****[**Religion Planning**](http://www.rec.bne.catholic.edu.au/Pages/default.aspx) **Year 1 “We Are God’s Image”**

**Jubilee Primary School Duration: 10 weeks**

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| [**Fertile Question**](http://religioncurriculump-12.weebly.com/planning.html) |
| **How do we see God and honour him in his creations?** |

**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 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. They 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. They 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, including morning prayers and Grace.  |
| ***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. They learn 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. They identify the nature of Jesus’ mission and ministry, as well as 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 the many 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 and the Hail Mary. |

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

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| **Learning Intentions** |
| By the end of this unit, students understand* God is the creator and he created the world.
* God was a forgiving, caring, compassionate, loving and listening Creator.
* God created human beings in his own image. He created human beings in order to form a loving relationship with them.
* God’s plan is that people help each other to live safely and happily in community.
* People have a responsibility to care for creation.
* Prayer involves talking and listening to God, either alone or gathered as a community.
* Why people gather as a community to pray particularly on special occasions such as; baptism, feast days, funerals, weddings etc
* All people have dignity and natural rights and deserve respect regardless of their religious, social or ethnic background.
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| **Success Criteria** |
| * 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.
* 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
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| **Assessment**  |
| **Focus Assessment 1:** Students design a flapbook (4 flaps in total). Each cover shows one of God’s creations and under flap students write/draw how they care for that creation.**Focus Assessment 2:** Students choose a topic to create a response asking people to care for God’s creation. They can produce a video, poster or pamphlet. Students explain why that topic was chosen and its importance to them. |

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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*** |
|  |  | **BEHE1 -** God created human beings in God’s own image. God created human beings in order to form a loving relationship with them. God’s plan is that people help each other to live safely and happily in community.  | Discuss ideas about God (including creator, forgiving, compassionate, caring, loving, listening).Identify and share the gifts God has givenMake a connection between their ideas of God (e.g. God is loving) and the way people live safely and happily in community (e.g. I / we can show love when I / we ….) |
| **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*** |
|  |  | **CLMJ2 -** Based in Scripture, the Church teaches that all people are created in the image of God. The Church teaches that all people have dignity and natural rights and deserve respect, regardless of their religious, social or ethnic background. | Communicate a personal response to church teaching that all people are created in the image of God.Make connections with personal experience when exploring Christian teaching about the dignity and natural rights of all people, regardless of their religious, social or ethnic background. |
|  |  | **CLMF3 -** Christians believe God is creator and sustainer of life and all people have a responsibility to care for creation. Morality is about living in accordance with God’s plan for creation. God’s gift of the freedom to make choices is to be used responsibly. | Recognise literal and inferred meaning in sacred stories about creation (including Judeo-Christian creation stories).Make connections with personal experience when exploring Christian teaching about freedom to choose and how to use this freedom responsibly. |
|  |  |  **CLPS2 -** Meditative prayer uses silence and stillness to assist believers to listen and talk to God.There is a range of practices for preparing the body and the mind for meditative prayer (e.g. relaxing the body, centred breathing, attending to posture, being silent and still, recitation of mantras, closing eyes).A range of spiritual exercises drawn from the Christian tradition helps believers engage in the ‘work of meditation’ (e.g. praying with the help of: beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes / bells / rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). | Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer. |
|  |  | **CLPS3 -** Jesus prayed regularly and taught others how to pray.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 Marian prayer, nurtures the spiritual life of believers. | Describe and explain the significance of some occasions when believers gather as community to pray (e.g. school feast day, Baptism, Sunday Mass, funerals, weddings, school prayer assemblies and liturgical celebrations).Participate with respect in a variety of personal and communal prayer experiences (including morning prayers, Grace) that nurture the spiritual life of believers. |

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| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| **Mandated Scripture**Second Creation story[Genesis 2:4b-8 15-23](http://www.biblegateway.com/passage/?search=Genesis%202:4b-8%2c%2015-23&version=NRSVCE)Noah: a story of re-creation[Genesis 6:13-9:1](http://www.biblegateway.com/passage/?search=Genesis%206:13-9:1&version=NRSVCE) | **Supplementary Texts**Praising Creation[Isaiah 49:14-16](http://www.biblegateway.com/passage/?search=Isaiah%2049:14-16&version=NRSVCE)[Psalm 139:1-5](http://www.biblegateway.com/passage/?search=Psalm%20139:1-5&version=NRSVCE)[Psalm 139:14-16](http://www.biblegateway.com/passage/?search=Psalm%20139:14-16&version=NRSVCE)[Isaiah 49:14-16](http://www.biblegateway.com/passage/?search=Isaiah%2049:14-16&version=NRSVCE)Living in harmony[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) |

