Aid to the Church in Need

Jubilee 2025: Pilgrims of Hope 2 (Faith)

Teacher Support Document

‘It is not enough to say we are Christians. We must live the faith, not only with our words, but with our actions.’  
Pope Francis

Overview

This resource is the second of three presentations for ‘Jubilee 2025 – Pilgrims of Hope’; each presentation focuses on one of the three theological virtues as follows:

Spring 2025: Hope (including an introduction to ‘Jubilee 2025 – Pilgrims of Hope’)

Summer 2025: Faith (including a focus on the Pilgrims of Hope logo).

Autumn 2025: Charity (TBC)

Aims

Through using these ‘Pilgrims of Hope’ resources, pupils will be able to:

* Fully engage with/develop a full understanding of ‘Jubilee 2025 - Pilgrims of Hope’ and its significance as part of the traditions of the Church.
* Understand that a Jubilee Year Jubilee (or Holy Year) is a special year of forgiveness and reconciliation, in which people are invited to come back into right relationship with God, with one another, and with all of creation.
* Consolidate their understanding of various Church traditions linked to the celebration of a Jubilee Year.
* Understand what a ‘pilgrim’ is and be able to identify themselves as ‘pilgrims of the earth’ during this special Jubilee Year.
* Actively respond to Pope Francis’ exhortation for us all to be signs of hope in our world.
* Further develop their understanding of the various precepts of Catholic Social Teaching through exploring the theological virtues of faith, hope and charity (see below).
* This term: Explore/Reflect on the theological virtue of ‘Faith’ and understand how important faith is in the lives of those people/communities supported by ACN.
* Participate in meaningful prayer and reflection on the theme of hope/faith, including sharing/learning the ‘Pilgrims of Hope’ prayer/Jubilee pledge.
* Develop a fuller understanding of the work of ACN in bringing hope to various poor and vulnerable Christian communities around the world.
* Engage with fundraising and/or prayer to support the work of ACN.

Catholic Self-Evaluation Document - Evidence

Through using this resource, school leaders will be able to provide evidence to support judgements in the following aspects of the Catholic Self-Evaluation Document (CSED):

Catholic Life and Mission (CLM)

CLM 1.3 Moral Development

CLM 1.4 Catholic Social Teaching

CLM 1.5 Respect for Self and Others

CLM 2.2 Staff Commitment

CLM 3.5 Commitment to CST

CLM 3.7 The Catholic Curriculum

Religious Education (RE)

RE1.1 Development of Knowledge, Understanding and Skills

RE 1.3 Religious Literacy

RE 1.7 Engagement

RE2.1 Subject and Pedagogical Knowledge

RE 2.6 Spiritual and Moral Development

RE 2.7 Variety and Resources

RE 3.1 RED

RE 3.5 Curriculum Design

RE 3.7 Enrichment

Collective Worship (CW)

CW1.1 Engagement & participation

CW1.2 Variety and liturgical year

CW1.4 Influence of Curriculum and School Life

CW 1.5 Impact  
CW 2.1 Centrality

CW 2.3 Richness of Tradition

CW3.3 Sacraments, Holy Days of Obligation and other significant days

CW 3.6 Impact of Leadership

CW3.7 Resourcing

‘To Know You More Clearly’: The Religious Education Directory (RED)

The spiral structure of the curriculum enables a build-up, layering a critical dimension each year, deepening pupils’ understanding of the story of salvation, developing a common language, and exploring the ‘memory of the Church’ and her teachings and how these have formed part of the history of ideas in the development of humanity.

The spiral pathway students follow from their first steps into Catholic education means that teachers can plan for progression, moving through basic questioning and notional understandings to ever deeper levels of engagement with Christianity’s divine and human drama and its significance for humankind. (RED: ‘To Know You More Clearly’; 2023)

Whilst these materials do not aim to cover the full progression and understanding required by the RED in its spiral curriculum, they do aim to supplement and enhance this learning.

Knowledge Lenses – End of Phase Expected Outcomes

The RED identifies six knowledge lenses which detail what should be known by the end of each age-phase. This resource can support teachers in helping to evidence expected outcomes in the Hear, Believe, Celebrate and Live knowledge lenses.

Ways of Knowing

The RED identifies three ‘ways of knowing’ in its Programme of Study that enable skills to be developed at an appropriate level. The development of these aspects allows each knowledge lens to be explored appropriately. The ways of knowing are Understand (U), Discern (D) and Respond (R).

End of phase Age-Related Expectations, that could be linked to this ‘Jubilee 2025 – Pilgrims of Hope’ resource are listed below; others could be incorporated depending on any additional work undertaken in relation to the various themes explored.

Age 5 - 7

U1.6.2. Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.

U1.4.2. Recognise that Jesus shows the importance of giving to others.

U2.6.2. Describe an initiative Christians work on together locally and/or globally in the service of others.

R1.3.2. Reflecting on how Jesus is a ‘light’ for all people and consider how they can bring ‘light’ to their families and communities.

