

# Year 6

## DOMESTIC CHURCH – FAMILY

### Teacher's page

#### EXPLORE

This is a sensitive theme. The experience of 'family' in society today is varied, with many joys and sorrows. Whatever the experience, family still remains the first place for growth and development, the basic social unit.

- Q What does the word 'family' mean to you?
- Q What people do you associate with 'family'?
- Q What joys and sorrows do you remember of family life?

#### REVEAL

For Christians the pattern and ideal of family life is found in the Scriptures. God is the loving parent of the human family and Jesus was born and lived in a human family. While offering ideals for family life, it is important to acknowledge and respect the real experience of some children which is not ideal.

#### Word of God

"As God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you must also forgive. Above all clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in the one body." (*Colossians 3: 12-15*)

- Q In your daily life, how can you be 'clothed with compassion' or 'with love'?
- Q In practical terms, how can these be expressed?

#### Catechism of the Catholic Church

"In our own time, in a world often alien and even hostile to faith, believing families are of primary importance as centres of living, radiant faith. For this reason the Second Vatican Council, using an ancient expression, calls the family the *Ecclesia Domestica*: the Domestic Church. It is in the bosom of the family that parents are by word and example... the first heralds of the faith with regard to their children." (*CCC1656*)

## RESPOND

- Q What positive message about the family of the school is put across in the classroom?
- Q How does the school ensure that when it welcomes a child, it welcomes that child's family?
- Q In what ways can the partnership between home and school be developed?

## Prayer and Reflection

*Father, creator of all,  
you 'ordered the earth' to bring forth life  
and crowned its goodness by  
creating family life.  
Teach us the beauty of human love,  
show us the value of family life  
and help us to live in peace  
with everyone.  
Amen.*

# DOMESTIC CHURCH– FAMILY: LOVING – TOPIC OVERVIEW

YEAR 6 - 4 WEEKS | God who never stops loving

<b>TEACHERS' NOTES</b>		
<p>It is in the love of a family that Christians first experience the reality of Church. Everyone begins life in a home and family or community of some kind.</p> <p><b>Scripture:</b> Isaiah 54: 10 <i>The mountains and hills may crumble, but my love for you will never end; I will keep for ever my promise of peace.</i></p> <p><b>Catechism of the Catholic Church 221:</b> God himself is an eternal exchange of love, Father, Son, and Holy Spirit, and he has destined us to share in that exchange.</p>		
<b>ABOUT THE TOPIC</b>		
<p><b>Prior learning:</b> ourselves as made in the image and likeness of God.</p> <p><b>This Topic: learning outcomes</b></p> <p>Know and understand:</p> <ul style="list-style-type: none"> <li>• The love and care of people – <b>Explore</b></li> <li>• God's love is unconditional and never ending – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>		
<b>SCRIPTURE</b>	<b>TRADITION</b>	
<p>Isaiah 40: 1-5,9-11,28-31 – <i>God's Story 3</i> page 62</p> <p>Psalms 23 and 136 – <i>God's Story 3</i> pages 46-47</p> <p>Luke 15: 11-32 – <i>God's Story 3</i> page 102</p> <p>Matthew 5: 1-12, 44-48</p> <p>John 15: 9-14</p> <p>Ephesians 4:26, 31-32</p> <p>Titus 3: 4-8</p>	<p>God's love is unconditional and eternal.</p>	
<b>SOME QUESTIONS OF MEANING &amp; PURPOSE</b>	<b>CORE VOCABULARY</b>	
<p>Does love last forever or does it have limits?</p> <p>Do you have to earn love?</p> <p>How can I love people I don't like?</p>	<p>unconditional, forgiveness, mercy, prodigal, parable, reconciliation</p>	
<b>RESOURCES</b>	<b>CROSS CURRICUL LINKS</b>	
<p><i>God's Story 3</i></p> <p><i>Church's Story 3</i></p> <p><i>Good News Bibles or NRSV (Catholic version)</i></p> <p><i>Texts, DVDs and songs about 'Love'</i></p>	<p>Science, Dance, ICT, PSHE, Citizenship, Literacy, Art, Music, RSE</p>	
<b>COME &amp; SEE WEBSITE</b>	<b>STANDARD INDICATOR</b>	
<p>Links to art galleries, pictures</p>	<p><b>Learning about religion</b>            Beliefs, teaching &amp; sources            Celebration and ritual            Social &amp; moral practices &amp; way of life</p> <p><b>Learning from religion</b>            Engagement with own &amp; others' beliefs &amp; values            Engagement with questions of meaning</p>	
<b>RE CURRICULUM DIRECTORY</b>	<b>LITURGICAL/PRAVERS LINKS</b>	<b>SONGS/HYMNS TO SING</b>
<p><b>Area of Study 1:</b> Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God</p> <p><b>Area of Study 2:</b> What is the Church? One and holy, Catholic, Mission</p> <p><b>Area of Study 3:</b> Reconciliation, prayer</p> <p><b>Area of Study 4:</b> The dignity of the human person, the human community, love of God, love of neighbour</p>	<p>Litanies</p>	<p><i>See John Burland Grid</i></p> <p><i>Let there be love shared among us</i></p> <p><i>This is My Body</i></p> <p><i>Though the Mountains may fall</i></p> <p><i>The Kingdom of Heaven</i></p> <p><i>Love Changes Everything</i></p> <p><i>Everything I do</i></p> <p><i>Love is all around</i></p>
<b>POINTS TO REMEMBER</b>		
<p>Be aware that not every child has a loving family background. This topic should enable every child to identify situations where they have experienced love.</p>		

