



St Francis College
Religious Education Program
2014



Message from the Principal

We are a people of faith at St Francis College. Our Catholic faith is informed by our Franciscan charism. Our faith, our desire to know Jesus and to work towards living God's kingdom everyday means we have a special responsibility to ensure that our community:

lives the gospel of Jesus Christ, and that we are literate in the Catholic and broader Christian tradition so that we may participate critically and authentically in faith contexts and wider society.

The Most Reverend Archbishop Mark Coleridge states that in educating our young people we must:

respond not only to the facts on the ground, but also respond to the grace of the moment.

We are graced at St Francis College with a Catholic community committed to Catholic education. We are also graced with other faith traditions seeking our Catholic college to educate their children. We are open to other faiths and are sincere in our endeavor to learn from and with them in our Catholic context.

As Archbishop Coleridge states:

An inclusive, excellent Religious Education is a right of every student entrusted to our care.

We believe our College Mission and Vision statements indicate that we strive to provide an education that challenges students to grow and learn; and we strive to provide this education in a family environment where students feel safe and supported.

Our College family is rich in diversity – we celebrate our rich cultural and linguistic backgrounds but we are united in our commitment to a Franciscan education following in the footsteps of Jesus. Our Franciscan values are important to us. Our teaching and learning and pastoral frameworks endeavour to create a climate where we value each individual in the spirit of hope, care and compassion. We work for justice and sustainability.

At the heart of our College is a recognition that faith and education must be in harmony to ensure that our students can take their place in society as citizens with values, skills and an understanding of the complex issues that they will confront in their journey of life. This journey at the College involves a close partnership between students, families and staff.

We hope our actions reflect our beliefs. St Francis challenged us to 'Preach the Gospel at all times, and when necessary, use words'.

We are grateful to our staff who are committed to teaching our young people religion and to working with our young people and families to create an authentically Catholic Christian community. In particular I am grateful for the work of Ms Cathy Barrett and Mr Rob Canning who had the vision to inspire our community to create and implement the religious education curriculum.

We believe our students are our finest ambassadors. We are excited about the new Religious Education Curriculum. We believe it will help us continue to grow in our relationship with an understanding of our God.

Tricia Kennedy

VISION for Religious Education

Religious education at St Francis College aligns with the Vision for Religious Education as outlined for all Catholic schools in the Brisbane Archdiocese.

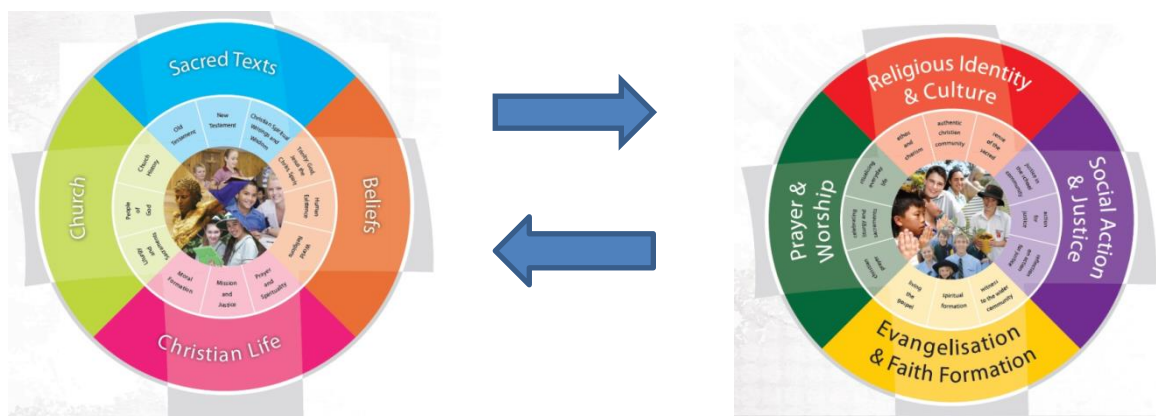
St Francis College aspires to educate and form students who are challenged to live the Gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

The vision informs the St Francis vision for Learning and Teaching;

Together we value individuals, build relationships and empower learning.

The vision for religious education emphasises the **two distinct but complementary dimensions of religious education**- Teaching people religion, that is the classroom teaching and learning of religion and - Teaching people to be religious in a particular way through the religious life and Catholic Christian ethos of the school community. Whilst Jesus Christ is always at the centre of this vision, St Francis College acknowledges its multi-faith reality and seeks to nurture and develop the faith of all individuals mindful of their cultural and religious identity.

Effective religious education programs develop the religious literacy of students so that they develop knowledge and skills to use language confidently and become active constructors of culture rather than passive consumers. At St Francis College, a **growth mindset** is encouraged and nurtured so that all students can learn and achieve. Through engagement with both dimensions of Religious Education, students are challenged to live the Gospel of Jesus Christ in their everyday lives.



Taking into account our diversity!

The College is located in Logan City and 30% of the College's enrolments come from 5 of the 8 most marginalised and disadvantaged suburban communities in Brisbane. This situation is marked by the College's SES score of 88, the lowest of any Non-Government Secondary school in the greater Brisbane urban area. This social disadvantage has many impacts upon the College. It indicates that students attending the College are more likely to come from a background of poverty which can often determine their literacy levels compared to corresponding middle income schools where learning and reading are actively encouraged in the families. Due to the dislocation brought about by the poverty cycle, there is a higher percentage of students who present with behaviour issues that can interfere with their learning.

In 2014, 43% of students identified as 'English as Second Language' students. The identified non-English languages of our students are Samoan, Tongan, Maori, Vietnamese, Hmong, Spanish, Portuguese, Hindi, Urdu, Arabic, Khymer and Tagalog. We have 51 nations represented by the Parents and students of the College. St Francis College has the second largest ATSI population of Brisbane Catholic Education Colleges in the South.

Equally diverse is the representation of Religious groups at St Francis College. The population of students and families is less than fifty percent Catholic as seen in the 2014 data and almost twenty five percent of families identified as no religion or did not state a religion. The remaining population varies across year levels but includes multiple Christian denominations as well as Muslims, Hindus and Buddhists.

Key points to remember for Teaching Staff

- Know your class context –check with the office for the latest data regarding faith diversity in your Religion class. Check with learning support staff and EALD staff at the beginning of each term to confirm student learning needs and seek planning support. Use the BI tool to establish individual needs.
- Promote a positive growth mindset
- Differentiate learning activities and assessment tasks to suit your class context
- Employ Reading to Learn strategies to promote and support literacy
- Employ PB4L strategies to promote positive relationships in the classroom



We are a Franciscan School

Mission Statement

We, the community of St Francis College, Crestmead shall reflect in every aspect of our lives the values, beliefs and traditions of our Catholic faith.

We will strive for inner peace and freedom from fear through prayer and reflection. We will nurture a climate which encourages wholeness, esteem, hope, care, compassion and understanding. We will accept each other as individuals with unique talents and gifts. We endeavour at all times to be responsible models for justice and the Franciscan spirit of poverty.

Parents and teachers will work together to foster in our students a desire to learn and encourage the development of basic skills necessary to achieve their full potential in an ever-changing world. Students will be encouraged to make decisions and commitments which will help them grow spiritually, intellectually, physically, emotionally and socially.

We believe that God has given us the responsibility of stewardship over Creation. It is the work of students, staff and parents to contribute to the protection and promotion of natural and human welfare in order to advance the creative activity of God.

With St Francis and St Clare, in simplicity and harmony we will "follow the teachings of our Lord Jesus Christ and walk in His Footsteps".

School Motto and Logo

After his commission at the foot of the San Damiano Cross, Saint Francis chose a more ancient symbol of redemption as his standard: the Tau cross.

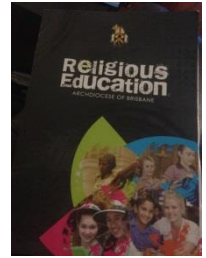
In commenting on the scriptures of Israel, the early Christian writers used its Greek translation, the Septuagint, in which the last letter of the Hebrew alphabet, the tau, was transcribed as a "T" in Greek. Saint Francis had first encountered this symbol when he was caring for lepers. He and the religious followers of St. Anthony the Hermit, who were working with him, used Christ's cross; shaped like a Greek "T" - as a protection against the plague and other skin diseases.

Saint Francis eventually accepted and adapted the "T" as his own crest and signature. For him, the "T" represented life-long fidelity to the Passion of Christ. It was his pledge to serve the least, the leper and outcast of his day. The College Symbol or badge is a stylized version of the Tau Cross that Francis used as his signature. The College Motto "**In Simplicity and Harmony**" stems from the core values and beliefs emanating from the story St Francis of Assisi.



CURRICULUM structure and organisation

The Religious Education program at St Francis College is a high quality, contemporary program that is completely in alignment with the vision, principles and content of the [Religious Education Archdiocese of Brisbane curriculum document](#) as well as with the St Francis College Teaching and Learning Framework.



The Model for Religious Education

The Religious Education program at St Francis College looks for opportunities to incorporate the two distinct yet complimentary dimensions of the classroom teaching and learning of religion and the Religious Life and Catholic Christian ethos of the school community.

A Catholic View about Learning and Teaching

The Religious education curriculum at St Francis College is hope filled and underpinned by the beliefs that:

All people are created in the image and likeness of God. Knowledge is life long and life wide, is holistic, rational and leads to wisdom. Human beings are not the masters of creation but rather co- creators with God and therefore have a special responsibility to steward the earth and the universe. This is of special significance to the College because of its Franciscan spirituality and charism. Life is sacramental: meaning that God is experienced in the everyday, in people, in nature and in the world and therefore there is no such thing as a secular subject in a Catholic school. The role of a teacher is transformational and teachers engage in ongoing spiritual formation as well as professional and theological learning so that they can be authentic witnesses to the Catholic Christian story and tradition.

A Reconceptualist Approach

The approach to teaching religion at St Francis College is an **educational** one and **not catechetical**. It does not presume that students have a particular faith stance or indeed any faith stance but it does allow faith formation and development. It therefore requires **the use of non- presumptive language**. This is achieved by the avoidance of the use of pronouns like *We* and using the word *Believers* instead; or phrases like *the Catholic church teaches that....*

It calls for teachers to teach about the tradition not through the tradition, requiring them to know their own tradition well, but to build a critical distance between themselves and the content they are teaching and allow students the freedom to investigate, inquire and use their religious imagination.

CURRICULUM structure and organisation continued...

Five pedagogical practices are therefore used to teach religious education at St Francis College

Focus on learners and their learning; understand the reality of students' lives. Use inquiry learning to allow students the freedom to investigate.

Establish clear learning intentions and success criteria using the content, Achievement Standards and Year level descriptions of the P-12 curriculum document

Activate multiple ways of knowing and interacting, creating opportunities to construct knowledge

Responding with feedback to move learning forward

Evaluate learning with students by reflecting on the movement in learning and the effectiveness of the teaching and of the learning and assessment activities.

Beliefs about Learners and Learning

At St Francis College, we believe that:

Every learner is created in the image and likeness of God

Every learner seeks to find meaning in life and learning and that meaning can be found in the person and teaching of Jesus

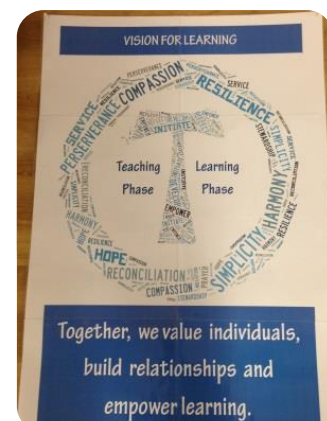
Every learner is a life- long learner with a desire for truth to do what is right and be accountable for their actions

Every learner is in some respect, like all others, like some others and like no others and is to be treated with dignity

Every learner can achieve success where diversity is valued

Every learner brings their own richly diverse life journey to contribute to the learning community.

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CURRICULUM Structure and Organisation Continued...

Allocated Time and Timetabling

Class room time allocated to the teaching and learning of religion is a minimum of **2.5 hours per week** dedicated to delivering the religion curriculum from Prep to Year 12. This does not include time for prayer or liturgy but is **specifically dedicated to classroom learning and teaching of religion.**

Teacher Accreditation

Teachers at St Francis College are required to meet Brisbane Catholic Education requirements to be accredited to teach religion in a Catholic school and to maintain that accreditation by engaging in ongoing professional learning focused on enhancing their own capabilities as well as on improving student learning.

Teachers are required to set annual goals that align with the strategic goals of the College and that directly target improved learning for students in the classroom. Teachers meet twice a year with members of the leadership team to discuss and review goals set for the year and to ensure that professional learning is aligned with their goals.

Planning Units of Work

Know your learners

- Diversity of faith traditions (contact Nicole in the office)
- Learning difficulties (contact Learning support team for help with differentiation at the start of your planning)
- Contact (EALD team for help at the start of your planning)

Consult the P-12 Scope and Sequence Chart

- to see where the learners have come from and where they are going
- to ensure coverage of the curriculum

Use the current template to plan new units of work

See the website for the latest planning template - <http://sfcreligiouseducationprogram.weebly.com/>

Use the 'line of sight' method to plan

- Use the BCE Religion Curriculum for content and the Year level Description and Achievement Standard to determine content choice, and to write learning intentions and success criteria for the unit.

Collaborate with other team members

- to plan the unit
- to ensure consistency of assessment

Build Reflection time into the Unit plan

- For students to reflect on their learning
- For students to provide feedback about your teaching
- For teachers to reflect on the effectiveness of the unit and the assessment task.

See the examples of Units of work in Appendix One.

Differentiation

Ideas for differentiating the curriculum can be gained from the Learning support and EALD teachers as well as the APREs primary and secondary.

Ideas from ACARA can be accessed from the website

<http://www.australiancurriculum.edu.au/StudentDiversity/EAL-D-Teacher-Resource>

Students with learning needs must be given opportunities to demonstrate the achievement standard. Ensure that appropriate scaffolding is provided. For example, if a task is not assessing literacy, a scribe or reader may be appropriate. Allowing a student to use visuals to demonstrate their understanding may also be appropriate.

Other support is available from the BCE learning and teaching portal

<https://kweb.bne.catholic.edu.au/LandT/LearningTeaching/DisabilityDiverseNeeds/Pages/default.aspx>

Assessment and reporting

St Francis College requires students and teachers to follow the same [school policy](#) regarding assessment submission, non- submission, granting of extensions and special consideration in religion as they would for all other subjects.

Students are reported on twice a year. Parent interviews occur formally twice a year and informally by request.

Secondary Teachers: The bank of comments in e-Minerva is currently under review to make sure they reflect elements of the achievement standard. This is planned to be completed in time for first reports 2015.

Teachers are encouraged to:

- Use the achievement standard, the year level description, and the curriculum content to construct learning intentions and success criteria.
- Use the learning intentions and success criteria to inform learning activities and choose resources
- Share the learning intentions and success criteria with the students at the beginning and during the unit
- Use the success criteria to inform assessment tasks
- Collaborate with other team members to construct assessment asks
- Use a variety of formative and summative assessment tasks and where possible multiple opportunities for students to demonstrate the achievement standard
- Moderate with other team members to ensure consistency of teacher judgement
- Construct report comments that reference the Achievement standard and specifically connect with the curriculum content taught in the units of work.

Feedback

“The hinge factor to improving student learning in schools is feedback...When we address feedback as a strategy that teachers can teach students to use, student engagement increases and so does student achievement (Pollock, 2012, p.xi).

Teachers at St Francis College give quality feedback to students to improve learning. They also seek feedback from their students about their teaching and use of resources and use this feedback to set goals for their learners in their classrooms.

P-12 SCOPE AND SEQUENCE

The following pages indicate the way that the Content, Achievement Standards and Year level descriptions of the P-12 Curriculum Document have been mapped across the College P-12 Classes current for 2014 to be reviewed twice annually.

The *Religion Curriculum P-12* involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to the specific context of St Francis College.

The context in 2014 includes two composite classes a 2/3 class and a 4/5 class. The curriculum has been grouped according to common themes as examples for future years about how this could be done.

Religious Education in - Prep for teachers

Year Level Description: In Prep, students learn about some Old Testament and New Testament stories that tell of a God of love, the creator of all, the goodness of God's creation, God's special relationship with all of creation and God's plan that people help each other to live safely and happily together, for the good of all. Students listen to, read and view stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; of his teachings about love, compassion and forgiveness that challenged people about the way they were living; and of his suffering, death and resurrection. They learn that Christians believe God created people with the freedom to choose between good and bad, right and wrong. They explore examples of times, from familiar texts and their personal experience, when people make these choices. Students understand that prayer helps believers follow the teachings of Jesus; to live according to God's plan. They learn about ways in which believers pray, either alone or with others, including the Sign of the Cross and Amen. They observe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. They learn about the Church building as a sacred place for believers and the Bible as a sacred book for believers.

| Term One | Term Two | Term Three | Term Four |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units of work Covenant/Here in this place STOT1 / STNT 2 Reverence for the Bible, CHPG1 Church as sacred space,CLPS1 What is prayer? And God said ... BETR1 God is creator of all, STCW1 God's special relationship with all of creation, STOT2 Stories of the Old Testament,CLPS2 Silence and stillness | Units of work Covenant: Revisit The Easter story CHLS1 The Church marks special times of the year BETR2 Jesus lived, died and is risen STNT2 Stories about Jesus from the New Testament CLPS1 Using the language of prayer Jesus had a family BEWR1 Jesus was a Jew and Mary was his mother | Units of work Covenant: Belonging Unit, Indigenous Perspectives And Jesus ... CLMF1 Jesus taught about love CLMF2 Freedom to choose CLMJ1 God's plan for people to live safely and happily STCW1 Jesus' wisdom STNT2 Fishing Story/ Parable of the Good Samaritan | Units of work Covenant: Revisit And Jesus continued STOT2 David/ Birth of Jesus 1 Sam 17:1-49, STNT2 Infancy narratives CHLS1 Advent and Christmas |
| Core Prayer Amen, Sign of Cross, Meditative prayer – lighting a candle, Silence and Stillness Other Prayer examples Morning Prayer, Prayer before meals, Home time prayer. Prayer of St Francis, Alleluia, Echo Prayer, Song Creating Prayer Spaces | Core Prayer Amen, Sign of Cross, Meditative prayer – lighting a candle, Silence and Stillness Other Prayer examples Morning Prayer, Prayer before meals, Home time prayer. Prayer of St Francis, Alleluia, Echo Prayer, Song Creating Prayer Spaces | Core Prayer Amen, Sign of Cross, Meditative prayer – lighting a candle, Silence and Stillness Other Prayer examples Morning Prayer, Prayer before meals, Home time prayer. Prayer of St Francis, Alleluia, Echo Prayer, Song Creating Prayer Spaces | Core Prayer Amen, Sign of Cross, Meditative prayer – lighting a candle, Silence and Stillness Other Prayer examples Morning Prayer, Prayer before meals, Home time prayer. Prayer of St Francis, Alleluia, Echo Prayer, Song Creating Prayer Spaces |
| Core text Genesis1:1-2:4a, 2:4b-9;15-25. Luke 11:1-4 prayer Luke 17:11-18 Lepers Matt 22:36-39 Greatest commandment | Core text Resurrection Mark 16:1-8 Joseph and Families Gen 37:1-36, 39:1-6,41:15-44,53-57,42-46 David/ Birth of Jesus 1 Sam 17:1-49, Luke 2:1-7 Great commandment Matt 22:36-39 | Core text Good Samaritan Lk 10:29-37 Greatest commandment Matt 22:36-39 | Core text Christmas Luke 2:1-7 and Matthew 1:18-25 Greatest commandment Matt 22:36-39 |
| Significant events and religious life of the school Excursion to the church- Mass Ash Wednesday Celebrations of Learning | Significant events and religious life of the school Easter Jesus day- Food clothing etc Franciscan Stations of the Cross Month of Mary Celebrations of Learning | Significant events and religious life of the school Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing Celebrations of Learning | Significant events and religious life of the school St Francis Festival/Feast Day Christmas Concert. Celebrations of Learning |

Achievement Standard: By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation. They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong. Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.

