**Jubilee Religion Curriculum Units P-6**

|  |  |  |  |
| --- | --- | --- | --- |
| **JUBILEE PREP UNITS**  **BELIEFS CHRISTIAN LIFE CHURCH SACRED TEXTS** | | | |
| ***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 Prep, students:**   * **learn about some Old Testament and New Testament stories that tell of a God of love, the creator of all.** * **learn about the goodness of God’s creation, God’s special relationship with all of creation** * **learn God’s plan that people help each other to live safely and happily together, for the good of all.** * **listen to, read and view stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family. They learn of Jesus praying and teaching others to pray, of his teachings about love, compassion and forgiveness that challenged people about the way they were living. They learn about his suffering, death and resurrection.** * **learn that Christians believe God created people with the freedom to choose between good and bad, right and wrong. They explore examples of times when people make these choices, from familiar texts and their personal experience.** * **understand that prayer helps believers follow the teachings of Jesus; to live according to God’s plan. They learn about ways in which believers pray, either alone or with others, including the Sign of the Cross and Amen.** * **observe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. They learn about the Church building as a sacred place for believers and the Bible as a sacred book for believers.**   **UNIT 1 Making Godly Choices**  **UNIT 2 God’s Creation**  **UNIT 3 What is the Church?**  **UNIT 4 Who is Jesus?** | | ***Achievement Standard***  **By the end of Prep at Jubilee, students:**   * **communicate clearly their ideas, feelings and thoughts about God, the goodness of God’s creation and God’s plan that people help each other to live safely and happily together, for the good of all.** * **identify connections between some Old Testament stories and their personal experience, including experience of the goodness of creation.** * **listen and respond to stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection.** * **recognise Jesus’ teachings about love, compassion and forgiveness that challenged people about the way they were living.** * **relate examples of people having the freedom to choose between good and bad, right and wrong.** * **understand that prayer helps believers to follow the teachings of Jesus; to live according to God’s plan.** * **recognise ways in which believers pray, either alone or with others, using word, music, action, silence, images, symbols and nature and participate with respect in a variety of these prayer experiences, including meditation, the Sign of the Cross and Amen…………..** * **describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year…………..**   **UNIT 1 Making Godly Choices**  **UNIT 2 God’s Creation**  **UNIT 3 What is the Church?**  **UNIT 4 Who is Jesus?** | |
| **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| **Making Godly Choices**  ***What does it mean to make Godly choices and how can I do this?***  ***……………………………..…………………***  ***How do we make Godly choices?***  ***STCW1*** The Greatest Commandment  ***CLMJ1*** God’s plan is to live safe and happy  ***CLMF1*** Jesus’ key messages about love, compassion, forgiveness  ***CLMF2*** Freedom of choice – good/bad, emotions and feelings  **Lent and Easter Focus**  ***What is the Easter story?***  ***BETR2*** ***CHLS1***  The Easter Story | **God’s Creation**  ***What does the goodness of creation look and feel like?***  **…………………………………………………**  ***The Goodness of God’s Creation***  ***STNT1*** Bible as a sacred text  ***BETR1*** Creation, God and the natural world (Genesis 1)  ***STOT2*** Old Testament creation stories  ***STCW1*** God’s special relationship with creation  ***What is prayer? Why do we pray? How do we pray?***  ***CLPS1*** Ways to pray  ***CLPS2*** Meditative prayer  **Pentecost Focus** | **What is the Church?**  **We Celebrate Stories of and about Jesus at our Christian Celebration Place – Church**  **……………………………………………….**  ***What is the Church? (as a building)***  ***CHPG1*** The Church as a community and a sacred place. People of God  ***Some Stories Of and About Jesus***  ***STNT2*** Gospels telling the Good News of Jesus (John 2:13 Jesus gets angry in the temple) | **Who is Jesus?**  **What was life like for Jesus’ family and friends?**  **………………………………………………….**  ***The Way Jesus Lived as a Jew***  ***BEWR1*** Jesus’ Jewish family, Mary as his mother  **Advent and Christmas Focus**  ***Advent Prepares Us for Jesus’ Birthday***  ***CHLS1*** Identifying celebrations and rituals that mark special times in Christian community |
