****[**Religion Planning**](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) **Year 3 “The Local Faith Community ”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/church-history.html) |
| **Who and what makes up my local faith community?** |

**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/Religious%20Life%20of%20the%20School%20P-12%20Elaborations/Pages/Authentic-Christian-community.aspx) | [**General Capabilities**](http://www.rec.bne.catholic.edu.au/Organisation/Pages/General-Capabilities.aspx) | [**Cross-Curricular Priorities**](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy) |
| [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/Pages/default.aspx)
	+ [Authentic Christian community (ICC)](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)
	+ [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://www.australiancurriculum.edu.au/GeneralCapabilities/Intercultural-understanding)* + [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/Spiritual-Formation-%28EFF%29.aspx)
	+ [Reflection on action for Justice (SJR)](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/SAJ/Pages/default.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/Action-for-justice-%28SJA%29.aspx)
	+ [Spiritual Formation (EFF)](http://religioncurriculump-12.weebly.com/resources.html)
	+ [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://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/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.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
	+ [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/Reflection-on-action-for-Justice.aspx)
 | * [Literacy](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy)
* [Numeracy](http://religioncurriculump-12.weebly.com/planning.html)
* [Information and communication technology (ICT) capability](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)
* [Critical and creative thinking](http://www.australiancurriculum.edu.au/GeneralCapabilities/Critical-and-creative-thinking)
* [Personal and social capability](http://www.rec.bne.catholic.edu.au/Pages/default.aspx)
* [Ethical understanding](http://www.australiancurriculum.edu.au/GeneralCapabilities/Ethical-understanding)
* [Intercultural understanding](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).
 | * [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)
 |
| ***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 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 form 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. They 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 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*** |
| 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 the texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. They 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 psalms and doxologies, and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation and 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.  |

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| ***Class Context for Learning***  |
| Class/Individualised Learning NeedsMulti-faith Traditions – Catholic, Anglican, Uniting, ApostolicPractising / Non-practising members |

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| **Learning Intentions** |
| By the end these learning experiences, students* Make connections between personal experiences of initiation and the experience of believers becoming members of the Church through the Sacraments of Initiation.
* Identify words, actions and symbols used to communicate God’s presence and action (e.g. laying on of hands, sealing with oil, sign of peace, renewal of Baptismal promises, presence of the sponsor, discipleship, Holy Spirit).
* Identify some key features of the local diocese /archdiocese /district.
* Make connections between the role of the top leader and some of his/her important duties
* Pose a range of questions about the history of a parish/local church community and diocese /district.
* Identify and sequence people and events of historical significance in the story of a local church community and diocese /district.
* Develop an historical text (e.g. narrative) about a person or event of historical significance in the story of a parish and diocese, using terms denoting time.
* Make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians.
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| **Success Criteria** |
| * Select and use information, ideas and events in texts to express their ideas about God’s presence and action in daily life experiences
* Explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the local church community.
* Describe significant people, events and features of a local church community and diocese/district, past and present, including the collaboration of clergy, religious and laity.
* Participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.
