**AECI RELIGIOUS EDUCATION SCHEME OF WORK (Key Stage 2): 'REsponding and BElonging in STrange Times'**

**Teacher Notes/Introduction:**

The ‘Ami Elisabeth Catez Institute’ (AECI) aims to offer relevant resources around ‘holistic health’ and programmes of study for individuals and for groups. It seeks compassionate responses to social and to technological change. It is named after ‘Elizabeth of the Trinity’ and was launched in December 2018.

The AECI recognise the demands and difficulties that teachers and pupils currently face in light of the ongoing ‘Covid 19’ pandemic and the ‘lockdown restrictions’ in place across the UK. This scheme/unit of work, comprising of *three*consecutive lesson worksheets with activities (to run approximately one hour per lesson), teacher notes and background information on the AECI’s work, has *three* main aims:

1. *To reflect on the meaning and on the place of the term ‘****religious faith’*** *as we continue to adjust our behaviours and our attitudes in the light of the ‘Covid 19’ pandemic*
2. *To support ‘****in faith’*** *our school groups and any individuals that are anxious and troubled by the impact of the ‘Covid 19’ pandemic on their family, their friends and their neighbours*
3. *To consider one story of ‘God’s call’ to Elisabeth Catez (later to become ‘Elizabeth of the Trinity’) and her response ‘****of faith’*** *from a very young age*

The Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales, issued by the Catholic Bishops’ Conference of England and Wales (Department of Catholic Education and Formation) highlight four broad areas of study: **Revelation, The Church, Celebration** and **Life In Christ**.

This scheme touches upon all four of these themes and the lesson objectives for each lesson (stated at the top of each worksheet) correspond clearly to the detailed content according to age groups set out in the ‘Curriculum Directory’; in this instance Key Stage Two (aged 7-11 years).

All resources and links suggested (internet access is necessary) should be used as the classroom RE teacher sees appropriate for their pupils. The worksheet can be adapted to meet specific learning targets and any individual education plans in place. The scheme and materials can be supplemented as RE staff feel appropriate. The scheme has tried to draw on different learning styles and to place a focus on the ‘experiential’ alongside ‘inclusive’ creative, written and discussion activities.

As for the ‘Attainment Levels’ specified in the ‘Curriculum Directory’, progress can be monitored and recorded around the following key strands:

**AT 1** : Learning About Religion

* *beliefs teachings and sources*
* *social and moral practices and way of life*

**AT 2** : Learning From Religion

* *engagement with own and others beliefs and values*
* *engagement with questions of meaning and purpose*