Religious Education in Prep for Parents

| Term 1 | Term 2 | Term 3 | Term 4 |
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| Students begin to develop an understanding of God as the creator of all through exploration of the creation story. They visit the local Church to explore its symbols and sacredness and participate actively in a mass. They begin learning the sign of the cross and simple echo prayers including grace before meals. Students also discuss being kind and caring in the classroom and create a class covenant. | Students explore the Easter story and identify that Jesus lived, died and rose again. They engage in a cross-curricula unit on families that allow them to compare their lives and families to Jesus'. Students explore Jesus' personal timeline and his close friends and family, including Mary and the disciples. This unit ends in a celebration called 'Jesus Day'. The children dress up as disciples for the day and engage in activities that Jesus would have when he was young. | Students examine the story of the Good Samaritan. They discuss what made the Good Samaritan different to the other men in the story and further how they could be like the good Samaritan in the school text. Each time a child is caught being a 'Good Samaritan' they add a special card to the class road and document why they received the card using an app on the iPad. Students also engage in a P – 6 march for 'Peace' to our local parish. | Students explore the concepts surrounding advent and the Christmas story. Students identify and relate Jesus' birth to the celebrations associated with Christmas and understand that this is a very important time in the Catholic church. Students engage in the annual St Francis Festival and Christmas Concert. |

Peace March



Ash Wednesday



Jesus Day



Disciple Costume



Shrove Tuesday



Religious Education in Year one for Teachers






Year Level Description:

In Year 1, students explore the Christian teaching that all people are created in God's own image, with dignity and natural rights. They learn about living in accordance with God's plan for all creation: living safely and happily in community and in loving relationship with God, with a responsibility to care for all creation and using God's gift of freedom to make choices responsibly. They engage with a variety of Old Testament texts to learn about God's presence in the lives of individuals and communities and make connections to their own experiences. They explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. They learn about the different roles in the local parish community. Students learn about the nature of Jesus' mission and ministry. They explore aspects of Jewish daily life at the time of Jesus. They listen to, view and read accounts from different Gospels of key events, places and characters in the life of Jesus and explore similarities and differences in these accounts. They explore the many ways in which Mary, Mother of Jesus, is honoured by Christians past and present and develop their understanding of the Hail Mary, a Catholic prayer honouring Mary. Students understand that prayer was an important part of Jesus' life and is important in the lives of believers. They continue to learn about ways in which believers pray, either alone or with others.

| Term One | Term Two | Term Three | Term Four |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units of work Covenant: Belonging Unit CLMF3 All people have responsibility to care CLMJ2 All people have dignity CLPS5 Meditative prayer Who Is God? Jesus' Life and Mine. BEHE1 God created humans in God's own image CLPS3 Believers gather together to pray STNT3 Key stories in the life of Jesus BETR3 Jesus called 'the twelve' CLPS5 Meditative prayer | Units of work Covenant: Revisit We are Easter people CHLS2 The Church community celebrates Sacraments CLPS5 Meditative prayer God wants us to help others. STNT3. Mary said yes CLPS4 The Hail Mary CLPS5 Meditative prayer CHPG2 Different roles in the parish community | Units of work Covenant: Belonging Unit, Indigenous Perspectives Care of Creation CLMF3 All people have responsibility to care CLMF3 Living according God's plan CLPS5 Meditative prayer STOT3 God's action in the world of the Old Testament Noah STCW2 Stories of the Old Testament help people understand God | Units of work Covenant: Revisited God in the Community STCW2 Stories of the Old Testament help people understand God STOT3 God's action in the world of the Old Testament The Life and Times of Jesus including Advent BEWR2 Jesus belonged to a Jewish community CLPS5 Meditative prayer STNT3 Mary said yes! |
| Core Prayer Meditative Prayer: Closing Eyes Grace Revisit Sign of the cross and Amen Other prayer examples: Prayer of St Francis, Prayers of gratitude, Echo prayer, Creating Prayer Spaces | Core Prayer Meditative Prayer: Closing Eyes Grace, Hail Mary- Praying with beads and Music Revisit Sign of the cross and Amen Other prayer examples: Prayer of St Francis, Prayers of gratitude, Echo prayer, Creating Prayer Spaces | Core Prayer Meditative Prayer: Closing Eyes Grace Revisit sign of the cross and Amen Other prayer examples: Prayer of St Francis, Prayers of gratitude, Echo prayer, | Core Prayer Meditative Prayer: Closing Eyes Grace, Hail Mary Revisit sign of the cross and Amen Other prayer examples: Prayer of St Francis, Prayers of gratitude, Echo prayer, |
| Core text Creation Genesis 2:4-8, Adam and Eve Genesis 2:15-23 Jesus calls disciples Matthew 4:18-22 Mark 3:13-19 Lost in the temple, Luke 2:41-47 | Core text The Baptism of Jesus Mark 1:9-11 ,The Last Supper Mark 14:22-25, Passover Matthew 26:17-19 Annunciation to Mary Luke 1:26-28 The Birth of Jesus Foretold Mary Visits Elizabeth Luke 1:39-42 | Core text Creation Genesis 2:4-8, Adam and Eve, Genesis 2:15-23, Noah Genesis 6:13-9:1 | Core text Moses Exodus 3:8-17 Annunciation to Mary Luke 1:26-28 The Birth of Jesus Foretold Mary Visits Elizabeth Luke 1:39-42 |
| Significant events and religious life of the school Excursion to the church- Mass CHPG2 Different roles in the parish community Celebrations of Learning Lent and Ash Wednesday Stations of the Cross | Significant events and religious life of the school Easter,Pentecost Month of Mary Celebrations of Learning | Significant events and religious life of the school Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing Celebrations of Learning | Significant events and religious life of the school St Francis Festival/Feast Day Christmas Concert. Celebrations of Learning |

Achievement Standard: By the end of Year 1, students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose. They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They describe some aspects of Jewish daily life at the time of Jesus. They recognise some ways in which believers past and present honour Mary, Mother of Jesus, including praying the Hail Mary. They recognise the significance of prayer in Jesus' life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer, Grace and the Hail Mary

Religious Education in Year One - for Parents

| Term 1 Who is God? Jesus' Life and Mine | Term 2 God wants us to help others | Term 3 Care of Creation | Term 4 The life and Times of Jesus |
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| <p>Students discuss peace, justice, dignity and a responsibility to care before creating a class covenant.</p>  <p>Students explore the question "Who is God?". They create a class poster of words that describe God and then think of a way in which they could be like God eg: God is kind. I can be kind by . . .</p> <p>They sequence the main events of Jesus' life in a timeline and their own life thus far.</p> <p>Students engage in the celebration of Lent. They make pancakes to eat and write promises on paper pancakes. After break times, students discuss good deeds seen and done and these are recorded as petals on flowers on the board for all of Lent.</p> <p>Students visit the local Parish Church for Mass and learn about the different roles in the parish community. Students engage in meditative prayer, Grace, the Prayer of St Francis, prayers of gratitude and Echo prayers.</p> | <p>Students discuss the celebrations of Easter and the Stations of the Cross. They learn about Baptism, Eucharist and Pentecost. Students identify symbols used in the Sacraments.</p>  <p>Students explore the Month of Mary, learning about the Mother of Jesus, praying with beads and saying the Hail Mary. Students were able to identify ways believers honour Mary</p>  <p>Students engaged in meditative prayer, Grace, the Prayer of St Francis, prayers of gratitude and Echo prayers.</p> | <p>Students discuss the responsibility they have to care for God's creation and how they could live according to God's plan. They explore the story of Noah in great depth. This is linked to Science and caring for animals and the environment as well as Geography and natural, managed and constructed environments. Students are able to identify things God created and how they have and will continue to live to God's plan.</p>  <p>Students participate in the Peace March to the local Parish Church for Mass. Students engage in meditative prayer, Grace, the Prayer of St Francis, prayers of gratitude and Echo prayers.</p>  <p>2014 Peach March</p> | <p>Students focus on Jesus' mission and compare the similarities and differences between Gospel accounts of Jesus' life. They explore what life was like at the time of Jesus. They describe what meals, prayer and leisure was like and whether it was easy or hard in the time of Jesus. Students learn how God was present in the lives of Moses, Esther and Ruth and brainstorm how God is present in their lives. They also learn about the true meaning of Christmas and the birth of Jesus. Students engage in meditative prayer, Grace, the Prayer of St Francis, prayers of gratitude and Echo prayers.</p> |

Religious Education in Year Two for Teachers







Year Level Description:

In Year 2, students learn about aspects of God's nature and God's relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus and Old Testament texts that describe God's relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They learn about Jesus' mission and ministry and explore ways in which Jesus' teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways. Students learn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God's creation; and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God unconditionally offers to people; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance. Students examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer.

| Term One | Term Two | Term Three | Term Four |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units of work Covenant: Belonging Unit STCW3 Wisdom about the sacredness of all creation BEHE2 Co-creators with God Peaceful Relationships CLMF4 The world is a gift BEWR3 The Jewish people are a covenant people CLMJ3 Respect all life CLPS7 Silence and stillness -Noah's Ark (covenant with God) | Units of work Covenant: Revisit History of the Church/Parish & Maximilian Kolbe CHCH1 The past of the parish revealed in the present CLPS7 Silence and stillness CHPG3 Jesus actions still guide the Christian communities today STCW3 Wisdom of Maximilian Kolbe Clues from the past | Units of work Covenant: Belonging Unit, Indigenous Perspectives Forgiveness STOT5 God is forgiving STNT5 Jesus reveals the nature of the forgiving God BETR4 Jesus' human life as a healer and forgiver CHLS3 Sacrament of penance CLMF5 God's love is unconditional CLPS6 Prayers for forgiveness. Saying sorry and forgiving others | Units of work Covenant: Revisit How do the stories of Jesus give meaning to community today STOT4 The Bible is a library of books STNT6 clues about the life of Jesus BETR4 Jesus' human life as a healer and forgiver STNT4 The books of the New Testament CHCH1 The past of the parish revealed in the present CHPG3 Jesus actions still guide the Christian communities today |
| Core Prayer Mindfulness/Meditative/Posture and Centred Breathing etc Revisit :Hail Mary, Sign of the Cross, Grace Other Prayer examples: Creating Prayer Spaces Prayer of St Francis | Core Prayer Mindfulness/Meditative Prayer with centred breathing and attention to posture Revisit : Hail Mary, Grace | Core Prayer Mindfulness/Meditative Prayer with centred breathing and attention to posture Creating sorry prayers Penitential Rite Act of Contrition | Core Prayer Mindfulness/Meditative Prayer with centred breathing and attention to posture Prayers of Forgiveness |
| Core Text Genesis 9:8-17- covenant with Noah Judeo- Christian stories- Genesis1:1-2,4a Genesis 2 :4b-25, Creation Story The Good Samaritan Lk 10:25-37 The Greatest Commandment Matthew 22:34-40 | Core Text The Greatest Commandment- Parish Motto Matthew 22:34-40 | Core Text Forgiving Father Lk 15:11-31 Jesus teaches about forgiving Others Lk 17:3-4 Zacchaeus Lk 19:1-10 | Core Text Two Blind Men Mt 20:29-34 Crippled Woman Lk 13:-10-13 Jesus Walks on the Water Jn 6:16-21 |
| Significant events and religious life of the school Celebrations of Learning Excursion to the church- Mass Ash Wednesday Lent, Stations of the Cross | Significant events and religious life of the school Celebrations of Learning Easter, Stations of the Cross Month of Mary | Significant events and religious life of the school Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing Celebrations of Learning | Significant events and religious life of the school St Francis Festival Christmas Concert. Celebrations of Learning St Francis Festival/Feast Day |

Achievement Standard: By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. They discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories. Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today. Students recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. They recognise choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness.

Religious Education in Year Two for Parents

| Term 1 | Term 2 | Term 3 | Term 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Peaceful relationships</p> <p>Students learn about hurtful and peaceful actions and the impact they have on others. They create a class covenant.</p>   | <p>History of the Church/Parish & Maximilian Kolbe</p> <p>Students examine the history of Maximilian Kolbe Church and explore the life of St Maximilian Kolbe and the relationship with our school. They practice mindfulness using centred breathing with attention to posture.</p>  | <p>Saying sorry and forgiving others</p> <p>The students investigate the steps of seeking forgiveness and relate this knowledge to the sacrament of Reconciliation.</p> <p>Students write sorry prayers.</p>   <p>Students walk to the Parish church for Peace and Max. Kolbe's Feast day</p> | <p>Stories of Jesus and meaning for our community today</p> <p>Students explore the life and times of Jesus, investigate stories from the New Testament and make connections to the church community today.</p>  |

Religious Education in the Year 2/3 class for teachers

Teachers look for common themes in both standards and choose the curriculum content accordingly

Year Level Description Year 2:

In Year 2, students learn about aspects of God's nature and God's relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus and Old Testament texts that describe God's relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They learn about Jesus' mission and ministry and explore ways in which Jesus' teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways. Students learn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God's creation; and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God unconditionally offers to people; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance. Students examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer.

Year Level Description Year 3:

In Year 3, students develop their understanding of God's relationship with people as individuals and as community, and the presence and action of God in daily life experiences, as they engage with a variety of texts (including key stories from the Torah, images of God used in Old Testament texts, and the wisdom of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were written and the text types used in the New Testament to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah. Students develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They learn about the significance of the Sacraments of Initiation (Baptism, Confirmation, Eucharist) for the Church community. They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians

Achievement Standard Year 2:

By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. They discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories. Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today. Students recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. They recognise choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the

wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness.

Year 3 Achievement Standard

By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation. They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They identify prayers of thanksgiving and prayers of praise, including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.

Religious Education in the Year 2/3 class for teachers

| Term One | Term Two | Term Three | Term Four |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units of Work A Covenant People STOT4 The Bible is a library of books BEWR3/4 The Jewish people are a covenant people STOT5 God's relationship with the Jewish people All the world is sacred STCW3 Wisdom about the sacredness of all creation BEHE2 Co-creators with God CLMF4 The world is a gift CLMJ3 Respect all life CLPS7 Silence and stillness | Units of work Covenant: Revisit Saying sorry and forgiving others STOT5 God is forgiving STNT5 Jesus reveals the nature of the forgiving God BETR4 Jesus' human life as a healer and forgiver CHLS3/4 Sacrament of penance, Church as Body of Christ-baptism confirmation and Eucharist CHPG3 Jesus actions still guide the Christian communities today CLMF5 God's love is unconditional CLPS6 Prayers for forgiveness. | Units of work Covenant: Belonging Unit, Indigenous Perspectives Remembering the heroes from the past/ The local faith community CLMF6 Decalogue, beatitudes, fruits of the spirit CHCH 1/2 Heroes from the local community and parish CHPG4 The local diocese CLMJ4 Jesus' great Commandment | Units of work Covenant: Revisit Jesus the Messiah and His Teachings. STNT6/7/8 Text types of the NT e.g. Gospels, letters BETR5 Jesus the Messiah CLMJ4 Jesus' great commandment CLPS 9 Meditative prayer practices STNT7 Life and teachings of Jesus CLPS 7/8 Christian prayer |
| Core Prayer Meditative Prayer (Centred Breathing attending to posture) Prayers of Thanksgiving and Praise Glory Be | Core Prayer Meditative Prayer (Centred Breathing and mindful listening) Prayers of Forgiveness/ Penitential acts/Act of Contrition | Core Prayer Meditative Prayer (Centred Breathing, building to Guided meditation) | Core Prayer Meditative Prayer(Guided meditation/Mindful listening) Glory Be |
| Core Text Psalm 23, 28 1-6-9 Genesis 9:8-17- covenant with Noah Genesis 2 :4b-25, Creation Story | Core Text Forgiving Father Lk 15:11-31 Jesus teaches about forgiving Others Lk 17:3-4 Unforgiving Servant Mt 18:21-35 | Core Text Beatitudes Mtt 5:3-11,Lk 6:20-26 Jesus Mission Lk 4:16-21 | Core Text The Good Samaritan Lk 10:25-37 The Greatest Commandment Matthew 22:34-40 Who do you Say I am? Mt 16:13-20 The Birth of Jesus Mt 1:17-2:12 The Messiah is the Son of David Mt 22:41-46, Mk 12:35-37 |
| Significant Events and Religious Life of the School Celebrations of Learning Excursion to the church- Mass Lent and Easter Stations of the Cross Ash Wednesday | Significant Events and Religious Life of the School Celebrations of Learning Lent and Easter Stations of the Cross Month of Mary | Significant Events and Religious Life of the School Celebrations of Learning Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing | Significant Events and Religious Life of the School St Francis Festival Christmas Concert. Celebrations of Learning |

Religious Education in the Year 2/3 class for Parents

Religious education in PCJW/ Year 2/3

TERM 1

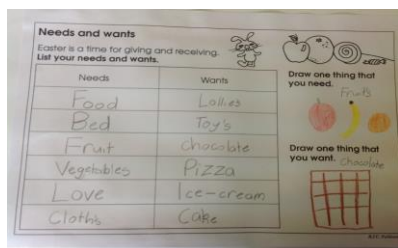
Students discuss what a covenant is and look at the relationship God has with the Jewish people.



They learn about the sacredness of all creation and that the world is a gift which they need to respect.

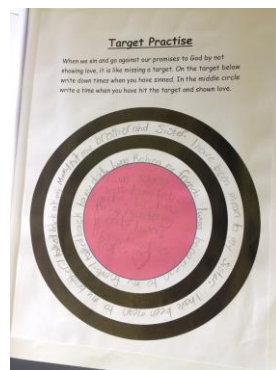


Students also looked at the importance of Jesus over the periods of Lent and Easter.



TERM 2

Students learnt about the sacrament of penance through story of the Forgiving Father.

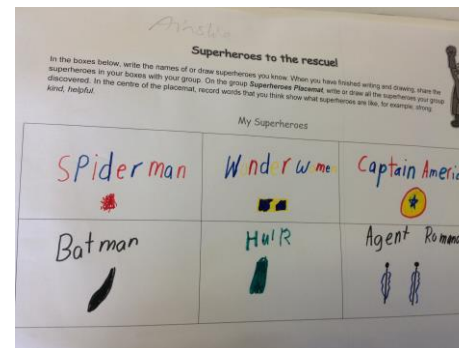


They looked at Jesus' human life as a healer and forgiver.

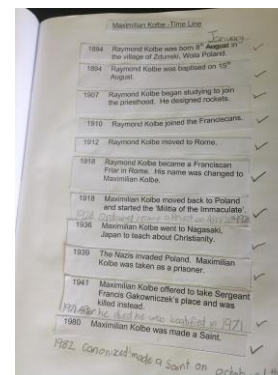
Students also learnt about the sacrament of Eucharist.

TERM 3

Students explored Heroes from the past.



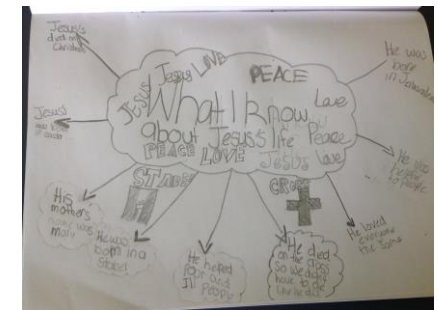
They looked closely at the life of Maximilian Kolbe and his impact on our local community and parish.



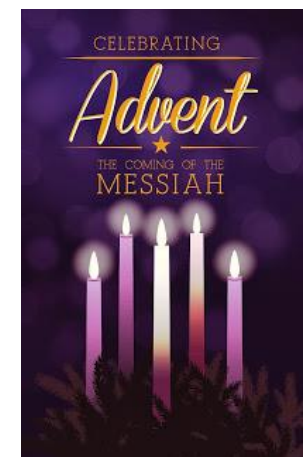
Students will learn of Jesus' great commandment and how to follow this in their everyday lives.

TERM 4

Students explore the life and teachings of Jesus through exploring New Testament texts. They will learn of Jesus as the Messiah.



Students will look at the importance of Jesus over the periods of Advent and Christmas.



Religious Education in the Year 3 class for teachers

Year Level Description Year 3:

In Year 3, students develop their understanding of God's relationship with people as individuals and as community, and the presence and action of God in daily life experiences, as they engage with a variety of texts (including key stories from the Torah, images of God used in Old Testament texts, and the wisdom of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were written and the text types used in the New Testament to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah. Students develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They learn about the significance of the Sacraments of Initiation (Baptism, Confirmation, Eucharist) for the Church community. They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians

| Term One | Term Two | Term Three | Term Four |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units of work Covenant: Belonging Unit The local faith community CHLS4 Church as Body of Christ-baptism confirmation and Eucharist CHPG4 The local diocese CHCH2 The history of the local parish CLMJ4 Jesus' great Commandment CLPS8 Christian prayer CHCH2 Heroes from the local community and parish STNT7 Life and teachings of Jesus | Units of work Covenant: Revisit Looking after the world STOT6 Images of God BEH3 Diversity of God's created world STOT6 CLPS8 Psalms and prayers of praise and thanksgiving; CLPS8 Christian prayer CLPS9 Silence and Stillness STCW4 The deer's cry etc. | Units of work Covenant: Belonging Unit, Indigenous Perspectives Our Catholic Tradition STNT8 Text types of the NT e.g. Gospels, letters BETR5 Jesus the Messiah CLMJ4 Jesus' great commandment CLPS 9 Meditative prayer practices STNT7 Life and teachings of Jesus CHCH2 Heroes from the local community and parish CHLS4 Church as Body of Christ-baptism confirmation and Eucharist | Units of work Covenant: Revisit Justice in The Global World BEWR4 heroes of the Torah, Moses, Abraham, Noah Amos Isaiah CLMF6 Decalogue, beatitudes, fruits of the spirit CLMJ4 Jesus' great commandment BETR5 Jesus the Messiah |
| Core Prayer Meditative Prayer – guided meditation and mindful listening Other Prayer examples: Daily Bible reading Revising Church behaviour – genuflecting etc Variation of the Jesse Tree | Core Prayer Canticle of Creation – prayers of thanks giving and praise. Psalms, Ps 8 Meditative Prayer - guided meditation Other Prayer examples: Daily Bible reading Variation of the Jesse Tree | Core Prayer Glory be to the Father Meditative Prayer- guided meditation Other Prayer examples: Daily Bible reading | Core Prayer Meditative Prayer- guided meditation mindful listening Other Prayer examples: Daily Bible reading Variation of the Jesse Tree |
| Core Text Supplementary - The Great Commandment God's promise to Jacob Gen 28:10-22 | Core Text Isaiah 49:15-16 Psalm 23, 28 1-6-9 | Core Text Jesus Mission Lk 4:16-21 God's promise to Jacob Gen 28:10-22 | Core Text Jesus Mission Lk 4:16-22 The Great Commandment Birth of the Messiah Mtt 1:-17-2-12 Beatitudes Mtt 5:3-11,Lk 6:20-26 |
| | | | |

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Significant Events and Religious Life of the School Celebrations of Learning Ash Wednesday Lent and Easter Stations of the Cross | Significant Events and Religious Life of the School Celebrations of Learning Easter Stations of the Cross Month of Mary | Significant Events and Religious Life of the School Celebrations of Learning Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing | Significant Events and Religious Life of the School Celebrations of Learning St Francis Festival/Feast Day Christmas Concert. |
| Year 3 Achievement Standard By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God’s relationship with people as individuals and communities; God’s presence and action in daily life experiences; and the order and harmony in God’s creation. They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They identify prayers of thanksgiving and prayers of praise, including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise. | | | |

Religious Education in the Year 3 class for Parents

| Term 1 | Term 2 | Term 3 | Term 4 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Covenant and the Local Faith Community Students create a class covenant to symbolise belonging in our community. Throughout Lent, students explore the life and teachings of Jesus and how people belong to God's family through the sacraments of Baptism, Eucharist and Confirmation. | Covenant and Looking after the world Students listen and respond to different names and images of God in the Scriptures, the story of creation from Genesis and prayers of praise and thanksgiving from the Psalms. Students also practise meditative prayer. | Covenant: Belonging Unit, Indigenous Perspectives and Our Catholic Tradition Students research stories of saints and connect the image of Saint Maximilian Kolbe in the parish church with his service to others. Students celebrate belonging to our community through a peace march to our parish church and celebration of the Eucharist. | Covenant: Revisit and Justice in The Global World Students engage with stories from the Old and New Testaments which reveal God's love for all of creation, Jesus as Messiah and the call for humanity to act with justice in the service of others. |

Religious Education in the Year 4 class for teachers

Year 4 Level Description

In Year 4, students develop their understanding of God's Word in Scripture as they use the Bible's referencing system to locate books, people, places and things in the Bible and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit, to learn about the Christian belief that God, as Trinity, is relational in nature. Students begin to appreciate the significance of community for Christians: of living in loving relationship with God, others and all of creation. They develop their understanding of community through an exploration of different texts, including the Decalogue and the writings of St Paul, and the experiences of different communities, including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary parishes and dioceses. They examine how free choices result in actions that affect the individual and their community. They broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing, including Anointing of the Sick and Penance. They examine prayers of blessing, petition and intercession to facilitate an appreciation of the significance of these forms of prayer for Christian communities.

| Term One | Term Two | Term Three | Term Four |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Units of work Covenant: Belonging Unit CLMJ5 Stewardship of creation Ancient voices STOT7/8 Wisdom from the Old Testament, STNT11 Bible referencing system BETR6 Trinity CLPS10 Prayers of petition and intercession | Units of work Covenant: Revisit STCW5 Paul's advice on living in a community Living in Harmony BEWR5 First century Jewish worship CLMF8 The Decalogue CHCH3 Making up for past mistakes BEHE4 Living in community CLMF7 Understanding right and wrong CLMJ5 Stewardship of creation CLPS10 Prayers of petition | Units of work Covenants Covenant: Belonging Unit, Indigenous Perspectives The Healing Ministry of Jesus STNT9; text types and textural features STNT10 Making meaning of teachings from the parables CHLS5 Sacraments of Healing CHLS6 Penance CLPS11 Prayers of blessing | Units of work Covenant: Revisit Early church community in Australia CHCH3 Early church in Australia CHPG5 Characteristics of Church communities BEHE4 Living in community CLPS10 Nurturing the spiritual life of believers CLPS12 Meditative prayer practices from the Christian tradition |
| Core Prayer Meditative Prayer – Mandala and using colours Prayers of Blessing Prayers of Petitions and Intercessions Revisit: Meditation using guided meditation and mindful listening, Sign of the Cross | Core Prayer Meditative Prayer – Mandala and using colours Litanies- Cantic of creation | Core Prayer Meditative Prayer – Mandala and using colours Prayers of Blessing Petitions and Intercessions and Litanies Revisit: Prayers for Forgiveness | Core Prayer Meditative Prayer – Mandala and using colours Litanies Revisit: Meditation using guided meditation and mindful listening |
| Core Text Jesus baptised by John Mt 3:13-17, Mk 9:9-11, Luke 3:21-23, Genesis 1:1-2,4a | Core Text Ten Commandments Ex 20:1-17, Deut 5:1-21 | Core Text Good Samaritan Lk 10:25-37 The healing of the Blind Man Mk 10:46-52 , Lk 18:35-43, Psalm of Praise 148 | Core Text Life among the Believers Act 2:42-47, Acts 4:32-37 |
| Significant Events and Religious Life of the School Celebrations of Learning Lent and Easter Stations of the Cross, Ash Wednesday | Significant Events and Religious Life of the School Celebrations of Learning Easter Stations of the Cross Month of Mary | Significant Events and Religious Life of the School Celebrations of Learning Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing | Significant Events and Religious Life of the School Celebrations of Learning St Francis Festival/Feast Day Christmas Concert |

Year 4 Achievement Standard

By the end of Year 4, students use the Bible's referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word. They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.

Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities). They explain how free choices result in actions that affect the individual and their community. They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession

Religious Education in the Year 4 class for Parents

| Term 1 | Term 2 | Term 3 | Term 4 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ancient Voices Students develop their understanding of God's word in the Scripture as they used the Bible's referencing system to locate books, people, places and things and engaged with a variety of texts types in the Old and New Testaments. They examine and interpret Scripture passages that expressed God as Father, as Son and as Holy Spirit, and learn about the Christian belief that God, as Trinity, is relational in nature. They also examine prayers of petition and intercession. | Living in Harmony Throughout this unit students gain an appreciation of the significance of community for Christians: of living in loving relationship with God, others and all of creation. They explore different texts, including the Decalogue and the writings of St Paul, and the experiences of different communities, including Jewish communities in first century Palestine | The Healing Ministry of Jesus Throughout this unit, students explore the Sacraments of Healing, including anointing the sick and Penance. They examine parables and texts from the New Testament which convey this message of healing and empathy. They also examine prayers of Blessing. | Early Church Community in Australia Throughout this unit, students explore the early church communities in Australia. They closely examine the beginning of the Catholic Church in Queensland and the first catholic convicts. They examine how free choices result in actions that affect the individual and their community. They also engage in Meditative prayer practices from the Christian tradition. |

Religious Education in the Year 4/5 class for teachers

Teachers look for common themes in both standards and choose the curriculum content accordingly

Year 4 Level Description

In Year 4, students develop their understanding of God's Word in Scripture as they use the Bible's referencing system to locate books, people, places and things in the Bible and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit, to learn about the Christian belief that God, as Trinity, is relational in nature. Students begin to appreciate the significance of community for Christians: of living in loving relationship with God, others and all of creation. They develop their understanding of community through an exploration of different texts, including the Decalogue and the writings of St Paul, and the experiences of different communities, including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary parishes and dioceses. They examine how free choices result in actions that affect the individual and their community. They broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing, including Anointing of the Sick and Penance. They examine prayers of blessing, petition and intercession to facilitate an appreciation of the significance of these forms of prayer for Christian communities.

Year 5 Level Description

The *Religion Curriculum P-12* involves four strands: *Sacred Texts, Beliefs, Church and Christian Life*. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE - c.1900 CE). Using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers); and the wisdom of the Saints (including St Mary of the Cross MacKillop) for communities of believers. They learn about the significance of Marian prayers (including the Hail Mary, the Rosary and the Litany of Mary of Nazareth) in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.

Year 4 Achievement Standard

By the end of Year 4, students use the Bible's referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word. They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.

Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities). They explain how free choices result in actions that affect the individual and their community. They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.

Year 5 Achievement Standard

By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics in Australia (c.1850 CE - c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

Religious Education in the Year 4/5 class for teachers

| Term One | Term Two | Term Three | Term Four |
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| Units of Work Covenant: Belonging Unit CLMJ5 Stewardship of creation CHPG5 Characteristics of Church communities BEHE4 Living in community CLMJ6 Christian charity CHLS5/6 Healing/Penance Unlocking the Bible STNT 9/12/13 Biblical tools/ Gospel writers Matthew and Luke/ STOT8; STNT11 Bible referencing system STOT7 wisdom from the Old Testament STOT9 Forms of Psalms CLPS11 Prayers of blessing | Units of Work Living A Moral Life CLMF7/8/9 Understanding right and wrong, The Decalogue, Gifts of the spirit BETR7 The action of the Holy Spirit CHLS7 The sacrament of confirmation STOT7 wisdom from the Old Testament CHLS5/6 Healing/Penance CLPS10 Prayers of petition | Units of Work Covenant: Belonging Unit, Indigenous Perspectives Challenge and change CHCH3/4 Making up for past mistakes CHCH3 Early church in Australia STCW6 Wisdom of the saints eg Mary Mackillop CLPS15 Christian meditative prayer practices Judaism, Yesterday and Today BEWR4/5/6 Jewish worship, Living in community BEHE5 Faith is shared and strengthened in the community of believers | Units of Work Covenant: Revisit Making Meaning STNT10 Making meaning of teachings from the parables BEWR4/5/6 Groups within first Century Palestine STNT12 Looking at the Infancy narratives CLPS14 Marian prayer in the spiritual life of Christians past and present CHPG6 Mary's role in the Church community CLPS12 Meditative prayer practices from the Christian tradition |
| Core Prayer Meditative Prayer – guided meditation Prayers of Blessing Psalms | Core Prayer Meditative Prayer – Mandala and using colours Meditative Prayer – Mantras/ Rosary Sign of the Cross Prayers of Petition. | Core Prayer Hail Mary Meditative Prayer – Mandala and using colours Meditative Prayer – Mantras/ Rosary | Core Prayer Litany of Mary Hail Mary Meditative Prayer – Mantras/ Rosary |
| Core Text Psalm of Praise 148 Genesis 1:1-2,4a JN 15:9-17- Jesus' Commandment | Core Text The healing of the Blind Man Mk 10:46-52 , Lk 18:35-43 Ten Commandments Ex 20:1-17 Deut 5:1-21 Acts 2:1-15 Pentecost Fruits of the Spirit Gal 5:22-23 Spirit of God 1 Cor 2 :9-13 Shema Deut 6 :4-9, 11:13-21 | Core Text The healing of the Blind Man Mk 10:46-52 , Lk 18:35-43 Life among the Believers Act 2:42-47, Acts 4:32-37 | Core Text Good Samaritan Lk 10:25-37 Mary Visits Elizabeth Lk 1:39-45 Infancy Narrative Matthew , Luke Marys song Lk 1 :46-56 |
| Significant Events and Religious Life of the School Celebrations of Learning Ash Wednesday Lent and Easter Stations of the Cross | Significant Events and Religious Life of the School Celebrations of Learning Easter Month of Mary | Significant Events and Religious Life of the School Celebrations of Learning Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing | Significant Events and Religious Life of the School Celebrations of Learning St Francis Festival/Feast Day Christmas Concert. |

Religious Education in the Year 4/5 class for Parents

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| <p>Term 1</p> <p>Students explore creation stories from the Old Testament and also look at similar stories from other parts of the world, including the Indigenous Australians and made observations about similarities and differences.</p> <p>Students begin to investigate the wisdom of the Old Testament through Psalms and create prayers of blessing. They also discuss the sacraments of Healing and Penance.</p> | <p>Term 2</p> <p>In preparation for Easter, students look at morality and what it means to have morals. They discuss the Ten Commandments and investigate the history behind why these were created and how they are still relevant today.</p> <p>They write prayers of petition and begin to use mandalas and meditative prayer to relax their minds and centre their thoughts.</p> | <p>Term 3</p> <p>This unit focuses around the concepts of early church in Australia, with a particular interest in the wisdom of our saints, especially the life and work of Mary Mackillop.</p> <p>The students discuss the different faiths that are represented in the class and how their faith is represented in the community.</p> <p>The students then use the Beatitudes of Jesus and compare them to similar texts from different faiths and construct diagrams to show similarities and differences.</p> | <p>Term 4</p> <p>With Christmas just around the corner, the students read the Infancy Narratives and discuss why there are different retellings of the same event.</p> <p>The focus this term is on the Gospel writers and their purpose in the Bible.</p> <p>Students read various parables from the New Testament and explore the hidden messages that are in these texts and how they reflect the teachings of Jesus.</p> |
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Religious Education in the Year 5 class for teachers

Year 5 Level Description

In Year 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE - c.1900 CE). Using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers); and the wisdom of the Saints (including St Mary of the Cross MacKillop) for communities of believers. They learn about the significance of Marian prayers (including the Hail Mary, the Rosary and the Litany of Mary of Nazareth) in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.

| Term One | Term Two | Term Three | Term Four |
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| Units of work Covenant: Belonging Unit Community of Believers BEHE5 Faith is shared and strengthened in the community of believers. STOT9 Jewish people are a community of believers who live in a relationship with God BEWR6 The Jewish Relationship with God CLPS15 Meditative Prayer | Units of work Covenant: Revisit Christian Life CLMF9 Decalogue and Conscience CLMJ6 Charity is the source and goal of Christian practice. The Holy Spirit in the Lives of Believers. CHLS7 Rite of Confirmation and the Gifts and Fruits of The Holy Spirit. BETR7 Actions and Titles of the Holy Spirit CLPS15 Meditative Prayer BEHE5 Faith | Units of work Covenant: Belonging Unit, Indigenous Perspectives Making meaning of the scriptures STNT12 The New Testament: revealing the truth of the text. STNT13 Using Biblical Tools today. CLMF9 Analysing the sacred text of the Beatitudes Australian Church History STCW6 The wisdom of faith believers and the influence of Mary MacKillop CHCH4. Being Catholic in a new, free society raised challenges CLPS15 Meditative Prayer | Units of work Covenant: Revisit People Of God CHPG6 Mary is the mother of Jesus and of all Christians. STNT12 Looking at the Infancy narratives STNT13 Biblical tools is used to assist in deepening awareness of New Testament texts. CLPS15 Meditative Prayer |
| Core Prayer Meditative Prayer – Mantras Hail Mary | Core Prayer Meditative Prayer – Mantras/ Rosary | Core Prayer Meditative Prayer – Mantras/ Rosary | Core Prayer Meditative Prayer – Mantras/ Rosary praying with beads Litany of Mary/ Marian Prayer |
| Core Text Shema Deut 6 :4-9, 11:13-21, Numbers 15:37-41 Mary's song of praise Luke 1:46-56 | Core Text Jn 15:9-17- Jesus' Commandment Decalogue Lev19:1-3, 9-18, Shema Deut 6 :4-9, 11:13-21 Acts 2:1-15 Pentecost Fruits of the Spirit Gal 5:22-23 Spirit of God 1 Cor 2:9-13 | Core Text Beatitudes Luke 6:20-36, Matt 5:1-12 | Core Text Mary Visits Elizabeth Lk 1:39-45 Infancy Narrative Matthew 1:18-25 , Luke Marys song Lk 1 :46-56 Luke 1:26-38 Announcement to Joseph Visit of Shepherds Luke 2:15-20 Visit of Magi Matt 2:1-12 Flight to Egypt Matt 2:13-15 |
| Significant Events and Religious Life of the School Celebrations of Learning Ash Wednesday Lent and Easter Stations of the Cross Psalms | Significant Events and Religious Life of the School Easter Stations of the Cross Month of Mary | Significant Events and Religious Life of the School Celebrations of Learning Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing | Significant Events and Religious Life of the School Celebrations of Learning St Francis Festival/Feast Day Christmas Concert. |

Year 5 Achievement Standard

By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

Religious Education in the Year 5 class for Parents

| Term One | Term Two | Term Three | Term Four |
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| <p>Covenant: Belonging Unit</p> <p>Community of Believers Students explore what brings a community of believers together. Scouts and football clubs are used to introduce students to communities of believers before a study of Judaism and Catholic faiths.</p> | <p>Covenant: Revisit</p> <p>Christian Life Students investigate the history of the Christian practice of charity including its origins in scripture. As a class the students propose a way to support a charitable cause such as Caritas or St Vincent de Paul.</p> <p>The Holy Spirit in the Lives of Believers. Students investigate the gifts and fruits associated with the Rite of Confirmation and the meaning associated with them</p> | <p>Covenant: Belonging Unit, Indigenous Perspectives</p> <p>Making meaning of the scriptures Students create a concept map with their analysis of the Beatitudes according to the Gospels of Luke and Matthew. Students study the context in which the Gospels were written in.</p> <p>Australian Church History Australia's first Saint is researched by students in this unit. Each student will write a biography on the life of Mary Mackillop.</p> | <p>Covenant: Revisit</p> <p>People Of God Students examine how Mary is illustrated in the Gospels and her role in the Church community. Students work with Marian prayers and develop their own.</p> <p>They use Biblical tools to investigate the infancy narratives</p> |

Religious Education in the Year 6 class for teachers

Year 6 Level Description

In Year 6, students are introduced to the Christian understanding of faith and the term 'communion of saints'. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus' New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers and the Church's liturgical celebrations (including the Eucharist). They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and meditative prayer practices including prayer journaling. They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. Using a range of Biblical tools, they engage with a variety of Scriptural texts that describe Jesus' relationship with God the Father and with humanity and proclaim Jesus as fulfilling all of God's promises in the Old Testament.

| Term One | Term Two | Term Three | Term Four |
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| Units of work Covenant – Belonging unit CLMF10 Jesus Law of love Just Leadership STOT10 Old Testament Prophets BEHE6- Characteristics of Christian faith CLMF10 Jesus Law of love CLPS16 The Lord's Prayer CLMJ7 Works of mercy CLPS17 Meditative Prayer | Units of work Covenant: Revisit Finding Jesus #Messiah STOT11 Biblical tools STNT15 Jesus fulfilment of the prophecies, images and titles for Jesus BETR8 The titles for Jesus that reveal his relationship with God <u>The Catholic Church in the Land Down Under</u> STCW7- Wisdom of early Australian Catholic Christians, (20thC) CHCH5-Catholics helped form the nation CLPS17 Meditative Prayer continued Term 3 | Units of work Covenant: Belonging Unit, Indigenous Perspectives Part 2 Great Australian Catholics – continued from Term 2 STCW7- Wisdom of early Australian Church STNT14, Revealing God's nature CLMJ7 Works of Mercy | Units of work Covenant: Revisit Celebrating Beliefs CHLS9 Church's Liturgical year CHLS8- Eucharist for believers BEWR7 Jewish high holy days CLPS16 The Lord's Prayer CHPG7 Communion of the Saints |
| Prayer The Lord's Prayer Meditative Prayer--Examen Prayer Journaling | Prayer Meditative Prayer- Prayer Journaling Revisit Mindful listening and guided meditation | Prayer Meditative Prayer-Examen | Prayer Meditative Prayer Lord's Prayer |
| Core Text Nathaniel Jn1:35-51 1 Samuel 3:1-4;1a Mt 5:17 Lord's Prayer Mt 6:5-15, Lk 11:1-13 | Core Text Judgment Matthew 25:31-46 Mt 16:16-17 Acts 17:2-3 Acts 1:29-33, 36 Lord's Prayer Mt 6:5-15, Lk 11:1-13 | Core Text Judgment Matthew 25:31-46 Centurian's slave Lk 7:1-10 Holy Days Lev 23:1-44 | Core Text 1 Cor 11:23-26 Eph 1:1,2:19,3:1-21 Holy Days Lev 23:1-44 |

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| Significant Events and Religious Life of the School Celebrations of Learning Stations of the Cross Ash Wednesday Camp - Leadership | Significant Events and Religious Life of the School Easter Month of Mary | Significant Events and Religious Life of the School Celebrations of Learning Peace March- Kolbe Feast- Mass Indigenous Covenant Blessing | Significant Events and Religious Life of the School Celebrations of Learning St Francis Festival/Feast Day Christmas Concert. |
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Year 6 Achievement Standard

By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus’ relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God’s promises in the Old Testament. Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus’ New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church’s liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term ‘communion of saints’. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises

Religious Education in the Year 6 class for Parents

| <u>Term 1</u> | <u>Term 2</u> | <u>Term 3</u> | <u>Term 4</u> |
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| <p><u>I belong</u> Students learn to understand and accept the different personalities and qualities they and others have in their classroom community. Students work together to create a class covenant which will assist the class in positive behaviour and expectations throughout the term.</p> <p><u>Just Leadership</u> Students are introduced to the characteristics of justice and acting justly. They explore their current understanding of justice and reflect upon ways that old testament prophets repented and acted justly. Students will also communicate an understanding of</p> <p>God's compassion and forgiveness and use these characteristics to help them act justly in their school and outside community.</p> <p><u>Meditative Prayer</u> Students explore meditative practice of mindfulness, creating resources and learning prayers to help them engage and participate in meditative prayer the Lord's prayer and spiritual growth</p> | <p><u>I belong</u> Students revisit what makes them and others unique. They revisit their class covenant and identify and communicate changes that will assist in positive behaviour and expectations throughout the term</p> <p><u>Jesus#the Messiah</u> Students learn to use a range of biblical tools (bible gateway, bible atlas, online bible search engines, to assist in their awareness and understanding of the 'Lord's Prayer' Matthew 6:5-15 and Luke 11:1-13</p> <p><u>The Catholic Church</u> <u>In the Land Down Under</u> Students learn how early Catholic Christians help people to understand the work and</p> <p>movement of the Holy Spirit in Australia and how their corporal and spiritual works of Mercy developed new ways of living the Catholic Faith in Australia Continued term 3</p> | <p><u>I belong</u> Students revisit what makes them and others unique. They revisit their class covenant and identify and communicate changes that will assist in positive behaviour and expectations throughout the term</p> <p><u>Part 2 Great Australian Catholics – continued from Term 2</u> Students learn how some Australian Catholic Christians help people to understand the work and movement of the Holy Spirit. They investigate one of the 25 best Australian Catholics and make connections with their chosen persons spiritual and corporal works of mercy and the bible reading Matthew 25: 31-46 'The Final Judgement'</p> | <p><u>I belong</u> Students revisit what makes them and others unique. They revisit their class covenant and identify and communicate changes that will assist in positive behaviour and expectations throughout the term</p> <p><u>Celebrating Beliefs</u></p> <p><u>Parts of a Mass</u> Students understand and identify the different parts of Mass and explain how Jesus is sacramentally present in the Mass. They will communicate their own understanding of Eucharist and its key purposes</p> <p><u>Jewish High Holy Days</u> Students are introduced to the importance of</p> <p>Jewish High Holy days and how they strengthen the faith of Jewish believers. They will identify key themes, messages and rituals of, Rosh Hashanah, Yom Kippur, Pesach (Passover) Leviticus 23:1-44</p> |

Religious Education in the Year 7 class for teachers

Year 7 Level Description


In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally. Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

| Term One | Term Two | Term Three | Term Four |
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| Units of work Where it all began? STOT12 Ancient Israel STNT17 Formation of the Gospels STCW8 Founders of religious communities BEWR8- the origins of the monotheistic traditions CHCH6- the origin and establishment of the Christian church, CHPG8- The structure of the Catholic Church in Australia | Units of work The Power of Words STNT16 The nature of truth BETR9 – Creeds of the Apostolic and Ancient churches CLPS19- Praying with Scripture -Lectio Divina | Units of work Doing good What if everybody did that? BEHE7- the Decalogue describes a way of life faithful to God's love. CLMJ8- Concern for the common good is a basic principle of Christian morality. CLMF11- Sin has a social dimension as each individual's sin in some way affects others | Units of work Sacraments and sacramentality CHLS10 Christ's Paschal mystery CHLS11- Sacraments support the journey of faith. CLPS18- Christian prayer CLSP19- meditative prayer |
| Core Prayer Formal prayer, Amen, Our Father, Hail Mary Meditative Prayer silence and stillness Other prayer : Prayer of St Francis | Core Prayer Meditative Prayer silence and stillness Lectio Divina | Core Prayer Meditative Prayer silence and stillness Lectio Divina Ignatian Meditation | Core Prayer Meditative Prayer silence and stillness Praying with icons and images |
| Core Text Genesis 17:1-22 Abraham and Sarah Exodus 13:17; 14:30 | Core Text Apostle's creed, Nicene creed | Core Text Exodus: 20:1-20 Matt 7:12 John 13:34-35 Greatest commandment | Core Text Exodus 12: 1-4 passover Mark 14:12-26 Pentecost Acts 2:1-4 Mark 2:23-28 Laws and practices, Sabbath Nicene Creed |
| Significant Events and Religious Life of the School Ash Wednesday | Significant Events and Religious Life of the School Easter Month of Mary | Significant Events and Religious Life of the School Naidoc Feast days of Clare and Max Kolbe, Harmony day, Peace day | Significant Events and Religious Life of the School St Francis Festival/Feast Day All Saints, All Souls days |

Year 7 Achievement Standard

By the end of Year 7, students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally. Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place. They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

Religious Education in the Year 7 class for Parents

| Term One | Term Two | Term Three | Term Four |
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| <p>Where it all began</p> <p>Fertile Question: Who was St Francis and who are we?</p> <p>Students create a Classroom covenant and an introduction to St Francis as our patron Saint and the founder of a religious community. They also look at the origins of the Christian church and other faith traditions.</p> | <p>The Power of Words</p> <p>Fertile Question: How can something written so long ago matter today?</p> <p>Students investigate the nature of truth and the Creeds and are introduced to the Christian Meditative practice of praying with Scripture – Lectio Divina.</p> <p>Students prepare for and participate in a class Mass at the local Parish Church.</p>  | <p>Doing good</p> <p>Fertile question: What's so good about being good?</p> <p>Students study the Decalogue and what guides us to be good. They learn about Ignatian meditation.</p> | <p>Sacraments and Sacramentality</p> <p>Fertile Question: How do we celebrate our most significant moments?</p> <p>Students investigate the way that Sacraments support the journey of faith. They participate in meditative prayer.</p> |