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| **Assessment**  |
| **Focus Area 1:** Students work collaboratively in small groups to design a “Welcoming ritual that uses elements of Baptism (or Other Sacraments of Initiations) to welcome others into the class.**Focus Area 2:** Write a historical narrative “A Day in the Life of …..” about a significant person associated with their local church community (Catholic, Anglican, Uniting, Apostolic).**Focus Area 3:** Investigate 3 Scriptural texts to identify messages about concern for the poor and disadvantaged such as: *Deuteronomy 15: 11;* *Job 30:25;Psalm 12:5; Psalm 34:6; Psalm 69:32-33; Psalm 82:3-4; Isaiah 58:6-7; Isaiah 61:1;* *Matthew 19:21;* *Luke 4:18; Luke 7:22;**Luke 12:33; Luke 14:13; James 1:27; 1 John 3:17-18.* |

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| **Content Descriptions**  |
| **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*** |
| **CHLS4 -** Through the Sacraments of Initiation (Baptism, Confirmation and Eucharist), people become members of the Body of Christ, the Church community, and receive strength for the journey of life. Baptism is the first of the Sacraments of Initiation. In the Sacrament of Confirmation, words, actions and symbols are used to communicate God’s presence and action. Eucharist completes Christian initiation and provides nourishment for the spiritual life of believers. | Make connections between personal experiences of initiation (e.g. new class, new school, new team) and the experience of believers becoming members of the Church through the Sacraments of Initiation (Baptism, Confirmation and Eucharist).Identify words, actions and symbols used in the Sacrament of Confirmation to communicate God’s presence and action (e.g. laying on of hands, sealing with oil, sign of peace, renewal of Baptismal promises, presence of the sponsor, discipleship, Holy Spirit). | **CLMJ4 -** Jesus’ great commandment (John 15: 12-13; Matthew 7:12; Luke 6:31) requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture and Church teaching. | Make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians. |
| **CHPG4 -** A diocese is a particular community of parishes usually within a defined geographical boundary under the leadership of the bishop. | Discuss what Catholics mean when they talk about a ‘diocese’.Identify some key features of the local diocese /archdiocese (e.g. its location; the names of key buildings, bishop / archbishop, one or more parishes that belong to the diocese / archdiocese).Make connections between the role of the bishop and some of his important duties (e.g. as a teacher and a leader, the bishop writes letters / communicates with people in the diocese to teach them about special events such as The Year of Grace; as a priest, the bishop celebrates Mass; as a leader of the diocese, he visits parishes). | **CLPS7 -** Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including prayers of thanksgiving and prayers of praise, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences. | Participate with respect in a variety of personal and communal prayer experiences, including prayers of thanksgiving and prayers of praise, that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences. |
| **CHCH2 -** Each parish is an important part of a diocese. An understanding of the history of a parish assists in exploring the history of the diocese to which it belongs. Part of this history is the story of the collaboration of the clergy, religious and laity so that people can hear the Gospel and know Jesus.  | Pose a range of questions about the history of a parish/local community and diocese/district.Identify and sequence people and events of historical significance in the story of a parish/local church community and diocese/district.Identify and explain an important example of change and of continuity in the story of a parish/local church community and diocese/district (e.g. spirituality of local Aboriginal and Torres Strait Islander peoples; ways of celebrating; liturgical space; roles in the liturgy, parish / diocesan groups).Develop an historical text (e.g. narrative) about a person or event of historical significance in the story of a parish and diocese, using terms denoting time |  |  |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Jesus' Mission[Luke 4:16-21](http://www.biblegateway.com/passage/?search=Luke%204:16-21&version=NRSVCE) | **Supplementary Texts**Jesus' Great Commandment[John 15:12-13](http://www.biblegateway.com/passage/?search=John%2015:12-13&version=NRSVCE);[Matthew 7:12](http://www.biblegateway.com/passage/?search=Matthew%207:12&version=NRSVCE);[Luke 6:31](http://www.biblegateway.com/passage/?search=Luke%206:31&version=NRSVCE)Jesus' Mission[Luke 7:18-23](http://www.biblegateway.com/passage/?search=Luke%207:18-23&version=NRSVCE)Rich Young Man[Matthew 19:16-21](http://www.biblegateway.com/passage/?search=Matthew%2019:16-21&version=NRSVCE)[Mark 10:17-21](http://www.biblegateway.com/passage/?search=Mark%2010:17-21&version=NRSVCE)[Luke 18:18-23](http://www.biblegateway.com/passage/?search=Luke%2018:18-23&version=NRSVCE)The importance of prayer[Matthew 6:9-13](http://www.biblegateway.com/passage/?search=Matthew%206:9-13&version=NRSVCE)  |

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| **Significant Days and Celebrations**  |
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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **How am I initiated into a local church community?** | [**Resources**](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)[**Teacher Background**](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.aspx)[**Mandated Scriptural Texts**](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) |
| Tuning In | * Identify and compare their ideas and experiences of becoming a member of the class, club, sporting group. What is the initiation for becoming a member? (eg. Sign up, fee, special uniform, rules, gestures….)