# EXPLORE

The love and care of people

## STANDARD INDICATOR

Some children will be able to **make links** between their beliefs about love, their behaviour and how it affects others.

Some children will be able to **compare** their own and other people's ideas about questions of unconditional love.

Some children will be able to **show understanding** of how beliefs and values affect our love and care of each other.

## KEY WORDS

Unconditional

## RESOURCES

- Stories/images Photographs and magazine pictures
- *The Lion the Witch and the Wardrobe*, by C.S. Lewis ISBN: 978-0064471046
- *Charlotte's Web*, by E. B. White ISBN: 978-0545001885
- *The Flour Babies*, by Anne Fine ISBN: 978-0140361476

**LEARNING INTENTION:** The love and care of people.

## CONTENT

Use real life stories, fictional stories or DVD clips to explore the concept of giving love unconditionally. Examples can be found in:

- *The Lion, The Witch and the Wardrobe*
- *Charlotte's Web*
- *The Flour Babies*
- Some songs: *Perhaps Love* (John Denver), *Love is all around* (Wet, Wet, Wet), *Everything I do* (Bryan Adams).

Teachers might talk about their own experiences of being loved and loving, e.g. through their relationships as a daughter/son, parent, aunt/uncle, cousin, grandparent etc.

With the class, make a list on the IWB of all the things that need to be done for them.

Discuss who does these and why they think that person does it for them. Has anything surprised them or made them stop and think?

## SOME KEY QUESTIONS

- Q How are relationships shown and developed in the chosen text or song?
- Q What does unconditional love mean?
- Q Who loves and cares for you? How do they show love and care and why?
- Q What do members of your family do for each other and why?
- Q How do you show love to others?
- Q Does anyone show you unconditional love?
- Q How have people inspired and influenced you to show unconditional love to others?

## SOME SUGGESTED ACTIVITIES

- Using the text from stories, current video/Come and See Website clips, newspaper reports, songs etc. that show love and care between people, make links between what love means to the feelings of the giver and receiver. Make a mind map of your ideas around the words, 'Love is ...'
- Choosing your favourite aspect of love, design a cartoon to show that you understand what unconditional love is. Make a class display/book entitled 'Aspects of Love'.
- On small cards, write different ways that Christian love can be shown. Put the cards in a bag and invite children to pick a card and role-play the content showing how feelings affect behaviour.
- Cut out pictures from magazines of situations where love and care are being shown in service to others. Create a class or group montage from the situations chosen, explain why people show love and care in their service to others.

