

RELIGIOUS EDUCATION RECONCILIATION – INTER-RELATING

***Note to teachers/parents and carers.**

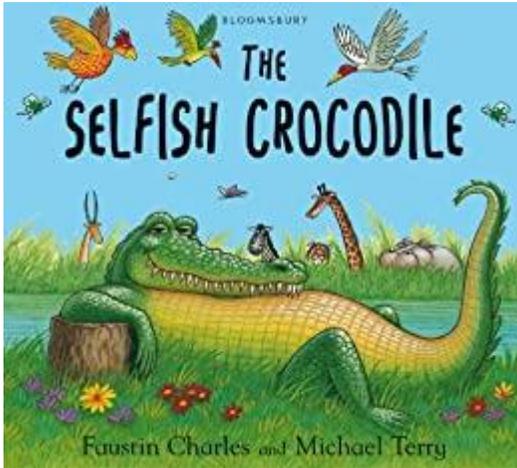
This work comes from the Come and See Religious Education programme which is taught in all Catholic primary schools in the Archdiocese of Liverpool. We have given a general guide to the learning opportunities that children may have come across under normal timetabling in school. We have suggested and selected a small amount of the programme. The activities aim to keep Religious Education practical and fun. They are in Year groups however, there is no harm in completing other year group work as this will help children to remember and strengthen their learning.

The first part of learning is called – **EXPLORE**. This shares your child's everyday experiences and helps them to see how the Catholic faith is lived in their everyday lives. The second part, called – **REVEAL** shares bible stories that links to their everyday life.

****Please note that the activities have been adapted as far as possible to adhere to social distancing guidelines. If completing the activities in school, please follow your school's Safeguarding policy.***

****Teachers may wish to adapt the following activities to suit the well-being of the children whether at home or in their care. The Reconciliation topic is an opportunity for schools to explore feelings that are/may be affecting them at this time.***

EXPLORE: Making friends and being a friend.



Read together and share:

The Selfish Crocodile by Faustin Charles and Illustrated by Michael Terry

<https://www.youtube.com/watch?v=tB60DIzh4GJ>

Talk about...

- Friends look after and do things for one another.
- Friends do things together.
- Friends make one another happy, comfortable and glad.
- Things that spoil friendship.
- Making friends again.



Choose Activities

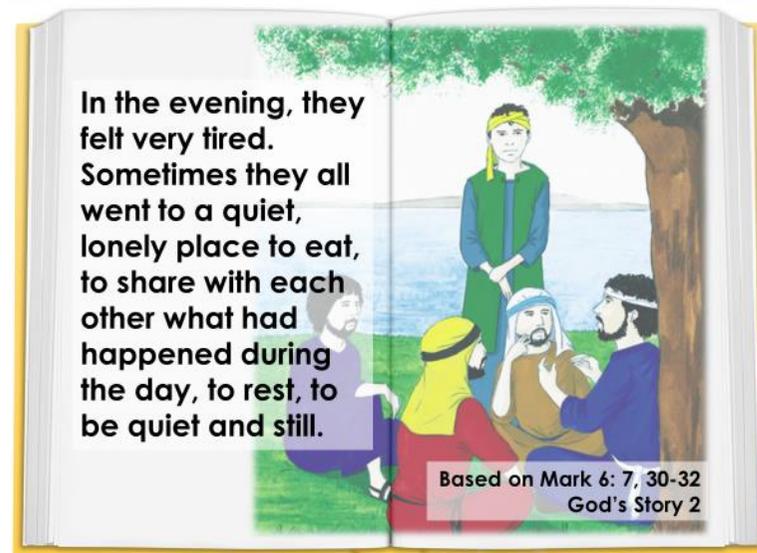
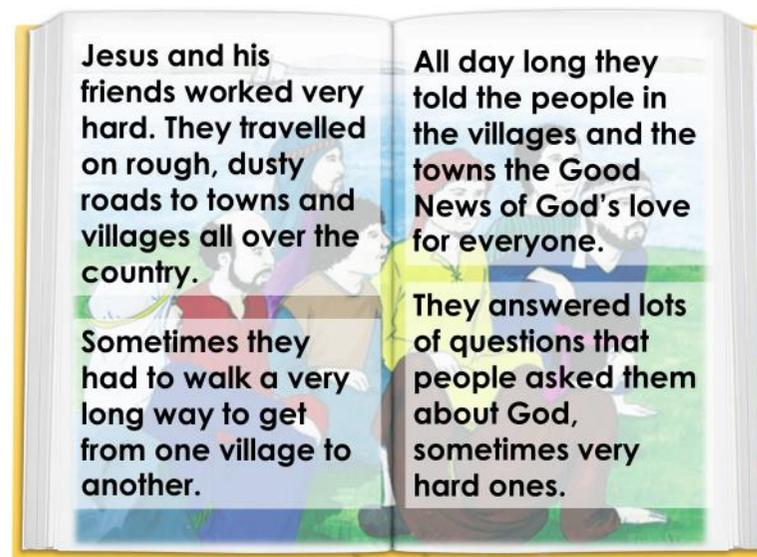
- Make paper chain teddies of friendship add the names of your friends.
- Make your own collage of your handprint/ draw around your hand and write the names of your friends in each one.
- Hold a teddy bears' picnic outside.
- Paint or draw a friend.
- Make models of friends.