* What is the initiation for becoming a member of my local church community?
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| Finding Out | View resources on Together at One Altar* Create a simple retrieval chart with the following headings:
* What happens before a Baptism? (e.g. parents choose name, organise a day, ask Godparents, invite family and friends, organise special clothes, buy gifts, prepare for the celebration)
* What happens during a Baptism? (e.g. gathering, welcome, prayers, story from the Bible, pouring of water, words used by the priest, tracing of the cross, oil, lighting of candle from the Easter candle, promises)
* What happens after a Baptism? (e.g. photos, party or celebration meal, gifts)
* Students interview parents about own Baptism and share class with class photos, garments, special items from their own Baptisms.
* Use digital tools eg. Wordificator, wordle to depict key words under the headings of :Baptism, Confirmation, Eucharist
* Respond to the question: When believers celebrate Confirmation, what helps them remember that God is with them? Students create a ‘Sacramental Symbol Photo story’ identifying some words, symbols and actions and how they communicate God’s presence.
* Students participate in a series of Confirmation Learning Stations based on the **Multiple Intelligences Strategy.** The focus of each learning station is explained below.

**Body Smart (Body Intelligence) Learning Station**Students participate in a “balm your palm” activity involving a variety of fragrant oils and creams. Students smell and rub a section of these on their skin and record words that describe each one. (For example, warm, slippery, smooth, nice smelling, soft.) An easy way to prepare this activity is to place Sorbolene cream in egg cups and add a few drops of different essential oils to each.**People Smart (Interpersonal Intelligence) Learning Station**Students draw portraits of their Godparents or another significant adult in their lives. They label their picture and include a simple profile using sentence starters.The portraits are placed on the classroom wall.**Self Smart (Intrapersonal Intelligence) Learning Station**Students write or draw about people who love them and show that love through touch. Students list the ways we touch others to show love and affection. These might include: hugs, kisses, hand on a shoulder, holding hands, head rubs, tickles, etc.* View and discuss an AV recording of a Baptism and record the sequence of elements within a Baptismal ceremony using a Story Board; present one section of the storyboard as a freeze frame.
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| Sorting Out |
| Communicating  | **Focus Asasessment 1**: Students work collaboratively in small groups to design a “Welcoming ritual that uses elements of Baptism (or Other Sacraments of Initiations) to welcome others into the class. |  |
| Reflecting and Evaluating  | * What have we learnt about Initiation? Why is it important in becoming part of a group?
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| **Core Content Area Two**Focus/Question– **My Local Church Community** | **Resources****Teacher Background** |
| Tuning In | * Who and what is my local church community? Identify the significant people, events and features of Jubilee community.
* Complete a KWL to identify prior knowledge and what learning is to occur.
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| Finding Out | * Develop an annotated timeline of people and events of historical significance in the story of the local church community and district
* Pose appropriate questions to investigate the story of the local church community and district
* Invite Local Aboriginal or Torres Strait Islander Elders, grandparents from our Jubilee community to share information about changes in the local area.
* Listen to or view local Aboriginal or and older community members telling stories associated with what has changed for them and what has remained the same in their experiences
* Analyse a range of sources (e.g. photographs, oral histories) to locate information about the people and events in the past of the local church community and district
* Compare photographs from both the past and present of specific locations in the local Church community and district to identify key similarities and differences.
* Invite members of our local faith communities to a morning tea and interview the church members concerning the story of their local church community e.g.
	+ How long have you lived in the community?
	+ What do you like about the community?
	+ How has the church community changed? What has stayed the same?
	+ Who have been the priests/pastors or religious members of this community?
	+ Do you know when this place of worship was built? What has changed? What has remained the same?
	+ Have any of your family members been part of this community?
	+ Who do you remember as a significant person in this community?