## REFLECTION ON SIGNIFICANCE

Gather round the display or prayer focus for a moment of quiet reflection. Appreciate the unconditional love they have explored in play, drama, prayer, song etc. Think of someone who shows you unconditional love. Add these names to the montage on display. Sing a song about love.

## REVEAL

God's love is unconditional and never ending

**CONTENT:** scripture – tradition – prayers

### STANDARD INDICATOR

Some children will be able to **make links** between the story of the prodigal son and the Christian's belief in God's forgiveness.

Some children will be able to **give reasons** for a Christian's love and care.

Some children will be able to **describe and show understanding** of the scripture, beliefs, feelings and experience of God's unconditional love and **make links** between them.

Some children will be able to **show understanding** of how religious belief in God's unconditional love shapes life.

Some children will be able to **engage with and respond** to questions about loving, in the light of religious teaching.

### KEY WORDS

prodigal, parable, forgiveness, mercy, reconciliation

### RESOURCES

- *God's Story 3*
- Good News Bibles or NRSV (Catholic version)
- Recent Friends of Jesus: ISBN

## **LEARNING FOCUS 1:** God loves and cares for his people even in difficult times.

### **CONTENT**

The Prophet, Isaiah, was inspired by God to urge people to look forward to the coming of the Messiah, the Saviour, who would rescue them from those who threatened them. Isaiah was writing at a time when many people had been captured and exiled in Babylon and wondered whether they would ever return.

Isaiah 40: 1-5, 9-11, 28- 31: *God's Story 3* page 62, *Here is your God!*

Psalm 23 speaks of God as a shepherd looking after his sheep: *God's Story 3* page 46, *Trust in God's love.*

Psalm 136 speaks about how God will look after us: *God's Story 3* page 47.

Notice and identify in each of these readings the difficulties that we sometimes encounter in life and the ways in which God helps us. God will never abandon us.

### **SOME KEY QUESTIONS**

- Q How do you think people felt when they heard Isaiah's words?
- Q What difficulties might we have to face today? What words of scripture might encourage and support us?
- Q What do the readings tell us about God?
- Q What do they tell you about people made in the image of God?
- Q How does Isaiah say that people will be changed by God's love?

### **SOME SUGGESTED ACTIVITIES**

- From the scripture you have read, make links with how a shepherd looks after his sheep and how God looks after us.
- Describe and show understanding of the scriptures through discussing your favourite description of God, making links to your feelings and experiences and giving reasons for your choice. Record this in some way.
- Write your own prayer/litany/psalm in the style of Psalm 136 praising and thanking God for his love and care. Pray the litany in different ways, e.g. using solo voices/pairs/ groups, etc. Start 'God is...' Conclude with 'Give thanks to God. God is so good!' (This could be used in Collective Worship or in the Rejoice section of this topic.)

## LEARNING FOCUS 2: We don't have to do anything to make God love us.

### CONTENT

Titus was a Gentile that is someone who is not Jewish. He converted to Christianity and helped Paul to spread the Good News of God's love. The letter to Titus that is in the New Testament is addressed to him in Crete where Paul left him to help the church there.

*Tell them not to speak evil of anyone, but to be peaceful and friendly, and always to show a gentle attitude toward everyone. For we ourselves were once foolish, disobedient, and wrong. We were slaves to passions and pleasures of all kinds. We spent our lives in malice and envy; others hated us and we hated them. But when the kindness and love of God our Saviour was revealed, he saved us.*

*It was not because of any good deeds that we ourselves had done, but because of his own mercy that he saved us, through the Holy Spirit, who gives us new birth and new life by washing us.*

*God poured out the Holy Spirit abundantly on us through Jesus Christ our Saviour, so that by his grace we might be put right with God and come into possession of the eternal life we hope for.*

*This is a true saying. I want you to give special emphasis to these matters, so that those who believe in God may be concerned with giving their time to doing good deeds, which are good and useful for everyone.*

*(Titus 3: 2-8)*

### SOME KEY QUESTIONS

- Q How did God's love change Paul?
- Q What does this tell us about the quality of God's love?
- Q How do you think it might affect our attitude and behaviour?
- Q What do you think is the link between Baptism and the life of a Christian?
- Q How does this scripture offer hope to people?

