

## HRSE – CT1

We identify some of the communities that we belong to and recognise the effect that our behaviour has on those communities.

## HRSE - CT2

We think about the relationships that we have with different members of the community and how this changes as we get older.

## Religious Education

We know that the gifts of the Holy Spirit are given to us during confirmation and consider how we can use the gifts to benefit others.

## HRSE – CT3

As part of the community, sometimes we rely on others for help. We need to use discernment in who we rely on for support.

## PSHE

We consider how we can become a useful member of the community by considering the job / career we would like to do when we grow up. We learn about gambling and the impact it can have.

## Prayer & Liturgy

We compare the different accounts of Pentecost in the bible.

## Outcomes

**AT1** – How might the story of Pentecost help you to understand how powerful you are?

**AT2** – What does it mean to have 'community spirit'? how can you demonstrate community spirit in a variety of ways? How does your faith influence your actions?

**AT3** – How does the story of Pentecost help us to understand God?

**AT3** – Look at the picture of Sacrament of Confirmation by Jacques Dumont. What beliefs do you think the artist was trying to show? How does it make you feel? Refer to the picture in your answer.

Y6:5

HOW CAN I SHARE  
WHAT I HAVE?

Helping Our  
Local  
Community

## Vocabulary

**PENTECOST** – The celebration of the day the Holy Spirit descended on the Apostles.

**HOLY SPIRIT** – The spirit of God, part of the Holy Trinity with God the Father and God the Son.

**JOB** – a role someone completes and is paid for.

**CONFIRMATION** – A Sacrament during which we choose to belong to the Church.

**EMOTION** – A person's internal state of being.

**TRANSFORM** – To greatly change something.

**CAREER** – A person's occupation or profession.

**COMMUNITY** – A group sharing a common understanding and often the same language, law, manners, and traditions.

**RESPONSIBILITY** – A duty for which someone is held accountable.

**DISCERNMENT** – The ability to make wise judgements.

**GAMBLE** – Take a risk with a potential gain.

#### HRSE – CT1 Key Knowledge 1

Begin to be thankful for the gifts of God. (C)

#### HRSE – CT1 Key Knowledge 2

Recognise cause and effect in their actions and take personal responsibility. (C / P)

#### HRSE – CT1 Key Knowledge 3

Understand that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010). (C)

#### HRSE – CT1 Key Knowledge 4

Take increased responsibility for their safety and that of others. (P)

#### 1 Thessalonians 5:11

**‘Therefore, encourage one another and build one another up, just as you are doing.’**

## HRSE – Core Theme 1



## Behaviour in the Community

#### Learning Step 1

Recognise that their behaviour in the community has an effect on others.

#### Learning Step 2

Consider how they can act to support others and take increased responsibility for themselves and others within the community.



### HRSE – CT2 Key Knowledge 1

That, with their family, they share responsibility for staying healthy and safe and they may be supported by other families to support well-being. (C)

### HRSE – CT2 Key Knowledge 2

That they are part of many local, national and international communities. (C / F)

### HRSE – CT2 Key Knowledge 3

To talk about different types of friendship and recognise examples of this in real life, role play or fictional characters. Relate this to Jesus' teachings on loving our neighbour. (C)

### HRSE – CT2 Key Knowledge 4

That the Church is a community of faith. (C)

### HRSE – CT2 Key Knowledge 5

Know that rituals celebrated in Church that mark life, particularly birth, marriage and death and that these are part of Christian beliefs. (F)

### HRSE – CT2 Key Knowledge 6

That being part of a community means working together for common aims. (C)

## HRSE – Core Theme 2



## Part of a Community

### Learning Step 1

Be aware of different relationships they have with members of the local community (people they know and don't know).

### Learning Step 2

Consider how we can behave towards and interact with different members of the local community.

### Romans 12: 16

**'Live in harmony with one another. Do not be haughty, but associate with the lowly. Never be wise in your own sight.'**

# Religious Education

## Gifts of the Holy Spirit

### RE Key Knowledge 1

The gifts of the Holy Spirit which are given to individuals for the service of the whole community. (C)

### RE Key Knowledge 2

Respect for community values and life of other cultures and other religious communities. The Christian values which inform love of neighbour and oneself. (C)

### RE Key Knowledge 3

God's call to individuals and their different responses. (F)



*The Sacrament of Confirmation by Jacques Dumont*

### Learning Step 1

Know and understand the 7 gifts of the Holy Spirit received during Confirmation.

### Learning Step 2

Know how the apostles changed when they received the Holy Spirit and reflect on how we can be changed.

### Learning Step 3

Consider how we can apply Christian values to our relationships with people from other cultures or religions.

### Luke 4: 18

“The Spirit of the Lord is upon me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim liberty to the captives and recovering of sight to the blind, to set at liberty those who are oppressed,”

### Key Text:

**Pentecost**

# HRSE – Core Theme 3

## Help from the Community

### HRSE – CT3 Key Knowledge 1

That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal. (C)

### HRSE – CT3 Key Knowledge 2

That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God. (C)

### HRSE – CT3 Key Knowledge 3

When, how and who to ask for help, how to resist pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong. (F / P)

### HRSE – CT3 Key Knowledge 4

That relationships involve choice and choices can have positive, neutral and negative consequences and to begin to understand the concept of a balanced lifestyle. (C)



### Learning Step 1

Spend time in prayer and reflection, considering their place in the local community.

### Learning Step 2

Know who they can turn to in the local community if they need help to resist pressure to do something dangerous or wrong (e.g. drinking / smoking / vandalism).

### Learning Step 3

Know that they are free to choose their own friends but recognise that choices have consequences and their friends will impact their lifestyle.

### Galatians 6: 2

**'Bear one another's burdens, and so fulfil the law of Christ.'**



### PSHE – Key Knowledge 1

L23. About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. (C)

### PSHE – Key Knowledge 2

L24. To identify the ways that money can impact on people's feelings and emotions. (F)

### PSHE – Key Knowledge 3

L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. (M)

### PSHE – Key Knowledge 4

L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. (C)

### PSHE – Key Knowledge 5

L31. To identify the kind of job that they might like to do when they are older. (C)

### PSHE – Key Knowledge 6

L32. To recognise a variety of routes into careers (e.g. college, apprenticeship, university). (F)



# PSHE Useful members of the Community

## Learning Step 1

Begin to consider the emotions related to challenges we face (SATS).

## Learning Step 2

Develop their sense of self-worth by identifying their strengths, skills, achievements and interests.

## Learning Step 3

Recognise and explore the various routes into different careers.

## Learning Step 4

Investigate the pay and working conditions associated with different jobs / careers.

## Learning Step 5

Begin to consider the jobs / careers they might like to do considering the factors investigated.

## Learning Step 6

Learn about what gambling is and the impact this can have on people's finances and emotions.

## Colossians 3: 23

'Whatever you do, work heartily, as for the Lord and not for men.'

# Prayer & Liturgy

## Pentecost



### Acts 2: 4

**'And they were all filled with the Holy Spirit and began to speak in other tongues as the Spirit gave them utterance.'**

### P&L Key Knowledge 1

**Gospel accounts of the coming of the Holy Spirit and transformation of the disciples. (F)**

### Learning Step 1

**Compare and contrast different accounts of the coming of the Holy Spirit and the transformation of the disciples.**

**Stunning Start:**

**Enrichment:**

**Resources:**

**Celebration:**

**Planning Ideas:**