



Nottingham Roman Catholic
Diocesan Education Service



Galilee to
Jerusalem

Branch 3

Y6 Planning for Lent 1

Version 1: September 2026

Branch 3: Galilee to Jerusalem

Lent Term (1)

Big Question: Why are the Sacraments described as '*meeting points where God himself is present.*'

Understand

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

- U6.3.1.** Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. (RVE)
- U6.3.2.** Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus, including some of the sacraments, and how these reveal he is truly God and truly human.
- U6.3.3.** Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.
- U6.3.4.** Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.
- U6.3.5.** Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.
- U6.3.6.** Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.

Discern

By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:

- D5.3.1.** Giving reasons why the Church teaches sacraments are 'meeting points where God himself is present' (YCfK 64). Discuss why others might disagree.
- D5.3.2.** Looking at different artistic representations of at least one of the signs in St John's gospel and discussing the artists' use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view. (RVE)

Respond

During this unit of study, pupils will be invited to respond to their learning, for example by:

- R5.3.1.** Reflecting on how the seven signs in John's gospel speak to them literally and spiritually.
- R5.3.2.** Considering how stories from scripture speak to people in different ways. (RVE)

Galilee to Jerusalem – Year 6 (Lent 1)						
	Session 1 UNDERSTAND/DISCERN	Session 2 UNDERSTAND/RESPOND	Session 3 UNDERSTAND	Session 4 UNDERSTAND/DISCERN	Session 5 UNDERSTAND/DISCERN	Session 6 UNDERSTAND
Learning Focus	HEAR / BELIEVE / CELEBRATE Express a point of view and give your preference for different artistic representations.	HEAR / BELIEVE Use specialist vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus.	HEAR / BELIEVE Use specialist religious vocabulary to make links between one of the 'I am' statements and The Raising of Lazarus' (Jn 11:1-57)	HEAR / CELEBRATE Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus. (I am the Bread of Life)	CELEBRATE Recognise different representations in art or music of one of the signs from St John's gospel	HEAR / BELIEVE Know that the sacraments are meeting points with God and that they bring people into a closer relationship with God and the community of the church.
Recall and Retrieval	What can you recall about original sin?	How does original sin affect our relationship with God?	Give evidence that shows the wedding at Cana or the Feeding of the 5,000 links with the Eucharist.	- Can you recall the 7 Sacraments? - What do you already know about the Sacraments?	- What is the purpose of the Sacraments? - Why do Catholics receive them?	What do you understand about the Christian belief of the first sin in the context of the Sacrament of Baptism?
Sequence of knowledge throughout the lesson	Key knowledge Pupils will know: - The bible story of The Wedding at Cana. - Mary prays and asks Jesus for help at Cana. - The bible story of Feeding the 5,000. - Two pieces of religious artwork: one by Jen Norton and one Jesus Mafa that represents one of the signs from St John's gospel. - How to express a point of view or a preference for a piece of religious artwork. - How to support their preference for a piece of artwork with reasons.	Key knowledge Pupils will know: - The miracle of Healing the official's son (John 4:46-54) - The miracle of the Healing the man at Bethesda (John 5:1-47) - The miracle of the Healing the blind man (John 9:1-41) - The miracle of Jesus walks on water. - That scripture is understood literally and spiritually.	Key knowledge Pupils will know: - God inspired the authors of sacred scripture. - Jesus is the way to eternal life. - Jesus raises Lazarus from the dead. - The events of Holy Week that follow.	Key knowledge Pupils will know: A piece of religious artwork by Jen Norton that represents one of the 'I am' statements from St John's gospel.	Key knowledge Pupils will know: - A musical representation for one of the 'I am' statements '<i>I am the Bread of Life</i>'. - How to encounter Jesus through prayer through Visio Divina.	Key knowledge Pupils will know: - The seven sacraments of the Catholic faith. - The purpose of each sacrament in the life of the Catholic Church. - The purpose of sacraments is to help people grow more like Jesus, and through Him become more like Jesus, and through Him become more like pupils of God. - The sacraments of initiation are baptism, confirmation and Eucharist. - The sacraments of healing are penance/reconciliation and anointing of the sick. - The sacraments in service to Holy Communion are marriage and Holy Orders.
Key skills/disciplinary knowledge	U6.3.1. Show understanding of the scripture passages studied identifying authorial intention, recognising that the scripture speaks to people literally and carries a deeper spiritual meaning. D6.3.2. Looking at different artistic representations and discussing the artists' use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view.	U6.3.1. Recognise that the scripture speaks to people literally and carries a deeper spiritual meaning. U6.3.2. Use specialist theological vocabulary to make links between each of the miraculous signs and Christian beliefs about Jesus. R6.3.2. Consider how stories from scripture speak to people in different ways.	U6.3.3. Use specialist religious vocabulary to make links between one of the 'I am' statements and Christian beliefs about Jesus.	D6.3.2. Look at different artistic representations and discuss the artists' use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view.	D6.3.2. Look at different artistic representations and discuss the artists' use of symbolic representation, expressing and sharing a personal preference, giving reasons for their choice and listen to contrary points of view.	U6.3.4. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church.

