

RE NEWSLETTER –Summer 2 2025

RE CURRICULUM TOPIC THIS HALF TERM – KEY STAGE TWO

A Virtuous Life - Year C

Linking School, Parish and Home

ST MARGARET
CLITHEROW

SUMMER TERM 2

2025



Religious Education

Key Idea:

This resource completes study of the Gospel of Luke by examining one of his most favoured texts, the Good Samaritan, and by relating the actions of the Samaritan to the cardinal virtues. The resource concludes with an investigation of St John Southworth and by asking the eternal question, who is my neighbour?

Attitudes and Spiritual Dispositions

Spiritual Outcomes: *It is hoped that pupils will develop:*

- A sense of a virtuous person
- A willingness to try and live these virtues
- An openness to the virtues that are presented

Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs.

- The virtues of prudence, justice, courage and restraint sound as if they have come from another era! However, the notion that we should think before we act, and consider before we speak is one that has real relevance in today's world. Talk to your children about the kind of people you want them to be: and the need to practice being thoughtful about, and perhaps even containing, our behaviours.

An idea for prayer at home



Prayer Activity

Lord Jesus, you challenged the lawyer to consider the Samaritan as someone who loved his neighbor, in a time when they were outcast and condemned. Help us to see those who we find hard to like as among those we are invited to love and care for. Help us to learn to think before we act or speak and to act with courage in living your words. We ask this in your name, Amen.


Early Years

Dialogue and Encounter


Later, in Year 1, you will learn:

To understand the Christian family beyond our local area. Jewish belief in One God.

Dialogue	
Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day).	
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.	



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.	

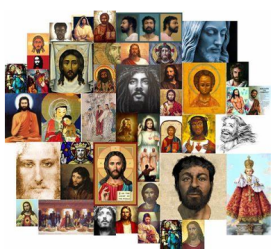


Key Vocabulary

friend Jesus parish

faith community

believe



Remember in Reception, we learned:

Why it matters to be a friend of Jesus.


Year 1

Dialogue and Encounter


Later, in Year 2, you will learn:

•How Christians work together to support their local community.
•How Jews live out the beliefs of the Torah.

Understand	
By the end of this unit of study, pupils will be able to:	
U1.6.1.	Know that Christian means follower of Jesus Christ.
U1.6.2.	Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.
U1.6.3.	Recognise simple connections between Jesus' life and message and how Christians live today. (RVE)
U1.6.4.	Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.
U1.6.5.	Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day). (RVE)



Discern	
By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:	
D1.6.1.	Listening to the stories and experiences of Christians from their local parish and asking them questions. (RVE)
D1.6.2.	Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).
D1.6.3.	Asking questions about the stories and experiences of Jewish people. (RVE)



Key Vocabulary

Christian Church parish

community sign of the cross

Jew Judaism Torah

Respond	
During this unit of study, pupils will be invited to respond to their learning, for example by:	
R1.6.1.	Considering how Christians in their local parish community could work together to help people. (RVE)

YEAR 2

Remember in Year 1 we learned:

- To understand the Christian family beyond our local area.
- Jewish belief in One God.



Year 2 Dialogue and Encounter

Later, in Year 3, you will learn:

About the feast of Passover.

Understand
By the end of this unit of study, pupils will be able to:

U2.6.1	Say what the story of the Good Samaritan teaches about how Christians should live. (RVE)	
U2.6.2	Describe an initiative Christians work on together locally and globally in the service of others. (RVE)	
U2.6.3	Make simple links and 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).	
U2.6.4	Talk about respecting the beliefs of people from different communities in their local area. (RVE)	





Discern
By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:

D2.6.1	Considering an answer, with relevant reasons, to the question 'Who is my neighbour?' (RVE)	
D2.6.2	Exploring some examples of Hebrew calligraphy, for example, through the work of a <i>sofer</i> (scribe), and asking 'I wonder' questions about what they have seen.	
D2.6.3	Listening to the stories and experiences of others from different communities in the class and the wider community. (RVE)	

Respond
During this unit of study, pupils will be invited to respond to their learning, for example by:

R2.6.1	Reflecting on the question 'Who is my neighbour?' in their life and wondering about how they can act as a good Samaritan in their local community. (RVE)	
R2.6.2	Reflecting on how communities could be transformed if people acted as good neighbours. (RVE)	




Key Vocabulary




Samaritan Sabbath

Shabbat synagogue

neighbour respect



YEAR 5

Dialogue and Encounter – Year 5		
<div style="display: flex; align-items: center;">  <div> <p>Understand</p> <p>By the end of this unit of study, pupils will be able to:</p> </div> </div>		
U5.6.1.	Explain that the Bible came together over a period of more than a thousand years and contains sacred texts from Judaism, the four Gospels, and other early writings of the Church.	
U5.6.2.	Know that the Church teaches that Sacred Scripture is the inspired Word of God and the Church helps Catholics read and understand the Bible.	
U5.6.3.	Know that the Bible is translated from different languages into many languages. (RVE)	
U5.6.4.	Recognise that the Tanakh uses different names for God that reveal aspects of his nature. (RVE)	
U5.6.5.	Use specialist vocabulary to describe some Jewish beliefs expressed in the Shema prayer.	
<div style="display: flex; align-items: center;">  <div> <p>Discern</p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p> </div> </div>		
D5.6.1.	Asking 'How can Sacred Scripture be "truth" if not everything in it is right?' (YOUCAT 15) and discussing how to read the Bible prayerfully and how the Church helps us understand Scripture.	
D5.6.2.	Exploring the place of Sacred Scripture in Jewish life today. (RVE)	
D5.6.3.	Discussing why the whole Bible is important for Christians, not just the New Testament. (RVE)	
<div style="display: flex; align-items: center;">  <div> <p>Respond</p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p> </div> </div>		
R5.6.1.	Reflecting on the books that matter to them in their lives. (RVE)	
R5.6.2.	Talking to others about their sacred texts and why they matter. (RVE)	
R5.6.3.	Thinking and talking about ways of showing respect for sacred texts. (RVE)	

IMPORTANT DATES

27th June- Sacred Heart of Jesus

8th June– Pentecost

9th June – Mary, Mother of the Church.

12th June – Our Lord Jesus Christ, Eternal High Priest.

15th June – The Most Holy Trinity.

20th June – St Alban, first martyr of England.

22nd June – St John Fisher and St Thomas More

22nd June – The Most Holy Body and Blood of Christ.

24th June – Nativity of St John the Baptist

25th June – Immaculate Heart of the Blessed Virgin Mary

27th June – Most Sacred Heart of Jesus.

29th June – St Peter and St Paul

School Dates

Tuesday 3rd June – RE Advisor from the diocese visiting the school.

Friday 13th June – Year 2 going to Mass at English Martyrs.

Thursday 19th June – All Saints' Trust Leavers' Mass at English Martyrs at 11am.

Tuesday 24th June – 6 children representing the school at the Festival of Hope at Westminster Cathedral.

Thursday 16th July – Year 6 Production at 6pm.

Thursday 17th July – Prize Giving and Year 6 Leavers' Assembly.

VALUES OF THE MONTH

This term the chaplains will be giving out special certificates for children displaying the value each week.

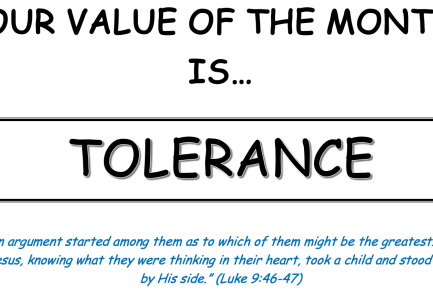
JUNE

JULY

OUR VALUE OF THE MONTH
IS...

COMPASSION

"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." (Ephesians 4:32)



OUR VALUE OF THE MONTH
IS...

