****[**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 2 “All the World is Sacred”**

**Jubilee Primary School Duration: 10 Weeks**

|  |
| --- |
| [**Fertile Question**](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) |
| **How can we love everything in our world as Jesus loves us?** |

**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.***

|  |  |  |
| --- | --- | --- |
| [**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/Spiritual-Formation-%28EFF%29.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.australiancurriculum.edu.au/GeneralCapabilities/Information-and-Communication-Technology-capability)
	+ [Authentic Christian community (ICC)](http://bceteachingjudaism.weebly.com/index.html)
	+ [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/Pages/default.aspx)
	+ [Reflection on action for Justice (SJR)](http://www.australiancurriculum.edu.au/GeneralCapabilities/Personal-and-social-capability)

[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/Appendices/Appendix%20B/Pages/default.aspx)
	+ [Spiritual Formation (EFF)](http://www.rec.bne.catholic.edu.au/Pages/Theological-Background-Search.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://www.rec.bne.catholic.edu.au/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://religioncurriculump-12.weebly.com/planning.html)
	+ [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://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)
* [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/Organisation/Cross%20Curriculum%20Priorities/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/Living-the-Gospel-%28EFG%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 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. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They 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. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways. They 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. They 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. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance. They 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. They 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. |
| ***Achievement Standard*** |
| By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God’s nature. They discuss their ideas about God’s relationship with the Jewish people as described in some Old Testament stories. They pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus’ teachings and actions and the way members of the Church community live today. They recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God’s creation. They suggest ways to pursue peace and justice out of respect for human life and all creation, drawing on their own experiences. They recognise free choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness. |

|  |
| --- |
| ***Class Context for Learning***  |
| Differing faith traditions - Catholic, Anglican, Uniting & Apostolic.Practising & Non-practising members.Modified Assessment Tasks. |

|  |
| --- |
| **Learning Intentions** |
| By the end these learning experiences, students* Know that St Francis of Assisi, St Clare of Assisi and St Therese of Lisieux help people to understand our part in being stewards of creation.
* Appreciate that all people are called by God to appreciate the sacredness of creation, the gift of life, especially human life.
* Understand our duty to care for God’s gift of creation
* Engage with a variety of Scriptural texts that show Jesus’ love and his call to us to love.

  |

|  |
| --- |
| **Success Criteria** |
| * Students recognize the sacredness of God and all creation.
* They identify ways in which human beings respond to the call to be co-creators and stewards of God’s creation.
* They suggest ways to pursue peace and justice out of respect for human life and all creation, drawing on their own experiences.
* They recognise free choices that harm an individual and their loving relationships with God, with others and with all creation.
* Make connections between Jesus’ teachings and actions and the way members of the Church community live today.
* Analyse some teachings and actions of Jesus depicted in the New Testament texts that reveal aspects of God’s nature.
 |

|  |
| --- |
| **Assessment**  |
| **Focus Area 1**: How have I been and how can I be a steward of God’s creation?**Focus Area 2**: Students complete a reflective journal about how they respond to Jesus’ call to love one another. |

|  |
| --- |
| **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*** |
| **STCW3-** The wisdom of the saints (e.g. St Francis of Assisi, St Clare of Assisi, St Therese of Lisieux) helps people understand about being co-creators and stewards of creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation. | Create print, visual or audio texts that draw on their own experiences, their imagination and information they have learnt from the wisdom of the saints about being co-creators and stewards of creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation. | **BEHE2-** Human beings are called to be co-creators and stewards of God’s creation. | Identify ways in which human beings are called to be co-creators and stewards of creation (e.g. caring for the environment, responsible use of natural resources).Promote a specific action of caring for God’s creation |
| **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*** |
| CHPG3-The Church community draws from the teachings and actions of Jesus (e.g. actions of Jesus: praying, forgiving and helping people in need; teachings of Jesus: love, justice and peace) to guide the way they live.  | Identify key teachings and actions from Jesus’ life that guide the life of the Church community.Make connections between the ways members of the Church community live today and some teachings and actions of Jesus. | CLMF4 - Humans are called to acknowledge the sacredness of God and all creation, especially human life. The world is God’s gift to all generations; therefore care for all creation (stewardship) is a moral duty. | Identify some inferred meanings of the Judeo-Christian creation stories (e.g. God created; all creation is sacred; humans are stewards of creation).Compare and contrast their own actions and behaviours with the moral duty of caring for all creation as taught in the Judeo-Christian creation stories. |
|  |  | CLMF5 - The loving relationship God offers to people is unconditional. Sin is made evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. Reconciliation involves admission of sin, saying sorry, asking for God’s help to change and seeking to heal relationships. There is no limit to God’s mercy and forgiveness. | Identify behaviours and actions in some Scriptural texts that reveal aspects of God’s nature (e.g. loving, just, relational, forgiving, welcoming, merciful).Identify evidence of sin and the consequences of sin, using scenarios from the Gospels and/or from life experiences.Identify and analyse scenarios from the Gospels and/or from life experiences that illustrate the four elements of reconciliation (admit sin, say sorry, ask for God’s help to change and seek to heal relationships). |
|  |  | CLMJ3-God’s plan is that people respect all life, especially human life. All people have a responsibility to pursue peace and justice out of respect for human life and all creation. | Identify and express ideas about scriptural texts that illustrate peaceful and just actions or relationships.Make connections between scriptural texts about respecting human life and all creation and their own life experiences. |

