****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 6 “Celebrating Beliefs”**

**Jubilee Primary School Duration: 8 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How does Jesus’ life influence my beliefs and practices throughout the year?** |

**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 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.***

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| [**Religious Life of the School**](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Pages/default.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/default.aspx) |
| [Religious Identity and Culture](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/RIC/Pages/default.aspx)* + [Ethos and charism (ICE)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ethos-and-charism-%28ICE%29.aspx)
	+ [Authentic Christian community (ICC)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx)
	+ [Sense of the Sacred (ICS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Sense-of-the-Sacred-%28ICS%29.aspx)

[Social Action and Justice](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.aspx)* + [Justice in the school community (SJS)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Justice-in-the-school-community-%28SJS%29.aspx)
	+ [Action for justice (SJA)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Action-for-justice-%28SJA%29.aspx)
	+ [Reflection on action for Justice (SJR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Reflection-on-action-for-Justice.aspx)

[Evangelisation and Faith Formation](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/EFF/Pages/default.aspx)* + [Living the Gospel (EFG)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Living-the-Gospel-%28EFG%29.aspx)
	+ [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Spiritual-Formation-%28EFF%29.aspx)
	+ [Witness to the wider community (EFW)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Witness-to-the-wider-community-%28EFW%29.aspx)

[Prayer and Worship](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)* + [Christian prayer (PWP)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Christian-prayer-%28PWP%29.aspx)
	+ [Celebration of liturgy and sacraments (PWL)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Celebration-of-liturgy-and-sacraments-%28PWL%29.aspx)
	+ [Ritualising everyday life (PWR)](http://www.rec.bne.catholic.edu.au/Religious%20Life%20of%20the%20School%20P-12/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Ritualising-everyday-life-%28PWR%29.aspx)
 | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)
* [Numeracy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy)
* [Information and communication technology (ICT) capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
* [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)
* [Personal and social capability](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)
* [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)
* [Intercultural understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding).
 | * [Aboriginal and Torres Strait Islander histories, cultures and spiritualities](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Aboriginal-and-Torres-Strait-Islander-histories-cultures-and-spiritualities.aspx)
* [Asia and Australia’s engagement with Asia in a multi-faith context](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Asia-and-Australia%27s-engagement-with-Asia-in-a-multi-faith-context.aspx)
* [Sustainability and ecological stewardship.](http://www.rec.bne.catholic.edu.au/Organisation/Cross%20Curriculum%20Priorities/Pages/Sustainability-and-ecological-stewardship.aspx)
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| ***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 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, the Church’s liturgical celebrations and liturgical year and the celebration of Eucharist. They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and spiritual exercises including reflective prayer journaling and praying with the icons of the Saints. They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. By 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 Old Testament texts, New Testament texts and the diverse expressions of wisdom of Australian Christians, to explain the action of the Holy Spirit in guiding the formation of the New Testament and inspiring the development of new ways of living the Catholic faith in Australia (c. 1900CE to present). They demonstrate an understanding of the term ‘communion of saints’; the spiritual bond between all members of the Church, living and dead. 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. They identify and describe many ways in which faith is lived out in the lives of believers, past and 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 liturgical celebrations; the celebration of Eucharist. 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. |

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| ***Class Context for Learning***  |
| Class / Individual NeedsDifferent Faith Traditions – Catholic, Anglican, Uniting, ApostolicPractising / Non-practising member |

