

Resource Framework for Religious Education in Catholic Schools in the Diocese of Westminster  
produced by: **Dr. Margaret Carswell**



## Year C (C 4): From Easter to Pentecost

### Year 1 to 3 - Summer Term 1 – 2019

This framework of learning is intended as the resource for Summer Term 1, in the academic year 2018/2019. This resource continues the work undertaken in the lead up to Easter by celebrating the resurrection, before moving to the next liturgical season, Pentecost.

Schools are reminded that this framework is an exemplar resource that models the linear teaching of content according to the Attainment Levels. As always, you are expected to engage with the suggestions this resource contains, make choices and adapt and apply the activities to suit your own school situation.

In determining the content to teach you must first decide on the Strand and Attainment level you wish to achieve and choose teaching and learning activities that will teach the content required for achievement of the level. When time is limited, your guiding principle is, as it is with all good education, less content, taught more richly and deeply. Quantity should never supersede quality.

This framework is formatted to allow you to annotate your teaching, including changes made for differentiation, as you work through the material. Should you wish to have copies of the planning grids made by Romy Hoster and Dee Abbott at Christ the King for their pupils, please contact Dee at Christ the King Catholic Primary School, Tollington Park, Islington, N4 3QW - [dee@ctks.co.uk](mailto:dee@ctks.co.uk) . Please note that CTK provide their planning only to schools who subscribe to this framework. Please remember that Romy and Dee's gift to you is not part of your subscription.

## This resource has been changed a little and differs slightly from the 2016 resource.

### 1. Age Related Standards:

The Age Related Standards for Knowledge and Understanding only have been placed alongside the current Level outcomes. As the age related standards are going to be clarified with content in the writing of the new Curriculum Directory, I have included these simply to show you the overlap, in language, expectation and content, between the new standards and the old levels. This resource has not been adapted to meet the new standards however you will see that much of the content - as it exists now - would meet the new standards.

### 2. The second focus area has changed.

As this resource picks up Luke's use of 'bridge people' again (those who connect one time or era to the next – see video) the second focus area asks us to learn about some of the 'bridge people' who have brought Christianity to England. This information is provided as **Resource 3**. 'Cards' about some of the people you might learn about, are in a power-point (ready to print), on the website. What you might do with information is described in this resource.

### 3. There are two power-points on the website: one for Shavu'ot (Pentecost) and one with cards on it for your modern bridge characters.

If you haven't been using the idea of bridge characters, refresh them in the Advent/Christmas resource!

## FOR HEAD OR REC: Suggestions for a Staff Meeting on the content of this resource.

The key content covered in this resource is the story of Easter – from the resurrection through to the coming of the spirit at Pentecost. It tells 4 stories to track the life of Jesus after the resurrection.

Areas you may wish to cover with staff are analysis of the story and, in particular, observation of the Shavu'ot PowerPoint to allow teachers to become familiar with this festival as it was celebrated in the time of Jesus. The first Pentecost in Jerusalem was a celebration of Shavu'ot.

### **There is new content in the second focus area.**

Luke uses characters in his Gospel as bridges, people who walk between and connect two eras or times. Having a foot in two 'worlds' they form a bridge, making a track for others to follow.

**Mary, Zechariah, Elizabeth and John the Baptist are the bridge between the Old and the New Testament;** they connect the time of Israel to the time of Jesus. **Peter, Mary Magdalene, and the other disciples are the bridge between Luke's Gospel and Acts of the Apostles;** they connect the time of Jesus to the time of the Church.

This information invites you to name and learn a little about other people who have been bridges: taking the message of Jesus to a new time or era. Those highlighted in yellow have a very simple information card made for them on the power-point; they also all have a wiki page which will provide you with more information than you can reasonably need.

Choose to find out about some of those whose names you know; especially those remembered in the names of schools, traditions and history today. They are our modern day bridge people.

The outcome for this new knowledge is only AT 1 (iii) Level 3 – knowing the names of some people and what they did. This low level allows for a wider sense of what happened rather than a deep narrower level. This is deliberate, to begin to develop in pupils, a sense of the history of the Church as it came to and developed in the UK.

**Key Teachings from the Catholic Tradition. Taken from the RECD ~ (Numbers in brackets refer to the reference numbers in the Catechism of the Catholic Church)**

<p><b>Revelation</b>  <b>1.4.5. Christ Our Light: Redemption through the Paschal Mystery (514-560)</b></p> <p><b>C The Resurrection of Jesus:</b> redemption accomplished and the promise fulfilled (631-658)</p> <p>a A historical event involving Christ's physical body</p> <p>i Testified to by those who saw the Risen Jesus</p> <p>ii Verified by the empty tomb</p> <p>b A transcendent event in which Jesus is no longer bound by space and time</p> <p>i The Resurrection is not a resuscitation or a return to earthly life</p> <p>c The significance of Christ's Resurrection</p>	<p>i Confirmation of Jesus' divinity and of his words and teachings(651,653)</p> <p>ii Fulfilment of the promises in the Old Testament and of Jesus' earthly promises (652)</p> <p>iii A promise of our own resurrection (1 Cor 15)</p> <p>d We participate in the mystery of redemption through the sacramental life of the Church, especially the Holy Eucharist</p> <p><b>D The Ascension and glorification of Jesus culminating in the sending of the Holy Spirit at Pentecost (659-667)</b></p> <p>a The Ascension marks the entrance of Jesus' humanity into heaven (659)</p> <p>b Jesus' promise to be with us forever (Mt28:20); the sending of the Holy Spirit as part of the promise</p>
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**AGE GROUP STATEMENTS FROM THE RECD**

<p>Pupils will learn about:</p> <p><b>Revelation (5-7)</b></p> <ul style="list-style-type: none"> <li>• The main events, characters and places in the life of Jesus: Easter Sunday (5-7)</li> <li>• The story of the coming of the Holy Spirit at Pentecost (5-7)</li> </ul> <p><b>The Church (5-7)</b></p> <ul style="list-style-type: none"> <li>• Ways of belonging to the community (5-7) [Pentecost]</li> </ul> <p><b>Celebration (5-7)</b></p> <ul style="list-style-type: none"> <li>• Prayers from Scripture and tradition (5-7)</li> </ul>	<p><b>Revelation: (7-11)</b></p> <ul style="list-style-type: none"> <li>• The Gospel accounts of key events in the life of Jesus: resurrection and ascension (7-11)</li> <li>• The Gospel accounts of the coming of the Holy Spirit at Pentecost and the transformation of the disciples (7-11)</li> </ul> <p><b>The Church (7-11)</b></p> <ul style="list-style-type: none"> <li>• How the local Church is 'good news' for people and how everyone can have a part in this (7-11)</li> </ul> <p><b>Celebration (7-11)</b></p> <ul style="list-style-type: none"> <li>• A variety of prayers and prayer forms, formal and informal used for personal and community prayer (7-11)</li> </ul>
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**PLEASE NOTE:**

Text in **black font** by Dr. Margaret Carswell

Text in **blue font** by Dee Abbott & Romy Hoster

Text in **green font** – answers

Text in **purple font** – New Framework/Age Related Standards

## Year 1 - 3: From Easter to Pentecost Year C - (C 4) Summer Term

### Linked to Levels of Attainment

#### Cognitive Outcomes:

By the end of this framework pupils will be able to:

- a. Retell the events of the Easter Season from the writing of Luke (AT 1 (i) Levels 1-2)
- b. Know that the resurrection of Jesus is a fundamental belief of Christians. (AT 1 (i) emerging Level 3)
- c. Explain how the Resurrection and Post-Resurrection appearances confirmed belief in the divinity of Christ. (AT 1 (i) Level 3).
- d. Recognise, describe and give reasons for the actions of Christians. (AT 1(iii) to Level 3)

#### Spiritual Outcomes:

It is hoped that pupils will develop:

- A strengthened sense of belief in the resurrection of Jesus
- A sense of how the resurrection provides a way of living
- A willingness to accept the obligation to care for those less fortunate than ourselves
- An appreciation of those how have gone before in faith.

