





BETR2	<p>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). <i>Skills</i> Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.</p>		<p>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). <i>Skills</i> Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.</p>	BEWR1	<p>from some key New Testament stories (e.g. Jesus' family, Jesus' followers, those healed by Jesus, those who welcomed Jesus, Passion and Resurrection narratives) is a means of connecting Scripture and real life. <i>Skills</i> Listen and respond to stories of and about Jesus in the Gospels. Share feelings and thoughts about the events, characters and messages in some familiar New Testament stories. Make links between some familiar New Testament stories and their own experiences by sharing characters, events and messages that may be similar or different to their own experiences.</p>		<p>celebrations and meditative reflection in personal prayer. <i>Skills</i> Use and display the Bible respectfully. Listen with respect as Scripture is proclaimed in prayerful settings</p>
	<p><b>Religious Knowledge and Deep Understanding</b> Christians believe that Jesus suffered, died and rose again. <i>Skills</i> Listen and respond to the Easter story in the Gospels. Share feelings and thoughts about the events, characters and messages in the Easter story.</p>				<p><b>World religions</b> <i>Religious Knowledge and Deep Understanding</i> Jesus was a Jew. He lived in a Jewish family and Mary was his mother. <i>Skills</i> Recognise stories from the New Testament that tell about Jesus' life as a Jew. Investigate and report what Jewish families were like in the time of Jesus.</p>		
BEWR1	<p><b>World religions</b> <i>Religious Knowledge and Deep Understanding</i> Jesus was a Jew. He lived in a Jewish family and Mary was his mother. <i>Skills</i> Recognise stories from the New Testament that tell about Jesus' life as a Jew. Investigate and report what Jewish families were like in the time of Jesus.</p>			CLPS 2	<p><b>Prayer and Spirituality</b> <i>Religious Knowledge and Deep Understanding</i> 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). <i>Skills</i> Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.</p>		
	<p><b>Liturgy and Sacraments</b> <i>Religious Knowledge and Deep Understanding</i> The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, Eucharist) and in the Church year (the liturgical seasons).</p>		<p><b>Liturgy and Sacraments</b> <i>Religious Knowledge and Deep Understanding</i> The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, Eucharist) and in the Church year (the liturgical seasons).</p>		<p><b>Liturgy and Sacraments</b> <i>Religious Knowledge and Deep Understanding</i> The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, Eucharist) and in the Church year (the liturgical seasons).</p>		

# Year 1 Religious Education Yearly Overview

## Year 1 - 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.

Students 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. Students 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.

**LEGEND**  
**BELIEFS**  
**CHRISTIAN LIFE**  
**SACRED TEXTS**  
**CHURCH**

## Year 1 - 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: 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.

Students 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.

## Ongoing Whole Year Focus

Code	Religious Knowledge and Deep Understanding	Skills
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.

## Term Focuses

Term 1	Term 2	Term 3	Term 4
<b>Religious Life of the School</b>			
Opening Mass Lent/Easter Buddies Pastoral Care	Mother's Day Parish Mass Jesus' Ascension Buddies Pastoral Care	Our Lady of Mt Carmel Mission Day Mary Mackillop Feast Day Father's Day Mary's Assumption Buddies Pastoral Care	Final school Mass Parish Mass All Saints/All Souls Buddies Pastoral Care Remembrance Day Spellathon Prep Orientation