| **Mandated Scripture** | | | |
| **Good Samaritan**  Luke 10:29-37  **Ten Lepers**  Luke 17:11-18 | **First Creation Story**  Genesis 1:1-2:4a  **Creation in Genesis**  Genesis 2:4b-9; 15-25  **Jesus taught Disciples to pray**  Luke 11:1-4 | **Jesus’ Resurrection**  Mark 16:1-8 | **Old Testament Joseph**  Genesis 37:1-36; 39:1-6; 41:15-44; 41:55-57; 42-46  **David**  1 Samuel 17:1-49  **Birth of Jesus**  Luke 2:1-7; Matthew 1:18-25 |
| **Explicit Prayer and Tradition Focus – Religious Life of the School** | | | |
| Amen, Sign of the Cross, Meditation  **Catholic Tradition**: School and Class | Amen, Sign of the Cross, Meditation  **Anglican Tradition**: School and Class | Amen, Sign of the Cross, Meditation  **Apostolic**: School and Class | Amen, Sign of the Cross, Meditation  **Uniting**: School and Class |
| **Mission Outreach – Religious Life of the School** | | | |
|  |  | Make a Wish Foundation (October) |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **JUBILEE YEAR 1 UNITS**  **BELIEFS CHRISTIAN LIFE CHURCH SACRED TEXTS** | | | |
| ***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.** * **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.** * **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.** * **explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God’s presence and action.** * **learn about the different roles in the local parish community.** * **learn about the nature of Jesus’ mission and ministry.** * **explore aspects of Jewish daily life at the time of Jesus.** * **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.** * **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.** * **understand that prayer was an important part of Jesus’ life and is important in the lives of believers.** * **continue to learn about ways in which believers pray, either alone or with others, including morning prayers and Grace.**   **UNIT 1 We Are God’s Image**  **UNIT 2 Jewish Life and the Sacraments**  **UNIT 3 God’s Plan – Then and Now**  **UNIT 4 God Speaks to Everyone** | | ***Achievement Standard***  **By the end of Year 1 at Jubilee, students:**   * **make connections to personal experience when explaining ways of living in accordance with God’s plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God’s gift of the freedom to choose.** * **relate stories from some Old Testament texts that describe God’s presence in the lives of individuals and communities……………….** * **identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God’s presence and action.** * **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.** * **describe some aspects of Jewish daily life at the time of Jesus.** * **recognise the many ways in which believers, past and present, honour Mary, Mother of Jesus, including praying the Hail Mary.** * **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.**   **UNIT 1 We Are God’s Image**  **UNIT 2 Jewish Life and the Sacraments**  **UNIT 3 God’s Plan – Then and Now**  **UNIT 4 God Speaks to Everyone** | |
| **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| **We Are God’s Image**  **How do we see God and honour him in his creations?**  **…………………………………………………**  ***God is the Creator of Everything***  ***BEHE1*** God as the creator  ***CLMJ2*** People are created in the image of God ensuring dignity and rights for all people  ***CLMF3*** God is a creator and sustainer of all life. Gift of freedom to make choices to be used responsibly  ***CLPS3*** Significance of prayer celebrations in the community  ***CLPS2*** Meditative prayer practices  **Lent and Easter Focus** | **Jewish Life and the Sacraments**  **Jesus was the Jew to be Remembered for All Time**  ***………………………………………………***  ***Who is Mary and should we honour her?***  ***CLPS4*** Honouring Mary, the mother of Jesus (Hail Mary prayer)  ***What was life like when Jesus lived with his family?***  ***BEWR2*** Aspects of Jewish life. God’s presence (Sabbath)  ***How do we remember Jesus?***  ***CHLS2*** God’s presence through sacraments of Baptism (initiation) and Eucharist (communion)  **Pentecost Focus** | **God’s Plan – Then and Now**  **How has God shown me who God is?**  ***…………………………………………………***  ***How did Moses know that God was with him?***  ***STOT3*** God’s presence in the lives of the people of Israel  ***STCW2*** Specific Scripture messages told through the Old Testament  ***How is God with us today?***  ***BETR3*** Jesus’ mission and ministry. The ‘twelve’ as part of this mission | **God Speaks to Everyone**  **How do I and others spread the Good News?**  **…………………………………………………**  ***God Calls Christians in Our Local Church Community***  ***CHPG2*** Roles of people in the local parish community  ***What do the writers say?***  ***STNT3*** Similarities and differences in the Gospels of Matthew, Mark and Luke of the Christmas story  **Advent and Christmas Focus** |