REVEAL: Jesus had friends; we can be friends of Jesus.

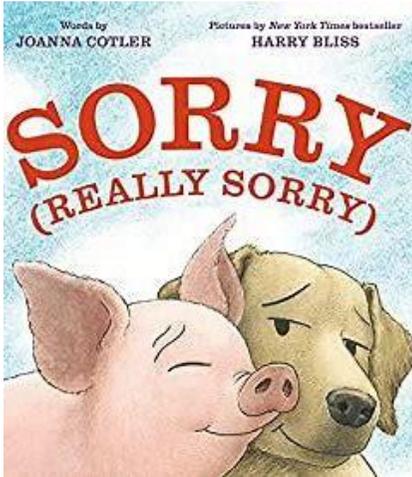
- Each day provide time for the children to share the joys and sometimes challenges of being a friend. You may wish to extend this time and use PSHE – to develop and invite children to share times when they had missed their friends.
- Use prayer times to invite the children to talk to Jesus, their friend, in their own words.
- Share together the story to discover what Jesus and his friends did together.
- Talk about ... the picture, what does it tell us?
What did Jesus and his friends do? (They worked, told people the Good News of God's love for everyone, answered questions.)
Where did they go when they were tired?
What did they do together? (eat, shared experiences, rested) Where do you go when you are tired?
Who do you talk to about your experiences of the day? e.g. what has gone well/what has not.
Where do you go to be quiet and still?

Choose Activities

- Draw a picture of your friend, put *friendship* words (e.g. loving, kind, caring, sharing etc), around your picture and talk about what you like about your friend and what you do together.
- Write a letter to Jesus asking him to help them be a good friend.



EXPLORE: Sometimes our choices are right and sometimes they are wrong



Read and share together: Sorry (really sorry) by Joanna Cotler

Full book available on You Tube

<https://www.youtube.com/watch?v=tjb0NVivGUl>

Talk about the situations where we must choose what to do and how sometimes we make good choices – good for others and for ourselves – and sometimes we make wrong choices which make others and ourselves unhappy.

Choose Activities

- Give children an assortment of pictures – children to sort into ‘good choices/wrong choices’ and talk about what is happening in each picture. (See next page 5 for ideas)
- Complete a worksheet: *Things that make me happy ... Things that make me sad.* (See page 5 for ideas)
- ***Please note if children are in school (i) take care if children have/ are being affected by the lockdown or because of being socially distant (ii) teachers may wish to consult their PSHE programme for making right choices and mental well-being programmes being used in school.***



Sad

When I feel sad, this is how my face looks:

Three things that make me feel sad are:

- 1
- 2
- 3

Bad Meane

Three things I can do when I feel sad are:

REVEAL: Jesus forgives us when we make wrong choices.

- Read and share together: *God's Story 2* pages 70-71 *Good News for Zacchaeus*, based on Luke 19:1-10.

Talk about when we make wrong choices like Zacchaeus did, we need to show that we are sorry in some way.

- Talk together and answer these questions...

What wrong choices did Zacchaeus make?