Age 7 - 9

D3.1.2. Thinking about how all people should be treated equally.

R.4.4.1. Reflecting on how the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty and the inspiration they offer for their life.

R.4.5.3. Reflecting on how Christian communities continue the work of Jesus in the community where they live.

Age 9 – 11

R5.3.4. Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves.

R6.4.2. Considering how love of neighbour could transform their life and the lives of the communities they are part of, describing the actions they could take to begin this transformation.

R6.5.3. Reflecting on how the work of charities can support people facing injustice or persecution.

Presentation Overview/Notes

If you have not used the first ‘Pilgrims of Hope’ presentation, you can access it using the following link: <https://acnuk.org/resource/jubilee-year-2025-pilgrims-of-hope/>

If your children are unfamiliar with ‘Aid to the Church in Need’, you may wish to introduce the abbreviation ‘ACN’ and explain that examples of its work will be explored in further detail during the presentation.

Explain that ACN is currently involved in/supporting over five thousand projects in excess of one hundred and forty countries all around the world, helping to support the Church in its mission, and bringing hope and solidarity to millions of persecuted Christians; the donations received from benefactors/supporters enable ACN to help persecuted and suffering Christians, bringing hope and enabling them to live out their faith as fully as possible.

Further information can be found on the ACN website, particularly in the Primary Resources section: <https://acnuk.org/resources/?filter_resource_category=255>