### SOME SUGGESTED ACTIVITIES

- Write a letter to Paul thanking him for his letter to the people in Crete, saying how and why its message encouraged them and shaped their lives. Include how Paul's message can shape our lives today.
- Look up Acts 8: 1-3 (note that Paul was called Saul before his conversion), to find out how Paul behaved before he was converted to Jesus Christ. Use that information and what Paul says in his letter to Titus to explain how Paul's beliefs changed him.

## LEARNING FOCUS 3: Unconditional love.

### CONTENT

Jesus told many stories to help his friends understand difficult things. His parables (stories with special meanings) still have meaning for people today. When you read them, you have to think and try to work out the message that Jesus is giving to his friends today and what messages they have for you?

Read Luke 15: 11-32 *God's Story 3* page 102-103, *The Parable of the Prodigal Son*.

This parable is really more about the father than the younger son. Through this story, Jesus is telling us what God our Father is like. It seems that in this particular parable, Jesus is telling people that God loves us recklessly, extravagantly even wastefully. Prodigal – means reckless, extravagant.

The son is prodigal in pouring away his money; the father is prodigal in pouring out his love - this is unconditional love.

### SOME KEY QUESTIONS

- Q How do you feel when you hear this story?
- Q How do you think the father felt? The younger son? The elder son?
- Q Have you ever felt like one of them? When? Why?
- Q How do you feel about the father, the younger son and the elder son?
- Q Why do you think they each acted as they did?
- Q Can you think why the story might be called 'The Prodigal Father'?
- Q What does this story tell you about God's unconditional love?
- Q In the future, how might the father's unconditional love for his son, affect the brother who stayed at home?

### SOME SUGGESTED ACTIVITIES

- As a class, hold a trial for one or more of the characters in the story. Throughout the trial use 'freeze frame' to explain and show an understanding of how the accused has failed to love unconditionally. You will need the following role-players:
  - The defendants – son, father and/or brother
  - lawyers for the defence and prosecution
  - judge and jurors
  - witnesses for both sides of the argument – servants of the family, friends of the younger son etc.
  - television/newspaper reporters and photographersAt the end of the trial, the jury will decide who showed or failed to show unconditional love. Take photos/video throughout the trial.
- Imagine you were the newspaper or television reporter at the trial. Write or give a report of the outcomes of the trial and give reasons for these. Record your report on the computer in newspaper format, using some of the photographs to report on outcomes of the trial.
- Compare and contrast the character of the prodigal son when he left and after he had returned. What had he learned from his experience about unconditional love.

## LEARNING FOCUS 4: Forgiveness is an essential part of unconditional love.

### CONTENT

Listen to John Burland's song Year 6 CD 1 Track 5 *The Prodigal Son*.

Referring to the Luke 15: 11-32 text used in Learning Focus 3, look at one or more of these pictures on the IWB:

Rembrandt's *Prodigal Son* 1669/

Frank Wesley's *Forgiving Father*,

Guercino's *Return of The Prodigal Son*,

Murillio Bartolomé Esteban's *Return of The Prodigal Son*.

[www.wga.hu](http://www.wga.hu)

<http://www.bible-art.info>

Discuss what the characters are saying, notice how each is positioned in relationship to the other. Consider the concept of forgiveness and what it entails in the forgiver and the forgiven.

### SOME KEY QUESTIONS

- Q Which picture did you like best and why?
- Q How do the pictures help your understanding of the story?
- Q Which is more difficult: to ask for forgiveness or to forgive?  
Give your reasons.
- Q What messages about love and forgiveness are the artists trying to communicate?  
How does this link to Jesus' story of The Prodigal Son?