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| **Learning Intentions** |
| By the end these learning experiences, students* Make connections between some key celebrations of the Church’s liturgical year and the story of salvation.
* Identify where, how and why forms of sacred art are used in liturgical celebrations.
* Identify ways in which believers actively participate in liturgical celebrations and interpret the meaning of these for believers.
* Identify key elements of the High Holy Days (e.g. themes, messages, rituals).
* Make connections between the practices of the High Holy Days and the faith life of believers (e.g. atoning for sin, remembering key stories, reflecting on past actions).
* Identify the parts of the Catholic/Anglican Mass (e.g. Introductory Rite, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, Concluding Rite).
* Explain the different ways in which Jesus is sacramentally present in the Mass.
* Communicate an understanding of the key purposes of the Eucharist for believers (e.g. memorial, sacrifice).
* Identify the use of The Lord’s Prayer in liturgy (e.g. Communion Rite; Baptism; The Anointing of the Sick).
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| **Success Criteria** |
| * 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 liturgical celebrations;
* the celebration of Eucharist.
* Explain the significance of personal and communal prayer, including the Our Father for the spiritual life of believers.
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| **Assessment**  |
| **Focus Area 1:** Create a timeline with annotations (e.g. using dipity) referring to key celebrations of the Church’s liturgical year and associated historical events. (Ash Wednesday, Holy Thursday, Good Friday, Easter Sunday, Pentecost, Advent weeks, Christmas, Feast Days for Ordinary Time).**Focus Area 2:** In small groups, students create an iMovie of a contemporary version of ‘The Last Supper’. Students must include the four parts of the Mass: Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, Concluding Rites. They consider the actions and words of Jesus, together with the words of today’s Eucharistic celebration.  |

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| **Content Descriptions**  |
| **Sacred Texts** Old Testament New TestamentChristian Spiritual Writings and Wisdom  | **Beliefs** TrinityHuman ExistenceWorld Religions  |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
|  |  |  |  |
| **Church** Liturgy and Sacraments People of GodChurch History | **Christian Living** Moral FormationMission and JusticePrayer and Spirituality |
| ***Religious Knowledge and Deep Understanding*** | ***Skills*** | ***Religious Knowledge and Deep Understanding*** | ***Skills*** |
| **CHLS9 -** The Church’s liturgical year is told through a framework of different seasons (Advent, Christmas, Lent, Easter, Pentecost, Ordinary Time), revealing the story of salvation and drawing inspiration from Jewish tradition. In liturgical celebrations, forms of sacred art (including music, visual arts, drama, dance, media) are used to inspire believers to prayer and a deeper understanding of the mystery of God. In liturgical celebrations, believers are encouraged to actively participate through action (e.g. sign of peace, genuflecting, sign of the cross), word (e.g. acclamations, responses, singing), posture (e.g. kneeling, bowing) and observing a reverent silence at appropriate times.  | Make connections between some key celebrations of the Church’s liturgical year and the story of salvation.Identify where, how and why forms of sacred art are used in liturgical celebrations.Identify ways in which believers actively participate in liturgical celebrations and interpret the meaning of these for believers. | **CLPS18 -** In response to the request of his followers “Lord, teach us to pray as you do”, Jesus gave them the Our Father or the Lord’s Prayer (Luke 11.2-4; Matthew 6.9-13). The origins of The Lord’s Prayer are deeply rooted in the Jewish tradition. The Our Father is a central prayer in Christianity and an integral part of Catholic liturgy. Seven petitions are identified in The Lord’s Prayer:1. Hallowed be your name2. Your kingdom come3. Your will be done on earth as it is in heaven4. Give us this day our daily bread5. Forgive us our trespasses as we forgive those who trespass against us6. Lead us not into temptation7. Deliver us from evilThe first three petitions praise God. The remaining four petitions present to God the needs of believers. | Compare different texts of The Lord’s Prayer, including Scriptural references and traditional Christian versions.Identify the use of The Lord’s Prayer in Catholic liturgy (e.g. Communion Rite; Baptism; The Anointing of the Sick).Investigate the origins of The Lord’s Prayer (e.g. in Old Testament texts; Jewish prayer and ritual).Make connections between students’ own experiences and the seven petitions of The Lord’s Prayer.  |
| **CHLS8 -** The word *Eucharist* means thanksgiving: believers give thanks for all that God has given, particularly the gift that is Jesus. The Mass is made up of the Liturgy of the Word and the Liturgy of the Eucharist. The Church teaches that in the celebration of Eucharist, Jesus is sacramentally present in four ways: the people gathered, in the Church’s minister, in the Word proclaimed, and most profoundly in the gifts of bread and wine which become the Body and Blood of Christ. In the Eucharist, believers remember and celebrate the life, death and resurrection of Jesus (the Paschal mystery). This is the focus or ‘theme’ of every Eucharistic liturgy. The saving events of the Paschal mystery are made present in the Eucharist through which believers are offered to share in the new life of Christ (1 Cor 10:16). Eucharist is memorial, sacrifice, prayer, nourishment and community. The Mass challenges believers to go out and live the good news that Jesus proclaimed. | Identify the parts of the Mass (e.g. Introductory Rite, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, Concluding Rite).Explain the different ways in which Jesus is sacramentally present in the Mass.Communicate an understanding of the key purposes of the Eucharist for believers (e.g. memorial, sacrifice). |  |  |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Observance of Holy days[Leviticus 23:1-44](http://www.biblegateway.com/passage/?search=Leviticus%2023:1-44&version=NRSVCE) | **Supplementary Texts**Pesch/Passover[Exodus 12:21-51](http://www.biblegateway.com/passage/?search=Exodus%2012:21-51&version=NRSVCE)[Exodus 13:17-15:26](http://www.biblegateway.com/passage/?search=Exodus%2013:17-15:26&version=NRSVCE) [Leviticus 22:26-34:44](http://www.biblegateway.com/passage/?search=Leviticus%2022:26-34:44&version=NRSVCE)Rosh Hashanah[Genesis 21:1-7](http://www.biblegateway.com/passage/?search=Genesis%2021:1-7&version=NRSVCE) (birth of Isaac)[Genesis 22:1-18](http://www.biblegateway.com/passage/?search=Genesis%2022:1-18&version=NRSVCE) (sacrifice of Isaac)[1 Samuel 1:2-10](http://www.biblegateway.com/passage/?search=1%20Samuel%201:2-10&version=NRSVCE) (birth of Samuel)[Jeremiah 31:1-19](http://www.biblegateway.com/passage/?search=Jeremiah%2031:1-19&version=NRSVCE) (God's rememb rance of His people)Yom Kippur[Leviticus 16:29-34](http://www.biblegateway.com/passage/?search=Leviticus%2016:29-34&version=NRSVCE)Hannukah[1 Maccabees 4:52-59](http://www.biblegateway.com/passage/?search=1%20Maccabees%204:52-59&version=NRSVCE) and [2 Maccabees 10:5-8](http://www.biblegateway.com/passage/?search=2%20Maccabees%2010:5-8&version=NRSVCE)  |