| **Mandated Scripture** | | | |
| **Second Creation Story**  Genesis 2:4b-8; 15-23  **Noah: Story of Re-creation**  Genesis 6:13-9:1 | **The Last Supper**  Mark 14:22-25  **Annunciation to Mary**  Luke 1:26-28  **Mary Visits Elizabeth**  Luke 1:39-42 | **Noah: Story of Re-creation**  Genesis 6:13-9:1  **Moses**  Exodus 3:8-17 | **Baptism of Jesus**  Mark 1:9-11  **Jesus calls Peter, Andrew, James, John**  Matthew 4:18-22  **Lost in the Temple**  Luke 2:41-47  **Passover**  Matthew 26:17-19 |
| **Explicit Prayer and Tradition Focus – Religious Life of the School** | | | |
| Hail Mary, Grace, Meditation  **Catholic**: School and Class | Hail Mary, Grace, Meditation  **Anglican**: School and Class | Hail Mary, Grace, Meditation  **Apostolic**: School and Class | Hail Mary, Grace, Meditation  **Uniting**: School and Class |
| **Mission Outreach – Religious Life of the School** | | | |
|  | Rosies Winter Appeal (May) |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **JUBILEE YEAR 2 UNITS**  **BELIEFS CHRISTIAN LIFE CHURCH SACRED TEXTS** | | | |
| ***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 2, students:**   * **learn about aspects of God’s nature and God’s relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus, and Old Testament texts that describe God’s relationship with the Jewish people.** * **explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus.** * **learn about Jesus’ mission and ministry and explore ways in which Jesus’ teachings and actions continue to guide the life of the Church community today.** * **explore, recognise and appreciate the history of a parish community as it is revealed in many ways.** * **learn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God’s creation; and the responsibility to pursue peace and justice out of respect for human life and all creation.** * **develop their understanding of the loving relationship God offers to people unconditionally; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation.** * **explore ways in which believers seek to heal these relationships through reconciliation and prayer.** * **investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance.** * **examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation.** * **develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer.**   **UNIT 1 All the World is Sacred**  **UNIT 2 Saying Sorry and Forgiving Others**  **UNIT 3 Clues From the Past**  **UNIT 4 A Covenant People** | | ***Achievement Standard***  **By the end of Year 2 at Jubilee, students:**   * **analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God’s nature.** * **discuss their ideas about God’s relationship with the Jewish people as described in some Old Testament stories.** * **pose questions about the life and times of Jesus and use sources provided to answer these questions.** * **make connections between Jesus’ teachings and actions and the way members of the Church community live today.** * **recognise the sacredness of God and all creation, especially human life.** * **identify ways in which human beings respond to the call to be co-creators and stewards of God’s creation.** * **suggest ways to pursue peace and justice out of respect for human life and all creation, drawing on their own experiences.** * **recognise free choices that harm an individual and their loving relationships with God, with others and with all creation.** * **explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance.** * **recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation.** * **participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness.**   **UNIT 1 All the World is Sacred**  **UNIT 2 Saying Sorry and Forgiving Others**  **UNIT 3 Clues From the Past**  **UNIT 4 A Covenant People** | |