Religious Education in the Year 8 class for teachers

Year 8 Level Description


In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

| Term One | Term Two | Term Three | Term Four |
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| Units of Work <u>Mission Matters</u> CLMJ9 Jesus teaching about moral judgement and Catholic Social Teaching including stewardship BETR10 how the work of the church continues the mission of Jesus today CHLS12 Through baptism believers are called to participate in Jesus' mission CLPS21 Meditative prayer Praying with Scripture | Units of Work <u>Movers and shakers</u> The church in a time of challenge and change STCW9 reformers CHCH7 In a time of great challenge and change CLPS21 Contemplative prayer Inquiry investigation in to heroes and role models of one of the major times of change, renaissance, reformation, etc. | Units of Work Unity and diversity CHPG9 All Christians are united by their baptism CHLS12 baptism across the Christian traditions STNT18 Discipleship in the Early Church BETR11 Christian belief in the Trinity CHLS13 Action of the Liturgy CLPS20 Praying with the liturgy of the hours | Units of Work Covenant STOT13 Old testament calls to be faithful to the covenant BEHE8 Scripture recounts God's saving plan for all of creation BEWR9 birth and initiation rituals in Christianity, Judaism and Islam CLMF Grace and virtue |
| Core Text Matt 5 Living a virtuous life Romans 1:1-7 1 Corinth 13:1-13 | Core Text Matthew 5 | Core Text Mark 1: 9-11 Gal 3:27-29 Acts 2:38 baptism Acts 2:1-13 Pentecost | Core Text Matt 5 Living a virtuous life 2 Samuel 7:8-29 Jeremiah 31:31-34 Romans 1:1-7 1 Corinth 13:1-13 |
| Core Prayer Meditative prayer silence and stillness Meditative prayer including centred prayer and attention to posture | Core Prayer Praying with scripture Meditative prayer including Augustinian and Franciscan contemplative prayer | Core Prayer Praying with scripture, Liturgy of the hours Meditative prayer including centred prayer and attention to posture Lord's Prayer, Mass responses | Core Prayer Franciscan contemplative prayer |
| Significant Events and Religious Life of the School Ash Wednesday | Significant Events and Religious Life of the School Easter Month of Mary | Significant Events and Religious Life of the School Naidoc Feast days of Clare and Max Kolbe, Harmony day, Peace day, Class Mass | Significant Events and Religious Life of the School St Francis Festival/Feast Day All Saints, All Souls days |

Year 8 Achievement Standard

By the end of Year 8, students explain how words and images are used to represent the mystery of the Trinity. They interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets; identifying the unique relationship between God and God's people. They select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ. Students explain how believers past and present continue the mission of Jesus in the world, in times of challenge and change. They select evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. They recognise and explain patterns of change and continuity in the Church from c.650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time. They analyse ways in which the Church is present and active in the world today: participating in liturgy and other personal and communal prayer experiences; responding to emerging moral questions, practising the cardinal virtues; giving witness to the ecumenical spirit. They explain the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers. They participate respectfully in a variety of prayer experiences, including prayers from The Liturgy of the Hours; praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

Religious Education in the Year 8 class for Parents

| Term One | Term Two | Term Three | Term Four |
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| <p>Mission Matters</p> <p>Fertile Question: Jesus' mission today...mission possible?</p> <p>Students explore What is mission? And how believers and communities continue Jesus' mission in the world today</p> | <p>Movers and shakers</p> <p>Fertile Question: How does faith inspire action?</p> <p>Students investigate the reformers in a time of great challenge and change. They complete and Inquiry investigation in to heroes and role models of one of the major times of change, renaissance, reformation, etc.</p> <p>They participate in contemplative prayer including centred breathing with attention to posture.</p> | <p>Unity and diversity</p> <p>Fertile Question: How are new members welcomed into their community?</p> <p>Students investigate birth and initiation rituals, in Christianity, Judaism and Islam. They explore the text of the Acts of the</p> <p>Apostles about discipleship in the early Christian church. Learn about and participate in the prayer of the Church and prepare for and participate in a class Mass.</p>  | <p>Covenant</p> <p>Fertile Question: Why should we do what we say we'll do?</p> <p>Students investigate the concepts of Covenant and God's covenant with God's people.</p> |

Religious Education in the Year 9 class for teachers

Year 9 Level Description

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths. Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

| Term One | Term Two | Term Three | Term Four |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Restoring the balance</u> STCW10 Inspired writings CLPS23 meditation and contemplative practices CHPG10 Christian vocation CLMJ10 Catholic social teaching CLMF13 Dignity of the human person | <u>Let there be light</u> CLMF13 dignity of the human person and respect for human rights STOT14 Four sources Pentateuch BEHE9 world journeying to perfection BEWR10 beliefs and practices reflect understanding of God BETR12 Jesus STNT20 characteristics and doctrines of the early church CLMF14 Conscience. | <u>Making sense of Jesus</u> STNT19 Miracle and parable stories BETR12 Incarnation, resurrection and ascension of Jesus CLPS23 Maranatha BETR13 Belief in God's unending love and mercy STOT16 socio historical criticism | <u>Learning from the past</u> CHLS14 penance and reconciliation CLPS22 prayers of healing and forgiveness CHCH8 BEHE9 experience of sin STCW10 responding in new ways to the needs of the faithful |
| Core Text The Last Judgement Matthew 25:31-36 | Core Text Matthew 13:24-30,36-43 Weeds amongst the wheat Genesis 1:1-2;4 creation Exodus 12:1-30 Passover Exodus 13: 17 Exodus from Egypt | Core Text Mark 2:1-12 Cure of the paralysed man Mark 1:29-41 Jesus heals many at Simon's house Mark 1:40-45/Luke 5:12-16 Cleansing a leper. Ascension Acts 1:1-11 Resurrection 1Corinthians 15:1-11 Incarnation Romans 1:1-7 | Core Text Lost sheep Matthew 18:10-13 James 5: 14-15 |
| Prayer Praying with Labyrinths Centering and breathing prayer | Prayer Centering and breathing prayer | Prayer Meditative prayer using mantras Centering and breathing prayer | Prayer Prayers for forgiveness and healing. Act of contrition, penitential prayers Our Father Prayers and writings of the spiritual mothers and fathers including Mary Mackillop, Elizabeth Seton, John Bosco. |
| Significant Events and Religious Life of the School Ash Wednesday | Significant Events and Religious Life of the School Easter Month of Mary | Significant Events and Religious Life of the School Naidoc Feast days of Clare and Max Kolbe, Harmony day, Peace day | Significant Events and Religious Life of the School St Francis Festival/Feast Day All Saints, All Souls days |

Year 9 Achievement Standard

By the end of Year 9, students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. They examine the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers. Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world. They analyse the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE, and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

Religious Education in the Year 9 class for Parents

| Term One | Term Two | Term Three | Term Four |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Restoring the Balance: Fertile Question: Why should I care?</p> <p>Students explore the imbalance between the rich and the poor in the world and ponder reasons why people should and do care about this. They explore meditative prayer by experiencing the labyrinth walk</p> | <p>Let There Be Light Fertile Question: To err is human, to forgive divine?</p> <p>Students explore the imperfections of the created world and the place of human beings in that world.</p> | <p>Making Sense of Jesus Fertile Question: Where in the world do the words of Jesus take us?</p> <p>Students are introduced to two forms of Biblical criticism through Miracle and Parable Stories; they explore the three foundational beliefs of Christianity- Incarnation, Resurrection and Ascension of Jesus;prayer – Maranatha.</p> | <p>Learning from the Past Fertile Question: What can be learnt by examining the past?</p> <p>Students explore penance and healing and the sacrament of reconciliation. They examine some of the writings of significant spiritual founders and how the Church responds to the needs of believers.</p> |

Religious Education in the Year 10 R&E class for teachers

Year 10 Level Description

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God). Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Cantic of Creation; and meditative prayer practices, including praying with the help of nature.

| Term One | Term Two | Term Three | Term Four |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Mystery of God STOT15 STOT16 Old Testament representations of God STCW11 The search for the mystery of God BEHE10 Mystery of God beyond language BEWR11 Contributions to the idea of God BETR13 God's revelation through the person of Jesus CLPS25- Praying with nature CLPS24 Prayers for the environment | Responding to the signs of the times STCW11 finding God in the midst of the course of events in human history CHPG11 Church authority CHCH9 Responding to change in the modern world declaration of human rights CLPS24 prayers of justice and peace | Life Choices CHLS15 Eucharist as means for reconciliation and forgiveness CLMF14 Conscience- doing good and avoiding evil BETR13 Belief in God's unending love and mercy STOT16 socio historical criticism CLPS25 centring prayer nurtures the life of believers | Heroes and role models STNT20 heroic themes of Paul's writings SCTW11 Spiritual writings that inspire CLMJ11 Modelling the principles of Catholic Social Teaching CLPS24 Prayers of justice and peace |
| Core Text Psalm 104:1-25 God as creator and provider Psalm 97:1-7 God as righteous King Job11:7-11 God as eternal, immutable, invisible. | Core Text Shema Deut 6:4-9, 11:1-27 Church Authority Matt 18:15-20 | Core Text Last Supper 1Corinthians 11:23-28 John 13:1-20 washing feet | Core Text Gal 3:26-29, 5:13-26;6:1-9 Love 1 Cor 13:1-13 God's love and Mercy Is 49:1-7,8-13 Eph 2 :4-10, 1John 4:4-12, Col 3:12, Mt 9:35-36/Mk 6:32-34 |
| Core Prayer Centring prayer, Lectio of nature, Cantic of Creation Formal prayers; Our Father, Prayers of praise | Core Prayer Centring prayer, Prayer of St Francis The Magnificat | Core Prayer Centring prayer Prayers for forgiveness; Revisit Penitential Act), Prayers of blessing | Core Prayer Centring prayer Prayers for peace and justice |
| Significant Events and Religious Life of the School Ash Wednesday | Significant Events and Religious Life of the School Easter Month of Mary | Significant Events and Religious Life of the School Naidoc Feast days of Clare and Max Kolbe, Harmony day, Peace day | Significant Events and Religious Life of the School St Francis Festival/Feast Day All Saints, All Souls days, Camp |

Year 10 Achievement Standard

By the end of Year 10, students explain how the mystery of God can be named and understood through the experience of the created world. They analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'. They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context. They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history. Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response. They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.

Religious Education in the Year 10 SOR class for teachers

Year 10 Level Description

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God). Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Cantic of Creation; and meditative prayer practices, including praying with the help of nature.

| Term One | Term Two | Term Three | Term Four |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>The Mystery of God</u> STOT15 STOT16 Old Testament representations of God STCW11 The search for the mystery of God BEHE10 Mystery of God beyond language BEWR11 Contributions to the idea of God BETR13 God's revelation through the person of Jesus CLPS25- Praying with nature | <u>Responding to the signs of the times</u> STCW11 finding God in the midst of the course of events in human history CHPG11 Church authority CHCH9 Responding to change in the modern world declaration of human rights STNT20 characteristics and doctrines of the early church CLPS24 Prayers for peace and justice. CLMF14 Conscience. | Life Choices CHLS15 Eucharist as means for reconciliation and forgiveness CLMF14 Conscience- doing good and avoiding evil BETR13 Belief in God's unending love and mercy STOT16 socio historical criticism CLPS25 centering prayer nurtures the life of believers | Religious Citizenship STNT20 Relevant Early Church Teachings from St Paul for today SCTW11 Spiritual writings that inform a religious voice CHCH9 religious diversity Inquiry CLMJ11 See judge act BEWR11 Core beliefs of world religions. CLPS24 Prayers for peace and justice. |
| Core Text Psalm 104:1-25 God as creator and provider Psalm 97:1-7 God as righteous King Job11:7-11 God as eternal, immutable, invisible. | Core Text Shema Deut 6:4-9, 11:1-27 Church Authority Matt 18:15-20 | Core Text Last Supper 1Corinthians 11:23-28 John 13:1-20 washing feet | Core Text Gal 3:26-29, 5:13-26;6:1-9 Love 1 Cor 13:1-13 God's love and Mercy Is 49:1-7,8-13 Eph 2 :4-10, 1John 4:4-12, Col 3:12, Mt 9:35-36/Mk 6:32-34 |
| Prayer Centering prayer Cantic of Creation, Lectio of nature Formal prayers; Our Father Prayers of praise | Prayer Centering prayer Prayer of St Francis and other prayers for peace and justice The Magnificat | Prayer Centering prayer Prayers of blessing | Prayer Centering prayer Prayer of St Francis Prayers for peace and justice |
| Significant Events and Religious Life of the School Ash Wednesday | Significant Events and Religious Life of the School Easter, Month of Mary | Significant Events and Religious Life of the School Naidoc, Feast days of Clare and Max Kolbe, Harmony day, Peace day | Significant Events and Religious Life of the School St Francis Festival/Feast Day All Saints, All Souls days, Camp |

Year 10 Achievement Standard

By the end of Year 10, students explain how the mystery of God can be named and understood through the experience of the created world. They analyse core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) and explain how these reflect the human understanding of God or the 'Other'. They use evidence from Old Testament and New Testament texts to explain different representations of God by various human authors in different historical, social and cultural contexts and evaluate their application for a modern Australian context. They critically analyse the efforts of a range of Christian spiritual writings to search for the mystery of God in the midst of world events and the course of human history. Students analyse ways in which the Church has responded to a range of emerging threats to both human ecology and environmental ecology. They explain the significance of various sources that guide the Church's action in the world (including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience) and that nourish the spiritual life of believers (including the Eucharist, and individual and communal prayer for justice, peace and the environment). They develop and justify their own response to a contemporary moral question, using evidence from these various sources to support their response. They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer; prayers for justice, peace and the environment; and meditative prayer practices.

Religious Education in the Year 10 class for Parents

Vision

At St Francis College the classroom learning and teaching of religion aims to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Prerequisites and recommendations

Students wishing to do **STUDY OF RELIGION** (SOR) in Year 11 will have to achieve at least a C+. SOR leads towards the Authority OP subject in Years 11 and 12 while **RELIGION & ETHICS** (R&E) leads to the Authority Registered non-OP subject.

What is studied?

The Mystery of God

God gives life meaning. Religious people have a sense that there is something beyond the ordinary experiences of life and that this something gives purpose to life. The sense that there is something beyond the ordinary is often termed the sense of mystery, of the holy or the sacred.

Assessment: Investigate the human attempt to artistically portray the mystery of God.

Responding to the signs of the times

This unit is concerned with themes of good and evil and victims, perpetrators and bystanders of the Holocaust.

Assessment: A response to stimulus task to the fertile question “Do I have the courage to care?”

Life Choices

How can religion inform significant life choices? This unit allows opportunities to develop knowledge, skills, values and attitudes to become life-long learners and effectively cope with life’s changes and challenges.

Assessment: Create an e-portfolio that represents your current preferred future and how you are prepared to achieve it.

Religious Citizenship

This unit gives students the opportunity to understand the concept of religious citizenship, extending students’ awareness of the rights and needs of faith communities other than their own and investigating religious citizenship in neighbouring countries such as Indonesia, Malaysia, Thailand, Singapore, India and China.

Assessment: Research task

Religious Education in the Year 11&12 Religion & Ethics class

for teachers

| Year 11 Term One | Term Two | Term Three | Term Four |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Australian Scene Liturgy and Sacraments CHLS17 Church History CHCH10 | Peace Studies Moral Formation CLMF15 Mission and Justice CLMF12 Church History CHCH10 People of God CHPG12 Human Existence BEHE12 | Gender and Spirituality (Possible change to Religion and Contemp. Culture) Trinity: BETR15 Human Existence BEHE13 Church History CHCH10 Liturgy and Sacraments CHLS16 PrayerCLPS26 | Sacred Texts Old Testament STOT17 New Testament STNT21 World Religions BEWR12 Nature of God revealed in OT BETR15 |
| Year 12 Term One | Term Two | Term Three | Term Four |
| Religion State Relationships CLMJ12 Catholic Social Teaching gives guidelines for action in response to social justice issues CLMF15 Christian moral teaching provides guidelines and limits regarding moral responses to global issues and challenges CHCH10 Historical knowledge is fundamental to understanding the significance of religion in the lives of individuals and communities CHPG12 Christians called to use their gifts for the sake of the common good | Ritual BEWR12 Explore ways in which religious traditions express their beliefs through ritual and daily living CHLS16 Analyse Christian rituals CHLS17 Investigate examples of Christian liturgy to identify formal principles CLPS 26 Prayer in the Christian tradition | Spirituality STCW12 Contemporary Christian spiritual writings reflect the signs of the times in the light of the Gospel, and use a variety of mediums and modes of communication to reveal the mystery of God and of life. BEWR12 Spiritual writings of religious traditions inform and form individuals, communities and tradition BEHE13 Christians believe that God created the human person in the image of God, body and soul. CLPS26 Prayer in the Christian tradition | Sacred texts STOT17 Understanding Old Testament Texts in their proper historical and cultural contexts STNT21 New Testament texts used to form and inform, assist personal and communal prayer and provide guidance for living STCW12 Contemporary spiritual writings reflect the signs of the times in the light of the Gospel BEWR12 Spiritual writings of religious traditions inform and form individuals, communities and tradition BETR15 Nature of God revealed in Old Testament |
| Prayer Centering prayer Canticle of Creation, Lectio of nature Formal prayers; Our Father Prayers of praise | Prayer Centering prayer Prayer of St Francis and other prayers for peace and justice The Magnificat | Prayer Centering prayer Prayers of blessing | Prayer Centering prayer Prayer of St Francis Prayers for peace and justice |
| Significant Events and Religious Life of the School Ash Wednesday | Significant Events and Religious Life of the School Easter, Month of Mary | Significant Events and Religious Life of the School Naidoc, Feast days of Clare and Max Kolbe, Harmony day, Peace day | Significant Events and Religious Life of the School St Francis Festival/Feast Day All Saints, All Souls days, Camp |

Religious Education in the Year 11&12 SOR class for teachers

| Year 11 SOR Term One | Term Two | Term Three | Term Four |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Religion State Relationships CLMJ12 Catholic Social Teaching gives guidelines for action in response to social justice issues CLMF15 Christian moral teaching provides guidelines and limits regarding moral responses to global issues and challenges CHCH10 Historical knowledge is fundamental to understanding the significance of religion in the lives of individuals and communities CHPG12 Christians called to use their gifts for the sake of the common good | Ritual BEWR12 Explore ways in which religious traditions express their beliefs through ritual and daily living CHLS16 Analyse Christian rituals CHLS17 Investigate examples of Christian liturgy to identify formal principles CLPS 26 Prayer in the Christian tradition | Spirituality STCW12 Contemporary Christian spiritual writings reflect the signs of the times in the light of the Gospel, and use a variety of mediums and modes of communication to reveal the mystery of God and of life. BEWR12 Spiritual writings of religious traditions inform and form individuals, communities and tradition BEHE13 Christians believe that God created the human person in the image of God, body and soul. CLPS26 Prayer in the Christian tradition | Sacred texts STOT17 Understanding Old Testament Texts in their proper historical and cultural contexts STNT21 New Testament texts used to form and inform, assist personal and communal prayer and provide guidance for living STCW12 Contemporary spiritual writings reflect the signs of the times in the light of the Gospel BEWR12 Spiritual writings of religious traditions inform and form individuals, communities and tradition BETR15 Nature of God revealed in Old Testament |
| Year 12 SOR Semester One | | Semester Two | |
| Ethics and Morality CLMF16 Analyse the significance of Christian teachings about good and evil for personal integrity and common good CLMJ12 CST gives guidelines for action in response to ethical issues CLMF15 Christian Moral teaching regarding ethical and moral responses to global issues BEHE13 Humans created in God's image BEWR12 Connections between ethical frameworks of religious traditions and responses to contemporary issues. STNT21 How Jesus' teachings could be used to critique Australian culture and provide guidance for living | | Ultimate Questions STOT 17 Examine recurring themes in Old Testament texts STCW12 How the mystery of God is revealed through the message, mediums and modes of contemporary Christian spiritual writers BETR14 Beliefs about the Paschal mystery of Jesus provides ultimate meaning for human existence BEHE11 God is the source of all existence BEHE12 Faith is a free act BEHE13 God created the human person in the image of God animated by a spiritual soul. BEWR12 The major world religions have a role in the quest for meaning and purpose in the lives of individuals and communities. CLPS26 Importance of prayer in the personal search for meaning | |
| Prayer Centering prayer Canticle of Creation, Lectio of nature Formal prayers; Our Father Prayers of praise Prayer of St Francis and other prayers for peace and justice The Magnificat | | Prayer Centering prayer Prayers of blessing Centering prayer Prayer of St Francis Prayers for peace and justice | |
| Significant Events and Religious Life of the School Ash Wednesday Easter, Month of Mary | | Significant Events and Religious Life of the School Naidoc, Feast days of Clare and Max Kolbe, Harmony day, Peace day St Francis Festival/Feast Day All Saints, All Souls days, Camp | |

Religious Education in the Year 11&12 CERT III class for teachers

| Year 11 CERT III Semester One | Semester Two |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Semester One Spirituality Spirituality in a changing world (CHCH10) Reading 5 (CLPS11) Major concepts of Christianity and Catholicism: trinity (BETR14)(BETR15) God as creator(BEHE11) Introduction to practical project ideas (CLMJ11) Spirituality in contemporary issues (BEHE13) Comparison with world religions (BEWR12) Spirituality and Ritual (CHLS16)(CHLS17) Sacraments (CHPG12) Prayer in the Christian tradition (CLPS26) Christian Spirituality and Wisdom (STCW12) | Semester Two The Story Intro to the New Testament (STNT21) Who was Jesus – the Gospels vs Paul’s letters The new Christianity Intro to the Old Testament The people, the covenant The making of Jerusalem Old testament rules for a New Testament world The Bible in Australia Levels of truth The 3 worlds of the text |
| Year 12 CERT III Semester One | Semester Two |
| Semester One Choices Introduction to ethical frameworks, what is an ethical position? (CLMF14)(CLMF15)(CLMF16) Ethical Codes in Sacred Texts (STOT17) Reading 5 Discussion of Key Principles of Catholic Social Teaching (CLMJ12) Readings 6-7: Social Justice and relativism (CHPG12) Reading 9 – Highlight on human trafficking (CLMJ12) Social Justice Project/Project compassion (CLMJ12) Reading 9 – Highlight on human trafficking (CLMJ12) Reading 9 – Highlight on human trafficking (CLMJ12) | Semester Two The Edge Human Existence (BEHE11) Where does faith exist in a world of human experience? Religion, science, grace and faith (BEHE12) Real issues, real questions (BEHE11) What happens when our faith is tested Imagining the me of the future |
| Prayer Centering prayer Canticle of Creation, Lectio of nature Formal prayers; Our Father Prayers of praise Prayer Centering prayer Prayer of St Francis and other prayers for peace and justice The Magnificat | Prayer Centering prayer Prayers of blessing Prayer Centering prayer Prayer of St Francis Prayers for peace and justice |
| Significant Events and Religious Life of the School Ash Wednesday Significant Events and Religious Life of the School Easter, Month of Mary | Significant Events and Religious Life of the School Naidoc, Feast days of Clare and Max Kolbe, Harmony day, Peace day Significant Events and Religious Life of the School St Francis Festival/Feast Day All Saints, All Souls days, Camp |

Religious Education in Years 11 and 12 for Parents

Vision

At St Francis College the classroom learning and teaching of religion aims to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Prerequisites and recommendations

Students wishing to do **STUDY OF RELIGION** (SOR) in Year 11 will have to achieve at least a C+. SOR leads towards the Authority OP subject in Years 11 and 12 while **RELIGION & ETHICS** (R&E) leads to the Authority Registered non-OP subject.

