



Year 4: Spring 1
Branch 3: Galilee to Jerusalem

Notes for teachers from the RED: In this branch, pupils will consider Jesus' question to Peter, 'Who do you say I am?' They will also reflect on Jesus as the servant Messiah and how he announces the Kingdom of Heaven to those at the edge of society. It is essential that, alongside learning from Scripture, pupils understand the historical and cultural context in which Jesus' healings occur. In the time of Jesus, many illnesses were seen as making a person 'impure'. Under the rituals of the Law of Moses, many things could make someone ritually unclean. Examples include skin diseases (such as leprosy), childbirth, touching a corpse, or eating prohibited food. Impurity could ceremonially be passed to others through personal contact. When someone was seen as ceremonially impure, they were separated from the community and during their period of impurity could not worship at the general guidance. However, purity could be restored by following the Law, depending on the extent of the impurity. Purification could happen through various rites, from ritual washing to animal sacrifice as atonement (penance) for uncleanness. However, diseases such as leprosy could not be cured and became associated with a moral impurity or personal sinfulness. Lepers were outcasts for the whole of their lives. In this context, Jesus' approach to those who were ritually unclean is remarkable. He reaches out to them, making himself unclean in the eyes of the Law, taking their impurity onto himself and curing them of their affliction. Jesus' holiness overcomes their illness and their ritual impurity.


Today, we understand how and why many diseases happen through infection, and the practices of Jesus' time can seem very unfamiliar. It is crucial that when pupils learn about the rituals of the Jewish faith, they recognise that the laws protect the broader community from spreading infectious diseases. For example, touching a dead body could spread an infectious disease in a time without antiseptics or antibiotics. Similarly, today illnesses such as epilepsy are understood scientifically. However, in the time of Jesus, people believed that an evil spirit caused some diseases, often called a demon, devil, or djinn in some cultures. When Jesus casts out or exorcises a devil, he is curing them of an unexplained illness that sometimes takes possession of their whole mind, body, and spirit. Again, though this seems far removed from modern medicine, thinking in picture language can help explain how illnesses can, at times, feel to take possession of a person in mind or body or both. Jesus extends his merciful, healing help and restores each person to wellness. In the same way, the Sacrament of Reconciliation extends God's mercy to each person in their human brokenness.

Key vocabulary

Messiah, Christ, incarnation, kingdom, Sacrament of the Sick, Nicene Creed, marginalised

CCC links	RED links	Lesson	Learning Objectives & Catholic Social Teaching (CST) Principles	Key scripture, prayers, hymns, etc...	Suggested pupil outcome / linked activities / Greater Depth (GD) questions	Key vocabulary for the lesson
Focus 1: Hear 📖						
St Peter CCC 153, 440, 442 Miracles YcFk 25 YC 90-91 CCC 547-550 John the Baptist CCC 718 Incarnation YcFk 23-26 CCC 461-464	U4.3.1	Lesson 1	LO: To know that Jesus performed miracles, with people giving Him the title Christ (the anointed one) CST Principle: Human Dignity - Jesus' miracles reveal the inherent value of every person.	Matthew 8:14-17 (Jesus heals Peter's mother-in-law)	Role-play the healing of Peter's mother-in-law. Create a storyboard to show how Jesus' healing power affected people's lives. Discuss how healing is a form of restoring human dignity. GD question: How can we show compassion for others, like Jesus did, in our community?	miracle, healing, dignity, compassion, sickness, restoration
	U4.3.2	Lesson 2	LO: To identify how Jesus showed his divine power through miracles	Matthew 14:22-33 (Jesus walks on water)	Freeze-frame the key moments from the story and discuss Jesus' divine power. Write a recount from Peter's perspective about walking on water.	power, faith, trust, discipleship, courage, miracle

