Branch 6 Dialogue & Encounter

Learning Journey

EYFS

Dialogue	Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition. Listen to a story about the life of St Peter. Take part in actions. Sing a song (e.g. Do you really love me? Jesus said to Peter?) Thank God for giving us St Peter and Pope Leo. Pray for the Pope. - Listen to a story about St Paul and dramatise this. Write a letter (as a class/independently) telling people how to be good and live like Jesus, being a good friend. Thank God for St Paul and those who share the Good News. - Ask a parishioner about their faith. Thank God for them and the work they do. Ask God to help you to grow in faith too and to help you to be a good friend of Jesus. - Discuss how you might be able to help your local church. Pray for your local church, the priest/clergy and those who help others. - Look at different images of Jesus - Create an image of Jesus from your culture (on his own or with his mother, Mary, or you/your family). Thank God for you own culture and for your family. Pray for them and their needs.
Encounter	Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.

Year 1

Dialogue	By the end of this unit of study pupils will know that the Church teaches: • The Church is the community of all those who belong to Christ. • The cross is a symbol of Christianity. • The shortest summary of the Catholic faith is the sign of the cross. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local parish community. • Learning about their local parish church. •Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.
Encounter	By the end of this unit of study, pupils will have encountered the following: Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life.

Year 2

Dialogue	By the end of this unit of study, pupils will have encountered the following key text: • The parable of the Good Samaritan (Lk 10:25-37) By the end of this unit of study, pupils will know that the Church teaches: • Christians should collaborate in service of humanity. By the end of this unit of study, pupils will know about Christianity locally through: • Learning about their local Christian community. •Learning about ways Christians where they live come together to support the local community.
Encounter	By the end of this unit of study, pupils will have encountered the following: •Recognise links and simple connections between some Jewish religious laws, beliefs, worship, and life. (e.g., keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). •Recognise that most Jewish religious words are in Hebrew (the original language of the Torah and other sacred Jewish/Christian texts). Listen to the religious experiences of others from different communities in the class and the local area.

Year 3

Dialogue	By the end of this unit of study, pupils will have encountered the following key text: •Exodus 12:1-8,15-20, 13:3 •Lk 22:14-23 By the end of this unit of study, pupils will know that the Church teaches: •For Christians, the Eucharist is linked with the Jewish celebration of Passover.
Encounter	By the end of this unit of study, pupils will have encountered the following: • Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today. By the end of this unit of study, pupils will have encountered the following: • Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.). Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.

Year 4

Dialogue	By the end of this unit of study, pupils will hear the following key texts: •The road to Damascus (Acts 9:3-9, 17-19) •The first letter to the Corinthians (1 Cor 13:1-7,13) Teachers should choose additional texts about the mission of St Paul, for example,: •Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) •Galatians 1:11-24 •2 Cor 11:22-23 •Galatians 3:27-28 By the end of this unit of study, pupils will know: •There are different traditions in the Liturgy of the Church* •Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. By the end of this unit of study, pupils will know some ways in which Christians work together for the common good.
Encounter	•Know some facts about the five pillars of Islam. Understand some ways Muslims in Britain today live out their beliefs.

Year 5

Dialogue	By the end of this unit of study, pupils will know that the Church teaches: • The many different writers of the Bible were inspired by the Holy Spirit. • What Christians call the Old Testament originates in Hebrew scriptures. •The Old Testament is important for Christians because it speaks of God's covenant with Abraham and is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity. By the end of this unit of study, pupils will know: •The Bible was originally written in Hebrew, Aramaic, and Greek which were the languages of the writers. •God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.
Encounter	•By the end of this unit of study, pupils will have encountered the following: •That the Tanakh (or Hebrew Bible) uses different names for God, to express different aspects of His nature (see e.g., https://bje.org.au/knowledge-centre/ Jewish-prayer/ names-for-god/). •That the Shema prayer is the basic creed of Judaism. It encapsulates the intrinsic unity of the world and its Creator. •Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer ('Hear Oh Israel – the Lord our God, the Lord is One'). A mezuzah as it contains the Shema prayer and on the box is the letter 'Shin' or sometimes the whole word 'Shaddai' meaning mighty, (i.e., God is strong/almighty/powerful) on the mezuzah case.

Year 6

Dialogue	By the end of this unit of study, pupils will know that the Church teaches: •That Catholics should work to promote 'unity and love' (Nostra Aetate 1) among all people. •That the Church is called to 'enter dialogue with the world in which it lives. It has something to say, a message to give' (Ecclesiam Suam 65). •That Christians are responsible for promoting the common good. By the end of this unit of study, pupils will know: •Some practical ways in which people can work together towards common goals. •The term 'worldview' and its meaning.
Encounter	By the end of this unit of study, pupils will have encountered the following: Recognise links and simple connections between some Dharmic beliefs, practices, and way of life (e.g., Hinduism or Sikhism or Buddhism or Jainism).