What is studied?

The Mystery of God

God gives life meaning. Religious people have a sense that there is something beyond the ordinary experiences of life and that this something gives purpose to life. The sense that there is something beyond the ordinary is often termed the sense of mystery, of the holy or the sacred.

Assessment: Investigate the human attempt to artistically portray the mystery of God.

Responding to the signs of the times

This unit is concerned with themes of good and evil and victims, perpetrators and bystanders of the Holocaust.

Assessment: A response to stimulus task to the fertile question “Do I have the courage to care?”

Life Choices

How can religion inform significant life choices? This unit allows opportunities to develop knowledge, skills, values and attitudes to become life-long learners and effectively cope with life’s changes and challenges.

Assessment: Create an e-portfolio that represents your current preferred future and how you are prepared to achieve it.

Religious Citizenship

This unit gives students the opportunity to understand the concept of religious citizenship, extending students’ awareness of the rights and needs of faith communities other than their own and investigating religious citizenship in neighbouring countries such as Indonesia, Malaysia, Thailand, Singapore, India and China.

Assessment: Research task



APPENDIX ONE:

SAMPLE UNITS OF WORK

Term Three

Year: Prep

2014

**School: St Francis College - Crestmead
weeks**

Duration: 4

Unit: And Jesus...

How do I be a Good Samaritan today?
....walking in the footsteps of Jesus....

VISION for Religious Education

The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith. *Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the faith so that they might participate critically and authentically in faith contexts and wider society.*

| Religious Life of the School | General Capabilities | Cross-Curricular Priorities |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Evangelisation and Faith Formation</u></p> <ul style="list-style-type: none"> Living the Gospel (EFG) <p>Celebrating the Good News EFG3</p> <p>Identifying and using scripture texts to promote and support the Christian values of the school EFG3.1</p> | <p><u>Literacy</u></p> <p>listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.</p> <p><u>Numeracy</u></p> <p><u>Information and communication technology (ICT) capability</u></p> <p>learn to use ICT effectively and appropriately to access</p> <p><u>Critical and creative thinking</u></p> <p>Generating ideas, possibilities and actions</p> <p>Imagine possibilities and connect ideas use imagination to view or create things in new ways and connect two things that seem different</p> <p><u>Personal and social capability</u></p> <p>understand themselves and others, and manage their relationships</p> | <ul style="list-style-type: none"> <u>Aboriginal and Torres Strait Islander histories, cultures and spiritualities</u> <u>Asia and Australia's engagement with Asia in a multi-faith context</u> <u>Sustainability and ecological stewardship.</u> |

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| | <p>Ethical understanding to develop an awareness of the influence that their values and behaviour have on others.</p> <p>Intercultural understanding. Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century</p> | |
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Year Level Description

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| <p>Prep Year Level Description</p> <p>In Prep, students learn about some Old Testament and New Testament stories that tell of a God of love, the creator of all, the goodness of God’s creation, God’s special relationship with all of creation and God’s plan that people help each other to live safely and happily together, for the good of all.</p> <p>Students listen to, read and view stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; of his teachings about love, compassion and forgiveness that challenged people about the way they were living; and of his suffering, death and resurrection. They learn that Christians believe God created people with the freedom to choose between good and bad, right and wrong. They explore examples of times, from familiar texts and their personal experience, when people make these choices.</p> <p>Students understand that prayer helps believers follow the teachings of Jesus; to live according to God’s plan. They learn about ways in which believers pray, either alone or with others, including the Sign of the Cross and Amen. They observe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. They learn about the Church building as a sacred place for believers and the Bible as a sacred book for believers.</p> |
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Achievement Standard

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| <p>By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God’s creation and God’s plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation. They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus’ teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.</p> <p>Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God’s plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.</p> |
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Class Context for Learning – [Differentiated learning](#)

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| <p>Class Needs: big book of the story; Puppets; Screen to view animated version; costumes to re enact</p> |
| <p>Individualised Learning Needs : SO to read and review story with some children on an individual basis multiple times</p> |

Catholics/non-Catholics – other faiths – practising/non-practising: State that this is a story from the Catholic bible , as told by Jesus
 Prep classes have a high percentage of EALD students. There some students with communication delays, social emotional disorders and some students on the spectrum of autism

Learning Intentions

By the end these learning experiences, students can

- retell the story of The Good Samaritan using a sequence of pictures
- state the Gospels tell the stories of Jesus
- identify who was loving and compassionate in the story of the Good Samaritan and who was not
- apply the meaning of the story to their lives

Success Criteria

- Suggest ways to be a good Samaritan today and identify this in the actions of others
- Orally Retell and sequence the story of the Good Samaritan using visual prompts
- Demonstrate the qualities of a good Samaritan in the school environment
- Identify being a good Samaritan in school and home (across different contexts).

Assessment

Students sequence the story of the Good Samaritan and orally recount the story.

Students take a photo of their good Samaritan card and uses Photo Babble to state the reason they received the card

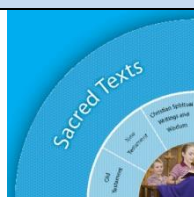
Content Descriptions

Sacred Texts

New Testament STNT2

Christian Spiritual Writings and Wisdom

STCW1



Christian Living

Moral Formation CLMF1, CLMF2

Mission and Justice CLMJ1



Religious Knowledge and Deep Understanding

- The Gospels tell the good news of Jesus.
- Familiarity with characters, events and messages from some key [New Testament](#) stories, including the birth of Jesus (Luke 2:1-7; Matthew 1:18-25), is a means of

Skills

- Listen and respond to stories of and about Jesus in the Gospels.
- Share feelings and thoughts about the events, characters and messages in some familiar [New Testament](#)

Religious Knowledge and Deep Understanding

Jesus taught key messages about love, compassion and forgiveness, including the parable of the Good Samaritan (Luke 10:29-37). Jesus taught that love of God and others is the greatest commandment. Christians are called to follow the teachings of

Skills


- Share feelings and thoughts about some of Jesus' key messages about love, compassion and forgiveness.
- Identify connections between Jesus' key messages about love,

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| connecting Scripture and real life. | <ul style="list-style-type: none"> stories. Make links between some familiar New Testament stories and their own experiences by sharing characters, events and messages that may be similar to or different from their own experiences. | Jesus. | compassion and forgiveness and their personal experience. |
| Jesus' wisdom challenged people about the way they were living | Make connections between some of Jesus' wise statements and how these are expressed in a range of stories. | God's plan is that people help each other to live safely and happily together. Societal laws are intended to be for the good of all. | <ul style="list-style-type: none"> Identify connections between God's plan for people to live safely and happily, as illustrated by Jesus' teaching (e.g. The Golden Rule, Matthew 7:12//Luke 6:31), and their personal experience (e.g. at school, home, community). Explore their feelings and thoughts about societal laws (e.g. classroom, playground, family, safety) being intended for the good of all, rather than to meet individual wants and needs. |

| Scriptural Texts |
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| <p>Core texts are prescribed Scriptural texts that need to be taught in depth at each year level.</p> <ul style="list-style-type: none"> The Good Samaritan Luke 10:29-37 |

| Significant Days and Celebrations |
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| <ul style="list-style-type: none"> Jesus Day (August 12th) Celebration of Learning (Last week of Term 3) |

| Learning Experiences | |
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| <p>Core Content Area One</p> <p>Focus/Question– How do I be a Good Samaritan today? walking in the footsteps of Jesus....</p> | <p>Resources</p> <p>Teacher Background</p> <p>Mandated Scriptural</p> |

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| | | <u>Texts</u> |
| Tuning In  | <ul style="list-style-type: none"> - Read children the story from the Bible. - Read children the story in the form of a picture book. - Let children view a youtube clip of the story. | Children's Bible Big book of the Good Samaritan |
| Finding Out  | <ul style="list-style-type: none"> - Discuss the story with children. Teacher retells the story and highlights the important characters and events in the story. - In small groups children draw/paint their favourite part or character of the story and explain to the Teacher aide why that was their favourite character and that was recorded on the back of the child's drawing and displayed in the classroom - - In small groups, have children role play sections/parts of the story. | |
| Sorting Out  | <ul style="list-style-type: none"> - Using picture cards have children sequence the story from beginning to end. - As a class, discuss what children could do to be like the Good Samaritan in a classroom context. - - Introduce the 'Good Samaritan' cards to children and how they will be placed on the road/map to Jericho in the classroom. (A good Samaritan card is given to a child when they are 'caught out ' helping their friends or peers). | Good Samaritan Cards |
| Communicating  | <ul style="list-style-type: none"> - Using photobabble, have children record why they received a 'Good Samaritan' card. - Using ipads, record children retelling the story of the 'Good Samaritan' using their sequencing cards for prompting. | |
| Reflecting and Evaluating  <ul style="list-style-type: none"> • So what have I learnt? • If I know this, how can I connect it with my world? | <ul style="list-style-type: none"> - Using feeling cards, get children to share how the story of the 'Good Samaritan' made them feel and which part of the story they liked the best and least, etc. - Children share new learnings and work with families. | |
| | <ul style="list-style-type: none"> - Evaluation Assessment Tasks for Learning/of Learning, Evidence | |
| | <ul style="list-style-type: none"> - Evaluation of Teaching: What I would have done differently...What worked really well | |

Year 2 Term Three:

Forgiveness

School: St Francis

Duration 10 weeks

Fertile Question

How can I continue to build a world of love?

VISION for Religious Education

The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation. The colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are rooted in the broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

| <u>Religious Life of the School</u> | <u>General Capabilities</u> | <u>Cross-Curricular Priorities</u> |
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| <p><u>Evangelisation and Faith Formation</u></p> <ul style="list-style-type: none">• Living the Gospel (EFG)• EFG1.4 Creating a culture of hope optimism joy and inclusion that reflects the life of Jesus Christ through routines and practices• EFG2.1 Develop a culture of forgiveness and reconciliation• EFG3.3 Introducing elements of Christian joy and hope into the celebrations of school life <p><u>Prayer and Worship</u></p> <ul style="list-style-type: none">• Christian prayer (PWP1.4 Creating a class prayer book of sorry prayers)• PWP1.1 Teaching a variety of Christian prayers• PWR2.5 planning prayerful reflective practices as part of learning and teaching eg celebration of learning. | <ul style="list-style-type: none">• <u>Literacy</u>• <u>Personal and social capability</u>• <u>Ethical understanding</u>• <u>Intercultural understanding.</u> | <ul style="list-style-type: none">• <u>Aboriginal and Torres Strait Islander histories, cultures and spiritualities</u> |

Year Level Description

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 2, students learn about aspects of God's nature and God's relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus and Old Testament texts that describe God's relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They learn about Jesus' mission and ministry and explore ways in which Jesus' teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways.

Students learn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God's creation; and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God unconditionally offers to people; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance.

Students examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer.

Achievement Standard

By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. They discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories. Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.

Students recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. They recognise choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness.

Class Context for Learning – Differentiated learning

Variety of Religions/faiths. Samoan families who regular practise their faith. Islamic families. Catholics and non-Catholics. One verified child with autism and globally delayed. 16 EALD children and others with behavioural needs. Children on individual learning plans have their work adapted accordingly. e works with the class. Dot writing used for those with delayed fine motor development. Sometimes scribe for children to record ideas who have difficulty writing independently.

Learning Intentions

Learning Intention

By the end these learning experiences, students

- explore ideas about God's love and God's relationship with God's people as revealed in stories from the New Testament.
- identify and describe terms such as loving, just, welcoming and forgiving. They identify teachings and actions of Jesus through New Testament stories (Luke 15:11-31, Luke 19:1-10) that reveal aspects of God's nature.
- identify and describe ways in which believers seek to heal broken relationships through reconciliation, forgiveness and prayer.
- make connections between sin (missing the target) and the consequences of their choices.
- investigate how the Sacrament of Penance (reconciliation) can help to build a world of love.

Success Criteria

Students discuss ideas about God's relationship with God's people as described in New Testament stories

Students provide evidence of how New Testament texts (Luke 15:11-31, Luke 19:1-10) reveal aspects of God's nature.

Students explain how believers seek healing through reconciliation and how they celebrate reconciliation through the Sacrament of Penance

Assessment

Students in small learning teams prepare a retelling of either The Prodigal Son or Zacchaeus using drama, puppets or the visual arts. They present their retelling to the class. Students discuss as a class what the stories tell about God. Students complete statements about God using words from the following list: father, welcoming, sorry, forgiving others, love. For example: "Jesus taught that God is like a loving father." "Forgiving others and saying sorry helps to create a world of love." They post their statements as posties on a class collaborative space such as an online wall in Life or using Padlet.

Students reflect each day where and when they have witnessed themselves or others acting to build a community of love.

Students contribute to a class mural by creating a visual response that shows examples of actions of how they can be more loving, welcoming and forgiving.

Students role play or use puppets to practice admitting wrong, saying sorry, forgiving, being forgiven and making up. Students complete a Y chart about the Sacrament of Penance (Reconciliation).

Content Descriptions

Sacred Texts

Old Testament STOT5

New Testament STNT5



Beliefs

Trinity BETR4



Religious Knowledge and Deep Understanding

Skills

Religious Knowledge and Deep

Skills

| | | Understanding | |
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| OLD TESTAMENT Christians venerate the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer. Familiarity with characters, events and messages from some key Old Testament stories. | Use and display the Bible respectfully. Listen with respect as Scripture is proclaimed in prayerful settings Make links between some familiar Old Testament stories and their own experiences by sharing characters, events and messages that may be similar to or different from their own experiences. | Jesus lived a truly human life. His mission and ministry was to preach and bring about the Kingdom of God, including through his teaching, healing and forgiving. | Identify the purpose and nature of Jesus' mission and ministry as depicted in some Gospel stories. Describe the effect of Jesus' mission and ministry on the lives of key characters in some Gospel stories |
| NEW TESTAMENT The Gospels tell the good news of Jesus. | Listen and respond to stories of and about Jesus in the Gospels | | |
| Church Liturgy and Sacraments CHLS3 People of God CHPG3 | |  Christian Living Formation CLMF5 and Spirituality CLPS6 | |
| <i>Religious Knowledge and Deep Understanding</i> | <i>Skills</i> | <i>Religious Knowledge and Deep Understanding</i> | <i>Skills</i> |
| The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers | Identify celebrations and rituals that mark special times in the life of the Church community | Jesus taught key messages about love, compassion and forgiveness, including the parable of the Good Samaritan (Luke 10:29-37). Jesus taught that love of God and others is the greatest commandment. Christians are called to follow the teachings of Jesus. | Share feelings and thoughts about some of Jesus' key messages about love, compassion and forgiveness. Identify connections between Jesus' key messages about love, compassion and forgiveness and their personal experience. |
| | Make connections between Church rituals and special times in the lives of believers | Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including being silent and still, and lighting a candle) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'. | Participate respectfully in meditative prayer. Identify and use practices that assist them to prepare for and engage in meditative prayer. |

| Mandated Scripture and Prayer |
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| Core texts are prescribed Scriptural texts that need to be taught in depth at each year level. Zacchaeus Luke 19:1-10 The Lost Son/The Forgiving father Luke 15:11-31 |

Core Prayer

Create Sorry Prayers, Penitential Rite, Act of Contrition

Significant Days and Celebrations

Celebration of learning Week 10

Peace march in Week 5

Catholic Education Week 3

Learning Experiences

Core Content Area One – OLD TESTAMENT

Focus/Question–

How can I continue to build a world of love?

Resources

[Teacher Background](#)

[Mandated Scriptural Texts](#)

Tuning In



- What is the topic?
- Why should we study this topic?
- Frame manageable questions.
- What do I already know about this topic? I think I know x,y,z.
- How is this relevant to me?

Explore the fertile question How can I continue to build a world of love?

Students listen to or view a story such as *God's Dream* by Desmond Tutu and Douglas Carlton Abrams. Students share ideas from the story about God's dream for the world. Students imagine that God's dream for the world is a world of love and describe one or two things that definitely would be happening and one or two things that definitely wouldn't be happening in that world. They include examples from the classroom. Students demonstrate their ideas either by role playing or by speaking.

Note to teachers: Record students initial ideas about what a world of love is like to compare to ideas at the end of the Unit. Students draw their world of love in their religion book and describe what their world of love looks like

A class mural is used throughout this unit to record their reflections on how they build a world of love

[You tube clip](#) of

Desmond Tutu's book Visuals assist EALD students with the story

Teacher to scribe for children with individual needs

Finding Out



- Identify possible sources of information
- Identify skills necessary for the investigation.
- How did it happen? Who was there and what were the facts?

Investigate the world of love in the Bible

Students are introduced to the Bible as a sacred text, a library of books that tell readers about God's love for the world. They listen as the teacher explains that the Jewish people, the Ancient Israelites (like Noah) whose stories appear in the Old Testament of the Bible are stories that describe God's special relationship with them. The teacher explains that these were the stories that Jesus would have known because he was also a Jew. Students recall some old Testament stories that they have heard and share with the class.

Retrieval Chart
Teacher copy A3

Sorting Out



Students listen to or view the story of the call of Abraham and Sarah. Students complete a class retrieval chart to analyse the story and determine what it says about the nature of God and God's relationship with the Jewish people. Using the emoticons on the retrieval chart, students discuss and identify the emotions of Abraham and Sarah in the story. Note to Teacher: Students may similarly explore the story of Joseph's forgiveness of his brothers Genesis 50:15-21

Reflecting and Evaluating





- So what have I learnt?
- If I know this, how can I connect it with my world?



Reflect on God's love for the world




Students listen to the song Good Things by Maria Millward and Damian Halloran on the Great Stories and Songs CD and identify some good things that came to Abraham and Sarah in the Genesis story. They make a written or artistic representation of some good things that have happened in their life. Students share their representation as part of a class prayer of thanksgiving for the good things that they have received.




The song *Good Things* by Maria Millward and Damian Halloran on the *Great Stories and Songs CD*

| <p>Core Content Area Two – NEW TESTAMENT & what Jesus reveals</p> <p>Focus/Question–</p> <p><i>How can I continue to build a world of love?</i></p> | <p>Resources</p> <p>Teacher Background</p> |
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| <p>Tuning In</p> <div data-bbox="36 1413 220 1588">  </div> <p><i>Identify, discuss and demonstrate a range of emotions and how they can be recognised</i></p> <p>Students identify different emotions as they read and watch a story such as John Brown's <i>Rose meets Mr Wintergarten</i>. They discuss the different emotions in the story. Students share and discuss times when they have felt these emotions. They demonstrate facial expressions to illustrate the emotions which are then photographed or drawn to create a visual classroom display.</p> <p>Students connect facial expressions with feelings and discuss times when they couldn't tell how a person was feeling because they didn't show the emotion on their face.</p> <p>Students use a Y Chart strategy in small groups to share understandings about what the following words look like, sound like and feel like: loving, just, welcoming, forgiving and sorry. They work together to create class definitions for each word which are then added to a shared vocabulary</p> | <div data-bbox="1134 1373 1481 2141">  </div> |

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| | <p>space.</p> <p>Students create masks to illustrate the emotions discussed during this tuning in phase using paper bags, paper plates or other recyclable materials. They use the mask in freeze frames to illustrate a feeling response to teacher created scenarios.</p> <p><i>Note to teacher:</i> Freeze frames by students could be photographed and added to a visual wall display. Masks can be kept to assist students to explore emotional responses of characters in New Testament stories.</p> | |
| <p>Finding Out</p>  | <p>Students listen as the teacher reminds them about the Bible as sacred text and how just as the Old Testament has stories about God and God's relationship with the Jewish people. The New Testament shows God's love for the world through stories about Jesus and his followers. Students share what they know about the Bible and New Testament stories. They discuss stories they know about Jesus and what he taught about love.</p> <p>Students listen to or view a story that reveals God's unconditional love, the story of the Prodigal son Luke 15:11-32. They discuss as a class the characters in the story and the relationships between them.</p> <p>Students form groups of three and each completes a character map for one of the main characters (father, older son or younger son) whilst viewing a lego animation of the Prodigal son story. They record what their character might be thinking or feeling during different parts of the story:</p> <p>At the beginning when the young son takes his father's money and goes away. In the middle when the son is away spending all the money. Towards the end when the money is gone. At the end when the son returns home and the father throws the younger son a party. Students share their maps with the other members of their group.</p> <p>Students discuss as a class, which characters showed unconditional love, welcoming, forgiveness and being sorry. They brainstorm what they think the writer of this story was trying to say about God and about love.</p> <p>Note to teachers: Keep the student character maps for reference in Core Content Area Three <i>God's love is unconditional</i>.</p> | <p>Lego animation (Note: very popular with the students esp. the boys although it did influence the way they drew the characters of the story)</p> |
| <p>Sorting Out</p>  | <p><i>Explore further teachings of Jesus about a world of love</i></p> <hr/> <p>Students view or listen to the New Testament story of Zacchaeus Luke 19: 1-10 . Students use a Character map strategy to describe how Zacchaeus felt before he met Jesus and after he met Jesus. Students discuss how Jesus was forgiving of Zacchaeus and how this helped Zacchaeus to become a changed person.</p> | |
| <p>Communicating</p> | <p><i>Identify some teachings and actions of Jesus that reveal aspects of God's nature</i></p> <hr/> <p>Students in small learning teams prepare a retelling The Prodigal son and Zacchaeus using drama, puppets or the visual arts. They present their</p> | <p>Assessment Task – retelling of the</p> |

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|  | <p>retelling to the class. Students discuss as a class what the stories tell about God.</p> <p>Students complete statements about God using words from the following list: father, welcoming, sorry, forgiving others, love. For example: "Jesus taught that God is like a loving <i>father</i>." "<i>Forgiving</i> others and saying <i>sorry</i> helps to create a world of <i>love</i>." They post their statements as posties on a class collaborative space such as an online wall in Life or using Padlet.</p> | <p>Prodigal son. Adjustments for learning needs. Prompts given to remind what happened in the story and how the character might have. A scribe was supplied to create dot writing of the children's ideas. Student completes by tracing over.</p> |
| <p>Reflecting and Evaluating</p>  | <p><i>Reflect on learnings from the stories</i></p> <p>Students reflect each day where and when they have witnessed themselves or others acting to build a community of love.</p> <p>Students contribute to a class mural by creating a visual response that shows examples of actions of how they can be more loving, welcoming and forgiving.</p> |  |

| <p>Core Content Area Three</p> <p>Focus/Question— <i>How can I continue to build a world of love?</i></p> | | <p>Resources</p> <p>Teacher Background</p> |
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| <p>Tuning In</p>  | <p><i>Explore the nature of God's love as being unconditional</i></p> <p>Students listen to or view children's literature such as Koala Lou by Mem Fox, . They reflect on the story and discuss as a class examples of when they have felt loved. They could make a digital response to the story in a collaborative space such as Life or Primary Pad by completing a sentence <i>I feel loved when...</i>Students responses are collated to create a class Wordle , Taxgedo or collage.</p> <p>Students share stories of times when they felt less loved (e.g. when they made wrong choices). They explore the nature of God's love as being unconditional and recall the story of <i>The Prodigal Son</i> by reviewing their character map created earlier in this unit.</p> |  |
| <p>Finding Out</p>  | <p><i>Identify evidence from Bible stories about healing hurt relationships</i></p> <p>Students investigate the idea of unconditional love by re-examining the parable and the characters of the Prodigal Son. They complete a retrieval chart to identify the steps that were taken to heal the hurt relationship between the father and son.</p> <p>Students are introduced to the steps to reconciliation/penance. Admit wrong, say sorry, seek forgiveness, penance.</p> <p>Students complete worksheets. They draw pictures to represent an example of when they said sorry and were forgiven.</p> <p>Students are reminded of prayers about forgiveness including the Our</p> | <p>Work sheet to introduce the steps to forgiveness.</p> |

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| | Father. They are introduced to the Act of contrition as a way of praying for forgiveness. They practise the prayer before they used it. | |
| Reflecting and Evaluating  | <i>Reflect on steps for healing relationships</i> Students discuss the connection between being sorry and being forgiven by reflecting on what might have happened to the relationship between the father and son if the son had never gone home and said he was sorry or if the father had not forgiven him. Students view the short clip about the importance of forgiveness. They listen as the teacher explains that healing relationships, being forgiven and forgiving others is an important way to build a loving world. Students write sorry prayers and share them in a class ritual as a way to build God's love in the classroom. Students re- enact the Prodigal son and said their sorry prayers in the end of term liturgy/Celebration of Learning. The audience is made up of family and friends. | |

Part 2 Great Australian Catholics

Year: 6

2014

School: St Francis College

Duration: 5 weeks

Fertile Question / Topic Catholic Church in the Land Down Under

How has the Catholic Church contributed to the shaping of Australia?