**Additional Strand**: Journeying In Reflection and Contemplation

**Teacher Notes/AECI KS2W121120 : ‘Sabeth, Light and Sight’**

**Image**: Elisabeth Catez at ‘Google Images’ (search for ‘Elisabeth Catez child’)

**Quotation**: Focus on the key concept of ‘radiance’ and signs of ‘God’s love’

**Music**: ‘Sky Full Of Stars’ (Coldplay) at: <https://www.youtube.com/watch?v=zp7NtW_hKJI>

1. In this starter or introductory activity we are encouraging pupils to think about ways in which love and commitment are important in human life. The experiences of Elisabeth as a child are a ‘backdrop’ to the current concern and anxiety around the ‘coronavirus pandemic’ and life under ‘lockdown’. We are developing an interest in the personality of Elisabeth, her life as a child in the city of Dijon and her ‘fascination’ with what lies ‘beyond’. There are opportunities here to explore themes of ‘awe and wonder’ and the ‘scope of Creation’. The quotation by Elisabeth sets out the ‘context’ of the lessons.
2. Pupils may wish to discuss the ’scientific’ dimensions of ‘light’ and ‘of sound’ in more detail. ‘Light’ does not require a ‘medium to travel’; various ‘mediums’ can affect the speed of sound however! The Gospel account allows for a recap on the life and ministry of Jesus, particularly before Advent. Other Biblical stories involving light might include: ‘The Nativity Story’ (Matthew 2:1-6) and ‘The Conversion of Saul’ (Acts 9:1-19), but also stories from other religious traditions, e.g. reference to ‘the Star of David’ (Numbers 24:17) and the ‘stars’ in the fifty third and eighty sixth surah of the Quran. The ‘Star’ activity might work best with a teacher model or template first, and on A5 card over paper: <https://www.kidsmathgamesonline.com/pictures/shapes/hexagram.html> . Please do keep these safe, they are to be used again in the final lesson!
3. Here, we are beginning to reflect on the ‘coronavirus pandemic’ and to think as a class about how it has impacted upon people. Under current ‘Covid 19’ restrictions many pupils may not have had the opportunity to see their loved ones. They might wish to share experiences of fear and frustration. This discussion, guided by the knowledge and the expertise of the classroom teacher, raises very human feelings of ‘powerlessness’ and ‘uncertainty’, and they are to be dealt with sensitively. The natural world – the night sky in its totality – and the quotation from Elisabeth Catez are there to offer encouragement to class members. (Resource on Van Gogh’s ‘Starry Night’ at: <https://www.tes.com/teaching-resource/van-gogh-s-stary-night-6326993> )

Further Activities: These can be used as ‘whole class activities’ or as pupil ‘extension activities’ and/or to assess responses and progress of individual pupils in line with **AT 1** and **AT 2** above and the key strand ‘Journeying In Reflection and Contemplation’. NB. There is wine involved in the mustard making, but a ‘wine substitute’ can be used!

**Teacher Notes/AECI KS2W221120 : ‘Energy, Rest and Rise’**

**Image:** Elisabeth Catez at ‘Google Images’ (search for ‘Elisabeth Catez child’)

**Quotation:** Focus on the key word ‘sacrament’ as a gift of inner peace

**Music**: ‘Prelude in D flat Major, Op. 28, 15’ (Frederic Chopin) at:

<https://www.youtube.com/watch?v=abIS8LjCcMI&list=RDabIS8LjCcMI&start_radio=1&t=15>

1. Teachers may wish to use the music suggested alongside the pictures of Elisabeth Catez and the quotations, perhaps displayed on the white board. The piece from ‘Chopin’ is one that Elisabeth Catez would have known well. This activity is around human gifts and qualities we detect in ourselves and others. It explores whether we as individuals gather our energies from contact and from communication with others (*extrovert*), or whether we harness energy from our own company and our own interests without regular social interaction (*introvert*) …or indeed a combination of both! What was Elisabeth?
2. This section of the scheme evaluates what pupils may have already learnt in **KS 1** and **KS2 RE** around the significance of the sacraments as ‘celebration’ and ‘healing’ in the regular life of the Church. Again we are considering the ‘gift of God’s grace’ through the words of Elisabeth and we are looking at how communities might ‘pool’ their gifts and talents at times of difficulty and crisis. Some students may be aware of support schemes for vulnerable people over recent months. They should be given opportunities to share how we collectively ‘go beyond’ the dark and most challenging moments to feel close to the presence of God once again. The prayer is a shortened version of a prayer attributed to St. Teresa of Avila. Alternatively read: *Genesis 1:14-19.*
3. Here we are looking at positive routines and habits and keeping a healthy focus on the day ahead. Food and drink of course can sustain us throughout the day. Silence, stillness and prayer are also perhaps a means of restoring balance when we feel ‘out of sorts’. It is important for pupils to have the chance to express their worries and feelings about ‘significant others’ in their lives at this point. Maybe the ‘adult world’ looks very different to them now than it did some months ago. Yet, there are ‘patterns of community’ and ‘patterns of nature’ that can help soothe and re-assure. If appropriate a short class survey about how people prepare themselves in the mornings could be conducted here? Or run as a ‘further activity’ in the final lesson.