Messiah/ Christ YCfK 24, YC 73 CCC 436-440, 453 Care of the sick YC 241 CCC 1503-1505 Creed YC 26 CCC 185-186, 192-197 Sacrament of Reconciliation YCfK 63, 83, 85 YC 224, 231-233 CCC 1450-1460, 1490-1492, 1494 Anointing of the Sick YCfK 88-91YC 244 Advent CCC 524			CST Principle: Human Dignity – Jesus’ miracles demonstrate his care for all people.		Create a class mural of the event showing Jesus’ power over nature. GD question: What does this miracle tell us about the nature of Jesus and his care for his followers?	
	U4.3.3	Lesson 3	LO: To explore the significance of miracles Jesus performed in demonstrating God’s Kingdom CST Principle: Preferential Option for the Poor – Jesus’ miracles involve healing the sick, blind and marginalised.	Matthew 9:18-26 (The healing of the woman with a hemorrhage and the raising of the official's daughter)	Create a fact file on the miracles of Jesus. Discuss how these miracles demonstrate God’s Kingdom. Create a poster about Jesus’ care for the marginalised. GD question: How do these miracles reveal the values of God’s Kingdom?	power, faith, trust, discipleship, courage, miracle
	Focus 2: Believe †					
	D4.3.1	Lesson 4	LO: To consider Jesus’ question, ‘Who do you say I am?’, reflecting on the responses of Peter and Christians today CST Principle: Human Dignity – Jesus’ miracles uplift human dignity by bringing people back to health and wholeness.	Matthew 16:13-26 (Peter’s profession of faith)	Discuss Peter’s recognition of Jesus as the Messiah. Write a diary entry from Peter’s perspective when he declared Jesus as the Messiah. Create a visual representation of the Kingdom of God as Jesus described. GD question: What does Peter’s declaration tell us about how we understand Jesus’ role as the Messiah today?	Messiah, faith, kingdom, declaration, belief, anointed
	U4.3.5	Lesson 5	LO: To explore the concept of the suffering servant and how it is different to expectations of the Messiah CST Principle: Human Dignity – Understanding Jesus as the suffering servant who offers healing to all, especially the marginalised.	Matthew 11:1-15 (The Baptist’s question and Jesus’ response) The Nicene Creed (articles 2-4)	Create a “Suffering Servant” collage to explore the contrast between expectations of the Messiah and Jesus’ actual role. Discuss the significance of John the Baptist’s question and Jesus’ response. GD question: Why did Jesus’ response to John the Baptist’s question surprise some people at the time?	suffering servant, Messiah, expectation, response, faith, kingdom
	D4.3.2	Lesson 6	LO: To reflect on how Jesus' actions and words revealed his identity as the true Messiah CST Principle: Community and Participation – Jesus' mission creates a community of believers through his words and actions.	Matthew 16:13-26 (Peter’s profession of faith)	Conduct a debate on how Jesus fulfilled or subverted the expectations of the Messiah. Create a mind map of key characteristics of the Messiah as shown in Jesus' life and teachings. GD question: How does Jesus’ identity as the Messiah challenge the way we think about leadership?	leadership, Messiah, profession of faith, Kingdom, servant, community
Focus 3: Celebrate 📖🕯️						
	U4.3.4	Lesson 7	LO: To understand the significance of the Sacrament of the Sick	Mark 2:1-12 (Jesus heals the paralytic)	Design a poster about the Sacrament of the Sick and its importance in bringing peace. GD question: How do the sacraments bring	sacrament, Reconciliation, healing, peace, forgiveness, church

		CST Principle: Solidarity and Peace - The sacraments promote peace and healing within the Church community.		peace and reconciliation to individuals and communities?	
U4.3.6	Lesson 8	LO: To explore the power of prayer and learn about famous Catholics inspired by Jesus to help those marginalised by illness CST Principle: Preferential Option for the Poor - Healing through prayer reminds us to care for the whole person, body and soul.	James 5:14-16 (The prayer of faith and healing)	Famous Catholics: Research and discuss famous Catholics who have been inspired by Jesus to care for the sick and marginalised, such as St. Francis of Assisi, St. Mother Teresa and St. Vincent de Paul. Discuss their contributions to the healing ministry and their work with the poor and sick. Prayer Service: Create a prayer service that celebrates the Sacrament of Anointing of the Sick, including prayers for healing and comfort, while reflecting on how Jesus' ministry of healing is continued through the Church's care for the sick. GD question: Why is prayer such an important part of healing, both for the sick and their families?	prayer, healing, faith, sacrament, peace, forgiveness
U4.3.4	Lesson 9	LO: To know that Catholics experience God's forgiveness in the Sacrament of Reconciliation CST Principle: Human Dignity - God's forgiveness restores dignity to the soul.	John 20:19-23 (Jesus grants the Apostles the power to forgive sins)	Write a letter of forgiveness to someone who has hurt you. Role-play the sacrament of Reconciliation to understand its healing power. GD question: How does the Sacrament of Reconciliation help us grow closer to God and each other?	forgiveness, reconciliation, healing, peace, grace, confession
Focus 4: Live 					
R4.3.1	Lesson 10	LO: To explore how Jesus' healing ministry is continued by his followers today CST Principle: Preferential Option for the Poor - Jesus' healing ministry continues through acts of compassion for those in need.	Matthew 25:31-46 (The parable of the sheep and the goats)	Create a report on a local or global organisation inspired by Jesus' mission to care for the marginalised. GD question: How can we continue the work of Jesus today through our actions and service?	healing, service, compassion, faith, charity, outreach
R4.3.2	Lesson 11	LO: To reflect on how we can care for the marginalised in our community CST Principle: Solidarity and Peace - Emphasizing unity and shared responsibility for the marginalised.	Luke 10:25-37 (The Parable of the Good Samaritan)	Create a class project to help a marginalised group in your community. Write a letter to an organisation or government official advocating for the care of the marginalised. GD question: How can we be like the Good Samaritan in our everyday lives?	Samaritan, help, care, compassion, service, justice
R4.3.2	Lesson 12	LO: To evaluate the role of the Church in continuing the mission of Jesus today	Acts 2:42-47 (The fellowship of believers)	Discuss how we, as the Church, can work together to help the poor and sick.	Church, mission, community, service, discipleship, fellowship

		<p>CST Principle: Community and Participation - The Church as a community serves as the body of Christ in the world today.</p>		<p>Create a "Mission Statement" for your class or parish, reflecting the call to continue the work of Jesus.</p> <p>GD question: What role does the Church play in continuing Jesus' work on Earth today?</p>	
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