Learning Context - Significant Days and Celebrations

This class has Mormon, Muslim, Buddhist, Seventh Day Adventist students as well as Catholic and other Christian students. One student has autism, 6 EALD students and five other students with learning difficulties who aren't verified. A teacher aide assists the student with autism 4 days per week including RE sessions and EALD support is offered to students two days a week. Between the two classes there are twice as many boys as girls. Learning activities must be hands on engaging and relevant to the interests of the students. Large amounts of computer, online web 2.0 tools are necessary.

Year Level Description

The *Religion Curriculum P-12* involves four strands: *Sacred Texts, Beliefs, Church and Christian Life*. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

In Year 6, students are introduced to the Christian understanding of faith and the term 'communion of saints'. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus' New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers and the Church's liturgical celebrations (including the Eucharist). They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and meditative prayer practices including prayer journaling.

They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. Using a range of Biblical tools, they engage with a variety of Scriptural texts that describe Jesus' relationship with God the Father and with humanity and proclaim Jesus as fulfilling all of God's promises in the Old Testament.

Achievement Standard

By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian

Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.

Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers, the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints'. They explain the significance of personal and communal prayer (including the Our Father and The Examen) and the use of meditative prayer practices (including prayer journaling) for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experiences and meditative prayer practices.

Content Descriptions

Cluster strands and sub-strands that make connections with the Unit topic.

Sacred Texts

Christian Spiritual Writings and Wisdom

STCW7

Religious Knowledge and Deep Understanding

The wisdom of Australian Catholic

Christians, including lay people and religious orders (c.1900 CE to the present), helps people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia).

Skills

Analyse and explain how some Australian Catholic Christians help people understand the work and movement of the Holy Spirit in this land through diverse expressions of wisdom (e.g. Koa Do - film; George Mung Mung - art; Donna Mulhern - peaceful activism).



Beliefs

Human Existence

BEHE6

Religious Knowledge and Deep Understanding

Christians believe that faith is a virtue freely gifted by God. Faith is a free and personal response to God that is lived out in the life of the believer, including Jairus' daughter (Matthew 9:18-26//Mark 5:21-43//Luke 8:40-49).

Skills

Identify and describe some characteristics of Christian faith as a gift of God (e.g. initiated by God (gift), the work of the Holy Spirit, conversion). Identify ways in which faith is lived out in the life of believers, personally and communally.



Church

Church History

CHCH5

Religious Knowledge and Deep Understanding Catholics helped form the new Australian nation (c.1900 CE to present). Catholics initially set themselves apart. A uniquely Australian Church emerged. New ways of being both Catholic and Australian were encouraged.

Skills

Sequence some key people and events (religious and secular) that contributed to the development of Australia as a nation (c.1900 CE to present). Locate information about the contribution or significance of Catholics to the shaping of the Church in Australia (c.1900 CE to present). Develop historical narratives and descriptions about some key events and people's experiences in the Church in Australia after



Christian Living

Mission

Justice

CLMJ7

Religious Knowledge and Deep Understanding

Spiritual and corporal works of mercy are foundational for understanding the Church's teaching about concern for the common good. Works of mercy are charitable actions at the service of others. The spiritual works

of mercy are: instructing, advising, challenging injustice, consoling, comforting, forgiving, bearing wrongs patiently and praying for the living and the dead. The corporal works of mercy are: feeding the hungry, giving drink to the thirsty, sheltering the homeless, visiting the sick and imprisoned, clothing the naked and burying the dead.

Skills

Identify expressions of the spiritual and corporal works of



Federation using source materials and appropriate historical terms and concepts. Identify and describe some examples of significant change and continuity in Australian Catholic identity and relationships with the wider society (c. 1900 CE to present).

mercy. Make connections between the spiritual and corporal works of mercy, their scriptural foundations (including Matthew 25:31-46), and the Church's teaching about concern for the common good. Reflect on and express their personal responses to the challenge to serve others through the works of mercy.

Prayer and Spirituality

CLPS17

Religious Knowledge and Deep Understanding

Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices for preparing the body and the mind for meditative prayer and engaging in the 'work of meditation', including prayer journaling. The Examen is a meditative prayer in the Christian tradition.

Skills

Participate respectfully in meditative prayer, including The Examen. Identify and use practices that assist in preparing for and engaging in meditative prayer, including prayer journaling.

Learning Intentions

- Investigate the contribution of key Catholic Christian people and groups, to the shaping of Australian society since Federation
- Develop their understanding that the works of mercy are foundational for understanding the Church's teaching about concern for the common good
- Understand and participate in an experience of The Examen.

Success Criteria

Students identify and describe the many ways in which faith is lived out in the lives of believers, past and present

Students make connections between the works of mercy and the Church's action for the common good

Students investigate and communicate their findings about the contribution of key Catholic Christian people and groups to the shaping of Australian society

Students participate respectfully in a variety of personal and communal prayer experiences and meditative prayer practices.

Assessment

Formative: Students select and research or interview an Australian Catholic and create a trading card for the individual that they would place in the twenty-fifth box for their contribution to the shaping of Australia. They must include their justification for their selection, which should be based on the established criteria, as information on the card.

Summative: Use the website Twenty-five of the best to research an Australian Catholic past or present whose faith has been a significant part of their lives. Investigate and record information based on questions and display information in a Brochure format. Completed brochures are uploaded to the Padlet www.padlet.com/kandzue/brochure

Connections

What connections can be made with other Curriculum areas (eg History, Geography, English)?

Historical knowledge ACHHK116 contribution of individuals and groups including Aboriginal Torres Strait Islanders to the development of Australian society. Eg economy, arts, education, science, sport
Historical Skills ACHHS118 Use historical terms and concepts.

| <u>Religious Life of the School</u> | <u>General Capabilities</u> | <u>Cross-Curricular Priorities</u> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Social Action and Justice</u> Social Action & Justice: SJR Reflection on action for justice</p> <p><u>Evangelisation and Faith Formation</u></p> <p>Evangelisation & Faith Formation: EF</p> <p><i>Living the Gospel EFG</i></p> <p>Students access the "Twenty-fifth box" on the website and read the information. They reflect on their learnings from this learning byte about how and why Catholic groups and individuals have contributed to the shaping of Australia. They select and research or interview an Australian Catholic and create a trading card for the individual that they would place in the twenty-fifth box for their contribution to the shaping of Australia. They must include their justification for their selection, which should be based on the established criteria, as information on the card.</p> <p><u>Prayer and Worship</u> Prayer & Worship: (PW) Christian Prayer (PWP) Providing opportunities for students to engage with different approaches to meditation e.g. Ignatian Meditation (PWP3.2) Students reflect on their actions over the course of the day or week and whether or not they have performed works of mercy in their lives by participating respectfully in an experience of The Examen.</p> | <p><u>Literacy</u></p> <p>Interpret and analyse learning area texts Use language to interact with others Deliver presentations</p> <p><u>ICT</u> Locate, generate and access data and information Collaborate, share and exchange</p> <p><u>Critical and Creative Thinking</u> Apply logic and reasoning</p> | <p><u>Cross Curriculum Priorities in this Learning Byte</u></p> <p>Aboriginal And Torres Strait Islander People OI.9 Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander peoples locally and globally (Twenty-five of the best)</p> |

Recommended Resources

Learning Byte

<http://lb6holyspiritchurch.weebly.com/>

Prayer of the Examen

The Prayer of Examen is a form of prayer that was developed by Ignatius of Loyola in the 15th Century, the founder of the Jesuit Order of priests. During his personal conversion Ignatius jotted down those exercises that helped him in his faith journey. Ignatius named The Examen as the central exercise of Ignatian spirituality which is to help find God in all things.

Through The Examen we come to know God's love for us more deeply, gradually becoming more aware of God's presence in everything.

The Examen provides a mirror which reflects God’s active presence in our everyday lives.

The Examen may be prayed at the end of the day, at the end of the week or at the end of a term. Students participate in the ‘Prayer of the Examen’, a reflective prayer with a particular structure. Students could focus on a lighted candle that may be used as a symbol of God’s presence in the group, while being guided through the following prayer of the Examen.

Steps of the Examen

1. Become aware of your feelings at this moment.
 2. Be thankful to God for your gifts and your life.
 3. Tell God that you want to see yourself more and more as God sees you.
 4. Go over the events of your day so far and reflect on one of these when you really noticed God was with you and loving you.
 5. Thank God for the good times.
 6. Tell God that you are sorry and ask for help if you need to change in some way.
 7. Look forward with hope and reflect on how you need to grow in your love for God by being more helpful to others in the days to come.
- Pray for the living and the dead






Read Write Think Trading Card generator, Read Write Think Timeline generator. Padlet

Mandated Scripture and Prayer

Core Texts for this unit: Matthew 25:31-46

Core Prayer for this unit The Examen

Learning Experiences -

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|  <p>Tuning In</p> <ul style="list-style-type: none"> • What is the topic? • Why should we study this topic? • Frame manageable questions. • What do I already know about this topic? I think I know x,y,z. • How is this relevant to me? |  <p>Finding Out</p> <ul style="list-style-type: none"> • Identify possible sources of information • Identify skills necessary for the investigation. • How did it happen? • Who was there and what were the facts? |  <p>Sorting Out</p> <ul style="list-style-type: none"> • What do we want to find out? • How can we do this best? • How will we gather the information? • Does what I knew before still apply? • Does my first idea |  <p>Communicating</p> <ul style="list-style-type: none"> • Extend and challenge students’ understandings • Offer more information • Is there something else I need to deepen my knowledge understandings? • What difference does this make to me? |  <p>Reflecting and Evaluating</p> <ul style="list-style-type: none"> • So what have I learnt? • If I know this, how can I connect it with my world? |
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Teaching and Learning Sequence

Focus/Question–

How has the Catholic Church contributed to the shaping of Australia?

Resources

[Adjustments for Learners](#)

Week 1

Tuning in



Explore the organisation of the Australian Catholic Church Today?

The Catholic Church in the land down under and the fertile question How has the Catholic Church contributed to the shaping of Australia? They are asked to predict and share what they think they will be learning about.

Students contribute to a class discussion about what they know about the different organisations of the Catholic Church and what they do in Australia today. They conduct a search using a resource such as the White pages, the Brisbane Archdiocesan website or the Catholic Leader to find out about the different activities that the Catholic Church is involved with. They create a class concept web on a wall or digitally using Bubbl.us or similar and group the organisations and services under Worship and Faith, Education, Health and Welfare/charity.

Finding Out



Students view Census data from 2011 to find out the extent of the Catholic Church in Australia today. They complete a retrieval chart or create an infographic using easel.ly to record the following information: Population of Australia, percentage of Catholics in Australia, percentage of Catholic schools in Australia. Percentage of population attending Catholic schools. They keep this data for use during the learning byte.

Sorting out



Investigate Teachings that underpin the actions of believers in the Catholic Church today.




Students suggest reasons why the Catholic and other Christian churches do more than worship and pray. They recall stories from the Bible about looking after others.




Students access and read Matthew 25:31-40. They listen as the teacher explains that this reading from the Gospel of Matthew forms the basis of a call to all Catholic Christians to help others through what the Church describes as corporal and spiritual works of mercy. In other words, all Catholic Christians are called to work for the common good. Students complete a variety of activities as outlined in the worksheet activity to help them to identify the corporal works of mercy in scripture and to introduce them also to the spiritual works of mercy. Students read the story of the origins of the St Vincent de Paul society as a demonstration of how Catholics are called to do 'works'. Students make connections with the core text of Matthew. Students re-examine the class concept web of the organisation of the Catholic Church in Australia and identify which groups are performing corporal and spiritual works of mercy.


<http://lb6holyspiritchurch.weebly.com/1-the-australian-church.html>


Scaffolding for students with learning difficulties. Work in small groups with teacher

Core text taught here **Matthew 25:31-46**

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| <p>Week 2-3</p> | <p>http://lb6holyspiritchurch.weebly.com/2-helping-build-a-nation.html Help Building a Nation</p> | |
| <p>Tuning in and Finding out</p>  | <p><u>Examine the major events in Catholic Education since federation</u> Students view the BCE YouTube Clip Little did we dream (26min:48) to identify key events in Catholic education from Federation to today. They work in small teams and are allocated one of the following topics to focus on as they watch the film: religious orders, funding, staff and teacher training, numbers of students, numbers of schools, facilities and resources and record the times when significant changes occurred. Students use this information to create and annotate a paper or online class timeline sequencing changes according to the following eras:</p> <ul style="list-style-type: none"> •1900-1930s Federation to Depression •1939-1950s World War II – Post war immigration •1960 – 1980s Includes Vatican II + Social change in Australian society •1990 onwards includes internet -Technology advances – Social media <p><u>Examine the ways in which the Australian Catholic Church and its other organisations have changed since federation</u> Students recall other Catholic organisations who have contributed to the educational, health and welfare needs of Australians.</p> | <p>Read Write Think Timeline generator www.padlet.com/jlitzow/averyrh80n5h</p> |
| <p>Finding out</p> | <p>Some useful resources: Caritas, St Vinnies, Centacare, Mater Hospital, Knights of the Southern Cross, Catholic Women’s League, Good Samaritan Sisters, Sisters of St Joseph, Sisters of Mercy, The Australian Catholic Historical Society</p> | |
| <p>Finding out</p>  | <p>Students work in groups using a variety of sources to investigate and describe the history and contribution of one of the Catholic groups to Australian society.</p> <p>Students use a retrieval chart to identify:</p> <ul style="list-style-type: none"> •Founder/inspiration, key people •Date and where founded (or time of arrival in Australia) •Area of contribution in Australia: Education, Health, Welfare •Examples of the corporal and/or spiritual works of mercy by the group or key individuals | |
| <p>Sorting out</p>  | <ul style="list-style-type: none"> •Ways in which the group has changed over time and how it has stayed the same. A timeline maybe used to sequence significant changes. <p>Students work individually to create a summary statement based on the information gathered and recorded in the retrieval chart about the group’s activities and how the group has changed over time.</p> | |
| <p>Communicating</p> | <p>Students share their summary statements with the class. They discuss as a class the impact and effects that these Catholic organisations</p> | |

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|  Reflecting  | <p>have had on the shaping on Australian society.</p> <p><u>Reflect on the significance of the contribution of various Catholic groups to the shaping of Australia</u></p> <p>Students review the summary statement and the retrieval chart for their particular Catholic group/organisation. They identify two or three major/significant contributions (including approximate dates) that the group or individuals in the group have made to the shaping of Australian society. They use this information to annotate the original class timeline.</p> | |
| Week 4  | <p>http://lb6holyspiritchurch.weebly.com/3-the-twenty-fifth-box.html the twenty-fifth box</p> <p>Investigate ways that individuals have contributed to the shaping of Australia</p> <p>Students are asked to think about the word "great" and discuss the following questions:</p> <ul style="list-style-type: none"> •What does great really mean? •What does it mean when we talk about great people? •What does it mean to be a great Australian? <p>Students are asked to name great Australians, both past and present, and list these. Students are asked to justify their reason/s for selecting each person – list these justifications.</p> <p>Students explore the Australian of the year website and examine the criteria that are used for the Australian of the Year Awards</p> <p>Students briefly investigate some of the recipients from a variety of time periods in relation to those criteria.</p> <p>Explore ways that individuals have contributed to the shaping of Australia</p> <p>Students are asked once again to consider the word “great” but this time in relation to Australian Catholics. They use knowledge and understandings gained from this learning byte about the spiritual and corporal works of mercy and the works of various Catholic Church organisations to reflect on their answers to the following questions:</p> <ul style="list-style-type: none"> •What does it mean when we talk about great Catholics? •What does it mean to be a great Australian Catholic? <p>Students are asked to name great Australians Catholics, both past and present, that they know of and list these. They think about people who they know and people who they know about. Students are asked to justify their reason/s for selecting each person – list these justifications and whether these reasons reflect any of the spiritual and corporal works of mercy.</p> <p>Students compare and contrast their list of great Australian Catholics with the class list of great Australians and list similarities and</p> | <p>The Twenty Fifth Box website</p> |

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| | <p>differences. They are asked to determine three or four distinct criteria that would be used if there was to be an annual award for Australian Catholic of the Year. They use this criteria to predict who might have received the award already and who might be nominated to receive the award in the future.</p> <p>Identify and describe the many ways in which faith is lived out in the lives of believers, past and present.</p> <p>Students use website 'Twenty-five of the Best!' to begin researching Australian Catholics, past and present, whose faith has been a significant part of their lives and has been lived through their contributions to the Church and/or wider community. Further research from a variety of sources may be required to depth understanding. They select one of the twenty-four people to investigate and record information based on the questions below or on their own questions developed individually or collaboratively.</p> <ul style="list-style-type: none"> •When was this person born? What was happening in Australia at this time? •What are the major achievements and actions of this person? •What values did/does this person aspire to live? •What are the key characteristics of the Australian Catholic you have chosen? •Did this person write or speak about their faith? What did they have to say? •How did they draw on their faith in their approach to life? •What difference did it make to their actual day-to-day decisions and actions? •How did/does this person share their faith with others? •What aspects of the background of this person supported their efforts? •Was there anything new about what this person undertook? •What unexpected outcomes resulted from this person's efforts? •What are four or five keywords you would use to describe this person's spirituality? •In what ways would you like to be like him or her? | |
| <p>Communicate</p>  | <p>http://lb6holyspiritchurch.weebly.com/3-the-twenty-fifth-box.html</p> <p><u>Demonstrate understanding about the ways Catholic Individuals have contributed to the shaping of Australia</u></p> <p>Students create a trading card to present the key characteristics of</p> | <p>Read Write Think trading card</p> |

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| | <p>their allocated great Australian Catholic from the Twenty-five of the best" list. They present their trading cards to the class so that students hear about all twenty-four people. Students discuss the diversity of the contributions made by these Catholic individuals.</p> <p>Students revise and reflect on the criteria that they developed earlier for an Australian Catholic of the year award after hearing about the "Twenty- five of the best" and discuss and make any changes to the list.</p> <p>Students access the "Twenty-fifth box" on the website and read the information. They reflect on their learnings from this learning byte about how and why Catholic groups and individuals have contributed to the shaping of Australia. They select and research or interview an Australian Catholic and create a trading card for the individual that they would place in the twenty-fifth box for their contribution to the shaping of Australia. They must include their justification for their selection, which should be based on the established criteria, as information on the card.</p> <p>Students present their trading card to the group. Teachers might consider setting up a Weebly similar to the "Twenty-five of the best" to display student selections for the twenty fifth box.</p> <p>Summative: Use the website Twenty- five of the best to research an Australian Catholic past or present whose faith has been a significant part of their lives. Investigate and record information based on questions and display information in a Brochure format. Completed brochures are uploaded to the Padlet</p> | <p>Formative Assessment Task</p> <p>Summative Assessment Task www.padlet.com/kandzue/brochure</p> |
| <div><p>Reflection</p></div> | <p>Students complete a reflection questionnaire to evaluate their learning experiences in this unit. They identify areas for improvement in their learning and the unit itself and how they make meaning in their own lives.</p> | <p>Reflective questionnaire</p> |

Doing Good 2014

Year 7

St Francis College

Duration Term 3

Fertile Question

What's so good about doing good?