### SOME SUGGESTED ACTIVITIES

- Look at two of the pictures from the website or other sources. Discuss similarities and differences in these pictures. In pairs get the children to position themselves in the same way as the characters in the pictures. Take photographs and annotate them with what they may be saying to each other in their reconciliation.
- Invite the children to paint their own picture or stained-glass window of the reconciliation aspect of the story. Use colour to indicate mood and atmosphere, consider the position of each character in relation to the other, and annotate it to show an understanding of how the father's love is unconditional.
- Write your own modern-day story to illustrate the points made. Describe how the behaviour of the father figure is influenced by his belief of hope, love and forgiveness.

## LEARNING FOCUS 5: Knowing that we are loved, we can grow in love.

### CONTENT

Near the beginning of Jesus' ministry, a large crowd had gathered to hear his words, to be encouraged and to learn how to shape their lives in a more loving way. This teaching is called the *Sermon on the Mount* because Jesus went up a hill so everyone could see and hear him. It is also called the *Beatitudes* - in some translations the word blessed is used and in other versions the word happy is used.

Jesus explains the meaning of true happiness and its rewards.

The Sermon on the Mount: true happiness

*Jesus saw the crowds and went up a hill, where he sat down. His disciples gathered around him, and he began to teach them:*

*Blessed are those who know they are spiritually poor;  
the Kingdom of heaven belongs to them!*

*Blessed are those who mourn;  
God will comfort them!*

*Blessed are those who are humble;  
they will receive what God has promised!*

*Blessed are those whose greatest desire is to do what God requires;  
God will satisfy them fully!*

*Blessed are those who are merciful to others; God will be merciful to them!*

*Blessed are the pure in heart;  
they will see God!*

*Blessed are those who work for peace; God will call them his children!*

*Blessed are those who are persecuted because they do what God requires;  
the Kingdom of heaven belongs to them!*

*Blessed are you when people insult you and persecute you and tell all kinds of evil lies against you because you are my followers.*

*Be blessed and glad, for a great reward is kept for you in heaven. This is how the prophets who lived before you were persecuted.*

*(Matthew 5: 1-12)*

Use the images from *God's Story 3* page 83 on the IWB and add others of your own to illustrate the text. Discuss how the various images reflect the values of this Gospel.

### SOME KEY QUESTIONS

- Q Which line about being blessed do you like best and why?
- Q Which one would you like to have/be and why?
- Q Which one would you find hardest and why?
- Q What challenges you in this passage?
- Q What inspires you?
- Q In what situations have you seen these values/attitudes being shown?
- Q What would our homes, our school and our class be like if we could follow Jesus' teaching?

## SOME SUGGESTED ACTIVITIES

- In the knowledge that you are loved by God, write your own set of attitudes reflecting this love. Give reasons why you would make others feel blessed and loved too.  
Give it the title 'Be-Attitudes' and start e.g. with, 'You will be blessed when you share your ... because ...  
you show respect to ... because ...'
- In groups, explore and describe how these values from the Gospel are lived out in different communities i.e. home, school, parish, locally and globally. What difference do they make to people's lives.
- Look up and read Luke 6: 32-36, it is very similar to Matthew 5: 44-48. Use a Venn diagram to compare these texts. Choose one of the common values and identify how a Christian could live it out today.

## LEARNING FOCUS 6: God never stops loving.

### CONTENT

All through the Bible, we find messages of God's love, care and forgiveness. In John's gospel, Jesus speaks of his Father's love and the greatest love we can have.