| **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| **All the World is Sacred**  **How can I love everything in our world as Jesus loves me?**  **…………………………………………………**  ***What does it mean to be a co-creator and steward with God?***  ***STCW3*** Wisdom about the sacredness of all creation  ***BEHE2*** Co-creators with God  ***CLMF4*** The world is a gift  ***CLMJ3*** Respect all life  **Lent and Easter Focus**  ***How does Jesus reveal God’s loving nature?***  ***CHPG3*** Jesus’ actions still guide the Christian communities today  ***CLMF5*** God’s love is unconditional | **Saying Sorry and Forgiving Others**  **How can I continue to build a world of love?**  **………………………………………………..**  ***How does God forgive?***  ***STOT5*** God is forgiving  ***STNT5*** Jesus reveals the nature of the forgiving God  ***BETR4*** Jesus as healer and forgiver  ***What are signs of forgiveness?***  ***CLPS6*** Prayers for forgiveness  ***CHLS3*** Sacrament of Penance  **Pentecost Focus** | **Clues From the Past**  **How is God revealed in the Word and in my community?**  ***…………………………………………………***  ***What can I find in the Bible?***  ***STOT4, STNT4*** The Bible is a library of books  ***What was life like for Jesus in his local community?***  ***STNT6*** Clues about the life of Jesus  ***Who and what is my local church community?***  ***CHCH1*** The past of the local church revealed in the present | **A Covenant People**  **What does it mean to be a people of God’s Covenant?**  **…………………………………………………**  ***God’s Covenant with the Jewish People***  ***BEWR3*** The Jewish people are a covenant people  ***STOT5*** God’s relationship with the Jewish people  ***How can I live a personal covenant with God?***  ***CLPS5*** Prayer involves listening and talking to God  ***CLPS2*** Silence and stillness  **Advent and Christmas Focus** |
| **Mandated Scripture** | | | |
| **Judeo-Christian Stories**  Genesis 1:1-2:4a; Genesis:4b-25  **The Good Samaritan**  Luke 10:25-37  **The Greatest Commandment**  Matthew 22:34-40 | **Parable of the Unforgiving Servant**  Matthew 18:21-35  **Jesus Teaches About Forgiving Others**  Luke 17:3-4  **The Forgiving Father**  Luke 15:11-31  **Zacchaeus**  Luke 19:1-10 | **Jesus Heals Two Blind Men**  Matthew 20:29-34  **Jesus Heals a Crippled Woman**  Luke 13:10-13  **Jesus Walks on the Water**  John 6:16-21 | **God’s Agreement with Noah**  Genesis 9:8-17  **Promise to Abraham and Sarah**  Genesis 17:1-8; 15-19; 21-22 |
| **Explicit Prayer and Tradition Focus – Religious Life of the School** | | | |
| Forgiveness Prayers, Act of Contrition, Penitential Prayer and Meditation  **Catholic**: School and Class | Forgiveness Prayers, Act of Contrition, Penitential Prayer and Meditation  **Anglican**: School and Class | Forgiveness Prayers, Act of Contrition, Penitential Prayer and Meditation  **Apostolic**: School and Class | Forgiveness Prayers, Act of Contrition, Penitential Prayer and Meditation  **Uniting**: School and Class |
| **Mission Outreach – Religious Life of the School** | | | |
| Sunshine Village - Thailand |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **JUBILEE YEAR 3 UNITS**  **BELIEFS CHRISTIAN LIFE CHURCH SACRED TEXTS** | | | |
| ***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).** * **develop an appreciation of the order and harmony of creation.** * **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.** * **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.** * **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.** * **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.**   **UNIT 1 Looking After the World**  **UNIT 2 Jesus of the Book**  **UNIT 3 The Local Faith Community**  **UNIT 4 Remembering the Heroes of the Past** | | ***Achievement Standard***  **By the end of Year 3 at Jubilee, 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.** * **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.** * **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.** * **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.** * **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.** * **explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the Church community.** * **describe significant people, events and features of a parish and diocese, 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.**   **UNIT 1 Looking After the World**  **UNIT 2 Jesus of the Book**  **UNIT 3 The Local Faith Community**  **UNIT 4 Remembering the Heroes of the Past** | |
| **UNIT 1** | **UNIT 2** | **UNIT 3** | **UNIT 4** |
| **Looking After the World**  **How am I created for creation?**  **…………………………………………………**  ***What is really created in the creation story?***  ***BEHE3*** Diversity of God’s created world  ***Why use that image of God?***  ***STOT6*** Images of God  ***STCW4*** The Deer’s Cry  ***Prayer Appreciation***  ***STOT6; CLPS8*** Psalms and prayers of praise and thanksgiving;  ***CLPS7*** Christian prayer  ***CLPS9*** Silence and stillness  **Lent and Easter Focus** | **Jesus of the Book**  **How could I claim Jesus to be a super hero?**  **………………………………………………….**  ***Stories About Heroes***  ***BEWR4*** The stories, people and events of the Torah  ***Who is Jesus and why is he so super?