# Content Focus

THE CHURCH AND ITS PEOPLE		WHO IS GOD?		Trinity		WISDOM FROM ANCIENT TIMES	
Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and 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.	BEHE1	Religious Knowledge and Deep Understanding 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.	BETR3	Jesus called people, including 'the twelve', to share in his mission and ministry.	CLPS4	Mary, Mother of Jesus, has been honoured in many ways by Christians both past and present (e.g. prayer, icons, statues, images, titles, music). The Hail Mary is a Catholic prayer, using words of scripture and developed over a long period of time.
	Communicate a personal response to the 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.		Discuss ideas about God (including creator, forgiving, compassionate, caring, loving, listening). Make 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 ....).		Identify the nature of Jesus' mission and ministry (e.g. healing, teaching, forgiving) Name key people in Gospel passages, including 'the twelve', whom Jesus called to share in his mission and ministry.		Identify ways believers past and present have honoured Mary (e.g. prayer, icons, statues, images, titles, music). Communicate an understanding of the language, purpose and context of the Hail Mary.
CHPG2	Sacraments are sacred actions of the Church through which God is present. In the Sacraments of Baptism and Eucharist, words, actions and symbols are used to communicate God's presence and action.	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.	BEWR2	Jesus participated in the life of the Jewish community.	STOT3	For Christians, the Bible is a sacred book. The Old Testament describes how the people of Israel have reflected on God's presence in their lives (e.g. Moses, Abraham, Noah, Joseph, Ruth, Ezekiel, Jeremiah). Joshua and the battle of Jericho. Jonah and the Whale.
	Identify words, actions and symbols used in the Sacrament of Baptism to communicate God's presence and action (e.g. use of water, sign of the cross, anointing with oil, white garment, Baptismal promises, candle).		. 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.		Explore and record some aspects of Jewish daily life at the time of Jesus (including meal times, leisure times, observing the Sabbath, praying, food laws).		Make connections between the lives of people in Old Testament stories and the ways in which God was active in their lives.
CHLS2	Within a local parish community there are many different roles (e.g. priest, parishioner, liturgical ministries such as musicians and altar servers; parish groups such as family groups and prayer groups; parish ministries such as St Vincent de Paul and youth worker).			STNT3	The Gospels of Matthew, Mark, Luke and John provide particular insights into the life and teaching of Jesus.	STCW2	<b>Christian Spiritual Writings and Wisdom</b> Religious Knowledge and Deep Understanding The wisdom of some Old Testament stories (e.g. Moses, Joseph, Ruth, Jeremiah, Noah) helps people understand God's presence in the lives of individuals and communities.
	Compare the different roles that people have in the local parish community.				Identify key events, places and characters in the life of Jesus as revealed in Gospel passages. Identify similarities and differences between different Gospel accounts of key events, characters and teachings in the life of Jesus (e.g. birth, death, Jesus' family, Jesus' followers, meal stories, miracles).		Make connections between important messages about God's presence in the lives of individuals and communities in some Old Testament stories (e.g. "Do not be afraid Abram. I am your shield." Genesis 15:1; "I will give you my blessing". All living things are given into your hands." Genesis 9: 1-2) and their own experiences.
				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, Marian prayer) that nurture the spiritual life of believers.		

# Year 2 Religious Education Yearly Overview

## Year 2 - 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.

Students 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.

Students 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.

**LEGEND**  
**BELIEFS**  
**CHRISTIAN LIFE**  
**SACRED TEXTS**  
**CHURCH**

## Year 2 - 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. Students 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.

Students 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. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. 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.

## Term Focuses

Term 1	Term 2	Term 3	Term 4
<b>Religious Life of the School</b>			
Opening Mass Lent/Easter Pastoral Care	Mother's Day Parish Mass Jesus' Ascension Pastoral Care	Our Lady of Mt Carmel Mission Day Mary Mackillop Feast Day Father's Day Mary's Assumption Pastoral Care	Final school Mass Parish Mass All Saints/All Souls Pastoral Care Remembrance Day Spellathon

## Content Focus

JESUS' MISSION		THE BIBLE		STEWARDS OF CREATION		PRAYER	
Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills
BETR4	Jesus lived a truly human life. His mission and ministry was to preach and bring about the Kingdom of God, including through his teaching, healing, and forgiving.	STOT4	The Bible is a library of books. It is made up of two parts: the Old Testament and the New Testament.	BEWR3	The Jewish people are a covenant people. Their relationship with God is expressed in their daily lives.	CLPS 2	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).
	Identify the purpose and nature of Jesus' mission and ministry as depicted in some Gospel stories. Describe the effect of Jesus' mission and ministry on the lives of key characters in some Gospel stories.		Identify some features of text organisation, namely the titles 'Old Testament' and 'New Testament' and the Table of Contents, to locate some of the books containing familiar Bible stories.		Describe the Jewish understanding of covenant as agreement between God and the Jewish people. Record and report examples of how the covenant is lived in the daily lives of Jewish people today.		Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.
CLPS5	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 prayer for forgiveness, nurtures the spiritual life of believers	STOT5	The Church teaches that the Bible is an inspired account of God's self-revelation. The Old Testament describes God's relationship with the Jewish people. The Abraham and Sarah story is one example of how God relates with people (e.g. the call of Abraham and Sarah, Genesis 17: 1-8; 15-22).	BEHE2	Human beings are called to be co-creators and stewards of God's creation.	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.
	Participate with respect in a variety of personal and community experiences (e.g. prayer and forgiveness) that nurture the spiritual life of believers.		Identify people and places (e.g. prayer and forgiveness) that Old Testament stories. Identify behaviours and actions in some Old Testament stories that reveal aspects of God's nature (e.g. loving, just, relational, forgiving). Share and compare ideas and opinions with others about God's relationship with people in Old Testament stories.		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.		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.
CLPS6	Prayer for forgiveness requires admission of sin, saying sorry, asking God's help to change and seeking to heal one's loving relationships with God, with others and with all creation.	STNT4	The New Testament consists of 27 books that proclaim the life and teaching of Jesus and the early Christian Church.	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.	CLMJ3	<b>Mission and Justice</b> <i>Religious Knowledge and Deep Understanding</i> 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.
	Communicate an understanding of the language, purpose, gestures and context of prayers for forgiveness including acts of contrition and Penitential Act (A, B, C).		Identify some features of text organisation, namely the titles 'Old Testament' and 'New Testament' and the Table of Contents to locate some of the books depicting the life and teaching of Jesus (Gospels) and the early Christian Church (e.g. Acts of the Apostles, the letters).		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.		<i>Skills</i> 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.
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.	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.	STNT5	The life and teaching of Jesus is the primary source of God's self-revelation in the New Testament.		
	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.		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).		Identify some teachings and actions of Jesus that reveal aspects of God's nature (e.g. father, loving, just, forgiving, welcoming, inclusive).		
CHLS3	Forgiveness involves reconciliation with God and each other and restores broken relationships. In the Sacrament of Penance,	CHPG3	The Church community draws from the teachings and actions of Jesus (e.g. actions of Jesus: praying, forgiving and helping people in need;	STNT6	Knowledge of the historical, cultural and geographical context of the first century Mediterranean world assists the reader of the Gospels to better appreciate		

