



Nottingham Roman Catholic
Diocesan Education Service



Desert to
Garden

Branch 4

Y6 Planning for Lent 2

Version 1: September 2026

Branch 4: Desert to Garden
Lent Term (2)

The Big Question: How do the events of Holy week shape my life?

Understand

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

- U6.4.1.** Show an understanding of the account of Holy Week in the gospel of John.
- U6.4.2.** Show knowledge and understanding of how one of the texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed.
- U6.4.3.** Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Jesus' actions.
- U6.4.4.** Describe ways Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.
- U6.4.6.** Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.

Discern

- D6.4.1.** Considering the statement 'Jesus had a fair trial', compare and contrast different points of view about this statement drawing on John's gospel as a source of evidence.
- D6.4.2.** Exploring how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expressions and linking these with a scriptural passage studied.

Respond

- R6.4.1.** Prayerfully reflect on what Jesus teaches about true discipleship.
- R6.4.2.** Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation. (RVE)
- R6.4.3.** Reflecting on Lent as a time to begin this transformation.

Desert to Garden – Year 6 (Lent 2)						
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
	RESPOND	UNDERSTAND	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	UNDERSTAND
Learning focus	HEAR/BELIEVE Show understanding of how Jesus shows his love for all people. (Jn 13:33-38)	HEAR Show understanding of why Mary anointed Jesus' feet at Bethany. (Jn 12:1-11)	HEAR/BELIEVE Show understanding of why Jesus washes his disciples' feet. (Jn 13:1-17)	BELIEVE/LIVE Encounter some artistic representations of the Holy Week from the gospel of John.	HEAR Show understanding of the account of the arrest of Jesus (Jn 18:1-11) and the account of Jesus before Pilate. (Jn 18:28-40, 19:4-6)	HEAR/BELIEVE Show understanding of the account of The Passion of Jesus.
Recall and retrieval	What is Jesus' greatest commandment? Why do Christians celebrate Lent?	Who was Lazarus of Bethany? Can you retell this bible story?	Retell what happens at the start of the Easter triduum.	Retell what happens at Mass on Holy Thursday. Recall Jesus' greatest commandment.	Recall the events of Palm Sunday and describe why Jesus was unhappy when he arrived (link to the deeper meaning that Jesus knew his death would soon occur.)	(Retrieve from the previous RED topic), which other woman had an impact in Salvation history.
Sequence of knowledge throughout the lesson	R6.4.2. Consider how love of neighbour could transform their life and the lives of the communities they are part of. Describe the actions they could take to begin this transformation. R6.4.3. Reflect on Lent as a time to begin this transformation.	U6.4.2. Show knowledge and understanding of how one of the texts reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed.	U6.4.3. Make links between the account of Jesus' washing his disciples' feet, what happens at Mass on Holy Thursday, and Christian beliefs about Holy Thursday.	U6.4.4. Describe ways Jesus shows his love for all people by his actions on Holy Thursday. D6.4.2. Exploring how they and others interpret their own and the maker's meaning, in response to a variety of creative and artistic expressions and linking these with a scriptural passage studied.	U6.4.4. Describe ways Jesus shows his love for all people by his actions on Maundy Thursday through to Good Friday.	U6.4.4. Describe ways Jesus shows his love for all people by his actions on Good Friday.
Key skills/disciplinary knowledge	Key knowledge Pupils will know: That Jesus shows his love for all people. (Jn 13:33-38)	Key knowledge Pupils will know: - That Mary anointed Jesus' feet at Bethany and that this action reveals a deeper meaning about Jesus as the Messiah. - About the belief this reveals about Jesus as the Messiah.	Key knowledge Pupils will know: - That at the Last Supper Jesus showed his love by washing his disciples' feet. - Of the links between the account of Jesus' washing the disciples' feet with what happens at Mass on Holy Thursday.	Key knowledge: Pupils will know: - That there are different artistic representations for Holy Week and 'The washing of feet'. - That <i>Sieger Koder</i> created artistic representations for Holy Week.	Key knowledge Pupils will know: - That Jesus was arrested by the soldiers after being betrayed by Judas. - That Jesus' actions before Pilate were because he was showing his love for all people.	Key knowledge Pupils will know: - That Jesus showed his love by dying on the cross. - That on the cross Jesus took the guilt and pain of the whole world to bring the world back home to God's perfect love (see article 4 Apostles' Creed)
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- Read the scripture passage. - Discuss what Jesus told his disciples they needed to do so that all people would know they were his disciples. - Pupils plan and lead a celebration of the word to mark the start of Lent. This scripture is to be used for the Celebration of the word. - Pupils to reflect on how they could transform their lives within their own community – what actions could you take? - Write how they are going to try and bring this transformation during Lent as part of the Mission. - The Mission leaves to create a Lenten tree display.	- Read the bible story together. (Jn 12:1-11) - Turn and Talk – why did Mary anoint Jesus' feet? - Complete a scripture detective task for this scripture. - Explain where in the scripture deeper meaning is revealed about Jesus as the Messiah.	- Give out the bibles and read the bible story (Jn 13:1-17). - Put pupil in groups of 6 where they are to create a drama (Jesus, and disciples). - During the drama, complete freeze frame, asking questions such as 'How do you feel having Jesus wash your feet?' - Pupils record in their book what their response to the questions was.	- Read the bible stories for the washing of the feet (Jn 13:1–15) and the last supper. (Matthew 26:17–29) - Make sure you have both paintings printed for the pupils to use in their books. - Show the video, pausing at each point to discuss and allow the pupils to write around the painting stuck into their books.(If you have a copy of the recommended book below, make reference to prayer and meditation at the pause points. End with a Visio Divina (Encountering prayer through religious art) around <i>Sieger Koder</i> using Tom Baptist resources.	- Read the Bible stories Jn 18:1-11 and Jn 18:28-40, 19:4-6. Discuss these as a class. - Introduce the website: https://info.thecrossingchurch.com/blog/what-happened-on-good-friday-a-timeline-of-jesus-crucifixion and discuss the times not being exact due to people not having watches, so in scripture, there are reckoned to be about twelve hours of daylight (John 11:9). So when the gospel writers refer to the third hour or the sixth hour of the day, they mean the third or sixth hour after sunrise. Explain we are going to create a timeline together as a class of the events of Maundy Thursday through to Good Friday.	- Read through John 19. - Continue with the last from the previous session