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| Slides1 - 2 | Opening Title Slides: Musical accompaniment.  Q: What do you already know about this special Jubilee Year?  Remind children that the last Jubilee Year was 25 years ago and was titled ‘The great Jubilee’ to mark the start of the new millennium. Q: What can you remember from the first presentation?  Explain that the focus for this presentation will be ‘Faith’, which is one of the Theological Virtues (Faith, Hope and Charity). |
| Slides 3 - 19 | The ‘Pilgrims of Hope’ Logo.  Slide 3: Lovely Looking Logo! – Explain that firstly, we are going to take a closer look at the wonderful ‘Pilgrims of Hope’ logo!  Slide 4: Q: What do you think the different parts of the logo represent?  Sides 5 – 6: Allow children time to look at the ‘Pilgrims of Hope’ logo and think about what all of the different elements might represent/symbolise.  TTYP – Allow children time to discuss their ideas with their partner/table group; share children’s initial thoughts/ideas.  Slides 7 - 16: Explain the symbolism of the different elements; allow time for discussion/further exploration as appropriate:   * Slide 7: The four figures represent humanity as a whole, in its differences and similarities; they embrace each other, expressing the solidarity and brotherhood that should unite the peoples of the world. * Slide 8: The four figures are depicted in four different colours: Red, Orange, Green and Blue. * Slide 9: Red symbolises love, passion, and self-sacrifice; Christ’s sacrifice and His infinite love for humanity. It also represents the fire of the Holy Spirit and His strength that inspires Christians. * Slide 10: Orange expresses joy, vitality, and enthusiasm...the light that illuminates the path of faith. * Slide 11: Green is universally recognised as the colour of hope, growth, and rebirth. * Slide 12: Blue symbolises faith, peace, and tranquillity; it reminds us of the sky and spirituality, and the importance of prayer in our lives. * Slide 13: The four figures are clinging to a cross formed by a black curve; the cross is not rigid, not static, but bends towards humanity as if to embrace it. * Slide 14: Below the cross is an anchor which has often been used to symbolise hope. During the most difficult moments in our lives, we need to rely on an anchor to give us security and keep us safe; and what better anchor than the cross, a symbol of Christ and His infinite love for all of us. * Slide 15: Finally...the small waves at the bottom of the logo represent the dangers and obstacles in our lives; both those personal events and events of the world that sometimes make our lives difficult.   Slide 16: What a great logo! |
| Slides 17 - 20 | Slide 17: And now it’s your turn!  Slides 18 - 19: Challenge the children to design their own ‘Pilgrims of Hope’ logo.  Q: Can you design your own ACN-themed ‘Pilgrims of Hope’ logo which includes symbolism related to the work that our team does to support different communities around the world?  Slide 20: Holding Slide – Children given time to design their own ‘Pilgrims of Hope’ logo.  NB: This activity can be undertaken at a different time if time does not allow for it at this point. |
| Slides 21 - 23 | Review of ‘Jubilee 2025 – Pilgrims of Hope’ from previous presentation.  Slide 21: In this Jubilee Year, everyone at ACN is reflecting on Jesus’ message of the good news of justice, freedom and love. Along with ACN...you can experience the joy of taking action as ‘Pilgrims of Hope’ in building a better world.  Slides 22 - 23: ACN works to bring hope to people in over 140 countries around the world! WOW! |
| Slides 24 – 29 | Share the official ‘Pilgrims of Hope’ prayer; depending on the age of the children, this could be child-led/prepared. |
| Slides 30 - 35 | The Theological Virtues  Slide 31: The theological virtues are considered to be gifts from God that help people live morally good lives.  Slides 32 – 34: The three theological virtues are: Faith, Hope and Charity.  Slide 35: Pope Francis invites us to focus on the theological virtues as we celebrate this Jubilee year with: ‘deep faith, lively hope and active charity.’  Q: What does this tell you about Pope Francis’ thoughts about this special Jubilee year? |
| Slides 36 - 39 | Introduce the focus for this term’s presentation: Faith  Slide 38: Q: What does ‘Fath’ mean to you?  Slide 39: Allow time for pared/group/whole class discussion as appropriate. |
| Slides 40 - 42 | Exploration of ‘Faith’ definitions.  Slides 40 – 41: Share the dictionary definitions of ‘Faith’ with the children:   * Complete trust or confidence in someone or something. * Strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.   Talk To Your Partner – Paired/Group/Class discussion.  Q: Which dictionary definition do you like best? Why?  Q: How would you define ‘Faith’ in your own words?  Share children’s thoughts/ideas as appropriate. |
| Slides 43 - 52 | Faith in scripture: two Bible passages from Matthew.  Slide 43: Explain that sometimes, Jesus found it frustrating when the disciples did not have faith in Him and God.  Q: Why do you think Jesus found tis frustrating?  Slides 44 – 46: Jesus Heals a Boy with a Demon. (Matthew 17: 14 – 20)  Share the passage with the children; children could play different roles.  Slides 47 – 52: Explore the meaning of the passage using the following questions:   * Why do you think that Jesus called the disciples ‘unbelieving’? * What do you think that Jesus was trying to teach the disciples about faith/their faith? * Does this story help you to understand what it means to ‘have faith’?   Allow time for discussion/children’s questions as appropriate. |
| Slides 53 - 58 | The Parable of the Musad Seed.  Slide 53: Explain that Jesus often used parables to help people to understand God’s Kingdom how important it is to have faith in Him. Q: Can you remember any of the parables that Jesus used to teach the people about God’s kingdom?  Slide 54: Explain that we will now be looking at another passage from Matthew’s Gospel, a parable, which also features a mustard seed.  Slide 55: The Parable of the Mustard Seed.  Slide 56 - 57: Why do you think Jesus used a mustard seed in this parable?  Slide 58: Reinforce that in this parable, Jesus teaches us that all good things must start with small beginnings…including our faith. |
| Slides 59 - 62 | Slide 59: Explain to the children that on the next slide you will be sharing an extract from the Catechism of the Catholic Church (CCC). The Catechism of the Catholic Church is the Church’s teaching document; it is arranged in four main parts:   * The Profession of Faith – The Creed * The Celebration of the Christian Mystery – The Sacred Liturgy, especially the Sacraments * Life in Christ – including the Ten Commandments * Christian Prayer – including The Lord’s Prayer   Slide 60: Share CCC 162: ‘Faith is an entirely free gift that God makes to man.’  Slides 61 – 62: Q: What does this tell you about faith? |
| Slides 63 - 64 | Encourage children to reflect on the relationship between hope and faith.  You could share the following with the children and ask for their thoughts:  ‘Faith is the fundamental act by which we recognise Jesus as the Christ or Messiah. Hope is our reliance on his saving power.’  Q: Does this reflect your thinking? |
| Slides 65 - 73 | ACN Focus – Celebrating ‘Faith in Action’.  Slide 66: Explain that Aid to the Church in Need (ACN) supports people and communities who are being persecuted for their faith and their beliefs.  Q: What do you see in this picture?  Q: How does it make you feel?  Q: What does it tell you about the people in this picture?  Slides 67 – 68: Do you know what ‘persecuted’ means?  Allow children time to discuss their ideas; share the following definition:  ‘Subject (someone) to hostility and ill-treatment, especially because of their ethnicity, religion…or their political beliefs.’  Slides 69 – 73: Share examples of ACN’s work with different communities around the world, emphasising the ‘deep faith’ of those concerned.  Featured communities/countries:   * Kenya/Uganda * Mutum-Biyu (Nigeria) * Pucallpa (Peru) |
| Slide 74 | Invitation to make a pledge to ACN as part of the school’s commitment to be ‘Pilgrims of Hope’; various possible pledge amounts outlined.  Q: Could we (class/school) make a pledge to ACN? |
| Slide 75 | Invitation to remember the people/communities that ACN supports through prayer during the Jubilee Year. |
| Slides 76 - 77 | Final quote from Pope Francis: ‘It is not enough to say we are Christians. We must live the faith, not only with our words, but with our actions.’  Q: How can we do this in our daily lives? |
| Slide 78 | Thank You! |
| Slide 79 | Introduction to next term’s focus/theological virtue: Charity |
| Slide 80 | Closing Slide. |

Fundraising for ACN

ACN is always grateful for the funds raised for its projects; please note that the projects mentioned in this presentation are an example of ACN’s work. Your funding may go to these or similar projects.

Thank you for all that you do to support the work of ACN, both in terms of fundraising and the prayers that you share in/offer for the various communities that ACN supports all around the world.

ACN

April 2025