****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 6 “Revealing God’s Love”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How is God’s love revealed through the Holy Spirit and the Lord’s Prayer?** |

**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 Catholic 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***  |
| Different Faith Traditions – Catholic, Anglican, Uniting and Apostolic communitiesPractising and Non-practising members |

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| **Learning Intentions** |
| By the end these learning experiences, students:* recognise a number of images and titles for Jesus in the Gospels and other New Testament texts
* make connections between Gospel texts and Old Testament texts
* explain how a title of Jesus describes his relationship with God the Father and humanity
* use Biblical tools to search and locate New Testament references to the role of the Holy Spirit guiding formation of the New Testament
* locate evidence in Biblical texts showing how authors reveal God’s nature and teaching
* compare different texts of The Lord’s Prayer
* make connections between student’s own experience and the seven petitions of The Lord’s Prayer
* communicate an understanding of the term ‘communion of saints’
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| **Success Criteria** |
| Students:* select and use evidence from Scriptural texts to show how 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
* demonstrate an understanding of the term ‘communion of saints’, the spiritual bond between all members of the church, living and dead
* 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
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| **Assessment**  |
| **Focus Area 1:** Choose and explain the significance of lines or phrases in The Lord’s Prayer for you and the wider community. Explain why The Lord’s Prayer is such an integral part of religious celebrations? Students represent The Lord’s Prayer using prezi or powerpoint with appropriate images.**Focus Area 2:** Students choose and represent an image of Jesus including a relevant scripture passage that the children can relate to. They are to write an explanation as to why they chose their particular image**.****Focus Area 3:** Create a “This is Your Life’ on a chosen Saint. Design a variety of questions that you as host would discuss with this holy person. Present to the class using digital media. |