|  |
| --- |
| [**Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Pages/default.aspx) |
| **Mandated Scripture**Judeo-Christian Creation Stories[Genesis 1:1-2:4a; Genesis 2:4b-25](http://www.biblegateway.com/passage/?search=Genesis%201:1-2:4a%3b%20Genesis%202:4b-25&version=NRSVCE)The Good Samaritan[Luke 10:25-37](http://www.biblegateway.com/passage/?search=Luke%2010:25-37&version=NRSVCE)The Greatest Commandment[Matthew 22:34-40](http://www.biblegateway.com/passage/?search=Matthew%2022:34-40&version=NRSVCE) | **Supplementary Texts**CreationThe call of Levi[Mark 2:13-17](http://www.biblegateway.com/passage/?search=Mark%202:13-17&version=NRSVCE)Peace[John 20:21-23](http://www.biblegateway.com/passage/?search=John%2020:21-23&version=NRSVCE)Justice[Micah 6:8](http://www.biblegateway.com/passage/?search=Micah%206:8&version=NRSVCE) |

|  |
| --- |
| **Significant Days and Celebrations**  |
| Opening Liturgy, Ash Wednesday, Lent, ANZAC DAY |

|  |
| --- |
| **Learning Experiences** |
| **Core Content Area One**Focus/Question– **What does it mean to be co-creators and stewards of God’s creation?** | [**Resources**](http://religioncurriculump-12.weebly.com/planning.html)[**Teacher Background**](http://extranetportal.bne.catholic.edu.au/re/REC/RLS/PW/Pages/default.aspx)[**Mandated Scriptural Texts**](http://www.rec.bne.catholic.edu.au/Appendices/Appendix%20B/Pages/default.aspx) |
| Tuning In | * Introduce students to Inquiry question: WHAT DOES IT MEAN TO BE CO-CREATORS AND STEWARDS OF GOD’S CREATION? Plan /discuss why this topic is important.
* Focus on key content areas being CREATOR, CO-CREATOR and STEWARDS OF CREATION
* Brainstorm what we already know and what we would like to know about caring for the earth and respecting all life, especially human life.
 |  |
| Finding Out | * Revise the Creation Story to identify the role of stewardship of God’s creation. What did God ask the man that he had created to do in the Garden of Eden?
* Investigate the sacredness of all creation, especially human life, by locating the words “God was pleased with what he saw” in the first creation story and/or create a wordle.
* Creating a mini ‘Creation Book’ to show that all creation, especially human life, is sacred (e.g. by Illustrating the seven creative actions of God in Genesis 1:1 – 1:31 and using the words “God made …” and “God was pleased with what he saw” )
* Determine what people could do as stewards of creation when presented with a range of scenarios / visual images (e.g. plastic bag in water, injured bird, dying plants). Help students to come to realise that humans have thoughts, feelings and a conscience that assists them to be carers and stewards of creation.
* Identify and record on a class chart, ways of being stewards of creation (e.g. creating a Guide to Living Green, a Guide to Promote a Clean School, a Guide to Protect Our Waterways)
* Design a class poster to promote awareness in the school community of our role of stewardship of God’s creation. Put it proudly in a prominent place for all to see.
* Have students reflect on a time when they did not act as a steward of creation. They can record their actions, the consequences of those actions and an appropriate response.
* Create a prayer of sorrow for the times they have not cared for God’s gift of creation.
* Listen to the stories of the saints (e.g. St Francis of Assisi, St Clare of Assisi, St Therese of Lisieux) and share how the saints showed their care of creation and love for God.
* Create a word bank of words used by these saints to describe God and creation.
* Reflect on the wisdom of the saints as expressed in song (e.g. [Prayer of St Francis](http://www.youtube.com/watch?v=ZI1Gst7pEqc&playnext=1&list=PLD2D7EDAB2727F4A4&feature=results_main))
* Write a class prayer together that reflects some of the wisdom of the saints about being co-creators and stewards of creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation.
* Brainstorm ways to pursue peace and justice out of respect for human life and all creation.
* Create a visual image (e.g. using wordle, tagxedo) of words that represent ways of acting justly and peacefully with human life and all creation
* Illustrate the text of Micah 6:8 “This is what God asks of us: to act justly, to love tenderly, and to walk humbly with our God.” Use examples from home, classroom and playground (e.g. roleplay, photostory, animoto)
* Assist students to realize that free choices can harm an individual and their loving relationship with God, with others and with all creation. Discuss right/wrong choices and consequences for oneself and others.
* Identify behaviours, words and symbols that denote peaceful ways of acting.
* Identify and illustrate (e.g. written, multimodal) scripture quotes about peace.
 | Genesis 2:15 Genesis 1:1 – 1:31**Lives of the Saints**YouTube Song: “Prayer of St Francis”**Scriptures about Peace**Matthew 5:9Matthew 28:9John 14:27Luke 8:48Mark 9:50 |
| Sorting Out |
| Communicating  | * Brainstorm ways that they can act to be co-creators with God. Complete a T Chart of ‘Things to do’ and ‘Things not to do’ when caring for a particular part of God’s creation e.g. the sea, the Aussie bushland, the Barrier Reef, the parks
* Have students tell about a time when they acted as a steward of creation and how their act of care for creation affected them.
* Have small groups role-play examples of disrespectful behaviours, then have the class suggest how the performing group could repeat their role-play to exhibit respectful behaviours.