Galilee to Jerusalem – Year 6 (Lent 1)						
	Session 1 UNDERSTAND/DISCERN	Session 2 UNDERSTAND/RESPOND	Session 3 UNDERSTAND	Session 4 UNDERSTAND/DISCERN	Session 5 UNDERSTAND/DISCERN	Session 6 UNDERSTAND
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included</i>	- Look at the artwork of The Wedding at Cana and Feeding the 5,000. - Share-read the story from the bible (Jn 2:1-12). - Discuss the artists use of symbolic representation (set of questions to use for discussion) - Express and share a personal preference giving reasons for their choices.	- Explain to the class that the scripture speaks to people literally and carries a deeper spiritual meaning. - Divide the class in to four groups. - Give each group the scripture quote, statement from the RED (p. 174). - Each group needs to prove the statement is correct using your bible and your knowledge. - Record on the A3 sheet and write their evidence around the statement. - Each group to feedback to the class. - Stick in a pic collage of all four pieces of evidence in RE books. - Pupils write what they learned about all four statements and bible stories.	- Share read as a class the bible story of Lazarus (Jn 11:1-57). - Pupils to begin with a short task to ensure that they understand the story, for example: order key parts of the story, retell the story in 50 words etc. - Get pupils to continue reading Bible- challenge them to summaries the events that followed and discuss as a class- get class to edit their ideas as you discuss. - Share with the pupils the line 'I am the resurrection' get them to discuss how this story links to Jesus being the resurrection, what do they think this means?	- Read John 6: 25- 59, get the pupils to focus on the most powerful line within the reading- take answers and discuss - Discuss the line "I am the bread of life. Whoever comes to me will never go hungry, and whoever believes in me will never be thirsty." Explore what is meant by this. - Share the Jen Norton artwork that represents the I am statement- explore the various I am statements - Pupils are going to create their own piece of poetry based on the I am statements about what they believe Jesus is	- Trust Music to lead a session, singing the hymn 'Bread of life' before learning about the origins and unpicking the meaning behind the words. - Leave 15 minutes at the end of the Session to engage the pupils in a Vision Divina prayer session.	Double-page spread about the Sacraments. Depending on the ability and interests of the class this could be a research Session, or a chunked session where the teacher uses the slides, to teach then the pupils complete a section of writing about the sacrament under given subheadings.
Adaptive teaching examples – Adapt to suit cohort	- Use clear, high-quality images of both artworks and guide pupils to notice key details using simple prompts (e.g. 'What do you see first?', 'What is happening?'). - Share-read the Gospel story in short sections, pausing to explain key vocabulary and check understanding. - Use structured discussion questions with sentence stems (e.g. 'I think this shows...', 'The symbol means...') to support interpretation of symbolic elements. - Encourage pupils to express personal preference through discussion, pointing, drawing or simple justification rather than extended writing.	- Introduce the idea of literal and deeper (spiritual) meaning using simple examples and visual prompts. - Model one scripture example together, showing how to find evidence in the Bible step by step. - Provide structured A3 sheets with sentence starters and key prompts to guide evidence gathering. - Break instructions into clear stages and check understanding before group work begins. - Support group discussion with assigned roles (reader, finder, recorder) to ensure participation. - Allow pupils to record evidence using bullet points, drawings, or key words rather than extended writing. - Use paired talk and teacher modelling to support explanation before feedback to the class.	- Share-read the story in short sections, pausing regularly to explain key vocabulary and check understanding. - Support comprehension using sequencing cards or a visual timeline of key events before any written task. - Provide a simple scaffold for retelling (e.g. beginning / middle / end) or a word bank for a short summary. - Encourage paired discussion before class feedback so pupils can refine ideas together. - Model how to link the story to the idea 'I am the resurrection' using simple explanation and visual prompts.	Pupils to be given sentence starters to complete- they could have pictures or Jesus in different scenarios to help their ideas.	- Use the hymn as a shared listening and singing experience first, focusing on enjoyment and participation before analysis. - Introduce key words from the lyrics using simple explanations and visual prompts to support understanding of meaning. - Model how one line of the hymn links to Christian belief before pupils begin discussing other lines. - Provide sentence stems such as 'This line means...' or 'Christians believe this because...' to support talk and reflection. - For Visio Divina, guide pupils step-by-step with clear pauses for looking, thinking, feeling and responding, allowing answers through drawing, talking or silence as appropriate.	- Begin with clear, simple explanations of what sacraments are, supported by images and key vocabulary. - Introduce each sacrament in small chunks, checking understanding before moving on. - Provide a structured double-page template with pre-set subheadings and visual cues to reduce cognitive load. - Model one section of the spread together before pupils begin independent work. - Offer word banks, sentence stems and picture prompts to support writing or allow responses through drawing and labelling where needed.
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					