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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*** |
| **STNT 15** - Gospel writers use many images and titles for Jesus. The Gospels and other New Testament texts proclaim Jesus as fulfilling all of God’s promises in the Old Testament (including Messiah, Son of Man, and Saviour).  | Recognise a number of images and titles for Jesus in the Gospels and other New Testament texts. Make connections between Gospel texts and Old Testament texts.  | **BETR8** - Jesus’ relationship with God the Father and humanity is described in Scripture using a variety of titles and images.  | Locate and identify images in scripture that express different titles of Jesus (e.g. liberator, creator, Son of God, Son of Man, Messiah, Anointed One, Lamb of God, Bread of Life, Rabbi, Saviour). Explain how a title of Jesus describes his relationship to God the Father and /or humanity.  |
| **STNT 14** - The Church teaches that the Holy Spirit guided the formation of the New Testament and the whole of Scripture. Inspiration means the human authors of Scripture, guided by the Holy Spirit and using their own knowledge and skills, revealed God’s nature and teaching. 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).  | Use Biblical tools (e.g. concordance of the Bible, Biblical dictionary, Biblical commentary) to search for and locate relevant New Testament references to the role of the Holy Spirit in guiding the formation of the New Testament. Locate evidence in some New Testament texts showing that the human authors used their own voice, knowledge and skills to reveal God’s nature and teaching.  |  |  |
| **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*** |
| **CHPG7 -** ‘Communion of saints’ is a term which describes the spiritual bond that exists, through Baptism, between all the members of the Church, living and dead.  | Communicate an understanding of the term ‘communion of saints’.  | **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 name 2. Your kingdom come 3. Your will be done on earth as it is in heaven 4. Give us this day our daily bread 5. Forgive us our trespasses as we forgive those who trespass against us 6. Lead us not into temptation 7. Deliver us from evil The 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.  |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Call of Nathaniel and other disciples[John 1:35-51](http://www.biblegateway.com/passage/?search=John%201:35-51&version=NRSVCE)Jesus as Messiah, Son of Man and Saviour[Matthew 16:16-17](http://www.biblegateway.com/passage/?search=Matthew%2016:16-17&version=NRSVCE)[Acts 17:2-3](http://www.biblegateway.com/passage/?search=Acts%2017:2-3&version=NRSVCE)[Acts 1:29-33, 36](http://www.biblegateway.com/passage/?search=Acts%201&version=NRSVCE)Paul refers to the believers as "the saints"[Ephesians 1:1](http://www.biblegateway.com/passage/?search=Ephesians%201:1&version=NRSVCE)[Ephesians 2:19](http://www.biblegateway.com/passage/?search=Ephesians%202:19&version=NRSVCE)[Ephesians 3:1-21](http://www.biblegateway.com/passage/?search=Ephesians%203:1-21&version=NRSVCE)Paul refers to the believers as "the saints"[Ephesians 1:1](http://www.biblegateway.com/passage/?search=Ephesians%201:1&version=NRSVCE)[Ephesians 2:19](http://www.biblegateway.com/passage/?search=Ephesians%202:19&version=NRSVCE)[Ephesians 3:1-21](http://www.biblegateway.com/passage/?search=Ephesians%203:1-21&version=NRSVCE)Lord's Prayer[Matthew 6:5-15](http://www.biblegateway.com/passage/?search=Matthew%206:5-15&version=NRSVCE)[Luke 11:1-13](http://www.biblegateway.com/passage/?search=Luke%2011:1-13&version=NRSVCE) | **Supplementary Texts**Peter's Confession of Faith[Mark 8:27-30](http://www.biblegateway.com/passage/?search=Mark%208:27-30&version=NRSVCE)[Matthew 16:13-17](http://www.biblegateway.com/passage/?search=Matthew%2016:13-17&version=NRSVCE)Isaiah' prophecy fulfilled[Luke 4:16-21](http://www.biblegateway.com/passage/?search=Luke%204:16-21&version=NRSVCE)The 'I am' statements in JohnThe Bread of Life[John 6:35, 48-51](http://www.biblegateway.com/passage/?search=John%206:35%2c%2048-51&version=NRSVCE)The Light of the World[John 8:12](http://www.biblegateway.com/passage/?search=John%208:12&version=NRSVCE)The Gate of the sheepfold[John 10:1-10](http://www.biblegateway.com/passage/?search=John%2010:1-10&version=NRSVCE)The Good Shepherd[John 10:11-18](http://www.biblegateway.com/passage/?search=John%2010:11-18&version=NRSVCE)The Resurrection and the Life[John 11:25](http://www.biblegateway.com/passage/?search=John%2011:25&version=NRSVCE)The Way the Truth and the Life[John 14:5-6](http://www.biblegateway.com/passage/?search=John%2014:5-6&version=NRSVCE)The Vine[John 15:1-5](http://www.biblegateway.com/passage/?search=John%2015:1-5&version=NRSVCE)Messiah "I am he"/I am"[John 4:25-26](http://www.biblegateway.com/passage/?search=John%204:25-26&version=NRSVCE)[John 8:24, 28, 58](http://www.biblegateway.com/passage/?search=John%208:24%2c%2028%2c%2058&version=NRSVCE)[John 13:19](http://www.biblegateway.com/passage/?search=John%2013:19&version=NRSVCE)[John 18:5-8](http://www.biblegateway.com/passage/?search=John%2018:5-8&version=NRSVCE)"Fulfil" and "Prophet"[Matthew 12:17](http://www.biblegateway.com/passage/?search=Matthew%2012:17&version=NRSVCE)[Psalms 31:23-24](http://www.biblegateway.com/passage/?search=Psalms%2031:23-24&version=NRSVCE)[Wisdom 5:5-6; 18:9](http://www.biblegateway.com/passage/?search=Wisdom%205:5-6%3b%2018:9&version=NRSVCE)[Matthew 27: 52](http://www.biblegateway.com/passage/?search=Matthew%2027:%2052&version=NRSVCE)[Acts 9:10-16, 32-35, 36-42](http://www.biblegateway.com/passage/?search=Acts%209:10-16%2c%2032-35%2c%2036-42&version=NRSVCE)[Romans 1:7, 8:27; 12:13; 15:25-26, 31;16:1-3](http://www.biblegateway.com/passage/?search=Romans%201:7%2c%208:27%3b%2012:13%3b%2015:25-26%2c%2031%3b16:1-3&version=NRSVCE)[1 Corinthians 1:2; 6:1](http://www.biblegateway.com/passage/?search=1%20Corinthians%201:2%3b%206:1&version=NRSVCE)[Philippians 1;1;4:22](http://www.biblegateway.com/passage/?search=Philippians%201%3b1%3b4:22&version=NRSVCE)[Colossians 1:24-26](http://www.biblegateway.com/passage/?search=Colossians%201:24-26&version=NRSVCE)[Philemon 1:4-7](http://www.biblegateway.com/passage/?search=Philemon%201:4-7&version=NRSVCE)[Psalms 31:23-24](http://www.biblegateway.com/passage/?search=Psalms%2031:23-24&version=NRSVCE)[Wisdom 5:5-6; 18:9](http://www.biblegateway.com/passage/?search=Wisdom%205:5-6%3b%2018:9&version=NRSVCE)[Matthew 27: 52](http://www.biblegateway.com/passage/?search=Matthew%2027:%2052&version=NRSVCE)[Acts 9:10-16, 32-35, 36-42](http://www.biblegateway.com/passage/?search=Acts%209:10-16%2c%2032-35%2c%2036-42&version=NRSVCE)[Romans 1:7, 8:27; 12:13; 15:25-26, 31;16:1-3](http://www.biblegateway.com/passage/?search=Romans%201:7%2c%208:27%3b%2012:13%3b%2015:25-26%2c%2031%3b16:1-3&version=NRSVCE)[1 Corinthians 1:2; 6:1](http://www.biblegateway.com/passage/?search=1%20Corinthians%201:2%3b%206:1&version=NRSVCE)[Philippians 1;1;4:22](http://www.biblegateway.com/passage/?search=Philippians%201%3b1%3b4:22&version=NRSVCE)[Colossians 1:24-26](http://www.biblegateway.com/passage/?search=Colossians%201:24-26&version=NRSVCE)[Philemon 1:4-7](http://www.biblegateway.com/passage/?search=Philemon%201:4-7&version=NRSVCE)* Our Father who art in heaven - "The God who made the world and everything in it is the Lord of heaven and earth." ([Acts 17:24](http://www.biblegateway.com/passage/?search=Acts%2017:24&version=NRSVCE))
* Hallowed by your name - "Praise the Lord, O my soul; all my inmost being, praise His holy name."([Psalm 103:1](http://www.biblegateway.com/passage/?search=Psalm%20103:1&version=NRSVCE))
* Your kingdom come - "The Lord has established His throne in heaven, and His kingdom rules over all." ([Psalm 103:19](http://www.biblegateway.com/passage/?search=Psalm%20103:19&version=NRSVCE))
* Your will be done on earth as it is in heaven - "We know that in all things God works for the good of those who love Him, who have been called according to His purpose." ([Romans 8:28](http://www.biblegateway.com/passage/?search=Romans%208:28&version=NRSVCE))
* Give us this day our daily bread - "The eyes of all look to You, and You give them their food at the proper time. You open Your hand and satisfy the desires of every living thing."([Psalm 145:15-16](http://www.biblegateway.com/passage/?search=Psalm%20145:15-16&version=NRSVCE))
* Forgive us our trespasses as we forgive those who trespass against us - "You are kind, God! Please have pity on me. You are always merciful! Please wipe away my sins." ([Psalm 51:1-2](http://www.biblegateway.com/passage/?search=Psalm%2051:1-2&version=NRSVCE))
* And Lead us not into temptation - "Watch and pray so that you will not fall into temptation. The spirit is willing, but the body is weak."([Mark 14:38](http://www.biblegateway.com/passage/?search=Mark%2014:38&version=NRSVCE))
* But deliver us from evil - "The Lord if faithful, and He will strengthen and protect you from the evil one."([2 Thessalonians 3:3](http://www.biblegateway.com/passage/?search=2%20Thessalonians%203:3&version=NRSVCE))