How did Zacchaeus feel when Jesus told him that he was coming to his house?

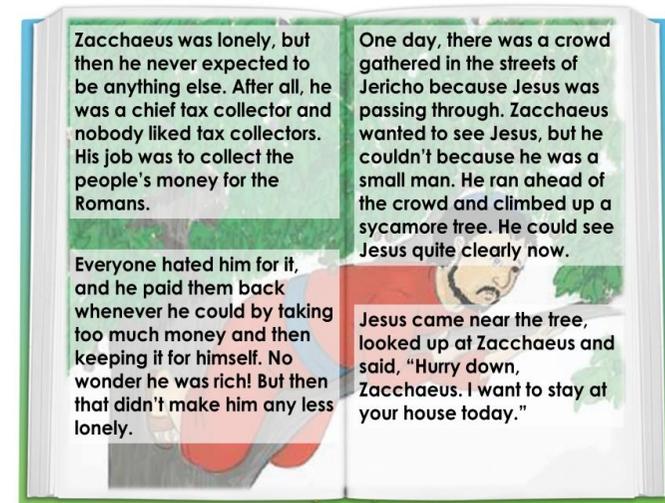
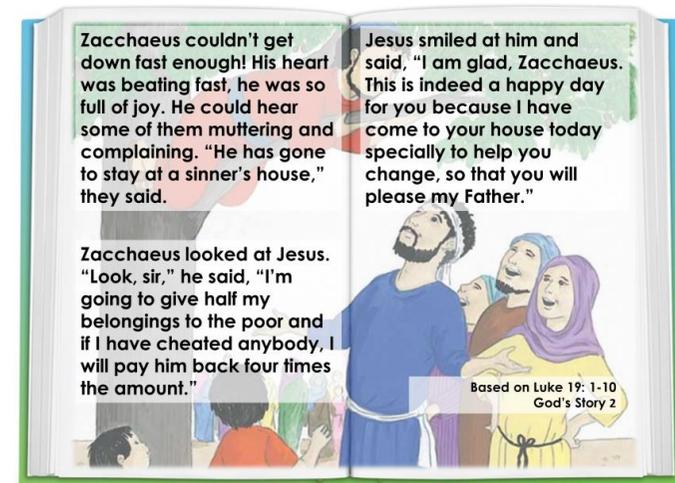
Why did the people complain?

How did Zacchaeus show he was sorry for his wrong choices?

Why was it a happy day for Zacchaeus?

Choose Activities

- Make a story board of the events for the display.
- Insert some speech bubbles onto the picture from *God's Story 2* page 70 and ask the children to put in the words that Jesus and Zacchaeus spoke to each other. (Please see page 7)
- Make a prayer card with the words 'Sorry!' on one side and 'Thank you!' on the other. Ask children to keep this safe at home. Ask them, when they go to bed, to think about the good things that have happened and say, 'Thank you!' to God for them. Then to think about the wrong choices they have made and say 'Sorry!'





RELIGIOUS EDUCATION – YEAR 2 – RECONCILIATION

EXPLORE: How rules can help at home and in school.



Choose Activities

Talk together and answer these questions...

What new rules did Faye learn? Why were they important? What do you think of David?

What made Faye happy? What would have happened if Faye had not followed the rules when she played with the others?

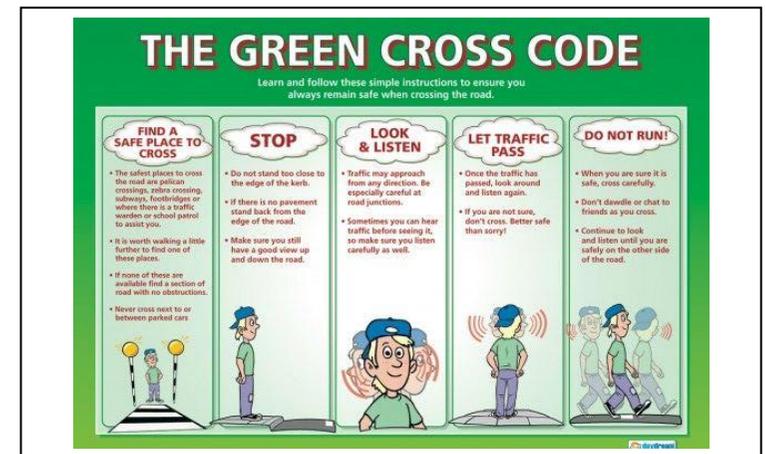
- Make a poster of your class or home rules, with words and pictures. Give reasons why they were chosen.
- Make a list of the rules of a sport or a club you are a part of and say why it is good they have rules and why.
- Show some symbols of the Highway Code. Make a list of essential rules for the road. Make a road safety poster. You might notice the signs and symbols as you go on a walk, go in the car ... how many can you spot?
- See Page 9 for more ideas.

Read together and share:

Rules of sport

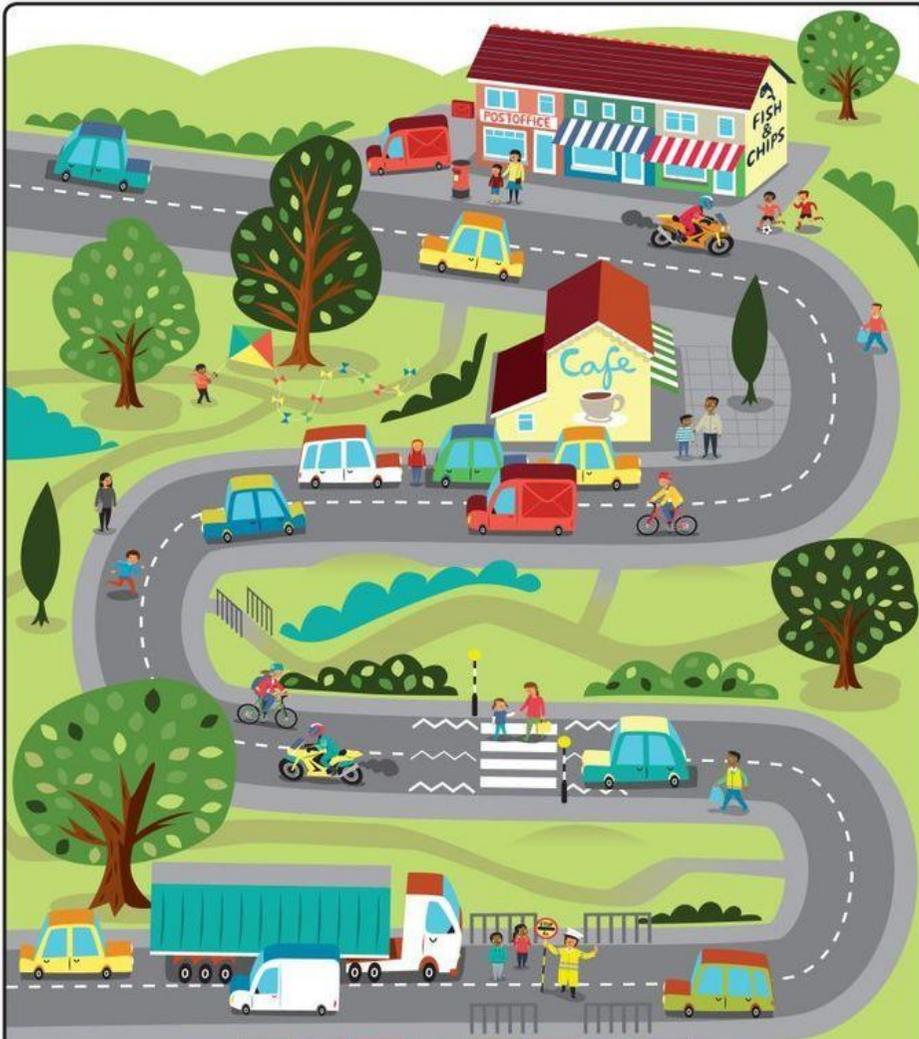
Faye asked her big brother David if he would play football with her. David explained that football has rules and that you have to keep the rules to play properly. Faye was only four, so she did not understand about the rules of football. David explained simply that she had to try to get the ball and kick it into the net. David knew he had to be patient with Faye. Faye ran round making silly noises, kicked David, and picked up the ball and ran up the garden path. When she came back David asked her whether she wanted to play with the other boys and girls in the park. “Yes, yes,” replied Faye. “Right,” said David, “well if you are going to play with others you have to learn some rules, or no one will want to play with you.”

David told Faye she must kick the ball and not pick it up, she was to keep on the pitch and not hurt other players. Faye understood and tried hard when she and David practiced. The next week Faye was joining in the game with other boys and girls in the park. She really enjoyed herself. David was proud of her.



Spot the hazards

Circle each of the dangerous actions of pedestrians on or near the road.



Be a good sport!

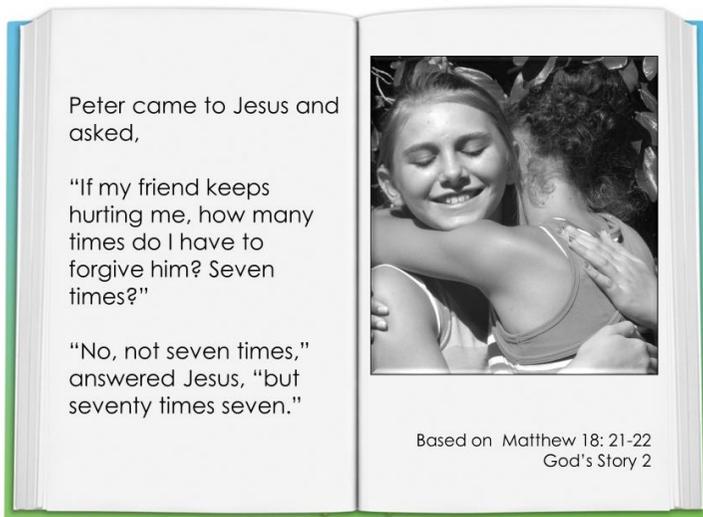


1. Have fun
2. Encourage others
3. Be respectful to the other team
4. Follow the rules
5. Be kind when you lose
6. Don't argue with the teachers

REVEAL: Jesus teaches his disciples about forgiving.

The friends of Jesus asked him about forgiving people who had hurt them. Peter thought it would be good to forgive them seven times and that would be quite hard to do. Peter was surprised when Jesus told him that you have to keep on forgiving, but he did say that the person who had done wrong should say sorry and really mean it.

- Read and share together: Matthew 18: 21-22.



- Talk together about Jesus' message ... 'Seventy times seven' is a way of saying always forgive.
- Answer these questions...
 - How do you think Peter felt when he heard what Jesus had to say?
 - How do you make up with others after something has gone wrong?
 - How do you feel when you realise you have to keep forgiving?



Choose Activities



- Talk about forgiving - what do I need to do when someone has hurt me? Recall a time when this has happened to you, make a story board about it, include links between the story of Jesus and forgiveness.
- On a template of a stepping-stone or a footprint ask the children to write words of friendship and forgiveness. Display them with the title '*The pathway to forgiveness*'. You may wish to make footprints from paint or draw around your foot. Perhaps use garden stones to paint and decorate words of friendship and forgiveness.

EXPLORE - Choices have consequences

In our lives we make choices – something we choose. From these choices we have consequences – a result of the choice you make. When we choose to warm up before a PE lesson, the consequence is that our bodies ready to perform at their best.

In the film Hercules, Hercules chooses to try and save Meg from the underworld. Watch this clip and see what the consequences of the choice he makes are:

<https://www.youtube.com/watch?v=LS1bftiDhdU>



Share this story together:

It was holiday time, and lots of children were playing in the park. Tom and Andrew had met some of their friends and were looking forward to a good game of football. Just then, along came Paul. “Just look,” said Tom, “he’s got his sister with him!” And there she was. Jane was dressed in her shorts and was wearing new trainers. “What have you brought her for?” asked Andrew. “I had to choose,” said Paul. “Mum said I could come if I brought Jane, but if not, I would have to play with her at home.”

“It’s all right,” said Jane, “I can play football. I’ve been practising at home, and I’ve got my new trainers.” Tom liked Jane. He’d seen her kicking a football in the school playground and knew she wouldn’t spoil the game, but he felt a bit afraid of saying so. He thought Andrew would not be friends with him if he did.

“Hurry up,” shouted the rest of the gang. “Aren’t you going to play today?” It was now or never. “Come on Jane,” said Tom, “we’d better put our football boots on and show them.” Then he turned to Andrew, “Give her a chance,” he said. The game started before Andrew had a chance to answer. And they all enjoyed it. Tom, Paul and Andrew, and of course, Jane. None of them regretted that Paul had brought his sister with him.



Choose Activities

- Discuss the story with an adult at home. What choices did the characters make? What consequences came from their choices? Talk about how the different characters felt.
- Have you made any choices recently? How did you choose and what were the consequences? Write some of these down
- Can you think of any more stories about when you may have had to think about the choices you had to make? What did you learn from the choices you made?

- Draw this table on a piece of paper at home:

Choice	Good or Wrong	Consequence

Sometimes we can make good or wrong choices, and we learn from those choices and our consequences. Think about three choices you have made, was it a good or wrong choice and what consequence came from it.

REVEAL – God has forgiven you

God is always loving and forgiving. There are many times in the Gospels where Jesus tells us this. Here is the story of the Prodigal Son, a parable that Jesus told that explains how God forgives us. Sometimes this parable is called 'The Prodigal Father' as the father in the story is prodigal in his love for his son: <https://www.youtube.com/watch?v=kfDfMZ6MTJs>



Look closely at this picture on the left. It is called 'The Return of the Prodigal Son' by Rembrandt. Can you see each of the characters: the father, the prodigal son and the older son. Which part of the story do you think this shows? Can you see what each of them are doing? What might they be thinking?

Think about these questions:

- *What did the younger son choose to do with his money?*
- *What were the consequences of his choices?*
- *What does the story tell us about the father?*
- *Who is the father like?*

From listening to the parable, we know that God is full of mercy and compassion. He always forgives us even though he does not like sin. God always loves you.



Choose Activities:

- Look at the picture on the right. This is 'The Prodigal Son' by Kristi Valiant. It shows the father who still loves his son, just like he did when he was a baby. Create your own image that shows part of the story of the Prodigal Son. Think about what your picture could show.
- Retell the story of the Prodigal Son. You might like to retell the story as if you were the Prodigal Son. How would he feel? Why does he want to return to his father? What did he think of the celebration when he returned?
- The painting by Rembrandt can be found in the State Hermitage Museum in St Petersburg, Russia. In art galleries, there is usually a short paragraph next to the painting that explains to visitors what the picture is about. Write one for this painting and tell people what this image means to Christians.
- Choose some words or phrases which describe the character of the father. You could put these words inside a heart or use the words as an outline.

EXPLORE: Building Bridges of Friendship

Have you ever thought about how bridges are made or constructed?



A bridge needs to be built from both sides. A bridge must be strong enough for people to walk on. Bridges span or stretch across things. A bridge needs to be cared for and looked after otherwise it will just fall down. It needs to have very strong foundations and be anchored to the ground.

Read the story - A bridge of friendship

When I started school, I met Charlotte. She was standing by a table looking shy. I said, “Hello I’m Poppy!” and she said, “Hello!”. We were friends from then on. We sat at the same table to do our work. We both liked ICT best in school and we worked on it together. Charlotte is good at art, so she helped me, I’m good at science so I helped her. We shared jokes and laughed together. We were also friends with Lucy and Will. I liked Charlotte, but then things changed. Charlotte went and sat by Emily one day to share her new book. I thought she would come back and sit by me, but she didn’t. At playtime, she stayed with Emily and I played with Lucy and Will. I wondered how I could build a bridge of friendship to Charlotte.

A friendship is like a bridge between people - it needs to be strengthened, maintained or repaired.

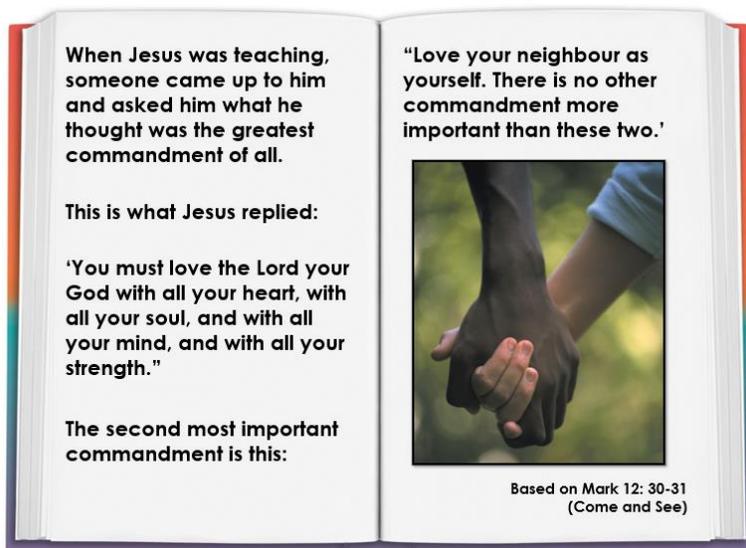
Choose Activities

- Write an ending to the story, showing how Poppy could build a bridge of friendship to Charlotte and why they acted like that.
- Build a bridge of words or pictures about what makes friendship strong. Start at opposite sides and meet in the middle.
- Using the pictures to help you; build a suspension bridge which can span at least half a metre and be strong enough to hold a few toys.

REVEAL: The importance of admitting wrong, and being reconciled with God and one another

People get lost when they deliberately do something wrong, hurting others, themselves or the world they live in. That is what is called 'sin'. It is anything deliberately chosen – to think, say or do. It is also anything you choose to do or not to do that spoils or breaks the friendship with God and with other people. Sin is anything which breaks bridges of love.

Share this bible reading:



Christians try to build bridges towards one another every day. They 'examine their consciences' to see how they have kept these two commandments. Our conscience is like a voice or feeling inside us. This is the Holy Spirit helping us to respond to God. If we pay attention to the Holy Spirit, it will help us to know if something is good or bad.

It is good to think every evening, before you go to bed, about how you have built bridges of love and friendship or, perhaps, broken them through sin. We remember if we have done something that hurt someone else or if someone else has hurt us. We can thank God for all the good and say sorry for the bad and know that God, like the good shepherd, cares about us and loves us. We also must try to forgive those who have hurt us.



Choose an activity:

- God's law of love can be broken by thinking, saying, or doing anything that spoils or breaks friendship with God or with other people. It is also choosing not to do something which again results in breaking friendship with God and other people. Make a friendship or sorry bracelet and build a bridge of love and wear it to remind yourself to say sorry and keep a friendship or to show that you love and forgive them.
- Write a short story/account to illustrate one of these occasions and how a bridge might be rebuilt.

EXPLORE: Freedom involves Responsibility

Have you ever thought about what FREEDOM and RESPONSIBILITY means? Do you think it would mean the same for everyone? Why?

Read this story:

After School

Daniel and Samantha had been secretly saving their pocket money for six weeks to buy their mum a birthday present.

They had seen her admiring some earrings in the jeweler's shop in town, so they decided they would get off their bus in town and buy them.

When they got to town they went to the shop, only to find it was closed, so they decided to find another shop.

After a long search, they found another jeweler's where they had the same earrings. They bought them and went back to catch their bus.

Meanwhile, at home, their mum was very worried. It was nearly 5.30 and Daniel and Samantha weren't home.

She rang up the school and was told they had gone home. She rang a few friends, but the children weren't there.

"I shall have to ring the police if they don't turn up soon," she said to herself.



- What do you think happened to Daniel and Samantha when they got home? Why?
- What do you think is responsible and irresponsible behaviour?
- Has anything like that ever happened to you?



Another example is how we are all dealing with the COVID-19 virus. Mr. Johnson and the Government is asking everyone to STAY AT

HOME and to self-isolate.

- Why is that important?
- What could be the consequences of ignoring the advice?

Choose an Activity:

- What are your school rules? Evaluate your school rules. Do these enable safety, happiness, confidence and freedom for pupils, teachers and parents? Do they enable pupils to be free and responsible?
- Write a poem or a rap entitled 'Freedom and Responsibility' which outlines ways to show this.

REVEAL: God's rules for living freely and responsibly – the Commandments

Share this bible reading:



Isaiah emphasises the freedom God gives us to make choices and that these should be used responsibly. There is advice on what we can do for other people rather than adopt selfish attitudes. Isaiah tells us God is given pleasure by seeing what we do for others. This behaviour is what God hopes will inspire others and permeate throughout the whole world – love, kindness, generosity, consideration, as these are signs that we have learnt from God's love for us and wish to share it with others.

What are some of the positive things God wants us to do? Why?

Can we keep the rules that God gives us? How?

Choose an activity:

- Explain how you think God wants Christians to live and say why people who believe in God behave in this way. Design a poster entitled 'Be one of God's people!' to illustrate how this shows with freedom comes responsibility.
- Make a mind map showing how to behave as one of God's people. Add text to show the links between the beliefs and actions of Christians. If they followed Isaiah's advice how would it make them better people?
- Isaiah has used the image of 'a bright sunrise after a long dark night'. Create a collage of that image and highlight with words or phrases from the Scripture passage to show signs of hope.

RELIGIOUS EDUCATION – YEAR 6 - RECONCILIATION

EXPLORE - When people become sick and need care

Children, as well as adults, can become sick and may need to be looked after. Here is a story about a person who wanted to care for other people:

Sister Frances Dominica, a Church of England nursing nun, first thought of a children's hospice through her work caring for a young girl named Helen, who lived at home with her family but needed care 24 hours a day. She founded Helen House, the world's first children's hospice, which opened in November 1982. A hospice is a place rather like a home for those who are very seriously ill and likely to die.



It is natural that parents of a very ill child would want to care for them at home; they love their child and want to do anything for them. However, looking after a child who needs care each hour of every day, as well as looking after the rest of your family and going to work can be completely tiring. So, Helen's family's experience highlighted the need for care and support for children with life-shortening conditions and for their family. Helen House was set up to help families cope by providing occasional respite care – personalised and tailored to individual needs, just like caring for someone at home. The hospice was designed to be as much like an ordinary home as possible. It had eight children's bedrooms, as well as rooms for parents to stay. The hospice is about making the most of life, no matter what. Thirty years on, there are now two hospice houses. Helen House is for children from birth up to 18 years old, and Douglas House for young adults. The two hospice houses offer specialist care and pain management, short breaks and end-of-life care, as well as counselling and practical support for the whole family.



Choose an activity:

- Write a job description for a carer or volunteer in a hospice. What qualities do you think are needed to look after someone who is sick? What beliefs and values would be important? What could they offer, etc?
- Create a poster encouraging people to raise money for the hospice.
- Do you know anybody who is a carer or works for the NHS? If so, arrange a phone call/video call with them and prepare a range of questions for them, such as: How long have you worked there for? Who do you care for? How are people and their families cared for? Record what they tell you and think about if their beliefs and morals help them to make certain decisions in their job.
- Make a thank you card for the carers in your community and explain what they do that helps others

REVEAL - Caring for those in need; a Christian responsibility

Christians are called to care for others, especially for those most in need. Jesus explains this very clearly in a parable he told. A parable is a story which explains an important meaning. In Luke's Gospel, a lawyer was trying to catch Jesus out with questions. One of these was 'who is my neighbour?'

Jesus answers this with a story, known as the parable of the Good Samaritan, but the story also has another meaning. It shows the care and compassion with which we should treat each other.

Watch this video, which retells the parable of the Good Samaritan:

<https://www.youtube.com/watch?v=osfQg4yKtq8>



Notice the care and concern the Samaritan showed to the man who had been mugged.



Choose Activities:

- Create a storyboard of this parable to make a film. Include the reasons why the Samaritan acted as he did and what effect it had on the man who was mugged.
- Re-write, or film, a modern-day story of the Good Samaritan with your family.
- Be a Good Samaritan - create a get-well card for a person who is sick. This could be for someone you know or for a patient in a hospital/care home who may be unwell.
- Do you know anyone who is a carer or works for the NHS? If so, write a letter **or** create a card to say thank you for the care they give to those who most need it.
- Make a prayer card at home. Pray for those who are sick and for those who are caring for the sick.
- Jesus taught us to 'love our neighbour' and treat each other with care and compassion; write down a list of **100 different ways** in which we can be kind to other people!