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	RESPOND	UNDERSTAND	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	UNDERSTAND
Adaptive Teaching Examples – Adapt to suit cohort	- Read the scripture passage together and clarify key vocabulary to support understanding. - Guide a discussion on what Jesus asks his disciples to do, using simple prompts and paired talk. - Model what a Celebration of the word looks like before pupils help plan their own for Lent. - Support planning with a structured outline (opening, reading, reflection, action, prayer) to reduce cognitive load. - Encourage pupils to identify simple personal ‘mission actions’ for Lent using sentence stems such as ‘During Lent I will...’. - Allow pupils to record ideas in short sentences, bullet points, or visual formats for the Lenten tree display.	- Read the scripture together in short sections, pausing to explain key vocabulary and context. - Use ‘turn and talk’ to discuss Mary’s actions and encourage pupils to give simple reasons using sentence stems. - Provide a structured scripture detective sheet to help pupils identify key moments and meanings in the passage. - Model how to find and explain one example of deeper meaning about Jesus as the Messiah before pupils complete their own responses.	- Read the scripture together using Bibles, with pauses to explain key actions and meaning. - Model one short drama moment before pupils begin in groups, clarifying roles (Jesus and disciples). - Support groups to create simple freeze frames focusing on key moments rather than full performance. - Use guided teacher questioning during freeze frames to prompt reflection on feelings and meaning. - Allow pupils to record responses using sentence stems, drawings, or short captions, and include a photo of their freeze frame in their books.	Have the main points of what you expect them to include written down prior to the Session or structure their notes with subheading/sentence openers, so they just add to them	- Read both Gospel accounts together in short sections, pausing to explain key events and meanings. - Use printed paintings in books as a visual anchor and model how to annotate one example before pupils begin. - Show the video in short pauses, guiding pupils to add simple notes, labels or reflections around the images. - Support pupils to focus on key ideas (service, sacrifice, remembrance) using sentence stems and prompts. - End with a guided Visio Divina prayer experience using structured steps (look, reflect, respond, pray) supported by teacher modelling.	- Read selected sections of John 19 together in manageable chunks, pausing to explain key vocabulary and events. - Build on previous learning by linking this passage to the Last Supper and Washing of the Feet, helping pupils see the wider Passion narrative. - Use simple guided discussion prompts to support understanding of Jesus’ suffering and what Christians believe it means. - Allow pupils to respond through short written notes, drawing, or structured sentence stems such as ‘This shows...’ or ‘Christians believe...’
Go Deeper	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below:) 📖 Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 💡 Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. ✚ How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 👤 How can you live this out? → What would this look like in your life, at school or at home? ❤️ What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. ❓ What question does this learning make you ask? → A “wonder” question about God, Jesus, or faith. 🙏 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	Farewell discourse – Jesus explains the significance of his death and departure to the disciples before the events happen.	Bethany – the place where Lazarus was from (see the map). Anoint - rubbing precious oil on someone. Jesus links the anointing with his preparation for burial.	Holy Thursday – also known as Maundy Thursday.	Holy Week – The week before Easter Sunday, beginning with Palm Sunday. It ends on Holy Saturday. Artistic representation – a piece of artwork that shows and portrays something or someone.	Pontius Pilate – The Roman procurator of Judea who ordered that Jesus be crucified. Palm Sunday – The final Sunday of Lent. It is the beginning of Holy Week and celebrates the triumphant arrival of Jesus in Jerusalem, days before he was crucified.	Crucifixion – This is how Jesus died. He was nailed to a wooden cross and left to die.
Resources	- John 13:33-38 https://www.youtube.com/watch?v=aqM2Ujl7Aas Resources for planning a Celebration of the word Green pre-cut leaves for Mission	- Bibles (Jn 12:1-11) - PowerPoint	- Bibles (Jn 13:1-17) - PowerPoint	- Bibles (Jn 13:1-17) - PowerPoint https://www.youtube.com/watch?v=PxlsUjywsWY Book recommendation – If you have a copy of the book, opportunities to include prayer and meditation at the pause points.	https://info.thecrossingchurch.com/blog/what-happened-on-good-friday-a-timeline-of-jesus-crucifixion - A chart printed like the example from the powerpoint	https://info.thecrossingchurch.com/blog/what-happened-on-good-friday-a-timeline-of-jesus-crucifixion - A chart printed like the example from the powerpoint
Diversity Links						

