	RERC		
	This Is Our Faith Planning Exemplars		
	P4	Human Flourishing	Suggested Timescale: 45-50 minutes
	Dates:		

Experiences and Outcomes (referenced):

Reign of God:

I can recognise how my relationship with God and others can be shaped by the values of Jesus' Kingdom. **RERC 2-21a**

I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others. **RERC 2-23a**

I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others. **RERC 2-24a**

Learning Intentions:

I am learning:

1. That everyone in a community is connected and important.
2. How working together helps us and others to flourish.

Planning Outline:

Prior Learning – The Wisdom of the River

This activity helps pupils understand the principles of Catholic Social Teaching at the heart of Integral Human Development – and how the town can flourish, and 'sing again'.

Teacher Notes:

Integral Human Development (IHD) is a holistic model of human flourishing rooted in the inherent dignity of each person, and every person.

The IHD model considers the *whole person* and the *whole community* – their physical, emotional, social, spiritual, and environmental wellbeing. It is rooted in Catholic Social Teaching, affirming the dignity of every human being, the interconnectedness of creation, and the pursuit of the common good.

Spiritual: Recognising God's presence in our relationships, in our worship.

Social: Building community and relationships rooted in cooperation, peace, and care.

Personal: Understanding that we flourish when we feel safe, secure and loved.

Environment: Respecting creation as part of the living community.

Economic: Understanding that work and sustainable livelihoods are aspects of a just society.

Citizenship: Learning that listening, fairness, and shared decision-making are essential to a just community.

CST Principles: Dignity, Solidarity, Subsidiarity, Common Good – each part of the town depends on the others.

Part 1: Reread page 15 of The Wisdom of the River: "No part of the town can flourish alone." Discuss what this means. Ask: *What happens when people stop listening or working together?*



Part 2: Introduce some of the aspects of Integral Human Development, linked to the principles of Catholic Social Teaching and human nature.

Dignity = Everyone is special

Each of us is made in God's image. Every person has an innate human dignity no one can take away.

Solidarity = Showing we care

Being in solidarity is recognising others as our brothers and sisters and actively working for their good.

Subsidiarity = Everyone should have a say

This means making sure that decisions are made at the most appropriate level, so all those affected can contribute and have a voice.


Common Good = Thinking of everyone

Our actions have an impact on everyone. When we make decisions, we should consider the good of all.

Discuss: Where can we see these principles in the book. Ask: *Who is helping each other, showing care, thinking of others and listening to others in the book?*

Part 3: Link these to the aspects of Integral Human Development. Use these examples to aid the discussion:

Spiritual	listening to God / finding meaning / pastoral care	The River helps everyone in the town.
Social	family / working together / building relationships	Ama shares ideas with others and her shed is a place of community.
Personal	using my gifts/ access to food and water	Francis shares seeds for the town. Ama uses her gift of sewing and teaching.
Economic	sharing what we have/ sustainable livelihoods/	The town share ideas and knowledge, and they share fish and crops so everyone has enough.
Citizenship	making fair choices together/ participation/ advocacy	The town meets to write a letter and plan together.
Environment	caring for the world and each other	The River gives life to the seedlings, crops and fish; everyone looks after the River.

 <p>THIS IS <i>our faith</i></p>	<p>RERC</p> <p>This Is Our Faith Planning Exemplars</p>		
	<p>P5</p>	<p>One body, many parts</p>	<p>Suggested Timescale:</p> <p>30-40 minutes</p>
	<p>Dates:</p>		

Experiences and Outcomes (referenced):

Reign of God:

I can recognise how my relationship with God and others can be shaped by the values of Jesus' Kingdom. **RERC 2-21a**

I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others. **RERC 2-23a**

I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others. **RERC 2-24a**

I know that I have been called by God to grow in love, justice and peace in my relationships with others. **RERC 2-20a**

Learning Intentions:

I am learning:

1. That everyone has a role to play in the Body of Christ.
2. How working together has implications for my life and that of others.
3. That the town in The Wisdom of the River shows how working together brings joy and flourishing.
4. How my own gifts can help others and my community to grow stronger in love.

Planning Outline:

Prior Learning – The Wisdom of the River

This activity helps pupils understand that the town is like the Body of Christ – many parts, one body (*1 Corinthians 12:12*) joined and held together – that grows and builds itself up in love, as each part does its work (*Ephesians 4:16*).

Part 1:

Read both verses using the translation below, or from your preferred Children's Bible.

1 Corinthians 12:12 (children's translation)

"Just as a single body has many different parts—hands, feet, eyes, ears—so we are all one body in Christ, even though we are many."

Ephesians 4:16 (children's translation)

"Because of Christ, the whole Church is like a body whose parts are all tightly linked together; each part helps the whole body grow stronger in love."


Part 2:

Discuss: How the town in The Wisdom of the River is like a body that is tightly linked and builds itself up in love. Ask: *What do these verses tell us about the Church and about community life?*

Discuss: Examples such as Ama – like hands, creating and caring. Francis – like feet, working steadily and with others. Talia – like eyes, seeing what needs done and guiding others. The Town – like the voice, speaking up for fairness.

Part 3:

Discuss: Some ways your class could "build up the body" in your school to grow stronger in love. (e.g., an act of service, SCIAF fundraiser)

	RERC This Is Our Faith Planning Exemplars		
	P5	Letter to the bridge builders	Suggested Timescale: 45-50 minutes
	Dates:		

Experiences and Outcomes (referenced):

Reign of God:

I can recognise how my relationship with God and others can be shaped by the values of Jesus' Kingdom. **RERC 2-21a**

I know that God has given me the freedom to make choices about the way I live my life. I have reflected on how the decisions of my conscience affect my relationship with God and others.

RERC 2-23a

I have considered ways in which the Catholic Christian community works together to show care for the world and for the needs of all people. I have reflected on the implications of this for my life and that of others.

RERC 2-24a

I know that I have been called by God to grow in love, justice and peace in my relationships with others. **RERC 2-20a**

Tools for writing:

In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader.

LIT 2-22a

Organising and using information:

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

Learning Intentions:

I am learning:

- How to express feelings and ideas about justice through writing.
- How the town in the story worked together for justice.
- How using our voice can help bring change and hope.

Planning Outline:

Prior Learning – The Wisdom of the River

Part 1: Reread page 14 of The Wisdom of the River.

Discuss: Why did the town write to the bridge builders? Ask: *How did they show courage in their letter? How did they consider justice for everyone who uses the bridge? What happened as a result?*

Part 2: Individually, in pairs or small groups, write their own letter to the bridge builders. Discuss:

- Who are we? (the town)
- Why are we writing?
- What has happened to the town?
- How do we feel?
- What do we ask the builders to do?
- How will the town be better?

Encourage persuasive language. Ask: *What makes a letter peaceful but powerful?*

Part 3: Create a display of the letters.