Further Activities: These can be used as ‘whole class activities’ or as pupil ‘extension activities’ and/or to assess responses and progress of individual pupils in line with **AT 1** and **AT 2** above and the key strand ‘Journeying In Reflection and Contemplation’. Human ‘symbols of courage’ might include ‘key workers’ and ‘medical professionals’ at this critical time. And importantly…‘our teachers’!! The French translation is: ‘*Joue du piano pour nous Sabeth !*’’

**Teacher Notes/AECI KS2W321120 : ‘Gaze, Reflect and Crystallize’**

**Image:** Elisabeth Catez at ‘Google Images’ (search for ‘Elisabeth Catez child’)

**Quotation**: Focus on the key word ‘commitment’ and on personal growth

**Music:** ‘You Are The Light Of The World’ (Oslo Gospel Choir) at:

<https://www.youtube.com/watch?v=ZChYBm6eC9c>

1. This section of the scheme/unit might be best supplemented by a focus on a ‘symbol of faith’ such as a crucifix, a candle or an icon. Pupils should be given the time and the space to ‘drift’ a little away from the world and its current worries. Their ‘gaze’ might turn from symbol, to image of Elisabeth, to one another or to their physical surroundings - a loving faith community of which they are a valued and integral part! The five categories suggested are quick reference points around how human life can change and people can ‘grow’ with the positive influence of others upon them. Even a historical figure like Jesus of Nazareth or Elisabeth Catez can shape and expand our outlook.
2. In this section we are again examining the ‘question of suffering’ and feelings of ‘disconnect’ from one another. The class might wish to consider how we remain ‘influenced’ by a whole series of factors in our daily life – the weather, the mood of those around us, the football! For Christians the ‘person of Jesus’ presents one true message about our worth and about the presence of God. We can be confident and content knowing that we all ‘reflect’ something of our Creator God. The suggested ‘reflection exercise’ could work as an individual activity, with pupils in turn using the one mirror in a short time frame and reporting back to the class so as to keep the activity light hearted.
3. Finally, this element of the scheme of work is about building some sense of resilience and strength in the context of the ‘Covid 19 pandemic’. The suggested clip of ‘Einaudi’ could raise questions about other topics such as ‘climate change’ which cause anxiety for our young people. The ‘Spike Milligan’ poem is in complete contrast (they might like to try their own poems). The ‘Crystallize’ game is a little similar to the game of ‘Statues’! The concept of the Trinity has in fact sometimes been explained in relation to the three forms of water – gas, liquid and air (inadequately perhaps as the three are not co-existing!) The font change on the worksheet is a subtle attempt at making this point about the changeless and the changing! In our final reference to Elisabeth Catez, the class should explore how her commitment to God and to the Church, through her Carmelite vocation and her change of name, deepened her faith and strengthened her for the remainder of her life. The various ‘stars’ made by the pupils could be displayed, with ‘**Sabeth’**, in a suitable location in the school if desired!

Further Activities: These can be used as ‘whole class activities’ or as pupil ‘extension activities’ and/or to assess responses and progress of individual pupils in line with **AT 1** and **AT 2** above and the key strand ‘Journeying In Reflection and Contemplation’.

**Conclusion**

In summary, we hope that this scheme/unit of work’ is easy to use and provides a framework around the early life and the writings of Elisabeth Catez , which in turn can be used to explore other significant themes and topics both within Religious Education and beyond in the wider school curriculum. We also hope that it is relevant to the experiences of both pupils and to staff at what continues to be a very anxious and uncertain time for so many across continents.

Finally, we would like to offer the **AECI Prayer** below:

The Ami Elisabeth Catez Institute Prayer

*O’ Spirit of God*

*Guide me in the triumph of humility*

*Over competing worldly identities*

*Steer me towards the joys of trust*

*Away from indiscriminate and recurring fears*

*Direct me to a quiet, compassionate presence*

*To know the gifts of love*

*Free of the noise of blame and of strife*

*There to abandon anger, frustration, restlessness*

*Before the light of each dawning day*

*Amen*

For any further information required please write to: [aecinstitute3@gmail.com](mailto:aecinstitute3@gmail.com)

Alternatively, you can visit the AECI website at: [www.aecinstitute.org](http://www.aecinstitute.org)

**‘*Nothing is commonplace, we do not live in these things, we go beyond them’***

***-*Elizabeth of the Trinity**