TOLERANCE

"An argument started among them as to which of them might be the greatest. But Jesus, knowing what they were thinking in their heart, took a child and stood him by His side." (Luke 9:46-47)

CLASS SAINTS

Reception – St George

Year 1 – St John Paul II

Year 2- St Teresa of Calcutta (Mother Teresa)

Year 3 – St Josephine Bakhita

Year 4 – St Oscar Romero

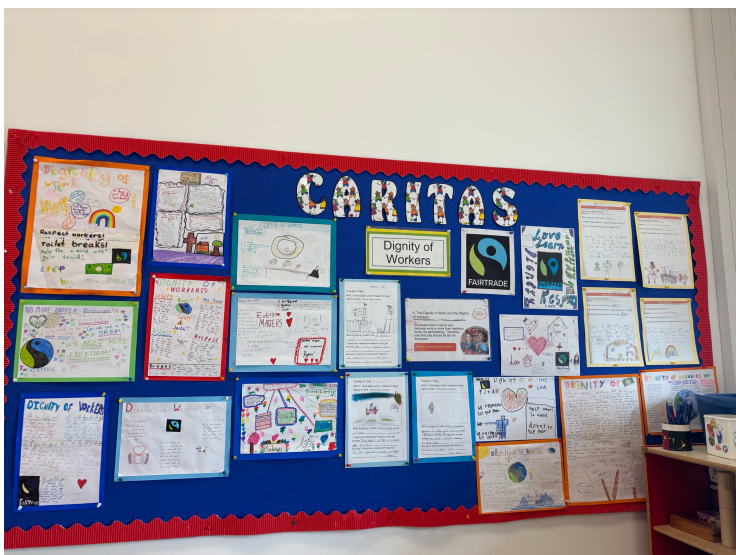
Year 5 – St Thérèse of Lisieux

Year 6 – St Martin de Porres

CARITAS IN ACTION

This year we will continue to use the “Rooted in Love” programme created by Caritas Westminster. Our topic this half term is Dignity of Workers.

Half Term	CST Theme
Autumn A	Care of Creation
Autumn B	Preferential Option for the Poor
Spring A	Solidarity and Peace
Spring B	Community and Participation
Summer A	Dignity of Workers
Summer B	Human Dignity



God said, 'Let us make humankind
in our image, according to our likeness;
So God created humankind in his image, in the image of God
he created them;
male and female he created them.

Genesis 1:26-27

REFLECTION

We all have a unique worth not because of anything we do,
but because we are made by God.

In our community and world, where do we not see the
guideline of 'dignity and equality of each human person'
being upheld?

ACTION

How do we ensure all
people can live lives of
dignity?

How do we enable each
person to flourish?

PRAYER

Heavenly Father

Help us to see with your eyes,
to judge with the loving
heart of your Son, Jesus
Christ, and through your
Spirit to put love into action.

Amen

*The guiding principle... of all the Church's social doctrine, is a
correct view of the human person and of their unique value.*

St John Paul II, One Hundred Years

The dignity of every human person, whoever
they are, is the starting point for the Church's
teaching around social justice. The Church
clearly states that we are all made lovingly in
God's image and likeness. We are all sisters
and brothers of one another. If we truly believe
this principle, then we are challenged to firstly
realise that we ourselves are made in God's
image and likeness. We are lovingly created by
God. We are beautiful. This can be difficult for
many of us to accept. What flows from this is
that every person we meet - family, friends,
neighbours, strangers, people on the other side
of the world - are also made in God's image and
likeness. They deserve our respect. They must
be treated fairly.

PRAYER CYCLE

During Ordinary Time (Summer), i.e. up to September, we are asked to pray for
these intentions:

A Deeper Understanding between Christians and Jews; Those Who Suffer
Persecution, Oppression and Denial of Human Rights; Europe; Human Life;
Seafarers.

PRAYER STONES

As per the previous jotter message, the chaplains would like each child to bring a
painted stone to place in the prayer garden. Examples can be found below-

<https://uk.pinterest.com/beachtrip10/prayer-rocks/>

Children can decorate their stone with a prayer, special words, a Bible quote or a
religious message and will also need to add their name. These stones should be
brought into school as soon as possible. We will be placing these in the prayer
garden and would like a stone from every child in the school so they are represented
in this special area, even after they leave the school.