***  ***STNT8*** Text types of the New Testament e.g. Gospels, letters  ***STNT7*** Life and teachings of Jesus  ***BETR5*** Jesus the Messiah  ***Learning to be a Hero***  ***CLMF6, CLMJ4*** Decalogue, Beatitudes, Fruits of the Spirit  ***CLMJ4*** Jesus great commandment  ***CLPS8*** Jesus taught us to pray  **Pentecost Focus** | **The Local Faith Community**  **Who and what makes up my local faith community?**  **…………………………………………………**  ***How am I initiated into a local church community?***  ***CHLS4*** Church as Body of Christ: Baptism Confirmation and Eucharist  ***My Local Church Community***  ***CHPG4*** The local diocese/district  ***CHCH2*** The history of the local church community  ***Jesus Teaches Us to Love and Pray***  ***CLMJ4*** Jesus’ great Commandment  ***CLPS7*** Christian prayer | **Remembering Heroes of the Past**  **What’s so super about heroes?**  ***………………………………………………..***  ***Our Local Heroes***  ***CHCH2*** Heroes from the local church community  ***Stories About Heroes***  ***BEWR4*** Heroes of the Torah, Moses, Jacob, Abraham, Noah  ***Learning to be a Hero***  ***CLMF6*** Decalogue  ***STCW4*** Wisdom of the saints  **Advent and Christmas Focus** |
| **Mandated Scripture** | | | |
| **“I will never forget you my people”**  Isaiah 49:15-16  **Thanksgiving and Praise**  Psalm 23; Psalm 28:1, 6-9 | **The Beatitudes**  Matthew 5:3-11; Luke 6:20-26  **Jesus the Messiah**  Matthew 1:17-2:12 | **Jesus’ Mission**  Luke 4:16-21 | **The Beatitudes**  Matthew 5:3-11; Luke 6:20-26  **God’s Promise to Jacob**  Genesis 28:10-22 |
| **Explicit Prayer and Tradition Focus – Religious Life of the School** | | | |
| Hail Mary, Litany of Mary, Rosary, Meditation  **Catholic**: School and Class | Hail Mary, Litany of Mary, Rosary, Meditation  **Anglican**: School and Class | Hail Mary, Litany of Mary, Rosary, Meditation  **Apostolic**: School and Class | Hail Mary, Litany of Mary, Rosary, Meditation  **Uniting**: School and Class |
| **Mission Outreach – Religious Life of the School** | | | |
|  |  | Legacy Week |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **JUBILEE YEAR 4 UNITS**  **BELIEFS CHRISTIAN LIFE CHURCH SACRED TEXTS** | | | |
| ***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 4, students:**   * **develop their understanding of God’s Word in Scripture as they use the Bible’s referencing system to locate books, people, places and things in the Bible, and engage with a variety of books and text types in the Old Testament and New Testament.** * **listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit to learn that Christians believe that God, as Trinity, is relational in nature.** * **begin to appreciate the significance of community for Christians; of living in loving relationship with God, others and all of creation………..** * **develop their understanding of community through an exploration of different texts, including the Decalogue and the wisdom of St Paul, and the experiences of different communities, including Jewish communities, early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary parishes and dioceses.** * **examine how free choices result in actions that affect the individual and their community…………** * **broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing: Anointing of the Sick and Penance.** * **examine prayers of blessing and adoration, and prayers of petition and intercession, to facilitate an appreciation of the significance of these forms of prayer for Christian communities…………**   **UNIT 1 Living in Harmony**  **UNIT 2 Ancient Voices**  **UNIT 3 Challenge and Change**  **UNIT 4 Living Community** | | ***Achievement Standard***  **By the end of Year 4 at Jubilee, students:**   * **identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God’s Word.** * **use the Bible’s referencing system to locate books, people, places and things in the Bible.** * **recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining Scriptural passages that express God as Father, Son and Holy Spirit.** * **explain the significance of community for Christians; of living in loving relationship with God, others and all of creation……………………….** * **connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary Church communities).** * **explain how free choices result in actions that affect the individual and their community; their loving relationships with God, others and all of creation.** * **explain how and why the worship of Jewish communities has changed since the time of Jesus and identify aspects that remained the same.** * **describe practices and characteristics of contemporary parishes and dioceses (including the celebration of Sacraments of Healing: Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.** * **use an appropriate structure to create prayers of blessing and adoration, and prayers of petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities………………………..** * **participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of blessing and adoration, and prayers of petition and intercession…………………………………………………………….**   **UNIT 1 Living in Harmony**  **UNIT 2 Ancient Voices**  **UNIT 3 Challenge and Change**  **UNIT 4 Living Community** | |