	+ What are some of the significant local church community events that you remember?
* Identify religious symbols found within our Jubilee classrooms and place of worship (e.g. images, symbols, plaques, stained glass windows) that reveal something of the past in the present (e.g. past community, significant people) and record in photographic form using a digital camera.
* Invite the Pastors, priest and lay members of the participating churches at Jubilee to explain the objects within their own Churches, their robes, etc and the appropriate ways to address Religious people.
* Look at a local church community district on a Maps and identify key features, introducing terms such as diocese, archdiocese.
* Create a district leaders profile and job description outlining the roles and responsibilities of their position.
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| Sorting Out |
| Communicating  | **Focus Assessment 2**: Write a historical narrative “A Day in the Life of …..” about a significant person associated with their local church community (Catholic, Anglican, Uniting, Apostolic). |  |
| Reflecting and Evaluating  | * Who can I identify as significant in my local church community? Where do I fit into the picture?
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| **Core Content Area Three**Focus/Question– **Jesus Teaches Us to Love and Pray** | **Resources****Teacher Background** |
| Tuning In | * Explore key scripture relating to Jesus’ Great Commandment. Identify its key message and make comparison between the Gospel accounts.
 | ***Jesus’ Great Commandment***John 15:12-13Matthew 7:12Luke 6:31 |
| Finding Out | * Make connections (e.g. by using the Consequences Wheel strategy) between the meaning (literal and inferred) of Jesus’ great commandment and their own lives (e.g. If Christians are called to love one another as Jesus loves them, then they have the responsibility to …)
* Choose one quote from Matthew 25:34-36 (e.g. When I was a stranger, you welcomed me), reflect on the responsibilities Christians have to respect basic human rights and create a visual representation (e.g. photostory, Blabberise)
* Investigate Scriptural texts to identify messages about concern for the poor and disadvantaged such as:
* *Deuteronomy 15: 11*
* *Job 30:25*
* *Psalm 12:5; Psalm 34:6; Psalm 69:32-33; Psalm 82:3-4*
* *Isaiah 58:6-7; Isaiah 61:1*
* *Matthew 19:21*
* *Luke 4:18*
* *Luke 7:22*
* *Luke 12:33*
* *Luke 14:13*
* *James 1:27*
* *1 John 3:17-18*
* Explore church organisations eg Caritas, St Vinnies, Anglicare, Rosies….and look at the way these organisations put into practice Jesus’ Great Commandment to show concern for the poor and disadvantaged.
* Integrate a concern for the poor and disadvantaged focus into classroom prayer and prayer assemblies.
* Use a variety of traditional prayers and devotions for individual and communal use (e.g. simple mass responses, Lord’s Prayer, Amen, Sign of the Cross, school prayer, Grace)
* Experience a diverse range of prayer (e.g. meditative prayer, communal prayer, traditional prayer, silence, spontaneous prayer) and cultural expressions of prayer.
 | Matthew 25:34-36Deuteronomy 15: 11Job 30:25Psalm 12:5; Psalm 34:6; Psalm 69:32-33; Psalm 82:3-4Isaiah 58:6-7; Isaiah 61:1Matthew 19:21Luke 4:18Luke 7:22Luke 12:33Luke 14:13James 1:271 John 3:17-18 |
| Sorting Out |
| Communicating  | **Focus Assessment 3**: Investigate 3 Scriptural texts to identify messages about concern for the poor and disadvantaged such as: *Deuteronomy 15: 11;* *Job 30:25;Psalm 12:5; Psalm 34:6; Psalm 69:32-33; Psalm 82:3-4; Isaiah 58:6-7; Isaiah 61:1;* *Matthew 19:21;* *Luke 4:18; Luke 7:22;**Luke 12:33; Luke 14:13; James 1:27; 1 John 3:17-18.* |  |
| Reflecting and Evaluating  | * Students reflect on how ‘Jesus Great Commandment’ can guide them in their actions every day.
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***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?  |
|   |  |