Galilee to Jerusalem – Year 6 (Lent 1)						
	Session 1 UNDERSTAND/DISCERN	Session 2 UNDERSTAND/RESPOND	Session 3 UNDERSTAND	Session 4 UNDERSTAND/DISCERN	Session 5 UNDERSTAND/DISCERN	Session 6 UNDERSTAND
Key Vocabulary and Definition	Cana – the place where the bible story <i>The Wedding at Cana</i> is set. This is in lower Galilee, North Israel. Personal preference – your preferred choice. Symbolic representation – the use of symbols to get your ideas across to others.	Healing – to make something or someone better again. Scripture – sacred writings. Theological vocabulary – the specialist words used to describe God and religious topics.	Religious vocabulary – words that are used to describe religious ideas.	Lazarus – was brought back to life from the dead by Jesus. This demonstrates God's glory and the power of the resurrection. Visio Divina – We can encounter and connect to God in prayer through art.	Personal preference – your preferred choice. Symbolic representation – the use of symbols to get your ideas across to others. Artistic representation – the use of art to get across the artistic's ideas, emotions and point of view. It can be a painting, sculpture or digital art. Visio Divina – we connect to God in prayer through art.	Sacraments – seven meeting points with God celebrated in the Catholic Church.
Resources	Jen Norton artwork – The Wedding at Cana Jesus Mafa – Feeding the 5,000. PowerPoint <i>The Wedding at Cana</i> (John 2:1-12) and <i>Feeding the 5,000</i> (John 6:1-4).	A3 paper and pens Bibles PowerPoint				
Diversity Links	Diversity in religious artwork - Jesus Mafa					
Checking for Understanding (summative assessment)	Do pupils recognise literary forms and authorial intention and begin to recognise the historical context of the intended audience and the ways in which the interpretation of scripture may change over time?	Do pupils recognise that the scripture's meaning goes beyond the literal?	Do pupils recognise that the scripture's meaning goes beyond the literal?	Do pupils recognise links between one of the 'I am' statements and Christian beliefs about Jesus. (I am the Bread of Life)?	Do pupils recognise and understand the Christian belief of the first sin in the context of the Sacrament of Baptism?	Do pupil recognise the seven sacraments of the Catholic faith and are able to explain the purpose of each sacrament in the life of the Catholic Church?