### Age related standards: Knowledge and Understanding ONLY

#### 5-7 years

Recognise religious stories

Retell, in any form, a narrative that corresponds to the scripture source used

Recognise religious beliefs

Recognise that people act in a particular way because of their beliefs

Describe some of the actions and choices of believers that arise because of their belief

#### 7-9 years

Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used

Describe, with increasing detail and accuracy:

- A range of religious beliefs
- Those actions of believers which arise as a consequence of their beliefs

Make links between:

Beliefs and life, giving reasons for actions and choices

#### 9-11 years

Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.

Show knowledge and understanding of: -

- A range of religious beliefs -
- Those actions of believers which arise as a consequence of their beliefs

Show understanding of, by making links between: - Beliefs and life

### Other Curriculum Links:

**English:** Comprehension of stories/Literacy strategies

**Art:** Drawing, photography/displays

**Maths:** Timeline/counting and number

**History:** Chronological order/ Timeline

**PSHE/SMSC:** Personal Reflection

**IT:** Internet search and gathering of information

### Key Terminology:

New life, appearances, Ascension, Resurrection, Pentecost, caritas, charity, Easter, Holy Spirit, Apostles, Disciples, Fire, Wind,

## Focus Question: How does Luke record the events from the Resurrection to Pentecost? AT 1 (i)

### Key Information for Teachers

The Resurrection begins a new liturgical season: the season of Easter. This season, celebrated with white or gold vestments and altar cloths, includes the Feast of the Ascension and concludes with the Feast of Pentecost. This year, 2019, the Ascension is on May 30<sup>th</sup>, Pentecost on June 9<sup>th</sup>.

#### Burial Traditions:

In the time of Jesus the body would be wrapped in cloth and placed on a stone 'slab' within a burial cave or hollowed out part of a hill. It would be left there for a year or more until the flesh had decayed away and only the bones were left. The bones would be collected carefully and then placed in a stone box called an ossuary. Perfumes and spices were placed around the body to keep it smelling fresh as it decayed.

#### Post resurrection appearances:

Luke tells us that Jesus appears to two disciples on the Road to Emmaus, Simon (at a place not named) and then the group of disciples in Jerusalem. The Emmaus story (Lk 24: 13-35) is very well known and easy to tell. If you can, tell this story. If not, the appearance to the group in Jerusalem (Lk 24: 36-49) is shorter and easier to read.

Matthew's gospel records that some people thought Jesus' body had been stolen by his disciples. The appearances of Jesus to the disciples showed that this had not occurred – Jesus had truly risen from the dead! **Belief that Jesus rose from the dead (the resurrection) is one of the most basic beliefs of Christians.**

#### The Ascension:

The Ascension recalls and celebrates Jesus' departure from his life on earth. Luke records the ascension of Jesus in both the Gospel (Lk 24: 50-53) and in his second book, The Acts of the Apostles (Acts 1: 6-12).

#### Pentecost:

Luke is the only writer to describe what happened at Pentecost as he is the only Gospel writer to describe the activities (actions) of the early community. (Paul does so in his letters as well). The Feast of Pentecost ends the season of Easter. On Pentecost Sunday we place red cloths on the altar and the priest wears red.

NOTE: Jesus would have used the Aramaic word 'ruach' when he spoke about the spirit. It means breath or wind.

Learning Objectives	Teaching & Learning Strategies	Pupil Activities including differentiation and on-going assessment	Assessment/ Questioning
<b>Lesson 1:</b>  I can recall the events of Holy Week	<b>TEACHER INFO:</b> <b>DISPLAY BOARDS AND PRAYER FOCUS</b> should reflect Easter Liturgical colours which are GOLD AND WHITE (for length of topic – 5 weeks)  <b>Prepare to Hear the Word:</b> As you begin, place this new content into context. Recall Luke's 'line of continuity' and his use of	Class discussion to review the key points of Holy Week leading up to Jesus' death: <ul style="list-style-type: none"> <li>○ What is Holy Week?</li> <li>○ Can you name any special days in Holy Week? (<b>Palm Sunday, Holy Thursday/Last Supper, Good Friday/Jesus' Crucifixion</b>)</li> <li>○ What happened on Palm Sunday? – TTYP – feedback</li> <li>○ What happened on Holy Thursday? – TTYP – feedback</li> <li>○ What happened on Good Friday? – TTYP – feedback</li> </ul> You may wish pupils to use their books to help them recall some of the details of Holy Week. Teacher to prepare IWB/flipcharts with a visual <b>TIMELINE</b> of HOLY WEEK - using images to retell what has happened so far.	

'bridge people' to link the Old Testament to his Gospel (Mary, John the Baptist, Elizabeth, Zechariah, Anna and Simeon). Now he will use different 'bridge people' to link the time (era) of Jesus to the time of the Church. Go back to any timelines you did to add the content of this resource. If you didn't make any, consider this now...(See Advent to Christmas)

Contextualise what is to come: the resurrection, post resurrection appearances, the ascension and, finally, Pentecost.

Recall the events of the Passion briefly to contextualise the next period of time.

**Prepare to Hear the Word:**

- Have pupils' recall what has just happened in the life of Jesus by referring back to the work you did before the Easter break.
- Use images/work samples to retell what has happened so far.
- Explain that over the next few lessons you are now going to tell the rest of the story (the best part!).

**The following points should be covered:**

- (Jesus has come to Jerusalem to celebrate the Passover.
- After celebrating the Passover meal he went out to pray in the garden of Gethsemane where he was arrested.
- He was tried by three groups of people: the Jewish Religious Council, Herod [the Ruler of Galilee where his hometown was] and finally Pilate the Roman Governor.
- Pilate sentenced Jesus to death and he has been crucified and buried.
- It is now three days after Jesus died...)

Teacher to outline briefly what happens next in the 'life story' of Jesus:

- **Sunday:** The women go to the tomb to anoint the body – it has gone! Jesus has risen from the dead! **(the Resurrection)**
- **Some days later:** The risen Jesus meets with groups of people **(post-resurrection appearances)**
- **Days later:** Jesus explains he must return to God – he ascends and is lost to their sight **(the Ascension)**
- **Days later:** The Holy Spirit (which Jesus has promised) comes to the disciples during the Jewish festival of Shavu'ot **(Pentecost).**

- **Introduce the topic title page**
- **Discuss the key words and ensure that pupils know what they mean** (New life, appearances, Ascension, Resurrection, Pentecost, charity, Easter)
- **Stick in books**

**GENERAL TEACHING POINTS:**

- Explain that over the next few lessons you are going to learn the story of the Easter Season: the stories of Easter Sunday to Pentecost.
- Explain that these stories are crucial to the development of the Church, as what happened in these days and weeks were the reason the Church began – these stories are our 'premium' or 'gold class' stories; without them the Church would never have begun.
- In the resurrection we learn once and for all that Jesus really was God in human form.
- Explain that all of the stories the pupils will study were written by the same author, Luke. Some of them come from his Gospel (his story of the life of Jesus) and others come from his second work, The Acts of the Apostles. The Acts of the Apostles (Acts) tells what happened after the death and resurrection of Jesus as the early Church begins to form.

- Remind pupils that Luke was not a witness to these events, he heard about them from other people and recorded them on the basis of what he has come to believe about Jesus and wanted to pass on to others. His work is a work of (gospel of) faith; not a biography.