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **Living in Harmony**  **How do my choices help me to live in a Christian community as a steward of all creation?**  ***What does it mean to be a Christian community member and creation steward?***  ***CLMJ5*** Stewardship of creation  ***BEHE4*** Living in community  ***How is the Decalogue relevant to me today?***  ***STOT7*** Wisdom from the Old Testament  ***CLMF8*** The Decalogue  ***CLPS11*** Prayers of petition  ***CLPS12*** Prayers of blessing/adoration  **Lent and Easter Focus**  ***How do my choices affect my relationship with God, others and creation?***  ***CHLS5*** Sacraments of healing  ***CHLS6*** Penance  ***CLMF7*** Understanding right and wrong  ***CHCH3*** Making up for past mistakes | **Ancient Voices**  **Where do I find God in the text?**  **…………………………………………………..**  ***The Bible and It’s Structure***  ***STOT8; STNT11*** Bible referencing system  ***STNT9*** Text types and textural features  ***How do we find God’s voice in the text?***  ***STOT7*** Wisdom from the Old Testament  ***STNT10*** Making meaning of teachings from the parables  ………………………………………………….  ***BEWR5*** First century Jewish worship  **Pentecost Focus**  ***Revealing God as Father, Son and Spirit***  ***BETR6*** Trinity | **Challenge and Change**  **How was The Word promoted in the early Australian settlement?**  ***………………………………………………….***  ***What was the religious identity before, during and after British invasion?***  ***CHCH3*** Early church in Australia  …………………………………………………  ***Why do we need the parables?***  ***STNT10*** Making meaning of teachings from the parables | **Living Community**  **What does living in a Christian community look like?**  **…………………………………………………..**  ***What does Paul say about living in community?***  ***CHPG5*** Characteristics of Church communities  ***STCW5*** Paul’s advice on living in a community  ***What does a Christian community do together?***  ***BEHE4*** Living in community  ***CLMF8*** The Decalogue  ***How can we listen to God through meditation?***  ***CLPS10*** Nurturing the spiritual life of believers  ***CLPS13*** Spiritual exercises from the Christian tradition  ***CLPS11*** Prayers of petition/intercession |
| **Mandated Scripture** | | | |
| **Psalm of Praise**  Psalm 148  **The Ten Commandments**  Exodus 20:1-17;Deuteronomy 5:1-21  **First Creation Story**  Genesis 1:1-2:4a | **Jesus is Baptised by John**  Matthew 3:13-17  Mark 9-11  Luke 3:21-23 | **The Good Samaritan**  Luke 10:25-37 | **Blind Man at Jericho**  Mark 10:46-52  Luke 1`8:35-43  **Life Among Believers**  Acts 2:42-47, Acts 4:32-37 |
| **Explicit Prayer and Tradition Focus – Religious Life of the School** | | | |
| Blessing, Petition, Intercession and  Meditation  **Catholic**: School and Class | Blessing, Petition, Intercession and  Meditation  **Anglican**: School and Class | Blessing, Petition, Intercession and  Meditation  **Apostolic**: School and Class | Blessing, Petition, Intercession and  Meditation  **Uniting**: School and Class |
| **Mission Outreach – Religious Life of the School** | | | |
|  |  | Coombabah Animal Welfare League |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **JUBILEE YEAR 5 UNITS**  **BELIEFS CHRISTIAN LIFE CHURCH SACRED TEXTS** | | | |
| ***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 5, students:**   * **begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE – c.1900 CE).** * **using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities.** * **learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation.** * **develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present.** * **broaden their appreciation of the significance of personal and communal prayer and worship, including the Eucharist, the Psalms, Sabbath rituals and prayers; and the wisdom of the Saints, including St Mary of the Cross MacKillop, for communities of believers……….** * **learn about the significance of Marian prayers in the life of the Church, including the Hail Mary, the Rosary and the Litany of Mary of Nazareth, in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.