VISION for Religious Education

The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation. The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

| <u>Religious Life of the School</u> | <u>General Capabilities</u> | <u>Cross-Curricular Priorities</u> |
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| <u>Religious Identity and Culture</u> <ul style="list-style-type: none">Ethos and charism (ICE) Remembering St Clare and St Max Kolbe <u>Evangelisation and Faith Formation</u> <ul style="list-style-type: none">Living the Gospel (EFG) Identifying and using scriptural texts to promote and support the Christian values of the school <u>Prayer and Worship</u> <ul style="list-style-type: none">Christian prayer (PWP) Providing a variety of prayer experiences including Ignatian Examen and Lectio Divina | <ul style="list-style-type: none"><u>Literacy</u><u>Numeracy</u><u>Critical and creative thinking</u><u>Personal and social capability</u><u>Ethical understanding</u> | |

Year Level Description

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should

be taught in an integrated way; and in ways that are appropriate to specific local contexts. In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue.

Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers

Achievement Standard

By the end of Year 7, students recognise that sacred texts reflect the audience, purpose and context of their human authors. They explain how sacred texts influence the life of believers. They explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.

Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place. They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

Class Context for Learning – Differentiated learning

Class Needs: ASD student; large group of ESL students; indigenous students; low literacy.

Individualised Learning Needs

Catholics/non-Catholics – other faiths – practising/non-practising

II students (Alternative programs)

ASD – ADHD (abstract concepts may need further unpacking – visuals etc...)

Learning Intentions

Learning Intention

By the end these learning experiences, students

- Analyse the Decalogue by examining the worlds of the text
- Investigate how Catholic church teaching influences the way believers live out their faith individually and communally

- Explain the significance of Examen and sacred texts including the Decalogue, golden rule and greatest commandment in the lives of believers.

Success Criteria

Success Criteria

- Make meaning of sacred texts using biblical tools for a contemporary audience
- Explain how believers are influenced by church teaching
- Participate respectfully in an experience of the Examen

Assessment

Assessment Background

Content Descriptions

Sacred Texts

Old Testament

New Testament

Christian Spiritual Writings and Wisdom



Beliefs -Human Existence BEHE7



Religious Knowledge and Deep Understanding

Skills

STOT12 Contextual information (literary form, historical and cultural context and human author's intention) assists the reader to gain deeper awareness of [Old Testament](#) texts. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).

Sequence historical events and periods of Ancient Israel (e.g. prehistory, Patriarchs and Matriarchs, Exodus, Judges, Kings and Prophets, foreign domination) using historical terms and concepts (e.g. BCE, prehistory) and a range of sources (e.g. Bibles, Biblical commentaries).

Identify and explore aspects of the cultural context of [Old Testament](#) texts (e.g. festivals and customs, purity laws, religious practices) using a range of [Biblical tools](#) (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible

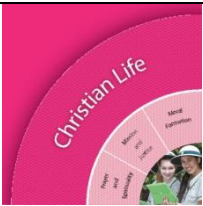

Religious Knowledge and Deep Understanding

Skills

BEHE7 The [Decalogue](#) (Exodus 20:1-20) affirms the relationship between God and humankind. It describes a way of life faithful to God's love.

Illustrate how the [Decalogue](#) describes a way of life faithful to God's love.

Explain the relationship between God and humankind that is revealed in the [Decalogue](#).

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| | search engines). | | |
| Christian Living Prayer and Spirituality  | | | |
| Religious Knowledge and Deep Understanding | | Christian Living Moral Formation Mission and Justice  | |
| CLPS18 Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices (including silence and stillness, and praying with icons and images) for preparing the body and the mind for meditative prayer, and engaging in the 'work of meditation'. Christian iconography expresses in images the same Gospel message that Scripture communicates by words. Praying with scripture is a form of meditative prayer in the Christian tradition. There are a variety of ways to pray with scripture , including Lectio Divina (Benedictine tradition) and Ignatian Meditation. | Skills | Religious Knowledge and Deep Understanding | Skills |
| | Participate respectfully in meditative prayer, including praying with scripture . Identify and use practices that assist in preparing for and engaging in meditative prayer, including silence and stillness and praying with icons and images. | CLMJ8 Concern for the good of the community is a basic principle of Christian morality. According to Church teaching, personal gifts are meant to be at the service of others and of the common good. The good of the community can be protected and promoted in a variety of ways. | Analyse the Church's teaching about the common good. Investigate and present a variety of ways of protecting and promoting the common good. Explore ways of serving the common good using personal gifts and talents. |
| | | CLMF11 Moral choice involves both discernment and judgement and acting according to that judgment. Doing good and | Examine sources (e.g. Church teaching, Word of God, contemporary media, human wisdom) to explain the basic principle of acting according to |

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| | | avoiding evil is the basic principle of acting according to a properly formed conscience. <u>Sin</u> is a personal act with personal accountability. <u>Sin</u> also has a social dimension as each individual's <u>sin</u> in some way affects others. | a properly formed conscience. Explain the relationship between personal accountability and the social dimension of sin . |
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Scriptural Texts

Core texts are prescribed Scriptural texts that need to be taught in depth at each year level.

Decalogue Exodus 20: 1-20

Supplementary texts are other possible Scripture texts that could be used to support the teaching of particular concepts.

Golden Rule Matthew 7:12, Greatest commandment John 13:34-35

Significant Days and Celebrations

St Clare, St Maximilian Kolbe, feast day of the Assumption

Learning Experiences

Core Content Area One

Focus/Question–

How do we know how to be good?

[Resources](#)

[Teacher Background](#)

[Mandated Scriptural Texts](#)

[Connections to other curriculum areas](#)



Tuning In





- What is the topic?
- Why should we study this topic?
- Frame manageable questions.

- KWHL chart. Brainstorm with whole class.
- What does being/doing good mean? What is good?
- What are some reasons we might want to be good? Y-chart
- Trading cards: How do we learn how to be good? Who teaches us to be good? What guides us to be good?

KWHL chart on p 174/5 of ITC Primary Teacher's Companion 2014

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| <ul style="list-style-type: none"> • What do I already know about this topic? I think I know x,y,z. • How is this relevant to me? | | |
| <p>Finding Out</p>  <ul style="list-style-type: none"> • Identify possible sources of information • Identify skills necessary for the investigation. • How did it happen? Who was there and what were the facts? | <ul style="list-style-type: none"> • Do you know anything in history that tells us/guides us in being good? • RAS alert YouTube clip of a biblical story. See link opposite. Use the first video. The second is an extra. • Reading to Learn activity to make meaning Exodus 20:1-20 (Full RTL cycle) | <p>Exodus 20:1-20 Geography Teacher background http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Details.aspx?tbid=69</p> <p>RAS alert videos http://youtu.be/nFHlZ_zgx-E?list=PLITlvf9e1aLNoZhARfc_6iMyJNROIOT1H http://youtu.be/zyBuJm4aNfA?list=PLITlvf9e1aLNoZhARfc_6iMyJNROIOT1H</p> <p>RAS alert activity page 194/5 of ITC Primary Teachers Companion 2014</p> |
| <p>Sorting Out</p>  <ul style="list-style-type: none"> • What do we want to find out? • How can we do this best? • How will we gather the information? • Does what I knew before still apply? • Does my first idea still make sense? | <ul style="list-style-type: none"> • Other texts: Golden rule, Poster of golden rule, Greatest commandment. • Deconstruct these texts and make meaning for today. How do texts like this help believers to make good choices? What else helps us make good choices? (Conscience, parents, peers, rules) Use Attribute Listing Organiser to analyse these questions. • Church teaching about the common good. Investigate the three essential elements of the common good. Respect for the person, the social wellbeing and development of the group, ensuring peace, identifying examples from school culture, policies and practices that protect the common good. Use Image Associated Ideas activity combined with a silent card shuffle. | <p>Attribute Listing Organiser p 126/7 of ITC Primary Teacher's Companion 2014</p> <p>Elaborations page 137</p> <p>Image Associated Ideas activity on page 170/1 of ITC Primary Teacher's Companion 2014</p> |

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| | <ul style="list-style-type: none"> • Role plays of good choice/bad choice scenarios. • Contextualise the role of prayer for believers. • Have an experience of Examen | |
| Communicating  <ul style="list-style-type: none"> • Extend and challenge students' understandings | <p>Assessment: Rewrite the Decalogue so the commandments communicate a way of life faithful to God's love for a contemporary audience (world in front of the text)</p> | |
| Reflecting and Evaluating  <ul style="list-style-type: none"> • So what have I learnt? • If I know this, how can I connect it with my world? | <ul style="list-style-type: none"> • KWLH – complete individual KWLH charts from beginning of unit as feedback. • Review Lectio Divina from Term 2 and have an experience of Lectio using the Decalogue or golden rule by way of reflection. <p>Students complete the evaluation of student learning worksheet and compare with last term to assess their learning growth for the term.</p> | <p>Evaluation of Student Learning Worksheet</p> |

Religious Education 2014

Year 9

School St Francis College

Duration Term 3

Making sense of Jesus

Fertile Question:

Where in the world do the words of Jesus take us?

VISION for Religious Education

The Vision for Religious Education gives voice to what each school hopes for their students in terms of their religious literacy and faith formation of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

| <u>Religious Life of the School</u> | <u>General Capabilities</u> | <u>Cross-Curricular Priorities</u> |
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| <p><u>Religious Identity and Culture</u> <u>Social Action and Justice</u></p> <p>Reflection on action for Justice (SJR) Encouraging reflective processes that promote reconciliation (e.g. conflict resolution, restorative justice processes, mediation) SJR2.1</p> <p><u>Evangelisation and Faith Formation</u></p> <p>Living the Gospel (EFG) Making connections between the life, death and resurrection of Jesus Christ and contemporary people and events (within and beyond the school community) EFG1.3</p> <p><u>Prayer and Worship</u></p> <p>Teaching students how to identify and use scriptural texts in prayer and worship PWP2.3</p> <p>Ritualising everyday life Incorporating rituals of reconciliation and forgiveness into classroom practice, behaviour support strategies and the life of the school PWR2.6</p> | <ul style="list-style-type: none"><u>Literacy</u><u>Critical and creative thinking</u><u>Personal and social capability</u> | |

Year Level Description

The Religion Curriculum involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should

be taught in an integrated way; and in ways that are appropriate to specific local contexts.

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.

Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers

Achievement Standard

By the end of Year 9, students demonstrate how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts. They examine the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They examine three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and draw conclusions about the significance of these in the lives of believers.

Students refer to examples of the co-existence of good and evil throughout human history to form their own interpretation about the experience of sin in the world. They analyse the causes and effects of events and developments in the Church from c.1750 CE – c.1918 CE, and make judgements about their importance. They explain the significance of the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour; and on the Church's response to emerging moral questions. They explain the significance of the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers past and present. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ. They analyse ways in which believers nurture their spiritual lives through personal and communal prayer experiences, including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing; Christian Meditation and meditative prayer practices, including praying with labyrinths. They participate respectfully in a variety of these prayer experiences.

Class Context for Learning – Differentiated learning

Class Needs: Year 9-2 Year 9-3 EAL/D students: Gerevas Nideleye, Leul Zenebe, Peter Lian.

Learning Support students: Lemi Taulaga (Hearing impaired) , Gavin Stepancich (ASD), Jaison Knight (LD), Logan Thomsen-Wearne (ASD not verified) Dylan Olaguer (Vision concerns) – Religious backgrounds – Catholic (42.6%), Other Christian (17%), Islam (6.4%), Uniting Church (6.4%), Latter Day Saints (6.4%), Not stated (6.4%), Anglican (4.3%), Baptist (2.1%), Other Protestant (2.1%), Presbyterian and Reformed (2.1%), Churches of Christ (2.1%), No Religion (2.1%)

Individualised Learning Needs

Catholics/non-Catholics – other faiths – practising/non-practising

ASD – ADHD (abstract concepts may need further unpacking – visuals etc...)

Learning Intentions

Learning Intention

By the end these learning experiences, students

- Know about the foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus)
- Understand the relevance of the beliefs about Jesus for believers today
- Explore the application of biblical criticism to help better understand the purpose and message of biblical text
- Participate with respect in a variety of personal and communal prayer experiences

Success Criteria

Success Criteria

- Identify the foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) as expressed across a range of core Christian texts, including scriptural texts (Romans 1: 1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39)
- Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and narrative criticism (the story aspect of the text e.g. plot, setting, characters, literary techniques).
- Analyse text structures and language features of selected miracle stories and parables using form criticism and narrative criticism
- Express ideas about the relevance and consequences of foundational beliefs of Christianity for believers today (E.g. sacredness of human life, Church teaching authority, commitment to continuing Jesus' mission to bring about the Kingdom).

Assessment

Assessment Background

Students complete an in class assessment analysing, interpreting and evaluating a scripture text in terms of the three worlds of the text.

Students design and make a learning tool resource– eg poster, mobile, word game – crossword puzzle, word search using clues to identify words, online game, word match/meaning/image etc about the three foundational beliefs of Christianity; Incarnation, Resurrection and Ascension and their key concepts and messages.

Content Descriptions

Sacred Texts New Testament STNT19

Religious Knowledge and Deep Understanding

The Church teaches that application of **Biblical criticism** (including **form criticism** and **narrative criticism**) helps the reader better understand the purpose and message of Biblical texts. The miracle stories and parables have historical and cultural settings, as well as well-defined structures. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). Understanding, interpretation and use of Biblical texts by Christians have evolved over time.

Skills

Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and narrative criticism (the story aspect of the text e.g. plot, setting, characters, literary techniques).

Analyse text structures and language features of selected miracle stories and **parables** using **form criticism** and narrative criticism.



Beliefs Trinity BETR12

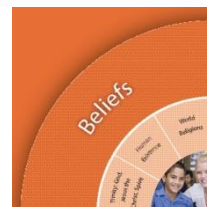
Religious Knowledge and Deep Understanding

The **Incarnation**, **Resurrection** and **Ascension** of Jesus are foundational beliefs of Christianity. The **Incarnation** teaches that Jesus is fully human and fully **divine**. The resurrection of Jesus confirms his divinity and reveals God's gift of **eternal life** to all. The Catholic Church teaches that Jesus' risen body, bearing the marks of **crucifixion**, ascended into heaven.

Skills

Identify the foundational beliefs of Christianity as expressed across a range of core Christian texts, including scriptural texts (**Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39**).

Express ideas about the relevance and consequences of these foundational beliefs of Christianity for believers today (e.g. sacredness of human life, Church's teaching authority, commitment to continuing Jesus' mission to bring about the **Kingdom**).



Church Liturgy and Sacraments CHLS14

Religious Knowledge and Deep Understanding

The Sacraments of Healing (Penance and Anointing of the Sick) call believers to conversion and loving trust in God's healing grace. Through the Sacraments of Healing, the Christian community continues Jesus' healing, care and compassion. Celebration of the Sacrament of Penance has changed over the centuries but has retained the same basic elements. In the Christian life, there are three forms of penance (prayer, fasting and almsgiving) which assist believers to reconcile themselves with God and others. Prayer, fasting and almsgiving encourage and strengthen believers and turn their hearts towards God and the needs of others.

Skills

Examine and explain the significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers.

Describe how Jesus' healing, care and compassion (Mark1:29-31; Mark1:40-50; Luke 5:12-16) are continued today through the Sacraments of Healing.

Identify patterns of change and continuity over time in the celebration of the Sacrament of Penance.

Examine and explain the significance of the three forms of penance in the lives of believers.



Christian Living Prayer and Spirituality CLPS23

Religious Knowledge and Deep Understanding

Believers pray, drawing on the richness of scripture, the Catholic tradition and the wider

Christian tradition, including the prayers and writings of Christian spiritual fathers and mothers (e.g. **Catherine McAuley**, **Nano Nagle**, Edmund Rice, Don Bosco, Mary MacKillop) to nurture their spiritual life. Believers pray for forgiveness and healing, including the Penitential Act.

Skills

Participate with respect in a variety of personal and communal prayer experiences, including prayers for forgiveness and healing.

Analyse and explain the features of prayers from the Catholic and wider Christian traditions, including the prayers and writings of Christian spiritual fathers and mothers (e.g. language, vocabulary, images, purpose, context, structures, patterns, style).

Identify and discuss the relevance of prayers from the Catholic and wider Christian traditions for people today.

Create a response that draws on prayers from the Catholic and wider Christian traditions, using (dance, drama, media, music or the visual arts).



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Scriptural Texts

Core texts are prescribed Scriptural texts that need to be taught in depth at each year level.

Mark1:29-31; Mark1:40-50; Luke 5:12-16; Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39

Matthew 25:31-36; Matthew 13:24-30,36-43; Mark 2:1-12

Mark 1: 29-41; Mark 1:40-45; Luke 5:12-16

Supplementary texts are other possible Scripture texts that could be used to support the teaching of particular concepts.

Matthew 9:1-8/Luke 5:17-26; John 5:5-18; John 2:1-11; John 6: 1-15; Luke 13:10-16; Luke 12 13-34; Matthew 18: 10-13; Luke 15:8-10; Matthew 13: 1-9;

Significant Days and Celebrations

Feast days of St Clare, Max Kolbe, Feast of the Assumption

Learning Experiences

Core Content Area One

Focus/Question– Where in the world do the words of Jesus take us?

Who is Jesus?

What do Christians believe about Jesus?

[Resources](#)

[Teacher Background](#)

[Mandated Scriptural Texts](#)

Tuning In



- What is the topic?
- Why should we study this topic?
- Frame manageable questions.
- What do I already know about this topic? I think I know

Share the learning intentions, success criteria and assessment tasks with the students.

What do you know about Jesus? Group brainstorm. Pin up, look at each group's work and write down one thing you already knew about Jesus, one thing you didn't and one thing you would like to question or challenge, and one thing you would like to know more about.

Life cycle of Jesus activity. Working with a partner complete individual Silent card shuffle – match image with description of Jesus' life. (Do not glue in yet!) Teacher corrects, discusses and then student glue in correct matches.

Round Robin Brainstorm – Concept Map template

Template for response to group display

Jesus life story summary – Images and text: Lion Handbook p 542

Homework: Write a paragraph about what you have learnt about Jesus and his life. Use template.

Finding Out



- Identify possible sources of information
- Identify skills necessary for the investigation.
- How did it happen? Who was there and what were the facts

What do Christians believe about Jesus? Introduce the **Nicene Creed**. What is a creed? Discuss Latin origin from 'credo – to believe'. Provide definition of creed. Examine the Nicene Creed – discuss its origin and purpose - and identify the **key Christian beliefs** about the incarnation, resurrection and ascension of Jesus. Discuss the purpose of the creed and how and why it was important and where you would hear the creed today.

Identify ideas from the student's brainstorm that match these beliefs.

Give definitions for incarnation, resurrection and ascension from [BETR12](#) See retrieval chart outlining beliefs, images and definitions.

In class Assessment Task: Students use a retrieval chart to identify which key belief is being referred to in the text and give reasons for choice.

Teacher background: [Creeds](#), [Nicene Creed](#)

Nicene Creed

Retrieval chart of 3 foundational beliefs.

Assessment task: Template for scripture and foundational beliefs. (Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39).

Sorting Out



- What do we want to find out?
- How can we do this best?
- How will we





Discuss implications of three foundational beliefs on lived reality of Christians.

In class Assessment: Use the Consequences strategy to identify how the key beliefs influence Christians today eg peacemaker, reconciling with others, living a healthy life, respect for human life and all of creation, (Catholic Social Teaching).

Assessment: Consequences Map Strategy

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| <p>gather the information?</p> <ul style="list-style-type: none"> • Does what I knew before still apply? • Does my first idea still make sense? | | |
| <p>Communicating</p>  <ul style="list-style-type: none"> • Extend and challenge students' understandings • Offer more information • Is there something else I need to deepen my knowledge understandings? • What difference does this make to me? | <p>Assessment Task: Students design and make a learning tool resource– eg poster, mobile, word game – crossword puzzle, word search using clues to identify words, online game, word match/meaning/image, card game etc about the three foundational beliefs of Christianity; Incarnation, Resurrection and Ascension and their key concepts and messages.</p> | <p>Wordsearch with clues; crossword puzzle http://www.puzzlefast.com/ http://www.puzzlefast.com/en/puzzles/20140707622964 http://www.puzzlefast.com/en/puzzles/20140707641758</p> |
| <p>Reflecting and Evaluating</p>  <ul style="list-style-type: none"> • So what have I learnt? • If I know this, how can I connect it with my world? | <ul style="list-style-type: none"> • Complete the Noting What I Have Learned template • What does this mean for me and the way I live my life? | |

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| <p>Core Content Area Two</p> <p>Focus/Question– How did Jesus relate with/to others? Jesus was healer. Jesus used stories to relate to others</p> | <p>Resources Teacher Background</p> |
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| Three worlds of the text. | | |
| Tuning In  | <p>Return to the student's original brainstorm or start a new brainstorm to identify characteristics about Jesus eg. Kind, caring, compassionate, forgiving, teaching, inclusive.</p> <p>How do we know this about Jesus? Scripture focus: Students recall any scripture passages they can remember that tells them something about the nature of Jesus to them. Eg story of Zaccheus – forgiving, accepting, kind; Jesus at crucifixion forgives those who crucified him; teacher – story teller;</p> | |
| Finding Out  | <p>How do we know Jesus was a healer?</p> <p>Introducing the idea of analysing Scripture using the three worlds of the text. Read the teacher background about biblical criticism. Explicitly teach students about approaches to understanding scripture and how this helps the readers understanding, use and interpretation of scripture.</p> <p>Introduce Mark 2: 1-12 read/tell the story. Students initial reaction – what do you think of this piece of scripture? Record 5 responses; choose one to share. World of the text: What is the form of the text? Is it a story? List? Poem? Procedure? Explanation? Persuasive? Define as a recount. A healing and miracle story.</p> <p>Narrative criticism: Who are the characters? What happens? What happened before and after the text?</p> | <p>Biblical Criticism</p> <p>Healing of the paralysed man Mark 2: 1-12 theological background and worlds of the text</p> <p>Jesus cleanses a leper Mark 1: 40-45</p> <p>John 5: 5-18 The man by pool at Bethsaida</p> |
| Sorting Out  | | |
| Communicating  | <p>Students complete an in class assessment analysing, interpreting and evaluating a scripture text in terms of the three worlds of the text.</p> <ul style="list-style-type: none"> Having modelled Mk 2: 1-12 (the paralytic in the roof), and Lk 5: 12-16 (Luke version of the leper) and Lk 15: 8-10 (Lost coin) in detail <p>Students choose from -</p> <ol style="list-style-type: none"> Mark 1: 40-45 Mark version of the leper Lk 13:10-17 Crippled woman Mth 18: 10-13 Lost sheep Jn 5: 5-18 CHALLENGE- The man at the pool (for differentiation.) <p>In class tasks to form part of Portfolio:</p> <ol style="list-style-type: none"> Literacy Work booklet on Mk 2:1-12 (World of the Text) : vocabulary, meaning, comprehension Picture sequencing of Mk 2:1-12 (summarising/retelling story)(WOT) ASSESSMENT TASKS: NEW TEXT (Student Choice) Short answers – What do you understand by the phrases: The World Behind the Text; The World Of the Text; The World In Front of the Text? WORLD BEHIND the TEXT Focus tasks: Who is the author of this text? | <p>Literacy work booklet</p> <p>Differentiation: Identified students used an illustrated cartoon version of the story. Given an envelope of pictures of the story that they sequenced and wrote a caption to demonstrate their understanding of World of the text.</p> <p>Also given one on one support. Teacher's aide used to scribe and discuss the text orally. Fewer questions required to be answered for some students.</p> |
| Reflecting and Evaluating | <p>Students complete the evaluation and reflection on learning sheet to identify</p> | <p>Evaluation for learning sheet</p> |



what they learnt and enjoyed about the unit as well as what they would investigate further and how they thought their learning went.

