



# RE: People in Christianity - St Patrick & St Brendan

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<b>Medium term plan for RE</b>	
Unit: PEOPLE IN CHRISTIANITY (KS 1-2)	Time 30 Hours
<p><b>Expectations</b> At the end of this unit:</p> <p>most children will:</p> <ul style="list-style-type: none"> <li>• Describe their own experiences and feeling of belonging.</li> <li>• Listen and respond sensitively to the experiences and feelings of others, including the Christians studied.</li> <li>• Identify and describe some Christian practices.</li> <li>• Recognise and suggest meanings for key religious symbols and words related to Christianity.</li> <li>• Retell the stories of St Patrick and St Brendan and identify some religious beliefs and teachings.</li> </ul> <p>some children will not have made so much progress and will:</p> <ul style="list-style-type: none"> <li>• Identify aspects of their own experiences and feelings of belonging.</li> <li>• Identify what is of value and concern to themselves in the Christian material studied.</li> <li>• Recognise features of Christian life and practice.</li> <li>• Recount outlines of stories about St Patrick and St Brendan.</li> </ul> <p>some children have progressed further and will:</p> <ul style="list-style-type: none"> <li>• Compare aspects of their own experiences and those of others, identifying what influences their lives.</li> <li>• Make links between their own experiences, values and commitments and the Christian ones studied.</li> <li>• Describe some Christian beliefs and teachings and their importance and describe how some features of these are exemplified in celebrations and practices.</li> <li>• Describe the importance of the experiences of St Patrick and St Brendan and how it affected their lives.</li> </ul>	

Outline Planning Sheet for Religious Education

Unit Ref: Key Stages 1-2      Title: People in Christianity      Part 1: Christianity

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>What is it like to belong to a group?</p>	<ul style="list-style-type: none"> <li>• To know that we all belong to different groups.</li> <li>• To consider the role we play in groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Children look at pictures of different 'family' groups, matching labels to identify characters. (Avoid stereotypes of family, race etc. Include pets.)</li> <li>• Children draw and label members of their household.</li> <li>• As a circletime activity discuss roles that members of their households play. How do they support/care for each other?</li> <li>• Complete simple sentences to explain how we can care for each other as members of a household.</li> <li>• Discuss belonging to other groups such as the class, Brownies, Cubs, other clubs etc. What do they have to do as a member of the group? What shows they belong to the group? (Clothes, promises, badge etc.)</li> <li>• Children are given one 'group' to make a simple display, showing all they have learned about belonging to it.</li> </ul>	<p>Pupils</p> <ul style="list-style-type: none"> <li>• Use their own experience to identify what is involved in belonging to a household.</li> <li>• Identify ways in which they demonstrate belonging to a group.</li> </ul>
<p>Who belongs to the school family?</p>	<ul style="list-style-type: none"> <li>• To know that lots of people make up the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• A large jigsaw puzzle should be made and cut from polystyrene or similar material.</li> <li>• Discuss people that make up the school community. Identify their roles and importance.</li> <li>• Small groups take a piece of the jigsaw and draw/label one of the people/groups identified. They write an explanation of their contribution to the school community. Jigsaw pieces are fitted together to make a larger display.</li> <li>• Discussion should focus on the value of everyone in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what is involved in belonging to a larger community.</li> </ul>

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>What is it like to belong to Christianity?</p>	<ul style="list-style-type: none"> <li>• To know that there are many different roles in the Christian Church.</li> <li>• To become familiar with key words associated with the Christian Church.</li> </ul>	<ul style="list-style-type: none"> <li>• Children watch a video of Sarah and Paul going to church.</li> <li>• Discuss the people that were seen in the church and their roles.</li> <li>• Put a large picture of a church on display. On the left side cut and stick shapes labelled with the people involved in the church. More able pupils could be given another religious building and people associated with it and asked to look for similarities and differences with the church.</li> <li>• Read, 'Lucy's Sunday', from Bridges to Religion series. Discuss what Lucy enjoys about the church, what activities is she involved in? Discuss what other activities the children think/know happen in churches.</li> <li>• Have a selection of pictures of Christian worship / activities in Church, such as a wedding, Baptism, Harvest etc. Partly cover the each picture so that some is left showing. Ask the children, in small groups, to draw what they think is covered up.</li> <li>• What do they think is happening? Pictures are then uncovered and groups report back about how accurate they were, what clues there were, what surprised them etc.</li> <li>• They then study the picture and compose 5 - 10 statements about what is happening. These can be written or taped. After this they form up to 5 questions they would need to ask in order to tell people more about their picture.</li> <li>• More able pupils can be given information to find answers to their questions through simple text, access to CD Roms etc. Others could be supported in finding out the details needed. Pictures and information gathered could then be displayed or presented to the class or to an assembly.</li> <li>• Returning to the picture of the church on the wall - pictures or labels of activities that take place in the church could be recorded, cut out and placed down the right hand side of the picture. A list of key words should also be compiled and displayed nearby.</li> </ul>	<p>Pupils will</p> <ul style="list-style-type: none"> <li>• Know the key people involved in the Church Community.</li> <li>• if they are capable, can make comparison between the church community and another religion.</li> <li>• Can describe the main activities that take place within a church.</li> <li>• Can identify key words associated with the church.</li> </ul>

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
What does it feel like inside a church?	<ul style="list-style-type: none"> <li>To identify some of the main features of a church.</li> <li>To reflect upon and respond to being inside a church.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange a visit to a church. Allow the children to sit quietly inside the church and use their senses. How do they feel? What can they see, hear, smell etc? They should tape or write their feelings and use this as a basis for a 'senses' poem:  I see... I hear... I smell... I taste ... . I am ...</li> <li>Investigate the parts of the church and ask the children to draw, tape or write about the thing they found most interesting and to explain why.</li> <li>On return to school these experiences should be shared. What different things did they feel, see as most interesting etc?</li> </ul>	<p>Pupils</p> <ul style="list-style-type: none"> <li>Reflect on the features and feelings associated with the church.</li> <li>Identify interesting features of the church.</li> </ul>
How does a Vicar feel about his job?	<ul style="list-style-type: none"> <li>To be aware of how a clergy person sees their job.</li> <li>To ask questions and respond with respect and sensitivity to a member of the Christian faith.</li> </ul>	<ul style="list-style-type: none"> <li>Prior to the visit of a vicar or other clergy person, work with the children on preparing a set of questions for the visit. Link to ICT and word process the questions. Put them on display for the visit.</li> <li>Ask the vicar or other clergy to talk of their role, why they chose that 'job' and to answer the questions.</li> <li>Following the visit reproduce the answers to put with the questions on display.</li> </ul>	<ul style="list-style-type: none"> <li>Respond with sensitivity to the values and beliefs of the Clergy person.</li> <li>Realise that some questions cause people to wonder and are difficult to answer.</li> <li>Link ICT skills with RE.</li> </ul>

Outline Planning Sheet for Religious Education			
Unit Ref: Key Stages 1-2 Title: People in Christianity Part 2: St Patrick			
Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
Who was St Patrick?	<ul style="list-style-type: none"> <li>To become familiar with the patron saint of Ireland - St Patrick.</li> <li>To be aware of ways in which beliefs can affect behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a storysack with objects related to St Patrick - e.g. shamrock, Bible, cross, map of Ireland, a toy sheep, a model boat, pirates outfit, pictures of slaves, Roman coins, Priests robe or Collar, book of prayers etc.</li> <li>Show each of the objects to the children one at a time and ask them what clues we have about the person we're going to learn about. Where might he be from? When did he live? What job could he have done? What religion did he belong to? Etc.</li> <li>Show a large picture of St Patrick being captured. What are his thoughts? Children fill in speech bubbles and discuss.</li> <li>Tell a simple version of the story of St Patrick. Have paper plates with different faces expressing feelings of happiness, sadness, fear, excitement etc. Ask the children to select the most appropriate face at certain parts of the story to show how Patrick might have been feeling. Question them as to why they think that.</li> </ul>	<p>Pupils</p> <ul style="list-style-type: none"> <li>Identify with the feelings of the character of St Patrick in the story.</li> <li>Can retell the key details of the story of St Patrick.</li> <li>Can explain what they feel to be the most important parts of the story.</li> </ul>
	<ul style="list-style-type: none"> <li>To reflect upon and respond to questions of meaning and value.</li> </ul>	<ul style="list-style-type: none"> <li>Watch the animated tale of St Patrick to reinforce the story.</li> <li>Give the children a blank 'video cover' and ask them to devise a title for the story to reflect what it is all about and write the details for the 'blurb' of the cover (depending on their ability this could be one simple sentence or a longer passage).</li> <li>Ask the children to run the story through their head like a video and stop it at what they think is the most important part of the story and to explain why they think that. They could draw the scene on a blank 'TV screen' or more able pupils could write/tape their justification.</li> <li>Discuss what St Patrick's main beliefs were. Why did he act as he did? Relate to examples from children's experiences about why they or people around them behave as they do.</li> <li>Look at a variety of pictures of St Patrick by different artists. Which do they think are most likely to be accurate? Why? Which do they like/dislike? Why? More able pupils could select a picture and complete an 'images' worksheet. Discuss whether pictures are the best way to find out about what somebody is like.</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways in which beliefs affect behaviour.</li> <li>Respond to St Patrick's blessing and reflect upon what hopes they have for their family/friends/ themselves.</li> </ul>

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
		<ul style="list-style-type: none"> <li>• Link to the children’s experience by asking them to bring in photographs of themselves. Combine these with photographs of a variety of famous people and people in school etc. Do the photographs reveal anything about the person? Do the clothes matter? Etc. Can we really tell what the person is like?</li> <li>• Read St Patrick’s blessing. Discuss what it means. Who is he concerned about? Children compose their own ‘blessings’/thoughts about what they hope for their friends/family. Children share their thoughts if they wish to.</li> <li>• Explain how the church recognises Saints’ Days and how to many countries these days are very important. People are often named after Saints and, in Italy for example, villages have grand celebrations when the Saint to whom their village/church is dedicated has their day. Look at some of the customs/celebrations associated with celebrating St Patrick’s Day particularly in Ireland e.g. The Parade in Dublin.</li> <li>• Prepare the class/school for a celebration of St Patrick’s Day. Invite parents and other guests. Invite Irish Dancers to work with the children to devise simple dances to perform. Have Irish cookery lessons with food to share, prepare a puppet play or dramatisation of St Patrick’s life and have Irish songs and blessings. Involve guests in making cards to send greetings on St Patrick’s Day and generally celebrate Ireland! Link, via e-mail, with schools in Ireland to see how they are celebrating the day.</li> <li>• Following the event, reflect on how it felt to participate in the celebrations and evaluate the experience.</li> </ul>	<p>Pupils</p> <ul style="list-style-type: none"> <li>• Know that the church celebrates Saints’ Days.</li> <li>• Experience participation in festivities.</li> <li>• Become aware of a broader picture of Ireland.</li> <li>• Evaluate their feelings/ experiences.</li> </ul>

Outline Planning Sheet for Religious Education

Unit Ref: Key Stages 1-2 Title: People in Christianity Part 3: St Brendan

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>Who was St Brendan?</p>	<ul style="list-style-type: none"> <li>To know the story of another Irish Saint.</li> <li>To understand how people can be motivated by their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up work on St Patrick with a focus on another religious Irish character such as St Colmcille, St Brigid or St Brendan. I will be using St Brendan here, as an example.</li> <li>Tell the story of St Brendan. Retell as a chorus drama where the teacher narrates a simple version of the story and the class form a chorus with relevant actions/ words/ sounds to reinforce key features of the story. For example:                     <p>T There was once a young man who planned a journey.</p> <p>C Let's go, beep, beep, aeroplane sounds, (parade in a line round class).</p> <p>T He found some friends to go with him.</p> <p>C Hello, Hi, How are you?</p> <p>T They built a boat.</p> <p>C Bang, Bang, Hammer, Saw.</p> <p>T They packed supplies.</p> <p>C Mmm yum yum.</p> <p>T They set sail.</p> <p>C Whoosh, whoosh etc.</p> </li> <li>Discuss the key points of the story. Why did Brendan behave as he did? What must the journey have been like? Why didn't he give up?</li> <li>Show pictures of the mysterious events of the journey. Children suggest what may be being said by characters and fill in speech bubbles to accompany the pictures. Discuss why such things would have seemed so strange then.</li> <li>Link to children's own experience by having photographs of everyday objects taken from strange angles or showing only part of the object. Discuss how things seem strange until we are familiar with them.</li> </ul>	<p>Pupils</p> <ul style="list-style-type: none"> <li>Can retell the key elements of the story of St Brendan.</li> <li>Reflect on why things may seem to be strange/ mysterious to people.</li> </ul>

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
<p>What was St Brendan's voyage like?</p>	<ul style="list-style-type: none"> <li>• To reflect on the feelings of St Brendan.</li> <li>• To express feelings through music.</li> <li>• To be aware that beliefs can be expressed in different forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Display a map of Brendan's journey. Stick pictures or words on it to show/describe the feelings at each stage of the journey.</li> <li>• Devise a story bowl together. What would the ingredients be to tell the story of St Brendan? What characters?, Feelings? etc.</li> <li>• Show the children an empty envelope addressed to 'My dear friend, Enda'. Explain that the letter, from Brendan, has gone missing. Decide where on the journey it was written and compose a letter together. It should show Brendan's fears, hopes, excitement, etc. Depending on ability, children could then compose another letter for a different stage of the journey on their own or with support.</li> <li>• Listen to short extracts from 'The Brendan Voyage' by Shaun Davey.</li> <li>• Ask the children to close their eyes and think about the music. What pictures does it bring to their minds? Why might that be? Discuss the instruments used. Draw the things that come to their minds and discuss. Do they think the extracts relate to specific parts of Brendan's journey? Which? Why?</li> <li>• Ask the children, in small groups, to make up sounds/music to represent different feelings, such as, anger, excitement, sadness, happiness, peace, fear. What objects/instruments would they choose to make the sounds? Why? Would the sounds be loud / soft? Fast/slow? Etc. Once composed the children could write simple poems about their emotions to read with their 'music'. This could be performed to the class or an assembly.</li> <li>• Imagine that you could go back in time and meet St Brendan. What questions would the children like to ask him? As well as simple details encourage questions on feelings and reasons for his actions. Teacher in the role of St Brendan then takes the hot seat and answers questions put to them from the children, giving as much detail as possible about him. A role on the wall of Brendan should then be created, gathering all the information learned about him together. (A simple outline of a person is drawn and details written around the outside. Feelings are written inside the outline).</li> </ul>	<p>Pupils...</p> <ul style="list-style-type: none"> <li>• Identify the feelings of St Brendan.</li> <li>• Empathise with the feelings of St Brendan.</li> <li>• Interpret feelings/ events expressed through music.</li> <li>• Express emotions, symbolically through music.</li> <li>• Are aware that music can symbolise emotions.</li> <li>• Be becoming aware that beliefs can be expressed through different forms.</li> </ul>

Key Questions	Learning Objectives	Activities	Learning Outcome/ Assessment
What have we learned about St Brendan?	<ul style="list-style-type: none"> <li>To produce a book about St Brendan.</li> </ul>	<ul style="list-style-type: none"> <li>Children individually, or in groups, use information to make zigzag books or big books entitled, 'Who was St Brendan?' Depending on their ability this might be sequenced pictures, a few simple statements or a more detailed collection of pictures and writing including detail of why Brendan did what he did.</li> </ul>	<p>Pupils</p> <ul style="list-style-type: none"> <li>Synthesise information gained through drama and story to form a picture of the life of St Brendan.</li> </ul>
Why do we behave as we do?	<ul style="list-style-type: none"> <li>To make simple comparisons between St Patrick and St Brendan and the motivation behind their actions.</li> <li>To be aware of ways in which beliefs motivate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the children to look for similarities between the two Saints studied. Identify the reasons behind their ventures and link to the children's experiences of why they behave as they do. Follow up work could include looking at modern day Christians who have been motivated by their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities/ differences between the lives/ motivations of St Patrick and St Brendan.</li> <li>Link experiences from the lives of the Saints with their own behaviour/ motivations.</li> </ul>

Key Terms	Key Concepts	Resources	Cross Curricular Links eg SMSC / Literacy / Numeracy
Baptism Celebration Church Harvest Ireland Journey St Brendan St Patrick Symbol Vicar Voyage Wedding Worship	Belief Belonging Celebration Commitment Community Faith Family Prayer Reflection Worship	<p>Polystyrene Jigsaw            'Sarah and Paul' Video (cross view)            'Lucy's Sunday' book from Bridges to Religion Series            Pictures of members of house including pets            Labels of members of household            Large pictures of church            Pictures of Christian Worship            St Patrick's blessing            'Patrick - Brave Shepherd of the Emerald Isle' video (St Paul multimedia)            Stories about St Patrick            Photographs of famous people            Photographs of people in the school            Visit of a Clergy person            Visit to a Church            Story sack for St Patrick            Story of St Brendan            Pictures of St Brendan's voyage            Map of St Brendan's journey            'Issues' sheet            'The Brendan Voyage' Music by Shaun Davey            Range of objects / percussion instruments.</p> <hr/> <p>ICT            CD-ROMS            Word Processing            Use of Internet            E-mail links with Ireland schools</p>	History Literacy Drama Music