**   **UNIT 1 Pioneering Catholics**  **UNIT 2 The Holy Spirit**  **UNIT 3 Communities of Believers**  **UNIT 4 Unlocking the Texts** | | ***Achievement Standard***  **By the end of Year 5 at Jubilee, students:**   * **identify many ways in which faith is shared and strengthened in communities of believers, past and present.** * **analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers.** * **use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.** * **describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers………………………………** * **describe different experiences of communities of believers living according to Jesus’ new commandment of charity (love); going beyond existing laws to care for the well-being of others; making and acting upon informed moral choices.** * **locate and record information about the contribution of pioneering Catholics (laity clergy, religious) in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities.** * **examine Mary’s role as mother of Jesus and mother of the Church.** * **analyse the elements and features of Marian prayers (including the Hail Mary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present.** * **participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer**   **UNIT 1 Pioneering Catholics**  **UNIT 2 The Holy Spirit**  **UNIT 3 Communities of Believers**  **UNIT 4 Unlocking the Texts** | |
| **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **Pioneering Christians**  **How was Christianity represented in Australia in the past? How can I pray and make space/time for God?**  **………………………………………………….**  ***How did Christianity spread throughout Australia?***  ***STCW6*** Wisdom of the saints eg Mary MacKillop  ***CHCH4*** Preserving the faith in the Australian colonies  ***BEHE5*** Faith is shared and strengthened in the community of believers  ***CLMJ6*** Christian charity  ***Why is Marian and meditative prayer important?***  ***CLPS15*** Marian prayer in the spiritual life of Christians past and present  ***CLPS16*** Christian spiritual exercises | **The Holy Spirit**  **How does the Holy Spirit assist me to make good life choices?**  **……………………………………………….**  ***Being Conscious of the Holy Spirit***  ***CLMF9*** Gifts of the spirit assisting with moral formation and decision making  ***The Holy Spirit is Alive in God’s People***  ***CHLS7*** The sacrament of confirmation  ***BETR7*** The action of the Holy Spirit  **Pentecost Focus** | **Communities of Believers**  **How can communities of believers be strengthened?**  **……………………………………………….**  ***What is a community of believers?***  ***BEWR6*** Judaism; personal and communal worship  ***How does the faith of individuals strengthen a community of believers?***  ***BEHE5*** Faith is shared and strengthened in the community of believers  ***CHPG6*** Mary’s role in the Church community  ***STCW6*** Mary MacKillop  ***What strengthens a community of believers?***  ***CLPS14*** Spiritual life of believers | **Unlocking the Texts**  **How do I go about unlocking Sacred texts?**  **…………………………………………………**  ***Psalms as Worship: Traditional and Contemporary***  ***STOT9*** Forms of Psalms  ***BEWR6*** Judaism; personal and communal worship  ***What tools help to unlock sacred texts?***  ***STNT13*** Biblical tools  ***STNT12*** Gospel writers Matthew and Luke  **Advent and Christmas Focus** |
| **Mandated Scripture** | | | |
| **Mary’s Song of Praise to God**  Luke 1:46-56  **Mary Visits Elizabeth**  Luke 1:39-45 | **Story of Pentecost**  Acts 2:1-15  **Fruits of the Spirit**  Galatians 5:22-23  **The Spirit of God**  1 Corinthians 2:9-13 | **“This is my Commandment….”**  John 15:9-17  **The Decalogue**  Leviticus 19:1-3;9-18  **The Beatitudes**  Luke 6:20-36; Matthew 5:1-12 | **Announcement to Mary -** Luke 1:26-38;  **Announcement to Joseph -** Matthew 1:18-25; **Birth of Jesus -** Luke 2:1-14;  **Visit of the Shepherds -** Luke 2:15-20;  **Visit of the Magi -** Matthew 2:1-12;  **Flight to Egypt -** Matthew 2:13-15 |
| **Explicit Prayer and Tradition Focus – Religious Life of the School** | | | |
| Hail Mary, Litany of Mary of Nazareth and meditation  **Catholic**: School and Class | Hail Mary, Litany of Mary of Nazareth and meditation  **Anglican**: School and Class | Hail Mary, Litany of Mary of Nazareth and meditation  **Apostolic**: School and Class | Hail Mary, Litany of Mary of Nazareth and meditation  **Uniting**: School and Class |
| **Mission Outreach – Religious Life of the School** | | | |
|  | 500 Project |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **JUBILEE YEAR 6 UNITS**  **BELIEFS CHRISTIAN LIFE CHURCH SACRED TEXTS** | | | |