Galilee to Jerusalem – Year 6 (Lent 1)				
	Session 7	Session 8	Session 9 and Session 10 DISCERN/RESPOND (DISCERN AND RESPOND)	
	UNDERSTAND	UNDERSTAND	DISCERN/RESPOND	RESPOND
Learning Focus	LIVE Recognise how the sacraments are celebrated in their local parish community and how these form part of the life of the local church.	LIVE Recognise how the sacraments are celebrated in their local parish community and how these form part of the life of the local church.	CELEBRATE Assessment – Knowledge capture RESPOND BOOKLET Celebration of the Word	
Recall and Retrieval	Explain what is meant by the Matthean infancy narrative- what was this about?	What are the seven sacraments? What extra detail can you remember about the sacraments	Refer to assessment slide	
Sequence of Knowledge throughout the Lesson	Key knowledge Pupils will know: - That the sacraments engage all the senses, not just intellect. - That the sacraments are earthly signs of the presence of God, especially in the Eucharist. - That the sacraments are meeting points with God that bring people into a closer relationship with God and the community of the Church. - The sacraments are holy, visible signs of God’s presence and action in the life of a Catholic. That through the sacraments, Catholics experience the ‘healing, forgiving, nourishing, strengthening, presence of God that enables them to love in turn’.	Key knowledge Pupils will know: - How sacraments are celebrated in their local parish community. - How the sacraments form part of the life of the local Church. - How their local parish community (Parish priest and laity) hand on the teaching of Jesus.		
Key Skills/Disciplinary Knowledge	U6.3.5. Explain the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.	U6.3.6. Describe some ways their local parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons for this.	D6.3.1. Giving reasons why the Church teaches sacraments are ‘meeting points where God himself is present’ (YCfK 64). Discuss why others might disagree.	R6.3.2. Reflecting on how the seven signs in John’s gospel speak to them literally and spiritually.
Main teaching activity <i>If the school has another short-term planning format, this does not need to be included.</i>	- If you have a good link with your parish, you can invite the parish priest, deacon or lay person to the Session to share their role in administering the sacraments and sacramental preparation. - Find out if Bishop Patrick is available to provide a short video to explain why the bishop administers Confirmation.	- Pupils to bring in photographs from home of them taking part in a sacrament. - Ask which sacrament is being celebrated. - Who was the sacrament administered by? - Stick a photocopy of the photograph in their RE book and describe how the parish celebrate this sacrament. How often is this sacrament celebrated? Give reasons for this.	- Pupils to answer the Big Question ‘Why are the Sacraments described as ‘meeting points where God himself is present?’ - This could be presented in a number of ways: Balanced argument - Double page spread - Box up activity for T4W, plan with the teacher and get the pupils to write	- Complete the knowledge capture. - Attend the whole school /collective worship, pupils then to complete respond booklets
Adaptive Teaching Examples – Adapt to suit cohort	- Pre-teach key vocabulary (priest, deacon, laity, sacrament, Confirmation) using simple definitions and visuals. - Prepare pupils for the visit/video with clear prompts about what to listen for (e.g. ‘What do they do?’, ‘Why is Confirmation important?’). - Provide a simple listening sheet with tick boxes or picture prompts instead of extended note-taking. - Use structured turn-and-talk before and after the input to support understanding and processing of information. - Offer sentence stems such as ‘Their role is...’ or ‘Confirmation is important because...’ to support reflection and recording.	- Use pupils’ photographs as a concrete starting point to support engagement and understanding. - Begin with guided discussion using simple prompts (e.g. ‘Which sacrament is this?’, ‘What can you see happening?’). - Pre-teach and revisit key vocabulary (sacrament, priest, celebration, parish) using visuals and repetition. - Provide a structured worksheet with sentence starters to support recording rather than open-ended writing. - Use paired talk before writing so pupils can share ideas and build confidence in responses. - Allow pupils to respond through drawing, labelling or adult scribing where needed, alongside or instead of extended writing.	- Revisit key learning about the sacraments using simple visual prompts and recap questions before beginning the task. - Model how to answer the Big Question using one example sentence or idea together as a class. - Provide structured planning frames (e.g. box-up organiser, sentence stems, or pros/cons boxes) to reduce cognitive load. - Use sentence starters such as ‘Sacraments are described as meeting points because...’ and ‘This shows God is present when...’. - Allow pupils to choose how to present their answer (double page spread, balanced argument, storyboard, bullet points or spoken explanation). - Support pupils with word banks and key vocabulary reminders to help structure their thinking.	- 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.

Galilee to Jerusalem – Year 6 (Lent 1)				
	Session 7	Session 8	Session 9 and Session 10 DISCERN/RESPOND (DISCERN AND RESPOND)	
	UNDERSTAND	UNDERSTAND	DISCERN/RESPOND	RESPOND
			Encourage paired talk and verbal rehearsal before any written response.	
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?			
Key Vocabulary and Definition	Sacraments – seven meeting points with God celebrated in the Catholic Church. Deacon – a Deacon assists the parish priest and is an ordained minister in the Catholic Church who serves the people. Bishop – an ordained minister who is the chief advisor and mentor to the priests in his diocese.	Parish community – The people who attend Church and together they are the parish community (the laity).	Sacraments – seven meeting points with God celebrated in the Catholic Church.	Literally – it means exactly what it says and gives emphasis to something. Spiritually – something that affects the human spirit or soul and it is not something physical.
Resources		Personal photographs linked to themselves or family members / friends taking part in the sacraments.		
Diversity Links		Do any members of the parish community celebrate the sacraments in different ways or in different countries?		
Checking for understanding (summative assessment)	Do the pupils recognise the seven sacraments of the Catholic faith and are able to explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.	Do the pupils recognise some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.	Pupils to answer the Big Question ‘Why are the Sacraments described as ‘meeting points where God himself is present?’ This could be presented in a number of ways: Balanced argument Double page spread Box up activity for T4W, plan with the teacher and get the pupils to write.	