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	RESPOND	UNDERSTAND	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	UNDERSTAND/DISCERN	UNDERSTAND
Checking for understanding (summative assessment)	Do pupils recognise the Christian belief that Jesus shows his love for all people by his actions?	Do pupils recognise how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed?	Do pupils recognise how texts reveal deeper meanings about Jesus as Messiah and the beliefs revealed, e.g., the Magnificat, or Jesus washes his disciples’ feet?	Do pupils recognise how texts reveal deeper meanings about Jesus as Messiah the beliefs revealed, e.g., the Magnificat, or Jesus washes his disciples’ feet?	Do pupils recognise the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday?	Do pupils recognise the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday?

Desert to Garden – Year 6 (Lent 2)				
	Session 7	Session 8	Session 9 UNDERSTAND/DISCERN Session 10 RESPOND	
	UNDERSTAND	UNDERSTAND		
Learning Focus	CELEBRATE The Stations of the Cross are a prayerful reflection on Christ's journey to the cross.	LIVE Explore different representations of the Stations of the Cross in different places in the world – the high stations in Lourdes.	ASSESSED FOCUS Consider the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence.	Prayerfully reflect on what Jesus teaches about true discipleship.
Recall and Retrieval	Stations of the Cross 'quiz' – How many Stations are there? – Who helps Jesus with the Cross? -What does Jesus do three times? (Teachers to include other relevant questions.)	How many Stations are there? – Who helps Jesus with the Cross? -What does Jesus do three times? (Teachers to include other relevant questions.)		
Sequence of Knowledge throughout the Lesson	Key knowledge Pupils will know: That the Stations of the Cross are prayed by Christians around the world and model the Via Dolorosa in Jerusalem.	Key knowledge Pupils will know: Of different representations of the Stations of the Cross in different places in the world.	Key knowledge Pupils will know: And show an understanding of the account of Holy Week in the gospel of John.	Key knowledge Pupils will know: - What is meant by the word <i>discipleship</i>. - How Jesus teaches about true discipleship.
Key Skills/Disciplinatory Knowledge	U6.4.6. Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the Cross.	U6.4.6. Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the Cross.	U6.4.1. Show an understanding of the account of Holy Week in the gospel of John. D6.4.1. Consider the statement 'Jesus had a fair trial', comparing and contrasting different points of view about this statement drawing on John's gospel as a source of evidence.	R6.4.1. Prayerfully reflect on what Jesus teaches about true discipleship.
Main Teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- Complete the Stations of the cross around school, invite pupils to read the different parts of the stations of the cross - Take photos of the journey around the stations of the cross https://www.viadolorosa.org/en/pupils-way-of-the-cross/ encourage the pupils to create their own station	https://www.lourdes-france.com/en/day-pilgrims/the-stations-of-the-cross/ - Use the link above to allow the pupils to explore the Stations of the Cross in Lourdes. - Either watch the video, join the live link and allow pupils to explore what each station in Lourdes looks like. - Teacher to distribute high quality images of different Stations from Lourdes and stick this in their RE book. - Display the 'Questions about the Station' and answer these in their book.	- Start with a boxing up task (planning sheet – Outline of each paragraph to include: - Introduction - Perspective of Pontius Pilate - Perspective of the crowd - Perspective of Religious leaders - Perspective of Jesus (with a view of the fulfilment of the prophecy) - Perspective of the Disciples, Mary his Mother and Judas. - Concluding statement Record in a format of choice.	- Reflect back on their assessed task and the actions of the Disciples and the people who were there during each Station that helped Jesus along the way. - Reflect on the characteristics of the people who helped Jesus and lived out their Discipleship. - Write a prayer asking for the characteristics of those who showed true discipleship to allow them to encounter Jesus.