<p><b>Lesson 2:</b></p> <p><b>Level 1 &amp; 2:</b> I can retell the story of the Resurrection of Jesus.</p> <p><b>Level 3:</b> I know that the resurrection of Jesus is a fundamental belief of Christians. (AT 1 (i) emerging Level 3)</p>	<p><b>KEY INFO FOR TEACHERS:</b></p> <p>The Resurrection begins a new liturgical season: the season of Easter. This season, celebrated with white or gold vestments and altar cloths, includes the Feast of the Ascension and concludes with the Feast of Pentecost. <u><b>This year, 2019, the Ascension is on May 30<sup>th</sup>, Pentecost on June 9<sup>th</sup>.</b></u></p> <p><b>Hear and Encounter the Word:</b></p> <p><b>1. The Resurrection:</b> Luke 24:1-12</p> <p>Teacher to make a list of the characters in this passage who found out that Jesus had risen from the dead.</p> <p>Begin a bridge' display: these are Luke's bridge people who will link from the time of Jesus to the time of the Church.</p> <p>Put the characters in this passage onto the bridge on your RE display. You will add characters from other passages you study to this display.</p>	<p><b>Year 1 – 3:</b></p> <ul style="list-style-type: none"> <li>Remind pupils that on Good Friday Jesus died and his body was placed in a rock burial cave (tomb).</li> <li>Use the pictures in <b>Resource 2</b> to explain what the tomb was like. Note the shape of the stone (rock) used to roll over the opening.</li> <li>Place <b>Luke 24:1-12</b> on the IWB and do a careful reading through it.</li> </ul> <p><b>The Process of careful reading:</b></p> <p><b>Before reading:</b> Explain where the passage comes from and who wrote it. (Luke) Introduce any vocabulary that will be new to pupils, tell them the title and make predictions about what might occur. Talk about how you will read the passage – encourage pupils to follow it on the IWB.</p> <p><b>During reading:</b> Guide students as you read. Read the passage a second time, inviting pupils to read or complete sentences. Give prompts or clues as needed by individual students, such as "Try that again. Does that make sense? Look at how the word begins."</p> <p><b>After reading:</b> Strengthen pupils' knowledge of text by asking questions about the structure and content of the passage.</p> <ol style="list-style-type: none"> <li>Limit to questions related to information <b>provided in the text</b>: What, Who and When questions.</li> <li>Extend to questions which require pupils to <b>imagine about</b> aspects of the text: What would have happened if 'character N' had acted differently? What else could 'N' have said?</li> <li>Extend to questions which take pupils <b>outside the text</b> to relate their events to their lives. What would you have done? How are you like/different from 'N'? Have you ever....? Would you like to ...? etc</li> </ol> <p><b>As you are reading the story explain the following:</b></p> <ol style="list-style-type: none"> <li>Jesus dies on a Friday. Explain that Jewish law said that nobody could work from Friday sunset to Saturday sunset (it was the Sabbath day - a holy day) so it was Sunday morning before the women could go to the tomb to place perfumes and spices around the body. <b>Role-play the women going to the tomb with spices.</b></li> <li>When the women got to the tomb they found the body had gone! <b>Role-play the conversation between the women and the men in dazzling garments. (Lk 24: 4-6). Use the actual words: 'He is not here</b></li> </ol>	<p>Retell some of the events of the Easter Season: the Resurrection, according to the Gospel of Luke (AT 1 (i) Levels 1-2)</p> <p>Know that the resurrection of Jesus is a fundamental belief of Christians. (AT 1 (i) emerging Level 3)</p> <p><b>Age related standards: Knowledge and Understanding ONLY 5-7 years</b> Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture</p>
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**he has been raised!**

3. Make a list of how the women must have felt when they were told that Jesus was not there. Contrast their feelings on the way to the tomb and once they had spoken to the men in dazzling garments.

**Year 1:**

On IWB have a picture/s of the resurrection story from Luke – Make sure the painting/picture represents Luke’s account of the Resurrection. Discuss what is happening in the picture to ensure the pupils know.



Provide pupils with a picture to stick in their books – ask pupils to retell the Resurrection story – who was there, where it took place, what was said.

**Year 2:**

On IWB draw template (shown below) and go through the story – scribe pupils’ answers; and discuss any misconceptions.

Characters	Setting/Events	Words
2 angels Women – Mary Magdalene, Joanna, Mary mother of James Apostles Peter	Tomb Spices stone	Crucified Risen Third day

In books pupils retell the story – remind them

1. Who are the characters and what are they doing at the tomb?
2. Describe the tomb and what the women and Peter found when they got there.
3. What did the women say? What did the men say?

**Extension question:**

What is Luke trying to tell us in this story?

source used

Recognise religious beliefs

Recognise that people act in a particular way because of their beliefs



**Year 3:**  
 Give each pupil a copy of the passage.

Imagine you are one of the Characters - Write a letter to a friend explaining what happened – in paragraphs include the following information:

- Who was there - characters
- Where it took place - setting
- Describe what happened – events/words
- Talk about how you were feeling
- Link the experience to what we believe about Jesus' death and resurrection. (Level 3)

Describe some of the actions and choices of believers that arise because of their belief

**Lesson 3:**  
 I understand the true message of Easter

**CROSS CURRICULAR ART ACTIVITY:**

Talk about some of the 'commercial' Easter symbols: eggs, chocolate and rabbits.

Explain that they are intended to represent new life – to remind us that at Easter Jesus rose from the dead to new life.

Engage in some art activities suitable for the season. Keep the message of the resurrection explicit.

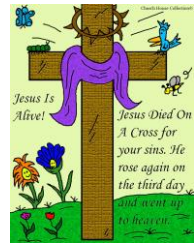
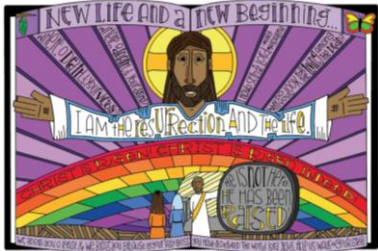
Teacher to make a banner of the phrase 'He is not here he has been raised!' in the Liturgical colours of the season: gold and white. Add to RE display. Discuss: why are gold and white good colours for celebrating the Easter season?

Explain to the pupils that they are going to be thinking about the different symbols used at Easter time in the shops.

- TYP about commercial Easter symbols:
  - What kind of activities do people do at Easter time? (**Easter cards, Easter eggs, Easter cakes, Egg hunts**)
  - Why are eggs used as an Easter symbol? (**they are intended to represent new life – and to remind us that at Easter Jesus rose from the dead**)

**Year 1 – 3:**

- Pupils to design a religious poster about the resurrection – children can include commercial symbols of Easter. Include words such as "HE IS RISEN!"