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| **Significant Days and Celebrations**  |
| Advent |

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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **The Liturgical Year** | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx) |
| Tuning In | * Open-ended discussion: What do we mean by the ‘seasons’? What are Indigenous ‘seasons’? What might be church ‘seasons’?
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| Finding Out | * Construct and illustrate a chart or poster of the Church liturgical year that identifies the liturgical seasons and its colours; adding to this poster the secular seasons and some significant school activities in the school year.
* In small groups, students design ‘A Resource Box’ for the different church seasons (Lent, Easter, Pentecost, Ordinary, Advent, Christmas). This may include cloths, banners, lectern drapes, symbols, candles, etc.) Groups present their ‘Box’ to the class, giving justification for inclusions.
* Using a template ‘Sights, Sounds, Sentiments of the Season’, students brainstorm different aspects associated with church seasons.
* Explore aspects of church seasons (Lent, Easter, Pentecost, Ordinary, Advent, Christmas) in detail with students, focusing on questions:
	+ SOUNDS: What words will I hear? What songs will be sung? What are names of some key Biblical characters from readings of this season?
	+ SIGHTS: What will I see in local churches/worship centres and schools?
	+ SENTIMENTS: What is the special ‘feeling’ or atmosphere of this season?
* Using a digital tool (e.g. [Glogster, thinglink)](http://www.glogster.com/), create a visual representation of a liturgical season that includes the key messages, themes, rituals, colours and symbols.
 | Refer to Appendix for ‘Sights, Sounds, Sentiments of Seasons’ |
| Sorting Out |
| Communicating  | ***Focus Assessment 1***: Create a timeline with annotations (e.g. using dipity) referring to key celebrations of the Church’s liturgical year and associated historical events. (Ash Wednesday, Holy Thursday, Good Friday, Easter Sunday, Pentecost, Advent weeks, Christmas, Feast Days for Ordinary Time). |  |
| Reflecting and Evaluating  |  |  |