Adaptive teaching examples – Adapt to suit cohort	- Walk the Stations of the Cross around school, using simple readings and supporting pupils to take turns reading aloud where appropriate. - Pause at each station to briefly explain the event and guide pupils to reflect using simple prompts (e.g. 'What do you notice?', 'How might Jesus feel?'). - Take photos at each station to support later recall and reflection in books or displays. - Use a structured template for pupils to create their own station, drawing or writing a short reflection inspired by the Pupils' Way of the Cross.	- Use guided viewing of the Lourdes Stations (video/live/images), pausing at key moments to explain what is happening in each station. - Provide pupils with high-quality printed images to stick in books as a visual reference point for learning. - Model how to answer one 'Questions about the Station' prompt before pupils complete their own responses. - Support responses with sentence stems such as 'This station shows...', 'I notice...', or 'Christians believe this means...'	- Begin with a structured 'boxing up' planning sheet to support organisation of ideas and reduce cognitive load. - Model how to complete one section (e.g. Pontius Pilate) before pupils begin independent planning. - Support pupils to identify key perspectives (crowd, religious leaders, Jesus, disciples, Mary, Judas) using prompts and key vocabulary. - Encourage use of sentence stems and word banks linked to prior learning to support writing accuracy. - Pupils complete their assessed written task using their plan, focusing on clear paragraphs and simple explanation of each perspective.	- 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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	UNDERSTAND	UNDERSTAND		
Challenge	(Teacher to encourage pupils to select an option from the Go Deeper suggestions below:) 📖 Can you link your learning to a story or teaching from the Bible? → Name a story, parable, miracle, or teaching of Jesus. 💡 Can you explain why this is important? → Tell me more, give a reason, or explain your thinking. ✚ How does this link to what Christians believe or do? → Beliefs, Prayers, Sacraments, or Church seasons. 👤 How can you live this out? → What would this look like in your life, at school or at home? ❤️ What does this teach us about how to treat others? → Kindness, forgiveness, respect, fairness, love. ❓ What question does this learning make you ask? → A ‘wonder’ question about God, Jesus, or faith. 🍌 Which Catholic Social Teaching principle does this link to and why?			
Key Vocabulary and Definition	Stations of the Cross – 14 Stations that show Jesus’ passion and death on the cross. Each Station shows a moment on his journey to Calvary. Via Dolorosa – This is Latin for ‘Way of Suffering’. It represents the path that Jesus took on his journey with the Cross to Calvary.	Stations of the Cross – 14 Stations that show Jesus’ passion and death on the cross. Each Station shows a moment on his journey to Calvary.		Discipleship – the process of someone following and becoming more like Jesus in all their actions.
Resources	https://www.thecatholickid.com/stations-of-the-cross-the-way-of-the-cross-via-dolorosa-cnt-mls/ Either use the information for the Stations from these weblinks or order free Stations of the Cross resource cards from the CAFOD website. https://www.catholicnh.org/assets/Documents/Worship/Our-Faith/Lent/Stations-of-the-Cross.pdf	https://www.lourdes-france.com/en/day-pilgrims/the-stations-of-the-cross/ https://www.youtube.com/watch?v=Cz6S4CAhQRU		
Diversity Links				
Checking for understanding (summative assessment)	Do pupils recognise links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ’s journey to the cross?	Do pupils recognise links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ’s journey to the cross?	Do pupils recognise how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed?	Do pupils recognise how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed?