures and their responses. Hell: • Hell is the opposite of heaven. It's a sad place for people who chose to live without love or care for others and God. But Catholics believe that everyone has the chance to turn to God and choose love, so Hell is for people who never wanted to be with God. • Use a simple image or concept to illustrate hell, emphasizing that it's not a scary place, but rather a place where there is sadness and separation from God. • Share the one image. • Create a watercolour image of Heaven, inspired by the artist representations. Explain your choices underneath e.g. I chose a waterfall as it is calm and peaceful. Finish with a prayer: Dear God, thank you for the gift of life. Help us to make good choices, love others, and always be close to you. We want to live in a way that will bring us to heaven one day. Amen.	heaven for everyone who believes in Him. • Share St Paul's letter and think about: Why Paul said that he did not deserve to be called an apostle. What does 'Where, Death, is your victory?' mean? What do Christians believe? • How can knowing that Jesus rose from the dead make you feel brave? How does it give you hope for the future? Pupils write their response on a post-it for display or their book. • Ask students to draw their own "path to heaven," showing how they can follow Jesus and live like Him. This could be a road, a series of steps, or a journey, with symbols of good actions like helping others, praying, and being kind. • Guidance for Drawing: Encourage students to think about ways they can live like Jesus did and show these things in their drawings.

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	BELIEVE/CELEBRATE	HEAR/BELIEVE	BELIEVE/LIVE	BELIEVE	BELIEVE	HEAR/BELIEVE
Adaptive Teaching Examples – Adapt to suit cohort	- Revisit prior learning with simple recap questions and visual prompts. - Use images to explain Lent as 40 days and retell Matthew 4:1–11 in short, supported sections. - Model modern-day temptations and create a simple class discussion before pupils design their Ash Wednesday guide using a scaffold/template with sentence starters.	- Introduce key “know that” statements using short explanations and visual prompts for prayer, fasting, giving and reconciliation. - Use paired talk to explore personal experiences of prayer with simple prompts such as “When do you pray?” and “How do you feel when you pray?” - Read the three passages aloud in short sections and support pupils to identify key ideas using highlighting or symbol coding rather than full text analysis. - Model how to spot one theme (e.g. prayer) before pupils work on identifying others. - Provide a structured “Pray, Fast, Give” poster template with icons, sentence starters and space for drawings or short captions. - Allow pupils to show understanding through drawing, discussion or simple written phrases, with adult support where needed.	- Revisit key vocabulary (sin, conscience) using simple definitions and examples to ground understanding. - Use the Ten Commandments and Great Commandment as visual prompts to support discussion about right and wrong choices. - Introduce moral dilemmas in small groups and guide pupils to discuss different viewpoints using structured sentence stems. - Model how conscience might influence decisions before pupils explore scenarios independently. - Support reflection with short written answers, drawings, or verbal responses focused on “What is sin?” and “How does conscience help us?”	Stem sentences for responses.	Consider any pupils who have suffered loss and bereavement and adapt accordingly.	- Revisit the meaning of conscience as the “inner voice” that helps guide choices, linking back to prior learning. - Introduce the Examination of Conscience as a private reflection time to think about choices and how we treat others, with clear reassurance that nothing is shared. - Offer an alternative reflective focus (e.g. “things I want to improve” or “times I have shown kindness”) for pupils who may find guilt-based reflection difficult, including those affected by loss or bereavement. Provide a calm, supported reflection environment using quiet music and a simple tick sheet with optional prompts, allowing pupils to skip any question that feels uncomfortable. - Allow recording through ticks, drawings, words or talking quietly with an adult rather than written sentences. - Introduce the Act of Contrition as a prayer of saying sorry and asking for help.
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	Lent - Lent is a special time in the Christian calendar when people prepare for Easter. It lasts for 40 days and is a time for giving up something you enjoy or doing something extra like helping others, to show love and grow closer to God. Fasting - Fasting means choosing to give up something for a short time, like food or sweets, to focus more on your faith or to show self-control. Prayer - Prayer is when you talk to God. It's a way to ask for help, say thank you, or just share your thoughts and feelings with Him.	Lent - Lent is a special time in the Christian calendar when people prepare for Easter. It lasts for 40 days and is a time for giving up something you enjoy or doing something extra like helping others, to show love and grow closer to God. Fasting - Fasting means choosing to give up something for a short time, like food or sweets, to focus more on your faith or to show self-control. Prayer - Prayer is when you talk to God. It's a way to ask for help, say thank you, or just share your thoughts and feelings with Him.	Sin - spoiling our friendship with God through our words or actions to others. Deadly sin - a deadly sin is a very serious wrong choice. These are actions that can really hurt your relationship with God and others, and they need to be fixed with help and prayer. Conscience - your conscience is like an inner voice that helps you know what is right and wrong. It's the feeling you get when you're about to make a good or bad choice.	Conscience is our ‘inner voice’ that guides the choices people make. God speaks to people through their conscience. Prayer is turning our heart towards God.	Death: Our bodies stop working, but our souls live on. Judgment: God will see how we lived and loved. Heaven: A place of joy with God forever. Hell: A sad place for those who don't want to be with God.	Ressurrection – coming back to life after being dead. Heaven: A place of joy with God forever. Hell: A sad place for those who don't want to be with God.

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	BELIEVE/CELEBRATE	HEAR/BELIEVE	BELIEVE/LIVE	BELIEVE	BELIEVE	HEAR/BELIEVE
	Almsgiving - the act of giving money, food, or other help to those in need.					
Resources	Resource sheet to structure response.	Scripture sheet. Pray, Fast, Give guide.	Moral dilemma sheet for scenarios	Examination of Conscience tick boxes Act of contrition prayer	Picture sheets Watercolour paints A5 paper	
Diversity Links	Different traditions of how the ashes are placed on the head: On Ash Wednesday, some 'trace' and some 'sprinkle' — But why? - Adoremus					
Checking for understanding (summative assessment)	Do pupils recognise how long does Lent last and where do the Ashes come from?	Do pupils recognise the key themes in Lent and what it is Christians are asked to do?	Review their reflections to ensure understanding of sin, conscience, and moral decision-making based on Catholic belief.	Do pupils recognise how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change?	Do pupils recognise the key definitions and their thoughts on how to get closer to God?	Do pupils recognise the importance of the resurrection and how it gives hope for eternal life?

Desert to Garden – Year 5 (Lent 2)				
	Session 7	Session 8	Session 9 & 10 Recall and Respond (Discern and Respond)	
	CELEBRATE/LIVE	CELEBRATE LIVE	KNOWLEDGE CAPTURE	RESPOND
Learning Focus	Know that the Rosary is a prayerful reflection on the life of Christ	Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.	Reflect on the meaning of what they have learned for their own lives. Pupils respond to their learning over this branch. How this is recoded is up to individual schools/teachers.	Celebration of the word & respond booklet.
Recall and Retrieval	- What readings are used in the Ash Wednesday Mass? - What do they help Christians reflect on?	- Why do Catholics pray the rosary? - How many mysteries of the rosary are there? - What are the names of the different mysteries?	- Share key prompt questions and ask pupils to start gathering their thoughts using talk partners. - Discuss as a class some of the key learning from the branch.	
Sequence of Knowledge throughout the Lesson	Key knowledge Pupils will know: - What a rosary is. - The prayers included in the rosary. - That it is a powerful meditation tool to visualise the life of Jesus Christ.	Key knowledge Pupils will know: - That the rosary is a powerful meditation tool to visualise the life of Jesus Christ. - Know the sorrowful mysteries of the rosary.		
Key Skills/Disciplinary Knowledge	U5.4.7. Know that the Rosary is a prayerful reflection on the life of Christ	U5.4.7. Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.	R5.4.3. Reflect on the meaning of what they have learned for their own lives.	
Main Teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- What do you know about the Rosary? What is its purpose in prayer? Record thoughts. - Explain that the Rosary is a form of prayer used by Catholics to reflect on the life of Jesus Christ and the Virgin Mary. Briefly describe the structure of the Rosary (the prayers using the PP. - Pupils colour-code a rosary to show their understanding of the structure. - Guide the pupils in a 10mins prayer section, praying together using the rosary.	- Use the sheet from the previous Session to recap the use of the Rosary. - Explain that we are going to learn what the sorrowful mysteries represent. Use the PP from Ten:Ten to go through each story. Praying the Rosary – Ten: Ten Resources Pupils make a couple of notes after each mystery on, summarising it and what it means for us. - Create a mini book or double page spread of the sorrowful mysteries (using notes from input) outlining: - The name of the mystery (and scripture reference) - A picture to illustrate what the story represents. - A short summary of the story - How we can use this as a teaching for our own life If time, end the Session with: Sorrowful Mysteries of the Rosary Kids Pray-Along	<i>Sentence prompts can include:</i> - What does Ash Wednesday remind us about the start of Lent? - Why did Jesus spend 40 days in the desert, and what does that teach us? - What happened when Jesus was tempted in the desert, and what can we learn from that? - What is a sin, and why do some sins separate us from God? - What is conscience, and how can it help us make good choices? - Why is the Resurrection of Jesus important for Christians? - What do Christians mean by death, judgement, heaven, and hell? - What are the Sorrowful Mysteries of the Rosary, and why do we pray about them? - Why do we pray, and what are some ways we show respect to God when we pray? - How does fasting during Lent help us grow closer to God?	Recall: ➤ How can Jesus’ greatest commandment and the Beatitudes be used as rules for living our own life? ➤ Identify the links between the Beatitudes and the Ten Commandments. How are they similar? How are they different? ➤ Can you give reasons why Jesus told the parable of the Good Samaritan? ➤ Explain why the theological virtues of faith, hope and love help to follow Jesus’ greatest commandment. ➤ Can you explain what the disciples saw at The Transfiguration? ➤ What do you understand about the appearance of Elijah and Moses at The Transfiguration? ➤ Explain why St Thomas Aquinas called The Our Father the perfect prayer.
Adaptive teaching examples – Adapt to suit cohort	- Begin by gathering pupils’ prior knowledge of the Rosary and recording key ideas as a class. - Explain the Rosary as a prayer used by Catholics to reflect on the lives of Jesus and Mary, using simple visuals to show structure. - Provide a colour-coded rosary diagram for pupils to label or match with the correct prayers to support understanding. - Lead a short, guided group prayer using the Rosary, with clear pauses and modelling of each step to support participation.	- Recap the structure of the Rosary using the previous session’s sheet and revisit how Catholics use it in prayer. - Introduce the Sorrowful Mysteries using clear visuals and short explanations of each event in Jesus’ Passion, pausing for brief notetaking after each one. - Model how to summarise one mystery before pupils begin their own mini book or double page spread. - Provide a structured template with headings (name, scripture, picture, summary, meaning for life) to support organisation and understanding.	- Provide each prompt as a visual card or worksheet with key vocabulary highlighted to support understanding. - Model how to answer one prompt together using a simple structured response before independent work. - Allow pupils to respond in different ways (short sentences, bullet points, drawings, or adult scribing) depending on need. - Use paired talk first so pupils can rehearse ideas before recording. - Offer sentence starters such as “Christians believe...”, “This reminds us that...”, or “It is important because...”.	- 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.

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	CELEBRATE/LIVE	CELEBRATE LIVE	KNOWLEDGE CAPTURE	RESPOND
		Support pupils to respond through drawings, short captions, or bullet points, depending on ability and need.		
Challenge	(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	Prayer - when you talk to God. It’s a way to ask for help, say thank you, or just share your thoughts and feelings with Him. The Rosary - a Catholic prayer that involves the repetition of prayers and meditation on key events in the lives of Jesus Christ and the Virgin Mary. It helps the faithful deepen their connection with Christ through reflection on His life, death, and resurrection.	Prayer - when you talk to God. It’s a way to ask for help, say thank you, or just share your thoughts and feelings with Him. The Rosary - a Catholic prayer that involves the repetition of prayers and meditation on key events in the lives of Jesus Christ and the Virgin Mary. It helps the faithful deepen their connection with Christ through reflection on His life, death, and resurrection.	- Ash Wednesday - Lent - sin - deadly sin - fasting - prayer - conscience - death - judgement - heaven - hell	Plan a COTW based on your school’s agreed format.
Resources	The Seven Corporal Acts of Mercy https://www.lancaster-diocese-education.org.uk/app/uploads/2015/03/The-Corporal-Works-of-Mercy-Project.pdf	Further links to some of the following; - St Damien of Molokai - Ruth Pfau - National Justice and Peace - CAFOD.		
Diversity Links		Universal church links		
Checking for understanding (summative assessment)	Do pupils recognise that Lent is a time to live out the works of mercy?	Do pupils recognise how the life and work of a person or organisation (historical or contemporary) live out the works of mercy and/or the love for those oppressed by poverty?	Do the pupils recognise that for Christians, Lent is a time when they need to reflect upon something to change about themselves, to be better people?	