**HOMEWORK:** Ask pupils to make an Easter garden using a shoe box: take photographs to put as evidence in RE books.



<p><b>Lesson 4:</b></p> <p>I can retell the story of Jesus meeting the Disciples after he rose. AT 1 (i) L1-2</p> <p>I can explain some Christian beliefs linked to the resurrection. AT 1 (i) L3</p> <p>Show knowledge and understanding of a range of religious beliefs e.g: pupils are beginning to show knowledge and understanding of the divinity of Christ – that he rose from the dead and appeared to his disciples</p>	<p><b>2. Jesus appears to the disciples:</b></p> <p><b>KEY INFORMATION FOR TEACHERS:</b> <b>Post resurrection appearances:</b> Luke tells us that Jesus appears to two disciples on the Road to Emmaus, Simon (at a place not named) and then the group of disciples in Jerusalem. The Emmaus story (Lk 24: 13-35) is very well known and easy to tell. If you can, tell this story. If not, the appearance to the group in Jerusalem (Lk 24: 36-49) is shorter and easier to read. Matthew's gospel records that some people thought Jesus' body had been stolen by his disciples. The appearances of Jesus to the disciples showed that this had not occurred – <b>Jesus had truly risen from the dead! Belief that Jesus rose from the dead (the resurrection) is one of the most basic beliefs of Christians.</b></p> <ul style="list-style-type: none"> <li>Explain that some days after the women had been to the tomb and found the body gone some of the disciples had an experience of Jesus – they met him again!</li> <li>Teacher to place the characters in this passage on the bridge.</li> </ul> <p>Remind pupils that the stories of Jesus' resurrection and appearance to the disciples after his death are our 'Gold Star' stories as they show that Jesus was not just another ordinary man; he was God in human form. When Jesus rose from the dead the people around him knew once and for all that he was the Messiah; God in human form – and, as a result, they began a group which told everyone about Jesus and what he had said</p>	<ul style="list-style-type: none"> <li>Read, tell or place EITHER the Emmaus story (Lk 24: 13-35) or the appearance to the group in Jerusalem (Lk 24: 36-49) on the IWB and do a careful reading of it. (See Key Information for Teachers in the left hand column).</li> </ul> <p><b>Follow the process for a Careful Reading from lesson 2</b></p> <p>Discuss with pupils – ensure that any misconceptions are cleared up.</p> <ul style="list-style-type: none"> <li>Talk about what it would have been like to meet Jesus and spend time with him after his resurrection.</li> <li>Remind pupils that in their Christmas unit they learned that Jesus was God....explain that some disciples found this hard to accept but that passages which tell of him being alive after his death really showed this to the disciples.</li> </ul> <p><b>Year 1:</b> Retell the journey to Emmaus, according to the Gospel of Luke 24: 13-35</p> <ul style="list-style-type: none"> <li>Provide the pupils with pictures of the story and make a Zigzag book or comic strip and sequence the story - writing simple captions to go with each picture – remind pupils of the characters, setting and words said.</li> </ul> <p><b>Year 2:</b> Retell the journey to Emmaus, according to the Gospel of Luke 24: 13-35</p> <ul style="list-style-type: none"> <li>Pupils to retell the story including correct use of characters, setting and words said.</li> <li>To try something different you may wish the pupils to make the story sequence in a story-ball see <b>Resource 1</b></li> </ul> <p><b>Year 3:</b> <b>Read both appearance stories to the pupils and discuss.</b> <b>Pupils should be able to retell the story accurately in addition to the activity below.</b></p> <ul style="list-style-type: none"> <li>Provide the pupils with an A4 star template – already cut out to stick in their books.</li> <li>Have pupils choose the Appearance story they like the best and sequence the story in the star's points.</li> <li>Once the star is completed and stuck in ask the pupils to respond to the sentence 'Because ...[what happened in the story] ..... we believe that .....</li> </ul>	<p><b>Level 1:</b> Pupils will be able to recall <i>some of the details</i> but not all of them: parts of the story (characters, setting and sequence) will be missing.</p> <p><b>Level 2:</b> Pupils will have the characters, the setting and the sequence <i>in accord with the original Biblical authors' words.</i></p> <p><b>Level 3:</b> Know that the resurrection of Jesus is a fundamental belief of Christians. (AT 1 (i) emerging Level 3)</p>
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	and done. The Easter Season is our most important season.	<p><b>NOTE:</b> Because it has been taught explicitly pupils will most likely link their story to belief that Jesus was God in human form. Because it is basically a repetition of what the teacher has taught, this could be considered an emerging Level 3 of AT 1 (i).</p> <p><b>Pupils working at Level 3 may be able to find other beliefs of Christians in their story, for example belief that the Holy Spirit is with us and in the church now, belief in life after death; belief in the Trinity. Pupils who are able to link their story to a belief themselves may be considered a solid AT 1 (i) Level 3.</b></p>	
<p><b>Lesson 5:</b></p> <p>I can retell the story of the Ascension AT 1 (i) L1-2</p> <p>I can explain some Christian beliefs linked to the Ascension. AT 1 (i) L3</p>	<p><b>3. The Ascension:</b></p> <p><b>KEY INFORMATION FOR TEACHERS:</b> The Ascension recalls and celebrates Jesus' departure from his life on earth. Luke records the ascension of Jesus in both the Gospel (Lk 24: 50-53) and in his second book, The Acts of the Apostles (Acts 1: 6-12).</p> <p><b>Teacher</b> to place the characters in this passage on bridge display.</p>	<ul style="list-style-type: none"> <li>On IWB show some pictures of people ascending steps, mountains, hills, lift etc - Explain the words 'ascend' and 'ascension'. (Talk about going up or down stairs/a lift etc.)</li> <li>On another flipchart place the word Ascension in the middle of the flipchart – tell them that we are going to be learning about Jesus' Ascension – place pictures of Jesus' Ascension around the word and discuss what is happening in the pictures.</li> <li>Read, tell or place Luke 24:50-53 on the IWB and do a careful reading of it.</li> <li>Have pupils imagine the scene. Focus on the actions/verbs: Jesus <b>takes</b> them out to a village outside Jerusalem, he <b>blesses</b> them and <b>departs</b> (ascends). They <b>return</b> (to Jerusalem) filled with joy.</li> <li>Luke tells us that Jesus ascends into heaven. Perhaps a better way of saying this is that Jesus returned to being only God (not human any more). That means that he gave up his human body and became a spirit again. Often we talk about God being in heaven, as if God left us. This is not the case. The Church teaches that God is in the world: we are a sacramental people; the world is God's place, so Jesus ascension returns him to his 'spirit life' in the world.</li> </ul> <p>Teacher to choose some pupils to be the disciples and teacher acts as Jesus – teacher to model (with actions, words and movement) for the class what Jesus would have done:</p> <ul style="list-style-type: none"> <li>Jesus <b>takes</b> the disciples out to a village outside Jerusalem;</li> <li>He <b>blesses</b> them</li> <li>He <b>departs</b> (ascends);</li> <li>They <b>return</b> (to Jerusalem) filled with joy.</li> </ul> <p><b>Year 1:</b></p>	<p>Pupils at <b>AT 1 (i) Level 1</b> will be able to retell some of the story. They will have some details missing or out of order.</p> <p><b>At Level 2:</b> pupils will be able to retell the story. They will have the characters, setting and events correct according to Luke's account.</p> <p><b>Level 3:</b> Pupils will be able to</p>

		<p>Put pupils into small groups to role play the ascension story <b>Luke 24: 50-53</b>  Sequence Ascension Story in RE books (provide chn with 4 pictures of Ascension story)  Using the following words in bold below pupils to write captions to go with the pictures:  Jesus <b>takes</b> them out to a village outside Jerusalem, he <b>blesses</b> them and <b>departs</b> (ascends). They <b>return</b> (to Jerusalem) filled with joy.</p> <p><b>Year 2:</b>  Provide pupils with a set of 4 pictures of Ascension. Pupils sequence the story and write own sentence to explain the actions in each picture.</p> <p><b>Year 3:</b>  In RE books pupils draw a cloud in middle of page write THE ASCENSION in the cloud. Then draw sunbeams coming out of the cloud and pupils write some things that <b>they believe</b> about Jesus and the Ascension eg:</p> <ul style="list-style-type: none"> <li>• I believe that Jesus ascended into heaven;</li> <li>• I believe that Jesus was God in human form;</li> <li>• I believe that Jesus sent us the Holy Spirit (Acts 1: 6-12);</li> <li>• I believe that the Holy Spirit is with us now;</li> <li>• I believe that the Holy Spirit is in the Church now;</li> <li>• I believe in life after death;</li> <li>• I believe in the Trinity;</li> </ul> <p>EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> <li>• Talk about what Jesus might have said to bless the disciples. Remember! A Jewish blessing <b>announced</b> that something or someone WAS ALREADY blessed – it didn't <b>ask</b> for a blessing!</li> <li>• Begin your blessing 'You are blessed because.....'</li> </ul>	<p>articulate the <i>relationship</i> between what is read in the Bible/learned about the early Christian community, and what Catholics believe. Knowledge of Scripture and Catholic belief is required for this level.</p>
<p><b>Lesson 6:</b></p> <p>Level 1:  I can retell some of the story of Pentecost.</p>	<p><b>4. Pentecost: 50 days later!</b></p> <p><b>Before you begin this section you may wish to look at a detailed Power Point on the Festival of Shavu'ot – (There is a simpler one provided with this resource that you will go through</b></p>	<ul style="list-style-type: none"> <li>• Remind pupils that Luke also wrote the stories in the Acts of the Apostles. Explain that the story they will hear about Pentecost comes from the Acts of the Apostles. It tells the story of how the church began.</li> <li>• Explain that 50 days after the Jewish festival of Passover the Jews celebrated another festival called Shavu'ot.</li> <li>• Show the pupils the simple Power Point that explains Shavu'ot.</li> <li>• Make sure pupils understand that this was (and still is) a Jewish religious festival. Christian celebration</li> </ul>	<p>Pupils at <b>AT 1 (i) Level 1</b> will be able to retell some of the story. They will have some</p>

<p>Level 2: I can retell the story of Pentecost according to Luke.</p> <p>Level 3: I can also make links between the Pentecost story and Catholic beliefs</p>	<p><b>with the pupils)</b></p> <p><b>KEY INFO FOR TEACHERS:</b> Luke is the only writer to describe what happened at Pentecost as he is the only Gospel writer to describe the activities (actions) of the early community. (Paul does so in his letters as well). The Feast of Pentecost ends the season of Easter. On Pentecost Sunday we place red cloths on the altar and the priest wears red.</p> <p>NOTE: Jesus would have used the Aramaic word 'ruach' when he spoke about the spirit. It means breath or wind.</p> <ul style="list-style-type: none"> <li>• Make sure pupils understand that this was (and still is) a Jewish religious festival.</li> <li>• Christian celebration of Pentecost occurs at the same time as Shavu'ot now but remembers a different event – the coming of the Holy Spirit.</li> </ul>	<p>of Pentecost occurs at the same time as Shavu'ot now but remembers a different event – the coming of the Holy Spirit.</p> <ul style="list-style-type: none"> <li>• Place Acts 2:1- 4 on the IWB and do a careful reading of it. (More able pupils may be able to learn through to Verse 13)</li> </ul> <p><b><u>Class discussion:</u></b></p> <p>Focus on how the spirit is described: as wind and like tongues of fire. What does each one feel, move and sound like?</p> <p>Pose the question 'What is the spirit like if it is like a loud wind or a tongue of fire...?' What does each simile tell us about the Spirit?</p> <ul style="list-style-type: none"> <li>• Luke does not tell us where the Spirit rests. Explore different places it could have landed: head, heart, hands, shoulders etc.</li> <li>• In pairs/groups talk about: <ul style="list-style-type: none"> <li>○ where the Spirit could have rested</li> <li>○ how the Spirit prompts action. Eg The Spirit resting on someone's hand might suggest that it prompts us to active work. (<i>What does active work mean for Catholics?</i>)</li> <li>○ E.g. The Spirit resting on someone's shoulders might suggest that it prompts us <i>to be strong, brave, accept responsibilities as Christians, role models, leaders in our communities.</i></li> <li>○ E.g. The Spirit resting on someone's lips might suggest that it prompts us <i>to speak the truth, spread the Good News, say kind and good words.</i></li> <li>○ E.g. resting on their heart could suggest feelings <i>of compassion or forgiveness.</i></li> </ul> </li> </ul> <p><b>Year 1 &amp; 2:</b> You may wish to use pictures to go with the retelling. Pupils retell the story – remember plot, characters, setting, events, vocabulary in the story.</p> <p><b>Year 3:</b> In addition to the above pupils working at <b>Level 3</b> will also complete the following:</p> <p>In RE books pupils draw a flame in the middle of the page write <b>PENTECOST</b> in the flame. Then draw light beams coming out of the flame and pupils write some things that <b>they believe</b> about Pentecost eg:</p> <ul style="list-style-type: none"> <li>• I believe that Jesus sent us the Holy Spirit (Acts 1: 6-12);</li> <li>• I believe that the Holy Spirit is with us now;</li> </ul>	<p>details missing or out of order.</p> <p><b>At Level 2:</b> pupils will be able to retell the story. They will have the characters, setting and events correct according to Luke's account.</p> <p><b>Level 3:</b> Pupils will be able to articulate the <i>relationship between</i> what is read in the Bible/learned about the early Christian community, and what Catholics believe. Knowledge of Scripture and Catholic belief is required for this level.</p>
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- I believe that the Holy Spirit is in the Church now;
- I believe in life after death;
- I believe in the Trinity;

## Focus Question: Who are the bridge people in the world today? AT 1 (iii)

This section provides a brief 'taster' of some of those who brought Christianity to England and in particular to Westminster. **Resource 3** contains the storyline and some of the people involved, for your consideration. These people are our bridge people: modern day people of faith who connected the beliefs of their generation or time, to the next. Passing on the baton, we now live in the latest stage of the story that Luke began. Many of the people involved you will have heard of; perhaps what they did we know about less.

The aim of this section is for pupils to name people, what they did and why they did it – i.e. [what makes them important Christians](#).

### Key Information for Teachers

Luke writes in such a way to show a single between the time of Israel, to the time of Jesus to the time of the Church. For his gentile audience this was important: it showed them that God had been faithful to Israel and so would be faithful to them: even though they were not the 'chosen people', they were still loved by God and invited to be disciples.

**Luke uses some of his characters as 'bridge people' to show how the 'baton' is passed from one group to the next. Standing on a bridge between two 'worlds' is not easy. Some have done it well; others have done it badly.**


Luke uses characters in his Gospel as bridges, people who walk between and connect two eras or times. Having a foot in two 'worlds' they form a bridge, making a track for others to follow.

- ✚ **Mary, Zechariah, Elizabeth and John the Baptist are the bridge between the Old and the New Testament;** they connect the time of Israel to the time of Jesus.
- ✚ **Peter, Mary Magdalene, and the other disciples are the bridge between Luke's Gospel and Acts of the Apostles;** they connect the time of Jesus to the time of the Church.

This information invites you to name and learn a little about other people who have been bridges: taking the message of Jesus to a new time or era. Those highlighted in yellow have a very simple information card made for them on the power-point; they also all have a wiki page which will provide you with more information than you can reasonably need.

Choose to find out about some of those whose names you know; especially those remembered in the names of schools, traditions and history today. They are our modern day bridge people.

Learning Objectives	Teaching & Learning Strategies	Pupil Activities including differentiation and on-going assessment	Assessment/ Questioning
<b>Lesson 7:</b> I can recognise that God is present in	<b>Explain to pupils that they are going to be learning about some SPECIAL PEOPLE in the church. These people are special because they have tried to live like Jesus and to teach people all about Jesus and how to love and</b>	Recap on the belief: Christians believe that God is present all around them: in creation, in people, in themselves.  Remind pupils that people who believe that God is present all around them (believers) try to take care of the world because it is God's place. They also take care of each other and of themselves because people	I can <b>recognise and describe</b> some of the actions that

<p>people and in creation</p> <p>Recognise religious beliefs</p> <p>Recognise that people act in a particular way because of their beliefs</p> <p>Describe some of the actions and choices of believers that arise because of their belief</p>	<p><b>care for each other and for God's creation.</b></p> <p><b>THIS IS THE KEY MESSAGE:</b>          Explain that seeing Jesus alive and feeling the Spirit come to them made his disciples think about what Jesus had said and what he had taught them. They talked to one another about how Jesus had lived and decided to try to live like he had done. What happened at Easter inspires Christians to live 'like Jesus' today.</p>  <p><b>Anselm of Canterbury</b>          Philosopher</p> <p>Anselm of Canterbury, also called Anselm of Aosta after his birthplace and Anselm of Bec after his monastery, was an Italian Benedictine monk, abbot, philosopher and theologian of the Catholic Church, who held the office of archbishop of Canterbury from 1093 to 1109. Wikipedia</p> <p><b>Born:</b> 1033, Aosta, Italy  <b>Died:</b> 21 April 1109, Canterbury, United Kingdom  <b>Full name:</b> Anselmo d'Aosta  <b>Title as Saint:</b> Bishop, Confessor, Doctor of the Church; (Doctor Magnificus)  <b>Feast day:</b> 21 April</p>	<p>too are 'God's place.'</p> <p>Ask pupils to TTYP and think of people that they might know who take care of each other and of God's world.</p> <p>Feedback to class and discuss.</p> <p>Explain to the pupils that we are going to be looking at 3 people who are bridge people.</p> <p><b><u>Our first person is ST PAUL:</u></b></p> <p>Give the pupils a brief background on St Paul – you may wish to use the PP – St Paul, Missionary</p> <p><b>It is important that pupils understand that because of St Paul and his actions, many thousands of people became followers of Christ. Paul is known as a Father of the Church because along with St Peter he helped to establish the early Christian church. That is why every year we celebrate the FEAST OF ST PETER AND ST PAUL as a holy day of obligation.</b></p> <p><b><u>Year 1 – 3:</u></b>          Teacher to create a template - Fact file of St Paul (See template of St Anselm) leave space for pupils to fill the information in. In addition:</p> <p><b><u>Year 1:</u></b> Pupils to write that ... Paul helped many people to hear about Jesus</p> <p><b><u>Year 2:</u></b> Pupils can describe some of the things Paul said/did to help people learn about Jesus</p> <p><b><u>Year 3:</u></b>          Pupils need to describe and explain some of the actions that St Paul did in response to being a follower of Jesus – how did his beliefs help him to do good works.</p>	<p>Christians adopt in response to the call to love implicit in the resurrection</p>
<p><b>Lesson 8</b></p> <p>I can recognise that God is present in people and in creation</p>	<p><b>St Mellitus</b>  <b>(This Saint is specific to Christ the King as it is our Parish Saint) other schools may wish to choose their school saint or any other relevant saint.</b></p>	<p><b>INFORMATION ON ST MELLITUS:</b></p> <p>In 601, Mellitus was sent from St. Andrew's Monastery, Rome, to England by Pope St. Gregory I the Great. Mellitus spent three years as a missionary in Kent, England, aiding St. Augustine. He also became the first bishop of London and was responsible for converting the King of the East Saxons. The Saxons, however, exiled him in 616 over some conflict, but Mellitus returned to England and was named archbishop of Canterbury, in succession to St. Lawrence. Tradition states that he saved Canterbury from a disastrous fire with his prayers.</p> <p><b>Born:</b> <u>Rome, Italy</u></p>	



Died: 24 April 624 AD, [Canterbury](#)  
Appointed: Bishop of London in 604  
Appointed: Bishop of Canterbury in 619  
Places of burial: St Augustine's Abbey, Canterbury

### Year 1 – 3:

Teacher to create a template - Fact file of St Mellitus (See template of St Anselm) leave space for pupils to fill the information in. In addition:

Year 1: Pupils to write that ... Mellitus helped the English people to hear about Jesus

Year 2: Pupils to write that ... Mellitus converted some English people from worshipping many gods (paganism) to following Jesus.

### Year 3:

Pupils need to describe and explain some of the actions that St Mellitus did in response to being a follower of Jesus – how did his beliefs help him to do good works.

## Lesson 9

I can recognise that God is present in people and in creation

Vincent Nichols – click on this link to read more about the Cardinal.



### INFORMATION ON CARDINAL NICHOLS:

Vincent Gerard Nichols is an English cardinal of the Roman Catholic Church, Archbishop of Westminster and President of the Catholic Bishops' Conference of England and Wales. He previously served as Archbishop of Birmingham from 2000 to 2009. He grew up and went to school in Liverpool. As a child he wanted to be a lorry driver, but felt a calling to the priesthood as a teenager. He became a priest in 1969. Both his parents were teachers.

Birth name Vincent Gerard Nichols  
 Born 8 November 1945 (age 73) Crosby, Lancashire, England  
 Nationality English  
 Residence Archbishop's House, London  
 Parents Henry and Mary (née Russell) Nichols  
 Previous post

- Auxiliary Bishop of Westminster (1991–2000)
- Archbishop of Birmingham(2000–2009)
- Appointed on 3 April 2009 and installed at [Westminster Cathedral](#) on 21 May 2009
- Elevated to cardinal on 22 February 2014.

### Year 1 & 2:



Name: \_\_\_\_\_

Birthday: \_\_\_\_\_

Mum and Dad: \_\_\_\_\_

Date of Ordination: \_\_\_\_\_

Date became Cardinal: \_\_\_\_\_

His job: \_\_\_\_\_

Teacher to give pupils a template with photograph of Cardinal and some information for pupils to fill in.  
Make a fact file (see example on the left) on Cardinal Nichols – using the above information.

**Year 1** pupils should be able to say that the Cardinal represents Jesus on earth.

**Year 2** pupils may be able to give some more detail on the Cardinal's job e.g. he is the Leader of all the Catholics in England and Wales, that he is Jesus' representative on earth

**Year 3:**

Create fact file as above – pupils may be able to add other detail such as how his beliefs have helped him to live like Jesus.  
They should be able to link his beliefs to his actions as Christ's representative on earth.

## RESOURCES

### Resource 1: How to make a story ball

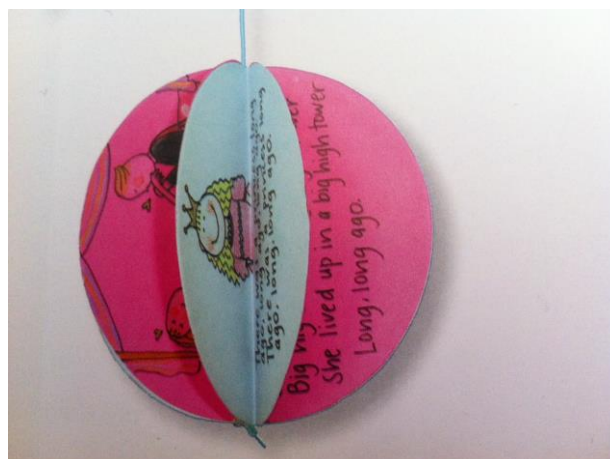
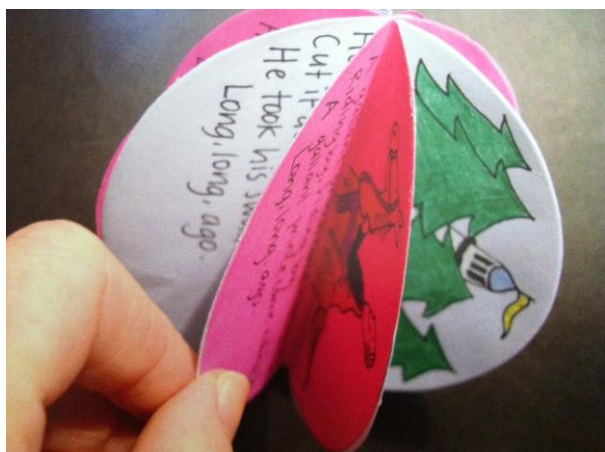
I strongly suggest you make a storyball before you begin working with pupils so you know how it works.

This activity could be a good cross-age activity where older pupils help their younger 'buddy' prepare their ball in advance.

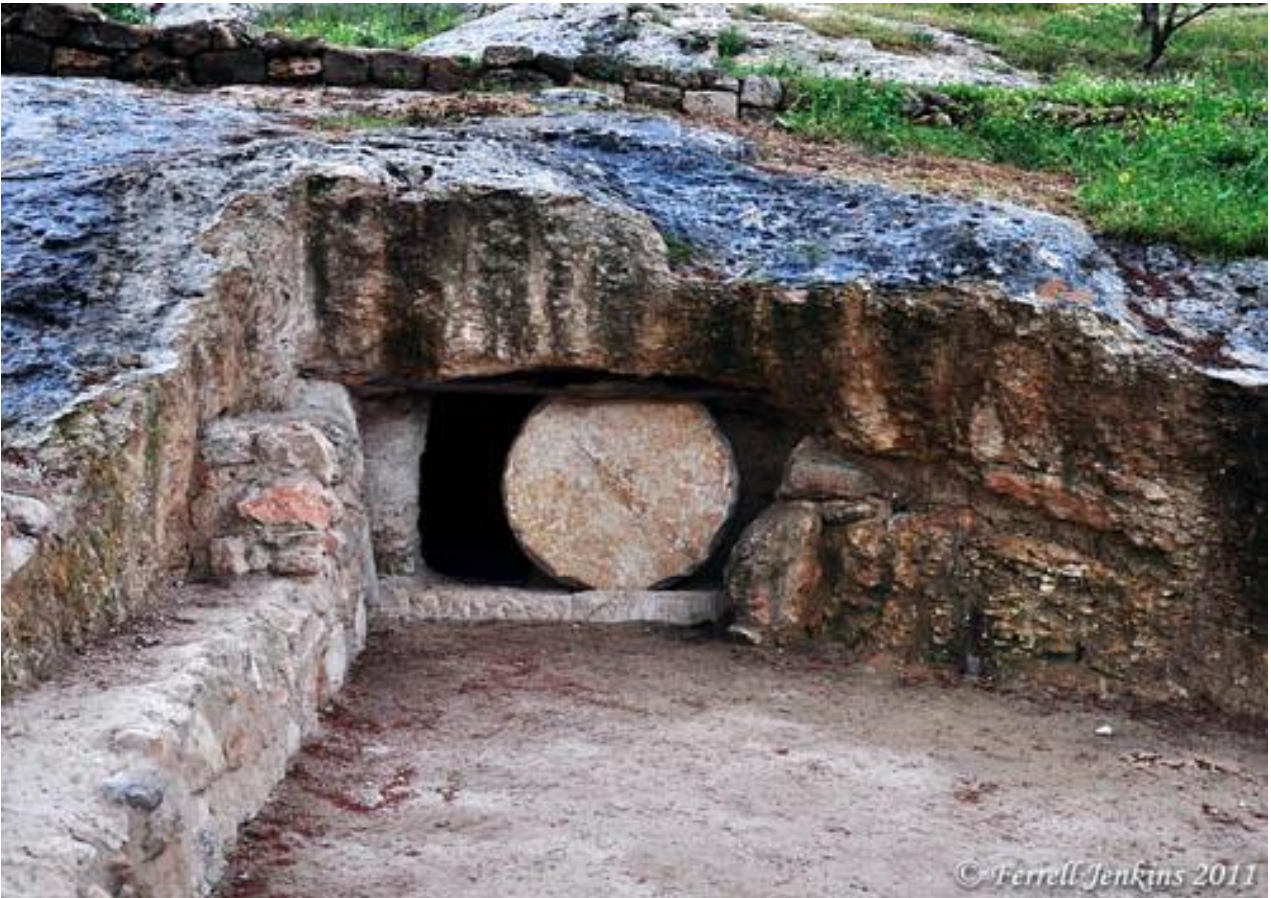
Have each pupil:

1. Cut 4-8 circles about 15 cms in diameter in firm cardboard. The cardboard must be able to be folded in half so don't make it too thick.
2. Fold each circle in half.
3. Make a ball with the 'pages' by placing the folded edges into the centre of the ball. Show pupils the ball you have made.
4. Explain how the ball works as a book – with the half circles being pages in the ball. Number the pages so that pupils know what order to one to complete their story.
5. Have pupils complete their retelling of the story so that when the ball is hung up the story can be read.

Remind pupils that they need to make sure their story has the setting, characters and events in their retelling.



Resource 2: Tomb and Ossuaries



### Resource 3: From Rome to England: Bridge People

#### **Bridges connect places, crossing water, the ocean and of course land.**

Luke uses characters in his Gospel as bridges, people who walk between and connect two eras or times. Having a foot in two 'worlds' they form a bridge, making a track for others to follow. Mary, Zechariah, Elizabeth and John the Baptist are the bridge between the Old and the New testament, they connect the time of Israel to the time of Jesus. Peter, Mary Magdalene, and the other disciples are the bridge between Luke's Gospel and Acts of the Apostles; they connect the time of Jesus to the time of the Church.

This information invites you to name and learn a little about other people who have been bridges: taking the message of Jesus to a new time or era. Those highlighted in yellow have a very simple information card made for them on the power-point; they also all have a wiki page which will provide you with more information than you can reasonably need.

Choose to find out about some of those whose names you know; especially those remembered in the names of schools, traditions and history today. They are our modern day bridge people.

#### **The bridge from Rome to England.**

The full name of the Catholic Church is the **Roman** Catholic Church. This reflects its 'head office' in Rome, where Paul had settled (Acts 28). For many centuries after Christ there was only one Christian Church; the Pope in Rome, was the head of this Church.

In 597, Pope Gregory 1st sent **Augustine of Canterbury** (card) and 40 missionaries from Rome to England to evangelise those in England. This mission was the first official Papal mission, intended to found a Christian church in England. With the help of Christians already living in Kent Augustine established the Diocese of Canterbury, the old capital of Kent.

The first problem Augustine had to deal with was the date for Easter: Churches in Scotland, founded by **Columba** (card), celebrated Easter on a different date from Rome. A series of synods were held to resolve the matter, the final one, the Synod of Whitby in 644, declared that all Churches in England should follow the Roman calendar.

In 1066, control of the Church passed to the Normans. One of the priests associated with this was **Anselm** (card). Anselm was a philosopher and believes that like philosophy, faith should be 'reasonable', able to be thought about. Reason, he said should help us understand our faith. Anselm is remembered for his saying that Christianity was 'faith seeking understanding. He is an important Doctor of the Church.

During the years of Augustine, Columba and Anselm, the Christian Church did well. It grew enormously and became very influential. Monasteries, convents, universities and schools were established by the many religious communities that flourished. The Christian Church, with its head office in Rome, and so governed by the Pope, was in a good place.

#### **An argument on the bridge.**

However, in 1534, during the reign of **King Henry VIII** (card), things changed. Henry wanted the Pope to annul (cancel) his marriage to Catherine of Aragon so he could marry Anne Boleyn, but the Pope would not do it. Determined to marry again, Henry sought to separate the Church in England (which would be called the Anglican Church) from the Roman Church (the Catholic Church). Henry would make himself, and any subsequent monarch, the Supreme Head of the Church in England.

In his determination to take control, Henry disbanded the monasteries, convents and friaries throughout England, Wales and Ireland. He took whatever money they had, disposed of their assets and sold the land and buildings. Those who criticised Henry were regarded as traitors and executed: **Thomas More** (card), and **John Fisher** (card), among others. (recall the work on Tyburn martyrs)

It is strange that although Henry wanted to be head of his own Church, he still maintained many traditional Catholic practices during his reign. His founding of the Church in England (the Anglican Church) certainly occurred, but it set up a time of confusion for those living in England, and for the kings and queens that would follow him.

For the next two hundred years, those crowned King or Queen of England and Wales would hover between support for the Catholic Church in Rome and the Anglican Church in England.

King Edward VI (1547 to 1553) didn't like Roman authority and favoured the Church in England.

Queen Mary I, (1553), was the opposite: Mary was determined to re-established the Catholic Church. In fact, in her enthusiasm Mary executed more than 300 people whom she felt were against her. It did not win her popularity; she earned the name 'Bloody Mary'.

Queen **Elizabeth 1** (card), (Mary's sister) immediately reversed her sister's re-establishment of Catholicism. In 1558 she made it against the law for any foreign prince or prelate (including any Pope in Rome) to have authority in England. She also implemented the Oath of Supremacy, which meant that any person taking public or church office in England had to swear allegiance to the monarch as the Supreme Governor of the Church of England.

Pope Pius V I (the Pope at the time) declared that Elizabeth was not the rightful Queen and should be deposed. He formally excommunicated her and obliged all Roman Catholics to attempt to overthrow her. In response, in 1581, Elizabeth made it high treason to be reconciled to "the Romish religion" and banned Celebration of Mass under penalty of a fine and imprisonment.

In 1585 she declared that Jesuits and Priests were not welcome in England. Anyone helping them to hide or stay would be charged.

The number of English Catholics executed by Elizabeth was huge. It included **Edmund Campion** (card), **Robert Southwell** (card), and **Margaret Clitherow** (card).

In spite of all this, by the end of her reign, probably 20% of the population, mostly in rural or country regions, were still Catholic. Living in houses alongside their Anglican neighbours, ordinary people got on quite well.

Elizabeth 1 died in 1603 without and children and so without an heir. The throne went to James 1 (James VI of Scotland).

James I (1603–1625) was much more tolerant of Catholics.

Charles I (1625–49), (son of James I), and Charles II (son of Charles I) were also more open to the views of Catholics. Both men married Catholics: Charles I gave his wife (Henrietta Maria) her own royal chapel and her own chaplain. Charles II became Catholic himself on his deathbed.




James II, brother of Charles II, was also a Catholic. James II was Britain's first openly Catholic monarch since Mary I . he was also its last.






He was ousted by Parliament less than three years after ascending to the throne. While James II and his descendants would continue to claim the throne, all Catholics (such as James II himself and his son Charles) were barred from the throne by the Act of Settlement of 1701. This Act meant that any Catholic or anyone who married a Catholic could never become King or Queen of England. It remains in force today.

### **The Westminster bridge**

As persecution of Catholics lessened under King James and Charles, vicars were appointed by Rome to care for Catholics in England. In 1623, there was one; by 1840 there were 8, each one with their own district.

The vicar responsible for the London district was **Nicholas Wiseman** (card). He became the first Archbishop of the Diocese of Westminster. Each Bishop has a wiki page.