| ***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’.** * **develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present.** * **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).** * **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.** * **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.** * **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.** * **are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament.** * **using a range of biblical tools, they engage with a variety of Scriptural texts that describe Jesus’ relationship with God the Father and with humanity, and proclaim Jesus as fulfilling all of God’s promises in the Old Testament.**   **UNIT 1 The Holy Spirit Inspires the Australian Church**  **UNIT 2 Revealing God’s Love**  **UNIT 3 Faith in Action**  **UNIT 4 Celebrating Beliefs** | | ***Achievement Standard***  **By the end of Year 6 at Jubilee, 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).** * **demonstrate an understanding of the term ‘communion of saints’; the spiritual bond between all members of the Church, living and dead.** * **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.** * **identify and describe many ways in which faith is lived out in the lives of believers, past and present.** * **analyse the key messages and contexts of some Old Testament prophets.** * **explain the significance of Jesus’ New Law for the way believers live their faith and examine the spiritual and corporal works of mercy.** * **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 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……………………………….** * **participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.**   **UNIT 1 The Holy Spirit Inspires the Australian Church**  **UNIT 2 Revealing God’s Love**  **UNIT 3 Faith in Action**  **UNIT 4 Celebrating Beliefs** | |
| **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** |
| **Holy Spirit Inspires Aussie Church**  **How was the Spirit alive from our early beginnings in Australia?**  **…………………………………………………**  ***The Holy Spirit Guides the Early Australian Church Communities***  ***STCW7*** Wisdom of early Australian Christians, (20thC)  ***CHCH5*** The development of a uniquely Australian Church  ***The Holy Spirit Calls All to Act Justly***  ***BEHE6, CLMJ7*** How the spirit moves through Christians and how social teaching impacted. How did the Christian churches contribute to the development of Australian society?  **Lent and Easter Focus** | **Revealing God’s Love**  **How is God’s love revealed through the Spirit and prayer?**  **………………………………………………..**  ***The Lord’s Prayer***  ***CLPS18*** The Lord’s Prayer  ***How is Jesus represented within the Scriptures?***  ***STNT15*** Jesus fulfilment of the prophesies, images and titles for Jesus  ***BETR8*** The titles for Jesus that reveal his relationship with God  ***STNT14*** Revealing God’s nature  ***The Holy Spirit and Communion of Saints***  ***CHPG7*** Communion of the saints  ***CLPS19*** Praying with the saints | **Faith in Action**  **Why does justice begin with me?**  **……………………………………………….**  ***What is justice?***  ***STOT10*** Old Testament Prophets; ***STOT11*** Biblical tools  ***What is Christian leadership?***  ***BEHE6*** Characteristics of Christian faith  ***CLMJ7*** Spiritual and corporal works of mercy  ***What does it mean for me to act justly?***  ***CLMF10*** Christian freedom  ***CLPS17*** Praying the Examen | **Celebrating Beliefs**  **How does Jesus influence my beliefs and practices throughout the year?**  **………………………………………………….**  ***The Liturgical Year***  ***CHLS9*** Church’s Liturgical year  ***BEWR7*** Jewish high holy days  ***Eucharist / Communion***  ***CHLS8*** Eucharist for believers  ***CLPS18*** The Lord’s Prayer  **Advent and Christmas Focus** |
| **Mandated Scripture** | | | |
|  | **Call of Nathaniel and Disciples**  John 1:35-51  **Jesus as Messiah, Son of Man, Saviour**  Matthew 16:16-17  Acts 17:2-3; Acts 1:29-33,36  **Paul: Believers as Saints**  Ephesians 1:1; 2:19; 3:1-21  **The Lord’s Prayer**  Matthew 6:5-15; Luke 11:1-13 | **Call of Samuel**  1 Samuel 3:1-4:1a  **Spiritual/Corporal Works of Mercy**  Matthew 25:31-46  **Jesus’ New Law**  Matthew 5:17  **Jairus’ Daughter**  Matthew 9:18-26; Mark5:21-43;  Luke 8:40-49 | **Observance of Holy Days**  Leviticus 23:1-44 |
| **Explicit Prayer and Tradition Focus – Religious Life of the School** | | | |
| Lord’s Prayer, Examen, Meditation, Prayer Journaling  **Catholic:** School and Class | Lord’s Prayer, Examen, Meditation, Prayer Journaling  **Anglican:** School and Class | Lord’s Prayer, Examen, Meditation, Prayer Journaling  **Apostolic:** School and Class | Lord’s Prayer, Examen, Meditation, Prayer Journaling  **Uniting:** School and Class |
| **Mission Outreach – Religious Life of the School** | | | |
|  |  | Caritas: Project Compassion |  |