Amen - "Amen. So be it." ([Numbers 5:22](http://www.biblegateway.com/passage/?search=Numbers%205:22&version=NRSVCE)) |

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| **Significant Days and Celebrations**  |
| Pentecost |

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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **The Lord’s Prayer** | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)[**Mandated Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| Tuning In | * Discuss: What is the Lord’s Prayer? Where and when do we use it / hear it? What role does it play in liturgies / masses? What do I know about The Lord’s Prayer? What phrases / words can I easily explain?
* Investigate times when the Lord’s prayer is recited within the Christian tradition
 | <http://www.youtube.com/watch?v=oorNP57iPG4> Animated Bible story of The Lord’s Prayer<http://www.youtube.com/watch?v=YdGId-ZJtSU> The Lord’s Prayer song for kids |
| Finding Out | * Compare the scriptural references to The Lord’s Prayer in Matthew’s and Luke’s Gospels and identify similar phrases (Expressions of Prayer and Ritual pp33-34) This can be done through Wordle.
* Identify the purpose of each phrase – group work and display. After whole class discussion students choose word or phrase that emanates with them and explain why. Personal Journal entry.
* Explore some Old Testaments to locate words and phrases that relate to the Lord’s Prayer.
* Match individual phrases from the traditional Our Father with Scriptural references. Students work in groups to represent each line and explain their interpretations of each line.