Archbishops of Westminster			
From	Until	Incumbent	Notes
1850	1865	 <a href="#"><u>Nicholas Wiseman</u></a>	<p>Previously <a href="#"><u>Vicar Apostolic of the London District</u></a> (1849–1850). Appointed on 29 September 1850 and elevated to cardinal on 30 September 1850. Died in office on 15 February 1865.<sup>[10]</sup></p>
1865	1892	 <a href="#"><u>Henry Edward Manning</u></a>	<p>Previously Anglican <a href="#"><u>Archdeacon of Chichester</u></a> (1840–1851) and <a href="#"><u>Roman Catholic Priest</u></a> of Westminster (1851–1865). Appointed on 16 May 1865 and <a href="#"><u>consecrated</u></a> on 8 June 1865. Elevated to cardinal on 15 March 1875. Died in office on 14 January 1892.<sup>[11]</sup></p>
1892	1903	 <a href="#"><u>Herbert Vaughan</u></a>	<p>Previously <a href="#"><u>Bishop of Salford</u></a> (1872–1892). Appointed on 8 April 1892 and elevated to cardinal on 16 January 1893. Died in office on 19 June 1903.<sup>[12]</sup></p>

1903	1935		<a href="#"><u>Francis Bourne</u></a>	Previously <a href="#"><u>Bishop of Southwark</u></a> (1897–1903). Appointed 11 September 1903 and elevated to cardinal on 27 November 1911. Died in office on 1 January 1935. <sup>[13]</sup>
1935	1943		<a href="#"><u>Arthur Hinsley</u></a>	Previously an <a href="#"><u>Apostolic Delegate</u></a> in Africa (1930–1934) and <a href="#"><u>Titular Archbishop</u></a> of Sardes (1930–1935). Appointed on 1 April 1935 and elevated to cardinal on 13 December 1937. Died in office on 17 March 1943. <sup>[14]</sup>
1943	1956		<a href="#"><u>Bernard Griffin</u></a>	Previously an <a href="#"><u>Auxiliary Bishop</u></a> of <a href="#"><u>Birmingham</u></a> (1938–1943). Appointed on 18 December 1943 and elevated to cardinal on 18 February 1946. Died in office on 20 August 1956. <sup>[15]</sup>
1956	1963		<a href="#"><u>William Godfrey</u></a>	Previously <a href="#"><u>Archbishop of Liverpool</u></a> (1953–1956). Appointed on 3 December 1956 and elevated to cardinal on 15 December 1958. Died in office on 22 January 1963. <sup>[16]</sup>
1963	1975		<a href="#"><u>John Heenan</u></a>	Previously Archbishop of Liverpool (1957–1963). Appointed on 2 September 1963 and elevated to cardinal on 22 February 1965. Died in office on 7 November 1975. <sup>[17]</sup>

1976	1999		<a href="#"><u>Basil Hume</u></a> <small>OSB</small>	Previously <a href="#"><u>Abbot of Ampleforth</u></a> (1963–1976). Appointed on 9 February 1976 and <a href="#"><u>consecrated</u></a> on 25 March 1976. Elevated to cardinal on 24 May 1976. Died in office on 17 June 1999. <sup>[18]</sup>
2000	2009		<a href="#"><u>Cormac Murphy-O'Connor</u></a>	Previously <a href="#"><u>Bishop of Arundel and Brighton</u></a> (1977–2000). Appointed on 15 February 2000 and elevated to cardinal on 21 February 2001. Resigned on 3 April 2009, but continued Apostolic Administrator until 21 May 2009. <sup>[19]</sup>
2009	<i>incumbent</i>		<a href="#"><u>Vincent Nichols</u></a>	Previously <a href="#"><u>Archbishop of Birmingham</u></a> (2000–2009). Appointed on 3 April 2009 and installed at <a href="#"><u>Westminster Cathedral</u></a> on 21 May 2009. <sup>[20]</sup> Elevated to cardinal on 22 February 2014.

The Diocese of Westminster is divided into 24 deaneries and 217 parishes.

For information on the RCDO (Roman Catholic Diocese of Westminster) <https://rcdow.org.uk/diocese/>

Site includes information about the Archbishop, a virtual tour (on which you can find your school) and the names of the auxiliary Bishops.



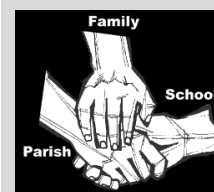
## Resource 4: Assessment Targets

**From Easter to Pentecost****TARGETS Year 1 - 3**

<b>Agreed Levels of Understanding</b>	<b>Topic Targets</b>
<p>Recognise some religious stories <b>(AT 1 (i) Level 1)</b></p> <p>Retell some special stories about religious events and people <b>(AT 1 (i) Level 2)</b></p>	<p>I can <b>retell</b> some of the events of the Easter Season:</p> <ul style="list-style-type: none"> <li>• the Resurrection,</li> <li>• the journey to Emmaus</li> <li>• the Ascension</li> <li>• the Coming of the Holy Spirit at Pentecost</li> </ul> <p>according to the Gospel of Luke and the Acts of the Apostles <b>(AT 1 (i) Levels 1-2)</b></p>
<p>Make links between religious stories and beliefs <b>(AT 1 (i)emerging Level 3)</b></p>	<p>I <b>know</b> that the resurrection of Jesus is a fundamental belief of Christians. <b>(AT 1 (i)emerging Level 3)</b></p>
<p>Recognise that people because of their religion act in a particular way <b>(AT 1 (iii) Level 1)</b></p>	<p>I can <b>recognise</b> some of the actions that Christians adopt in response to the call to love implicit in the resurrection <b>(AT 1 (iii) Level 1)</b></p>
<p>Describe some ways in which religion is lived out by believers <b>(AT 1 (iii) Level 2)</b></p>	<p>I can <b>recognise and describe</b> some of the actions that Christians adopt in response to the call to love implicit in the resurrection <b>(AT 1 (iii) Level 2)</b></p>
<p>Give reasons for certain actions by believers <b>(AT 1 (iii) Level 3)</b></p>	<p>I can <b>recognise, describe and explain</b> some of the actions that Christians adopt in response to the call to love implicit in the resurrection <b>(AT 1 (iii) Level 3)</b></p>

# *From Easter to Pentecost - Year C*

## *Linking School, Parish and Home*



### Religious Education

#### Key Idea: Easter to Pentecost

This resource continues learning about Easter by exploring the Season of Easter, the period from Easter Sunday to Pentecost. Belief in the resurrection is presented as one of the founding beliefs of Christians. This resource teaches from the Gospel of Luke and Acts of the Apostles, also written by Luke. It uses Luke's technique of 'bridge people' to explore those who brought Christianity to England.

#### Attitudes and Spiritual Dispositions

**Spiritual Outcomes:** *It is hoped that pupils will develop:*

- A strengthened sense of belief in the resurrection of Jesus
- A sense of how the resurrection provides a way of living
- An appreciation of those how have gone before in faith.

#### Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs.

- Easter is a time of reflection, thanksgiving and celebration. Make a point of spending time in a Church this Easter.

#### An idea for prayer at home

##### Prayer Activity



Loving God,  
 In loving you we are called to pass on the message of your love to others.  
 We thank you for all those 'bridge people' who have made a road for us to walk.  
 May we be like them; setting a path for others to follow.  
 Amen



# References

## Children's Literature

Hope and New Life, An Easter Story by Jonny Zucker and Jan Barger

The Easter Story (Candle Bible for Kids)

The Easter Story by Brian Wildsmith

The Easter Story. Lion Hudson Publishers.

## Teacher Resources

### BOOKS USED IN THE WRITING OF THIS FRAMEWORK

Brown, Fitzmyer and Murphy; *The Jerome Biblical Commentary* Chapman: London, 1993

Levine and Brettler; *The Jewish Annotated New Testament* Oxford University Press: Oxford, 2011

### USEFUL WEB SITES

[www.thebibledoctor.com](http://www.thebibledoctor.com)

Kip and Friends:

[www.Kipandfriends.com](http://www.Kipandfriends.com)

Other links in body of framework.

### MUSIC/DVD's

Taize: Jesus remember me

Were you there when they crucified my Lord

There is a green hill far away

Abba Father