**Focus Assessment 1**: How have I been and how can I be a steward for God’s creation? |  |
| Reflecting and Evaluating  | * Students design a persuasive poster for the school community, highlighting through word and picture, what it means to be a steward of God’s creation.
 |  |

|  |  |
| --- | --- |
| **Core Content Area Two**Focus/Question – **How does Jesus reveal God’s loving nature?** | **Resources****Teacher Background** |
| Tuning In | * Brainstorm together: What were some of Jesus’ important messages that you can recall? Where do we find these? What did Jesus try to teach people? If there was one thing you could say that Jesus spent his life teaching us, what might that be?
 |  |
| Finding Out | * Create a ‘big book’ about key teachings and actions of Jesus. (On one side of each page state the actions or teachings of Jesus. On the opposite side page use photos and pictures to illustrate how Christians live that aspect today.)
* Students brainstorm ideas about why Jesus behaved in certain ways and why he taught people about God’s love.
* Construct a ‘Y chart’ to show what particular teachings of Jesus look like, feel like and sound like (see example of ‘Jesus taught about God’s love’. From the Y Chart students choose words or phrases that describe the loving behaviour (e.g. peace, compassion, care, happiness, and friendship).
* Students illustrate signs for their chosen words using drawings, paintings or pictures from magazines. They construct a Word Wallillustrating their chosen concepts.
* Students use a Think-Pair-Share Strategyto consider what showing love to each other can mean.
* Students reflect on the idea that Jesus challenges us when He said, “Love one another as I have loved you”.
* Complete a Retrieval Chart with the following headings:a) Jesus showed us how to (name the action) …b) Jesus taught us how to (name the teaching) …c) Christians do this today by...d) Sometimes it is difficult to do this when...
* Find and record examples of different groups / ministries in the local Church communities (e.g. by reviewing the local parish newsletters or websites over a few weeks) and make connections between these groups/ministries and actions and/or teachings of Jesus.
* Complete a retrieval chart with the following headings: How did Jesus show us that he loved us? How do I show love to others? When is it hard to show love to others?
* Create a digital or multimedia presentation (e.g. photostory, animoto) of a four-step process for reconciling with others (admit the wrong, say sorry, seek forgiveness, make up)
* Identify evidence of making wrong choices and the consequences of making wrong choices (i.e. harming myself, my loving relationship with God, with others and with all creation)
* Examine religious texts (e.g. The Good Samaritan, The Lost Sheep, The Forgiving Father, welcoming the children) and other texts to identify messages about God’s nature (e.g. loving, just, relational, forgiving, welcoming, merciful)
* Create a visual display (digital or other) of words and images that reflect aspects of God’s nature.
 | ***Jesus showed us how to love***Matthew 22:36-39 (Law of love)***Jesus showed us how to pray***Luke 11:2-4 (Our Father)***Jesus showed us how to forgive***Matthew 6: 14-15***Jesus showed us how to care***Luke 4:38-40 (Jesus heals many)***The Good Samaritan***Luke 10:25-37 ***The Lost Sheep***Luke 14:4-7***The Forgiving Father***Luke 15:11-24 ***Welcoming the Children***Mark 10:13-16 |
| Sorting Out |
| Communicating  | ***Focus Assessment 2***: Individually, students complete a reflective journal answering the following questions:* How did Jesus show love?
* How do I show love to others?
* When is it hard to show love to others?
* How do I feel when people don’t show love to me?
* Who do I find it hard to show love to?
* How do I think other people feel when I don’t show love to them?
 |  |
| Reflecting and Evaluating  | * Brainstorm new learning from this focus area. What have we learnt? Where have we come from prior to this point? What is Jesus’ challenge to me from now on?
* Lent encourages us to reflect on our choices – good and poor – and to admit our mistakes to seek God’s forgiveness and help to heal our relationship with others. There is no limit to God’s mercy and forgiveness.
* Revise the Easter Story. “God loved the world so much that he gave his only Son, so that everyone who believes in him will not die but have eternal life.” (John 3:16)
 |  |

***Teacher Reflection and Feedback***

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

|  |
| --- |
| *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?*  |
|   |  |
|   |  |
| 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?  |
|   |  |