*I love you just as the Father loves me; remain in my love.  
If you obey my commands, you will remain in my love, just as I have obeyed my Father's commands and remain in his love.  
I have told you this so that my joy may be in you and that your joy may be complete. My commandment is this: love one another, just as I love you. The greatest love you can have for your friends is to give your life for them. And you are my friends if you do what I command you.*

*(John 15: 9-14)*

It is difficult to be loving all the time. There are occasions when we say or do things we regret and know they are not loving. Paul in his letter to the Ephesians has advice on how to deal with these kinds of situations:

*Even if you feel very angry, don't break God's law of love. Never let the sun go down, never go to bed still feeling very angry with one another. Always do your best to sort out quarrels, grudges and resentments from the very beginning. If you don't, they will grow and will destroy not only other people and your life together, but yourself as well. Be generous, understanding, sympathetic and forgiving. Forgive each other as quickly and generously as God forgives you.*

*(Based on Ephesians 4: 26, 31-32)*

### SOME KEY QUESTIONS

- Q What do you think each of the passages tell you about God's love?
- Q How do you feel when you have read each of the passages?
- Q What do you think are the key words in each text? What do you think they mean for people today?
- Q Most people will probably not be asked to lay down their lives for others, but in what way do you think those words might apply? How do we give of ourselves for others?
- Q Why did Paul tell the Christians at Ephesus 'never to let the sun go down on their anger'?

### SOME SUGGESTED ACTIVITIES

- Highlight all the words and phrases from Ephesians which show mercy and forgiveness. Use these ideas to show how they shape our lives today.
- Think of someone you know or a well-known person who has loved unconditionally during their lifetime. Describe and explain what you think inspired and influenced them and how they are role models for others. (Look up someone in *Recent Friends of Jesus* or someone who is currently in the news.)
- Using the scripture and other sources you have studied in this topic, write a personal statement which shows your understanding of God's unconditional love.

## RESPOND

Remembering, celebrating and responding to the love and care of people around them and that God's love is unconditional and never ending

### Remember

Start the session with a moment of quiet reflection. Provide each child with the opportunity to engage with questions of meaning and purpose related to *Loving*.

Using the display, children may be able to contribute to the following questions through discussion, role-play, drama, art, cue cards etc.

### Ask the children if there is anything they wonder and ask questions about

- What it means to be truly loving.
- How people can show unconditional love to others.
- How beliefs and values inspire and influence people to be loving.

### Provide the opportunity, possibly by one of the means above, for the children to remember

- The scripture texts that demonstrate God's unconditional love for everyone even when times are hard.
- The challenges these passages present to Christians.
- How these passages influence the beliefs and values of Christians today and in the future.
- The Parable of the Prodigal Son and its implications.
- The Beatitudes and their meaning for today.
- God's unconditional love and what this means.
- By living in God's way, as Jesus showed us, we can grow in love.

### Rejoice

Remember to plan an end of topic class celebration. (*Download the Rejoice and Gather Form from the Come and See website.*)

### Renew

The teacher helps each child to make an individual response to what they have understood and celebrated from their own experience and the experience of the Church community.

### Apply their learning

How can I appreciate the love of those who care for me and how can I show care and love to others?

### Some suggested ideas

After a time of quiet reflection and prayer:

- Think of a way of showing appreciation for someone's love today.
- In the playground or on the way home, look out for a way to show love and kindness towards someone who is not a special friend.

### Teacher evaluation

This is ongoing and will inform future teaching and learning, which will include assessment for learning.

## STANDARD SUMMARY

Some children will be able to **make links** between their beliefs about love, their behaviour and how it affects others.

Some children will be able to **compare** their own and other people's ideas about questions of unconditional love.

Some children will be able to **make links** between the story of the prodigal son and the Christian's belief in God's forgiveness.

Some children will be able to **give reasons** for a Christian's love and care.

Some children will be able to **describe and show understanding** of the scripture, beliefs, feelings and experience of God's unconditional love and **make links** between them.

Some children will be able to **show understanding** of how religious belief in God's unconditional love shapes life.

Some children will be able to **show understanding** of how beliefs and values affect our love and care of each other.

Some children will be able to **engage with and respond** to questions about loving, in the light of religious teaching.

## CHURCH TEACHING

This is an outline of the teaching of the Church covered in **LOVING:**

- God's love, care and forgiveness.
- God's unconditional love, which is not earned but freely given.
- The Beatitudes.
- The Parable of the Prodigal Son.
- Scripture which helps the understanding of God's love.