Teacher reflection:

Modelling the analysis of the world behind the text and making connections to the world in front of the text assisted students to make meaning of the text. Using the simpler versions, cartoon comic strip versions helped the students with special needs access the story more successfully.

The Assessment task was too unwieldy. Too many pieces of paper and presentation needs to be simplified or do the three worlds separately. Need to encourage students to pay attention to details.

Foundational beliefs very difficult to teach. Hard to get the implication of what they really mean. Perhaps the difficulty will ease if students are learning about the concepts in earlier year levels. They are concepts that need to be developed and built on.

Resources
Teacher Back

Year 11 Study of Religion

**St Francis College
2014**

Spirituality Unit Term 3

Vision for Religious Education

St Francis College aspires to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically in faith contexts and wider society.

Together we value individuals, build relationships and empower learning

Fertile Question / Topic

Youth Spirituality in the Australian Context

Class Context– Who are my learners?

Religious diversity: 10 Catholics, 7 other Christians, 6 not stated or no religion, 2 Buddhists, 1 Hindu, 1 Muslim

Class Needs General literacy issues typical of the Logan area. Adjustments for learners tend to be on a class level but one to one check ins with students who don't speak English at home occur frequently. Class adjustments include creating glossaries, using expert groups to read articles, creating a respectful class environment where students feel comfortable to ask if they don't understand a word, pre-empting words or phrases that are likely to be unfamiliar and giving whole class explanations, looking at the origins of word families.(pre-teaching essential vocab)

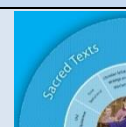
Learning Context - Significant Days and Celebrations

Feast days of St Clare of Assisi, Mary MacKillop, Max Kolbe, Assumption, Student Protection Week, Year 11 Semi Formal
World Peace and World Gratitude days

Content Descriptions

Cluster strands and sub-strands that make connections with the Unit topic.

Sacred Texts: Old Testament * New Testament* Christian Spiritual Writings and Wisdom



Religious Knowledge and Deep Understanding

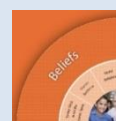
Skills

CHRISTIAN SPIRITUAL WRITINGS AND WISDOM

STCW12 Contemporary Christian spiritual writings reflect the signs of the times in the light of the Gospel, and use a variety of mediums and modes of communication to reveal the mystery of God and of life.

Identify and describe how the mystery of God and life is revealed through the message, mediums and modes of contemporary Christian spiritual writers.

Beliefs: Trinity * Human Existence * World Religions



Religious Knowledge and Deep Understanding

Skills

HUMAN EXISTENCE

BEHE13 Christians believe that God created the human person in the image of God, body and soul.

Express the Christian understanding of the human person is made in the image of God and animated by a spiritual soul.

WORLD RELIGIONS

BEWR12 Spiritual writings of religious traditions inform and form individuals, communities and tradition

Explore ways in which religious traditions express their beliefs through ritual and daily living

Christian Living: Moral Formation * Mission and Justice * Prayer and Spirituality

Religious Knowledge and Deep Understanding

Skills

PRAYER AND SPIRITUALITY

CLPS26 Prayer in the Christian tradition nurtures the spiritual life of believers. Vocal prayer, meditative prayer and contemplative prayer are ancient examples of this.

Analyse and appraise the significance of prayer in the Christian tradition.

Learning Intentions

Learning Intentions

By the end these learning experiences, students

- Understand the connection between religion and spirituality
- Explore various spiritual gateways and people who personify them
- Investigate Aboriginal and Torres Strait Islander spiritualities
- Investigate the spirituality of youth and the spiritual practices from World faith traditions in the Australian context
- Explore and Experience a variety of spiritual practices including Christian prayer and meditation and Dadirri

Success Criteria

Success Criteria

Students will:

Participate respectfully in a variety of prayer experiences
Use the inquiry process to investigate and report on a spiritual practice in a faith tradition and report on its relevance for young people in Australia today.
Demonstrate knowledge and understanding of key ideas and concepts about spirituality

Assessment

Assessment is consistent with the current QCAA approved work programme and meets the syllabus requirements for an extended written response-Research Assignment.

Task: Investigate a spiritual practice used within a religious tradition and analyse the benefits of the practice for young believers within the Australian context. Write an essay of 1000-1200 words to present you findings. Include an annotated bibliography.

EXPLICIT TEACHING ABOUT PRAYER

Appendix A

Contemplative prayer
Centering prayer
Meditative prayer
Praying with the help of nature - Dadirri

CURRICULUM Connections

What connections can be made with other Curriculum areas (eg History, Geography, English)?

History Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH004)

Identify, locate and organise relevant information from a range of [primary and secondary sources](#) (ACHMH005)

Practise ethical scholarship when conducting research (ACHMH006)

Apply appropriate referencing techniques accurately and consistently (ACHMH015)

English create a range of texts

using evidence-based argument (ACEEN014)

using appropriate quotation and referencing protocols (ACEEN015)

using strategies for planning, drafting, editing and proofreading (ACEEN016)

| <u>Religious Life of the School</u> | <u>General Capabilities</u> | <u>Cross-Curricular Priorities</u> |
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| <p><u>Religious Identity and Culture</u></p> <p>Ethos and charism (ICE)</p> <p>Researching and communicating the history and heritage of the school to enhance understanding of its ethos, charism and Catholic identity ICE3.1</p> <p><u>Sense of the Sacred (ICS)</u></p> <p>Reviewing the appropriateness of existing religious art and iconography ICS1.2</p> <p><u>Evangelisation and Faith Formation</u></p> <p><u>Spiritual Formation (EFF)</u></p> <p>Incorporating data from the religious profile of students into the planning of spiritual formation experiences (e.g. students from diverse Christian denominations, students from religions other than Christianity) EFF2.1</p> <p><u>Prayer and Worship</u></p> <ul style="list-style-type: none">• <u>Christian prayer (PWP)</u> <p>Providing opportunities for students to engage with different approaches to meditation (e.g. Christian meditation, Ignatian meditation, Lectio Divina, guided meditation) PWP3.</p> | <p><u>Literacy</u></p> <p>use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning</p> <p>use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments</p> <p><u>Intercultural understanding.</u></p> <p>reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others</p> <p>critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels</p> | <p><u>Aboriginal and Torres Strait Islander histories, cultures and spiritualities</u></p> <ul style="list-style-type: none">• OI.5 Aboriginal and Torres Strait Islander peoples' spiritualities and ways of life are uniquely expressed through ways of being, knowing, thinking and doing• OI.3 Aboriginal and Torres Strait Islander peoples have a profound sense of the sacred and unique belief systems and are spiritually connected to the land, sea, sky and waterways <p><u>Asia and Australia's engagement with Asia in a multi-faith context</u></p> <ul style="list-style-type: none">• OI.1 The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions |

Recommended Resources

Resources

[Read the Teacher Background for Spirituality and Ritual](#)

[Mandated Scriptural Texts](#)

[A-Z Learning Strategies](#)

[Prayer Chart](#)






[Padlet](#)

Set up a class padlet prior to beginning this unit.


Read the teacher background from the Religion and Ethics unit.



CORE CONTENT AREA 1 : Exploring Australian spirituality




Learning Experiences - The Study of Religion uses the inquiry process as outlined in the QCAA syllabus

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|  <p>Framing</p> <ul style="list-style-type: none"> • What is the topic? • Why should we study this topic? • Frame manageable questions. • What do I already know about this topic? I think I know • How is this relevant to me? |  <p>Investigating</p> <ul style="list-style-type: none"> • Identify possible sources of information • Identify skills necessary for the investigation. • How did it happen? • Who was there and what were the facts? |  <p>Judging/Reasoning</p> <p>What do we want to find out?</p> <ul style="list-style-type: none"> • How can we do this best? • How will we gather the information? • Does what I knew before still apply? • Does my first idea still make sense? |  <p>Communicating</p> <p>Extend and challenge students' understandings</p> <ul style="list-style-type: none"> • Offer more information • Is there something else I need to deepen my knowledge understandings? • What difference does this make to me? |  <p>Reflecting and Evaluating</p> <ul style="list-style-type: none"> • So what have I learnt? • If I know this, how can I connect it with my world? |
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| <p>Teaching and Learning Sequence</p> <p>Focus/Question– What is spirituality? What is religion?</p> | <p>Resources Adjustments for Learners</p> |
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| <p>Framing</p>  <ul style="list-style-type: none"> • What is the topic? • Why should we study this topic? • Frame manageable questions. • What do I already know about this topic? I think | <p>Students are introduced to the topic Youth Spirituality in the Australian context and invited to ask questions, make suggestions for what the unit will be about. Learning intentions for the unit are presented and discussed.</p> <p>Students use a Y chart strategy to consider the differences and similarities between religion and spirituality. They complete a Venn Diagram strategy to present their findings.</p> <p>Students view the Spirituality and Ritual movie clip from the BCE You Tube channel using a PMI strategy. They analyse the movie clip by critiquing the quality of the questions, the images associated with the questions and what questions and images might be missing. Students ask and answer questions like: Who is this for? What is it saying? What is it trying to make you think? How successfully does it do this?</p> <p>Discuss the following questions posed in the film.</p> <ol style="list-style-type: none"> Did you know that there are many different types of spirituality (even within the Catholic Christian tradition? Did you know ritual, signs and symbols existed before spoken language? Have you ever felt moved by an awesome piece of | <p>BCE Movie clip</p> |
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| <p>I know</p> <ul style="list-style-type: none"> How is this relevant to me?  | <p>art or music? Why?</p> <p>Reflect independently on new learnings about spirituality and religion after viewing, analysing and critiquing the movie clip.</p> <p>Distinguish between various belief positions: non spiritual, spiritual not religious, religious not spiritual, spiritual and religious, non spiritual and non religious.</p> <p>Consider the definitions from various writers including Christian spiritual writers in the handout and copy words or phrases that fit with your understanding. As text analysts, label each definition with one of the belief positions mentioned above.</p> <p>Discuss the distinctive yet complimentary roles of spirituality and religion in society.</p> <p>Reflect on spiritual and religious moments in your life so far by completing a road map.</p> | <p><i>Definitions handout. See portal.</i></p> |
| <p>Investigating</p>  <ul style="list-style-type: none"> identify possible sources of information Identify skills necessary for the investigation. How did it happen? Who was there and what were the facts? | <p>Students explore the various Gateways to spirituality:</p> <p>For students to explore possible entry points to the spiritual journey select from the following activities:</p> <ol style="list-style-type: none"> View a YouTube clip of inspiring photos and quotes as a lesson starter. Review Tacey's definition of spirituality: <i>Spirituality is a desire for connectedness, which often expresses itself as an emotional relationship with an invisible sacred presence.</i> <ul style="list-style-type: none"> What do you understand by the term sacred presence? How do you define the sacred presence in your life? Read the descriptions of five gateways or entry points into the spiritual self. Examples of people who personify the gateway are given. Students use a retrieval chart to record information about the different gateways and draw a conclusion about how much it is like them or not like them. <ul style="list-style-type: none"> Intellectual gateway: most likely develops spirituality through reading and reflecting on ideas and concepts. (Richard Rohr) Relational gateway: most likely develops spirituality by making deep connections with others and seeking beauty in people. Mother Teresa (3 mins) Contemplative gateway: prefer time on their own, with space to reflect on their experience of life-seeking wisdom through contemplation. Thomas Merton (6 mins) Activist gateway: draws people into the work of | |






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| | <p>justice, energised by participation in causes and social action. Dorothy Day (3 mins)</p> <ul style="list-style-type: none"> ○ Creation gateway: enters the spiritual realm by being drawn to nature, the bush, the beach, the mountains to recognise something bigger than themselves. Dreaming <p>Students investigate the various Christian spiritualities. They become 'experts' in one of the spiritualities and form expert groups to share their expertise. Choose from Carmelite, Franciscan, Benedictine, Jesuit, Feminist and Solidarity. Students read their allocated article and use an online dictionary to define any terms they don't understand. They summarise three key points about the essence of this spirituality and its appeal to young people. They then group with the other students who read the same article and share understandings. They generate a group summary that they will use to share in the expert groups.</p> <p>Students take turns to share their expert summaries so that they here about all of the different Christian spiritualities.</p> | <p>Handout article of different spiritualities. Differentiate for students' literacy by using the expert groups strategy and allocating the smaller articles to the weaker students.</p> |
| <p>Investigating, reasoning and judging</p> <div data-bbox="49 1061 293 1173">   </div> <div data-bbox="98 1223 236 1355">  </div> <ul style="list-style-type: none"> • Identify possible sources of information • Identify skills necessary for the investigation. • How did it happen? Who was there and what were the facts? | <p>Students are introduced to Aboriginal spiritualities.</p> <p>Explore the Creative Spirits website to investigate Indigenous spirituality and beliefs, then complete the following activities:</p> <ol style="list-style-type: none"> Determine Indigenous attitudes and connectedness to the land Read the poem Spiritual Song of the Aborigine. Reread the lines of the poem that begin with I am or I'm. Record these and complete a twenty word summary of the poet's spirituality. Spend 5 minutes outside by yourself in silence and focus on the natural environment. Reflect on how you feel about your own spiritual connectedness to the land and everything in it. <p>Create your own <i>I am</i> poem or artwork to express your spiritual connectedness to the land and creation. A mandala is a possible style or format for a reflective artistic response. It simply requires a circle. Click here for examples.</p> <p>Investigate the diversity of Aboriginal seasons at the Australian Bureau of Meteorology website.</p> <ol style="list-style-type: none"> Explore the Miriwoong Seasonal Calendar. Or the Bininj/Mungguy calendar of Kakadu | |
| <p>Reflecting and Evaluating</p> <ul style="list-style-type: none"> • So what have I learnt? | <p>Students explore and experience Dadirri – the deep listening quite from the Indigenous people of Australia.</p> <p>They read the description together as a class. They identify the three key themes: Listening/awareness, quiet stillness, and waiting and reflect on which they might find the most difficult.</p> <p>Students participate in an experience of Dadirri respectfully.</p> | <p>Dadirri Work sheet</p> |



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| If I know this, how can I connect it with my world | <p>Students reflect on and evaluate the experience by reflecting one of the following and making a written or drawn response.</p> <p>All persons matter. All of us belong</p> <p>Dadirri recognises the deep spring that is inside us. We call on it and it calls to us.</p> <p>My people are not threatened by silence. They are completely at home in it.</p> <p>We do not try to hurry things up. We let them follow their natural course like the seasons.</p> <p>Everything must be done in the proper way.</p> | |
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| CORE CONTENT AREA 2: Mini inquiry ICE3.3, ICS1.2 | | | | |
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|  <p>Framing</p> <ul style="list-style-type: none"> • What is the topic? • Why should we study this topic? • Frame manageable questions. • What do I already know about this topic? I think I know • How is this relevant to me? |  <p>Investigating</p> <ul style="list-style-type: none"> • Identify possible sources of information • Identify skills necessary for the investigation. • How did it happen? • Who was there and what were the facts? |  <p>Judging/Reasoning</p> <p>What do we want to find out?</p> <ul style="list-style-type: none"> • How can we do this best? • How will we gather the information? • Does what I knew before still apply? • Does my first idea still make sense? |  <p>Communicating</p> <p>Extend and challenge students' understandings</p> <ul style="list-style-type: none"> • Offer more information • Is there something else I need to deepen my knowledge understandings? • What difference does this make to me? |  <p>Reflecting and Evaluating</p> <ul style="list-style-type: none"> • So what have I learnt? • If I know this, how can I connect it with my world? |
| <p>Teaching and Learning Sequence</p> <p>Focus/Question– How spiritual is St Francis College?</p> | | | | <p><u>Resources</u></p> <p><u>Adjustments for Learners</u></p> |
| <p>Framing</p> <ul style="list-style-type: none"> • What is the topic? • Why should we study this topic? • Frame manageable questions. • What do I | <p>Students consider the focus question: How spiritual is St Francis College? They frame questions that relate to the question. In pairs students form an hypothesis as a plausible answer to the question. Students brainstorm what kinds of evidence they would require in order to prove their hypothesis.</p> | | | <p>Mobile phones or digital cameras</p> |






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| <p>already know about this topic? I think I know</p> <p>How is this relevant to me?</p>  | | |
| <p>Investigating, reasoning and judging</p> <ul style="list-style-type: none"> Identify possible sources of information Identify skills necessary  | <p>Students work in pairs to collect the evidence they require. They sort through and evaluate the evidence as proof of their hypothesis. They generate a summary of their findings and draw a conclusion. Students post their hypothesis and summary to the class Padlet.</p> | <p>Padlet</p> |
| <p>Reflect and Evaluate</p>  | <p>Students use a peer evaluation strategy (PMI) to comment on the work of two other pairs and post their evaluation to the class Padlet.</p> | |

CORE CONTENT AREA 3: Connecting spiritual practices and religious traditions and exploring the Australian context

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|  <p>Framing</p> <ul style="list-style-type: none"> What is the topic? Why should we study this topic? |  <p>Investigating</p> <ul style="list-style-type: none"> Identify possible sources of information Identify skills necessary |  <p>Judging/Reasoning</p> <p>What do we want to find out?</p> <ul style="list-style-type: none"> How can we do this best? How will we gather the |  <p>Communicating</p> <p>Extend and challenge students' understandings</p> |  <p>Reflecting and Evaluating</p> <ul style="list-style-type: none"> So what have I learnt? |
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| <ul style="list-style-type: none"> • Frame manageable questions. • What do I already know about this topic? I think I know • How is this relevant to me? | <ul style="list-style-type: none"> • for the investigation. • How did it happen? • Who was there and what were the facts? | <ul style="list-style-type: none"> • information? • Does what I knew before still apply? • Does my first idea still make sense? | <ul style="list-style-type: none"> • Offer more information • Is there something else I need to deepen my knowledge understandings? • What difference does this make to me? | <ul style="list-style-type: none"> • If I know this, how can I connect it with my world? |
| Teaching and Learning Sequence Focus/Question– How do religious spiritual practices reflect beliefs? | | | Resources Adjustments for Learners | |
| Reflecting  | Students participate respectfully in Christian meditation. They review the experience and contribute to a class discussion. | | Michael Mangan Meditation CD Candle, cloth | |
| Investigating  | Review the inquiry process. Students read and use a retrieval chart to record information about religious practices and the beliefs that underpin them. Hindu p.193. Jewish prayer and worship p. 223. Buddhist p. 247. Christian p. 261. Islam p. 287. | | Study of Religion Text | |
| | Distribute Assessment task. Outline all requirements of the task and the criteria. Task: Investigate a spiritual practice used within a religious tradition and analyse the benefits of the practice for young believers within the Australian context. Write an essay of 1000-1200 words to present your findings. Include an annotated bibliography. | | Assessment task and criteria sheet Task is explained and one on one check for understanding over the next few lessons | |

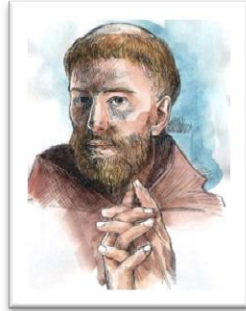
CORE CONTENT AREA 3: Connecting spiritual practices and religious traditions and exploring the Australian context

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|  Framing <ul style="list-style-type: none"> • What is the topic? • Why should we study this topic? • Frame manageable questions. |  Investigating <ul style="list-style-type: none"> • Identify possible sources of information • Identify skills necessary for the investigation. • How did it happen? • Who was there and what were the facts? |  Judging/Reasoning <p>What do we want to find out?</p> <ul style="list-style-type: none"> • How can we do this best? • How will we gather the information? • Does what I knew before still apply? |  Communicating <p>Extend and challenge students' understandings</p> <ul style="list-style-type: none"> • Offer more information • Is there something else I need to deepen my knowledge understandings? |  Reflecting and Evaluating <ul style="list-style-type: none"> • So what have I learnt? • If I know this, how can I connect it with my world? |
| Teaching and Learning Sequence Focus/Question– How do religious spiritual practices reflect beliefs? | | | Resources Adjustments for Learners | |
| Investigating | Students explore the World youth day event in Australia as an introduction to Australian youth spirituality. They use a Reticular Activating System Alert strategy whilst viewing the World youth day movie clip. Students focus on the following; What did you see young people doing? What spiritual or | | World Youth Day You Tube | |

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| | <p>religious practices did you see young people participating in? What emotions did you see expressed? Why might an event like this attract young people in Australia?</p> <p>Discuss as a class.</p> | |
| Judging | <p>Students engage in an exposition lesson on how to write an annotated bibliography.</p> <p>Students read the article on Christian Mindfulness using the Expert groups strategy to assist with literacy distributing pages 1-8/9.</p> <p>Students work on their assessment tasks until the exam block.</p> | <p>Larkin, E.E. Christian Mindfulness. Retrieved from St Francis College Staff common drive.</p> <p>Griffith University Referencing Tool Padlet</p> <p>Drafts due September 1st. Individual feedback given. Final due September 8th</p> |
| Reflecting and Evaluating | <p>Students complete an evaluation of their learning for term 3 using the Learning evaluation tool.</p> <p>Students complete a Two Stars and a Wish Teacher feedback</p> <p>Students participate in an experience of mindful walking in the outdoor labyrinth. They focus on the themes of peace and gratitude as they complete and reflect on the labyrinth experience.</p> | <p>Learning evaluation tool.</p> <p>Two stars and a wish Teacher feedback</p> |

Prayer of St Francis

The Peace Prayer of St. Francis is a famous prayer which first appeared around the year 1915 A.D., and which embodies the spirit of St. Francis of Assisi's simplicity and poverty.



Lord make me an instrument of your peace
Where there is hatred,
Let me sow love;
Where there is injury, pardon;
Where there is error, truth;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, Joy.

O Divine Master grant that I may not so much seek to be consoled
As to console;
To be understood, as to understand;
To be loved, as to love.
For it is in giving that we receive,
It is in pardoning that we are pardoned,
And it is in dying that we are born to eternal life.