	believers celebrate reconciliation with God and each other. The Sacrament of Penance continues Jesus' healing ministry in the life of the community.		teachings of Jesus: love, justice and peace) to guide the way they live.		the life and times of Jesus.		
	Identify and analyse scenarios from the Gospels and from life experience that involve restoring broken relationships (reconciliation). Recognise and record ways in which believers celebrate reconciliation with God and with each other in the Sacrament of Penance. Make connections between Jesus' healing ministry and the Church's healing ministry in the Sacrament of Penance.		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.		Gather and record information about the geographical, cultural and historical context of the first century Mediterranean world. Identify and place some of the key events and people of the first century Mediterranean world within a time sequence. Add contextual information (historical, geographical and/or cultural) about the first century Mediterranean world to familiar Gospel stories.		
		<i>CHLS3</i>	Forgiveness involves reconciliation with God and each other and restores broken relationships. In the Sacrament of Penance, believers celebrate reconciliation with God and each other. The Sacrament of Penance continues Jesus' healing ministry in the life of the community.	<i>STCW3</i>	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.		
			Identify and analyse scenarios from the Gospels and from life experience that involve restoring broken relationships (reconciliation). Recognise and record ways in which believers celebrate reconciliation with God and with each other in the Sacrament of Penance. Make connections between Jesus' healing ministry and the Church's healing ministry in the Sacrament of Penance.		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.		
		<i>CLMJ3</i>	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.	<i>CHCH1</i>	Each parish community has its own past, which is revealed in many ways (for example in its pastors and people, buildings, sites or parts of the natural environment).		
			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.		Pose questions about aspects of the past of a parish community (e.g. about the patron saint of the parish, a significant person, site, building or part of the natural environment). Sequence some key events in the past of a parish community (e.g. events related to the patron saint of the parish, a significant person, site, building or part of the natural environment). Develop a narrative about aspects of the past of a parish community (e.g. about the patron saint of the parish, a significant person, site, building or part of the natural environment).		

# Year 3 Religious Education Yearly Overview

## Year 3 - 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 from the Torah, images of God used in Old Testament texts, and the wisdom of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were written and the text types used in the New Testament to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah.

Students develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present.

They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians.

**LEGEND**  
**BELIEFS**  
**CHRISTIAN LIFE**  
**SACRED TEXTS**  
**CHURCH**

## Year 3 - Achievement Standard

By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the Saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences; and the order and harmony in God's creation. They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about the texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They identify prayers of thanksgiving and prayers of praise, including psalms and doxologies, and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.

## Ongoing Whole Year Focus

Code	Religious Knowledge and Deep Understanding	Skills
CLPS7	<i>Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including prayers of thanksgiving and prayers of praise, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences.</i>	<i>Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences.</i>
CLPS8	<i>In the Christian tradition, essential forms of prayer include prayers of thanksgiving and prayers of praise. For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. The Psalms contain many prayers of praise and thanksgiving. Many of Paul's letters begin or end with prayers of praise and thanksgiving, which have become part of liturgical prayer and hymn collections. Doxologies are hymns or prayers of glory and praise to God (e.g. Gloria, Glory to the Father [Glory Be], and the doxologies of the Eucharistic Prayer and of the Lord's Prayer).</i>	<i>Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of thanksgiving and prayers of praise (including psalms and doxologies). Select and use an appropriate prayer structure (e.g. You Who Do Through) to demonstrate an understanding of the role of prayers of praise and prayers of thanksgiving for Christians.</i>
CLPS9	<i>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. guided meditation; 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).</i>	<i>Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.</i>

## Term Focuses

Term 1	Term 2	Term 3	Term 4
<b>Religious Life of the School</b>			
Opening Mass Lent/Easter	Mother's Day Parish Mass	Our Lady of Mt Carmel Mission Day	Final school Mass Parish Mass