**Our Father who art in heaven** – “The God who made the world and everything in it is the Lord of heaven and earth.” (Acts 17:24) \***Hallowed be your name** – “Praise the Lord, O my soul; all my inmost being, praise His holy name.” (Psalm 103:1) \* **Your kingdom come** – “The Lord has established His throne in heaven and His kingdom rules over all.” (Psalm 103:19) **Your will be done on earth as it is in heaven** – “We know that in all things God works for the good of those who love Him, who have been called according to His purpose.” (Romans 8:28) \* **Give us this day our daily bread** – “The eyes of all look to You, and You give them their food at the proper time. You open Your hand and satisfy the desires of every living thing.” (Psalm 145:15-16) \* **Forgive us our trespasses as we forgive those who trespass against us** – “You are kind, God! Please have pity on me. You are always merciful! Please wipe away my sins.” (Psalm 51:1-2) \* **And Lead us not into temptation** – “Watch and pray so that you will not fall into temptation. The spirit is willing, but the body is weak.” (Mark 14:38) \* **But deliver us from evil** – “The Lord is faithful, and He will strengthen and protect you from the evil one.” (2 Thessalonians 3:3) \***Amen** – “Amen. So be it.”(Numbers 5:22) * Investigate times when the Lord’s Prayer is recited within the Christian tradition (e.g. opening each day’s sitting in Federal Parliament; each time Catholics celebrate the Mass (in the Communion Rite); in the Rite of Reconciliation; in school communal prayer times; in The Sacrament of Anointing of the Sick; Sacrament of Marriage; Baptism)
* Identify and explore different versions of The Lord’s Prayer across Christian traditions (Ecumenical Lord’s Prayer, different cultures – Aboriginal Our Father, Maori version, African version and musical version: John Burland Our Father, Andrew Chinn)
 | **The Lord’s Prayer**Matthew 6:5-15Luke 11:1-13**Matching Traditional Prayer to Scripture** (line-by-line)Acts 17:24Psalm 103:1Psalm 103:19Romans 8:28Psalm 145:15-16Psalm 51:1-2Mark 14:382 Thessalonians 3:3Numbers 5:22Aboriginal Lord’s Prayer (song and words)<http://commongoodmusic.wordpress.com/aboriginal-our-father/> YouTube ‘Maori Lord’s Prayer’YouTube ‘Our Father’ by Don MoenYouTube ‘Baba Tetu (Our Father)’ |
| Sorting Out |
| Communicating  | **Focus Assessment 1**: Choose and explain the significance of lines or phrases in The Lord’s Prayer for you and the wider community. Explain why is The Lord’s Prayer is such an integral part of religious celebrations? |  |
| Reflecting and Evaluating  | Through our exploration of The Lord’s Prayer, where have we now moved to? Have our minds been further broadened to a world-wide view of this sacred prayer? |  |

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| **Core Content Area Two**Focus/Question– **How is Jesus represented?**  | **Resources****Teacher Background** |
| Tuning In | * Create a visual representation of Jesus to record and express a personal interpretation of Jesus’ relationship to God and humanity
* Look at a variety of representations via google images and discuss how and why he can be represented in a variety of ways.
* Choose a collection of images and encourage students to write their impressions or reactions.
 | Google images of Jesus<https://www.google.com.au/search?q=aboriginal+our+father&source=lnms&tbm=isch&sa=X&ei=XJIdU6_THsavkgXYhIHIBA&sqi=2&ved=0CAcQ_AUoAQ&biw=1607&bih=674&dpr=0.85#q=jesus&tbm=isch>  |
| Finding Out | Navigate a New Testament text (either online or print version) and locate a variety of images and titles for Jesus (e.g. the ‘I am’ statements in John Chapters 6 – 15). **Titles for Jesus: *Deliverer*** Romans 8:29, ***King of the Jews*** Matthew 2:2, ***Son of God*** *Luke 1:36,***Son of Man** *John 5:27,* ***Word*** John 1:1, ***Liberator*** Acts 5:31, ***Cornerstone*** Ephesians 2:19-20, ***Messiah*** John 1:41, ***Mediator*** 1 Timothy 2:5, ***Mother hen gathering her chicks*** Matthew 23:37,***High Priest*** Hebrews 3:1, ***Chief Shepherd*** 1 Peter 5:4, ***Saviour*** 2 Peter 2:20, ***True Vine*** John 15:1, ***Christ*** John 1:41, ***Rabbi*** Luke 10:25, ***Carpenter*** Mark 6:3, ***Teacher*** Matthew 21:42, ***Good Shepherd*** John 10:11, ***Word of Life*** John 1:1* Create a multi-modal presentation incorporating titles and images of Jesus (e.g. teacher, suffering servant, King of the Jews, Son of the Blessed One) for use in communal prayer
* Use a Biblical concordance or search tool (e.g. Bible gatway.com) to search for the words / phrase ‘fulfil, prophet’ in New Testament texts (e.g. Matthew 12: 17)
* Use a Biblical concordance or search tool (e.g. Bible gatway.com), students locate references to Jesus as Messiah, Son of Man and Saviour in New Testament texts (e.g. Matthew 16:16; Acts 17:3)
* Investigate images that depict Jesus according to a particular title eg. Liberator, Creator, Son of God, Son of Man, Messiah, Anointed One, Lamb of God, Bread of Life, Rabbi, Saviour, Suffering Servant, Prophet.
* Creating a visual representation of Jesus to record / express their own understanding of Jesus’ relationship to God and humanity
 |  |
| Sorting Out |
| Communicating  | **Focus Assessment 2:**  Use a digital tool (e.g. Voicethread or Vuvox) and collaborate with peers to choose one image of Jesus. Add a title to the image and explain how this image expresses Jesus’ relationship to God and humanity.  |  |
| Reflecting and Evaluating  | Has your interpretation of Jesus changed now? Explain. |  |