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| **Core Content Area Two**Focus/Question– **Eucharist / Communion** | **Resources****Teacher Background** |
| Tuning In | * Students view [The Last Supper](http://www.youtube.com/watch?v=997ni1xcmKw) (Matthew 26:26-30) to familiarize with the ritual occurring.
 | [The Last Supper](http://www.youtube.com/watch?v=997ni1xcmKw) |
| Finding Out | * Expose students to 3 interpretations of ‘The Last Supper’ (Matthew 26:26-30; Luke 22:7-20; Mark 14:22-26). Students in pairs, use the texts provided to highlight the differences and similarities of interpretations and construct a common version.
* View [The Mass for Young Children](http://www.youtube.com/watch?v=0AswGzzbhjA) to understand the various parts.
* Distribute liturgy cards. Students sort parts of the Eucharist Liturgy into Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, Concluding Rites. Discuss the sequence of the Mass. Once the cards are sequenced correctly, they are colour-coded to clearly show the four parts. The sequence is then glued into workbooks.
* Students make connections between the Last Supper and the Liturgy of the Eucharist using a Venn Diagram.
* Gather words from ‘*The Last Supper*’ and ‘*Liturgy of the Eucharist*’ and create a wordle incorporating the words from both events. Class discussion on ‘big’ words in the wordle that highlights similarities between both practices.
* Analyse the introductory rites of some school gatherings (eg School Assembly, Morning Prayer) with the Introductory Rites of the Eucharist (Entrance Song, Greeting, Penitential Rite, Lord have mercy…., Gloria and Opening Prayer) eg post-its
* Students view [The Last Supper Transubstantiation](http://www.youtube.com/watch?v=YgS3reZPMas) (for Catholic perspective) when the presence of Christ is invoked. They reflect on the words, sounds and actions used in the Liturgy of the Eucharist that demonstrate the real presence of Christ in the Eucharist e.g. Words – ‘Body of Christ’, ‘body and blood of Christ’; minister’s gestures – elevation of the host and wine; sounds - ringing of the bells at the time of consecration; smells – incensing bread and wine.
* Students use a **Six Senses Strategy** to match the sights, sounds, touch, tastes, smells and heartfelt emotions experienced by believers when participating in the real presence of Christ in the Eucharist.

  | ***The Last Supper (Synoptic)***Matthew 26:26-30; Luke 22:7-20; Mark 14:22-26[The Mass for Young Children](http://www.youtube.com/watch?v=0AswGzzbhjA)[The Last Supper Transubstantiation](http://www.youtube.com/watch?v=YgS3reZPMas) |
| Sorting Out |
| Communicating  | ***Focus Assessment 2***: In small groups, students create an iMovie of a contemporary version of ‘The Last Supper’. Students must include the four parts of the Mass: Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist, Concluding Rites. They consider the actions and words of Jesus, together with the words of today’s Eucharistic celebration.  |  |
| Reflecting and Evaluating  |  |  |

***Teacher Reflection and Feedback***

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| *Religion Unit:* |  |
| *Year Level:*  |  |
| *Teachers:* |  |

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| *2 STARS**Provide some positive feedback on your Religion Unit below. What activities and lessons were engaging for students? What resources were most useful? Were the lesson plan ideas helpful?*  |
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| 1 WISHWhat would you change should you teach this unit again? What resources do you wish you could have used to engage children in this unit more?  |
|   |  |