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| **Significant Days and Celebrations**  |
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| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **God is the Creator of Everything** | [**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 | **Week 1: *Introducing the Scripture**** Show students pictures of creation such as: ocean, waterfalls, sky, animals, rainforest, desert, people, mountains.
* Talk about the beauty and wonder of these creations.
* Students write in their Religion books, describing something that they think is beautiful.
* Discuss: What is creation? Who is a creator? What can we create? Who created the plants, trees? Who created the sky, ground and the ocean? Who created animals? Who created us? Why did they create us?
* KWL Chart. What do we already know about creation? What do we want to know about creation?
 | <http://www.youtube.com/watch?v=AE_BX1XUSC4> |
| Finding Out | * Introduce the Creation story. Godly Play Script.
* Invite students to respond to the story through drawing, painting, Wordle on the computers, creating the story with playdough or writing.
* Invite students to share what they remember about the creation story. What was the most important part of the story to them? Eg. God created the world in seven days.
* Read the Creation Story (Genesis 1:1-31, 2:1-2)
* Ask students to re-tell the story to each other in their own words.
* In Religion books students respond to the story by drawing any symbols they remember? ( Light, Dark, Sky and Birds, Water, Animals, People)

**Week 2**: ***We are created by God. We are all Unique**** Re-tell the Creation story. Godly Play Script. Invite students to respond to the story through drawing, painting, Wordle on the computers, creating the story with playdough or writing.
* Invite students to share what they remember about the creation story. What was the most important part of the story to them? Eg. God is the creator, he made everything in the world.
* Re-read another version of the Creation Story. Ask the children to jointly construct with you a Literary Recount of the Creation Story.
* Students independently write a Literary Recount of the Creation Story.
* Show students images of children.

Ask the question, who created these children? Who created you?* Students complete the activity sheet with an outline of a person which states (I praise God for the wonderful way God created me. I am ……)
* Read the story ‘Henry & Amy’ or ‘Milli, Jack and the Dancing Cat’. Discuss with the students the uniqueness of the characters in the story. What makes them unique? Do they have a special talent?
* Ask the students to think about their own uniqueness. What makes them different from others? Looks, personality, talents etc
* In their Religion books students finish the sentence. ‘I am unique because….’

**Week 3: *Why did God create us?**** Remind the students that God created them. Put on some quiet music and tell the students that they are going to look at each other. Ask them to look at each other’s eyes, hair, nose etc but not speak to one another.
* As a whole class discuss how God’s creations are all different.
* Students complete the activity sheet: My name is, God made my eyes, my nose, my ears etc. They draw a picture of their own unique self.
* God created people in his own image. He wanted us to be just like him. What words describe God? (Loving, caring, generous, compassionate, listener etc.)
* Students draw a picture of God and write words to describe him around their image.
* Write /Tell the children again that God created people in his own image, He wanted us to be like him.
* Ask children to mix, pair, share ways in which they are like God. When and how do they show love, care, generosity or compassion?
* In their Religion books students finish the sentence: ‘I am like God because….’
* God wants us to love him and he wants us to love one another and to help one another. How can we show God that we love him? Through our actions and words.
* Tell the children that you want them to think about something they can Thank God for or something they could ask God’s help with. Create a prayer circle, play quiet music, light a candle etc… One by one, students say their prayer to God.

**Week 4: *Where are God’s creations in our lives?**** Re-tell the Creation story using the Godly Play script. Before you tell the story tell the children that you want them to think about all of the things God created.
* As a class brainstorm all of the things God created. Students can copy the brainstorm into their Religion books. They can draw pictures or use words.
* Revise the brainstorm from previous lesson. What are some of God’s creations?
* Show students a senses chart. Model to children using words/drawings which of God’s creations can they: Taste, feel, smell, touch, hear or see? Students independently complete senses chart.
* Take students on a walk around our school. Ask them to look for God’s creations in our school. As a class discuss what creations are in our playground. Students can draw/write about what they saw.
* God’s creations are beautiful, they are unique and they are all around us. Tell the children that you want them to talk to God and thank him for the beautiful creations he made for us.
* Create a prayer circle, play quiet music, light a candle etc… One by one, students say their prayer to God.

**Week 5**: ***It is our job to care for God’s creation**** Read the Noah story, use the Godly play kit to assist with understanding the story.
* Students respond by drawing, writing, painting, wordle key words/images from the Noah story.
* Revise the Noah story by reading the story from the Bible. Discuss WHY God wanted Noah to build an ark.
* Show students pictures that depict love, care, compassion and generosity. What do these pictures show us?
* Ask the students to discuss a time when they felt, saw or showed: love, care, compassion or generosity to others.
* Before you re-tell the Creation story using the Godly Play script, tell the children that you want them to think about how we care for God’s creations?
* As a class discuss how we think God would want us to care for his creations? How would He want us to care for animals and people? How would God want us to care for the land and the oceans? How would He want us to care for plants? Students could draw a picture of how they care for God’s creations.

**Week 6**: ***Spreading the message of caring for God’s creation**** Show students advertisements for various organisations/causes.
* Tell them that they are going to create their own advertisement to ask people to care for God’s creation. Put topics in a hat (animals, sick people, old people, plants, ocean, air) Ask groups to pick out a topic.
* Students begin to discuss their topic. On an A3 planning sheet under the headings: Topic, What is precious about it? What can people do to care for it? What will happen if we don’t care for it? Students discuss what they think are the answers. They then begin to research their topic keeping these headings in mind.

**Week 7 : *All people have rights and deserve respect**** Show students the plaque of God’s creation of people and animals. Tell the children that we have spoken about how we can care about animals and plants etc but how can we care for people?
* As a class brainstorm: ‘How would God want us to care about people?’
* Read to the children The Good Samaritan Story or (Use the Godly Play Kit).
* Ask the children if God would have been happy with the Levite or the Priest? Why or Why not? (They did not care for the injured man).
* Students draw/write anything they can remember from the Good Samaritan story.
* Revise the Good Samaritan Story. Talk about the injured man and how he deserved respect.
* Ask the children what they would have done if they walked past the injured man. Would they have left him or helped him? Why or why not?
* Students talk/write/draw about a time when they have been a Good Samaritan.
* God created people. He wanted people to be like him. (Kind, Giving, Caring, Generous, Humble, Loving). Ask children to think about how they could be more like God. How or what could they do to care for other people?
* Talk to students about the importance of prayer. Tell them that: Jesus prayed regularly and taught others how to pray. Prayer involves talking and listening to God, either alone or gathered as a community.
* View or listening to stories from the Gospels of Jesus praying and teaching others to pray:
	+ - Jesus prayed at the beginning of his ministry (Luke 3:21-22)
		- Jesus prayed before choosing his apostles (Luke 6: 12-13)
		- Jesus prayed in the garden (Luke 22:39-42)
		- Jesus prayed on the cross (Luke 23:34)
		- Jesus taught us how to pray (Matthew 6:7-16)
		- Jesus gave thanks (Matthew 15:36)
		- Jesus praised God (Matthew 11:25-26)
		- Jesus prayed alone (Mark 1:35)
		- Jesus taught his disciples to pray (Lk 11:1-4)
* Ask students to write a prayer to God…. ‘Dear God, help me to be more like You. I want to …….’
 | ***Godly Play Script******Creation Story 1***Genesis 1:1-31, 2:4b-8, 15-23***Creation Story 2***Genesis 2:4b-8, 15-23***Images of Children***<http://www.youtube.com/watch?v=pUr-0LBCanw>Senses Chart***Noah: a story of re-creation Genesis 6:13-9:1******Images of Love*** <http://www.youtube.com/watch?v=baUYoq2Vy8s>Selection of Advertisements***Godly Play Kit***The Good Samaritan***The Good Samaritan***Luke 10:25-37 |
| Sorting Out |
| Communicating  | **Focus Assessment 1**: Flap Book - Students begin working on their flapbooks. There will be 4 flaps in total. Each cover shows one of God’s creations and when flap is opened students write/draw how they care for that creation.**Focus Assessment 2**: Students choose a topic to create a response asking people to care for God’s creation. They can produce a video, poster or pamphlet. Students explain why that topic was chosen and its importance to them. |  |
| Reflecting and Evaluating  | * Discuss the ‘awesomeness’ of God’s creation. What part do we play in our responsibility to care for and respect God’s creation?
* How can we be stewards of God’s creation? How has Jesus shown us how to communicate with God our Creator?
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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?  |
|   |  |