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| **Core Content Area Three**Focus/Question– **Holy Spirit and Communion of Saints** | **Resources****Teacher Background** |
| Tuning In | * Use a simple concordance (online or print) to locate references to the role of the Holy Spirit in guiding the New Testament authors e.g.
	+ “…because no prophecy ever came by human will but men and women moved by the Holy Spirit spoke from God” (2 Peter 1:21)
	+ “I have written to you rather boldly because of the grave given to me by God … sanctified by the Holy Spirit. For I will not venture to speak of anything except by the power of the Spirit of God” (Romans 15: 20)
	+ “And the Spirit is the one that testifies, for the Spirit is the truth” (1 John 5: 6 – 12)
* Create a visual representation (digital or other) of the inspirational role of the Holy Spirit in the formation of the New Testament incorporating a selected scriptural quotation.
* Analyse the language features (including vocabulary, sense of voice, narrative point of view, tone) in some of the New Testament letters to find evidence that the human authors, guided by the Holy Spirit, use their own voice, knowledge and skills (This may involve some comparison with the language features of some Old Testament prophetic texts e.g. Amos, Micah, Joel)
* Explore different ways of understanding the term ‘communion of saints’ - as the community of believers (e.g. Ephesians 1: 1 – Paul refers to the believers in Ephesus as ‘the saints in Ephesus’); as those who have died and entered into a new journey of life with God (e.g. as in the Eucharist – Penitential Act, Apostles’ Creed, Eucharistic prayers)
* Invite an Indigenous member of the community to speak about how Indigenous people experience the spiritual bond / connection with people who have passed away
* Rewrite in their own words the statement “We believe in the communion of saints’ from the Apostles’ Creed beginning with the sentence starter, *Christians believe . . .* to show an understanding of the term
* Use the Arts to create a visual representation of the meaning of the term ‘communion of saints’ for Catholics
* Explore some of the stories of people who have been officially declared as saints by the Catholic Church (canonized) that demonstrate that their spirit continues to be actively at work in the lives of people and becomes a source of inspiration and support (e.g. the second miracle of Mary MacKillop – the story of Kathleen Evans <http://www.marymackillop.org.au/canonisation/index.cfm?loadref=62>; the third miracle of Mary MacKillop – the story of Jack Simpson <http://www.theage.com.au/national/miracle-in-our-midst-says-vatican-20101005-1664k.html>)
* Explore prayers from the liturgies of All Saints Day and All Souls Day to find out how Catholics understand the term ‘communion of saints’
 | **Role of the Holy Spirit**2 Peter 1:21Romans 15:201 John 5:6-12Acts 1:1-2Acts 1:7-81 John 3:23-24Hebrews 1:1-2Hebrews 2:3-41 Peter 1:10-12 |
| Finding Out |
| Sorting Out |
| Communicating  | **Focus Assessment 3:** Create a “This is Your Life’ on a chosen Saint. Design a variety of questions that you as host would discuss with this holy person. Present to the class using digital media. |  |
| Reflecting and Evaluating  | How has an understanding of ‘communion of saints’ impacted on you now? Does it have relevance to your faith? Explain. |  |

***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?  |
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