Pastoral Care		Jesus' Ascension Pastoral Care Sacramental Program		Mary Mackillop Feast Day Father's Day Mary's Assumption Pastoral Care		All Saints/All Souls Pastoral Care Remembrance Day Spellathon	
<h1>Content Focus</h1>							
SACRAMENTS AND THE PARISH COMMUNITY		PRAYER AND THE RELATIONSHIP WITH GOD		THE OLD TESTAMENT AND SCRIPTURE		KNOWING JESUS	
Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills
CLPS7	<i>Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including prayers of thanksgiving and prayers of praise, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences.</i>	CLMF6	The Scriptures provide a foundation for moral living, specifically the Decalogue, Beatitudes and the fruits of the Spirit. The Decalogue (Ten Commandments) is a guide for making moral decisions and needs to be applied to daily life. Jesus' teaching in the Beatitudes provides a basis for Christian morality. It does not abolish the Decalogue but fulfils it, making clearer what is required of one who loves God (Matthew 5:17-20). The fruits of the Spirit enable Christians to live a moral life.	STOT6	Old Testament scriptures use many different images to portray God (e.g. fire, rain, potter, mother, refuge, sanctuary, lover). The Psalms are used in prayer, especially in praise of and thanksgiving to God.	BETR5	Christians believe that Jesus is the Messiah and this is revealed through his presence and in his words, deeds and encounters with others.
	<i>Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences.</i>		Identify the audience and purpose of The Decalogue (Ex 20: 1-17; Deuteronomy 5: 1-22), the Beatitudes (Matthew 5: 3-11; Luke 6: 20 -26) and the fruits of the Spirit (Galatians 5:22 – 23). Identify the connection between The Decalogue (Ten Commandments) and Jesus' teaching in the Beatitudes (i.e. the Beatitudes fulfil the Decalogue). Draw connections between these foundations for moral living in the Scriptures and personal experience.		Examine the textual features of Old Testament texts (e.g. language, form, use of images, words and phrases in the Psalms). Speculate on the human author's reasons for choosing a particular image to portray God. Communicate personal reactions to various images used to portray God in some Old Testament texts.		
CLPS8	<i>In the Christian tradition, essential forms of prayer include prayers of thanksgiving and prayers of praise. For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. The Psalms contain many prayers of praise and thanksgiving. Many of Paul's letters begin or end with prayers of praise and thanksgiving, which have become part of liturgical prayer and hymn collections. Doxologies are hymns or prayers of glory and praise to God (e.g. Gloria, Glory to the Father [Glory Be], and the doxologies of the Eucharistic Prayer and of the Lord's Prayer).</i>	STCW4	The wisdom of prayers attributed to the saints (e.g. The Deer's Cry / Breastplate of St Patrick) helps one understand God's relationship with people as individuals and as community.	BEWR4	The Jewish people have a special relationship with God. This relationship is revealed through the stories, people and events recorded in the Torah, or written law.	CLMJ4	Jesus' great commandment (John 15: 12-13; Matthew 7:12; Luke 6:31) requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture and Church teaching.
	<i>Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of thanksgiving and prayers of praise (including psalms and doxologies). Select and use an appropriate prayer structure (e.g. You Who Do Through) to demonstrate an understanding of the role of prayers of praise and prayers of thanksgiving for Christians.</i>		Identify the effect on listeners, viewers or readers of the words and images used in some spiritual writings of the saints (e.g. The Deer's Cry / Breastplate of St Patrick) to express important messages about God's relationship with people.		Identify stories, people and events recorded in the five books of the Torah. Describe God's relationship with the Israelites as revealed in key stories from the Torah.		Make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians.
CLPS9	<i>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</i>					STNT7	Knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus.

	<p><i>helps believers engage in the 'work of meditation' (e.g. guided meditation; 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).</i></p> <p><i>Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.</i></p>						
CHLS4	<p>Through the Sacraments of Initiation (Baptism, Confirmation and Eucharist), people become members of the Body of Christ, the Church community, and receive strength for the journey of life. Baptism is the first of the Sacraments of Initiation. In the Sacrament of Confirmation, words, actions and symbols are used to communicate God's presence and action. Eucharist completes Christian initiation and provides nourishment for the spiritual life of believers.</p> <p>Make connections between personal experiences of initiation (e.g. new class, new school, new team) and the experience of believers becoming members of the Church through the Sacraments of Initiation (Baptism, Confirmation and Eucharist). Identify words, actions and symbols used in the Sacrament of Confirmation to communicate God's presence and action (e.g. laying on of hands, sealing with oil, sign of peace, renewal of Baptismal promises, presence of the sponsor, discipleship, Holy Spirit).</p>					STNT8	<p>Retrieve contextual information from written and digital texts to identify some aspects of the cultural contexts in which the Gospels were written.</p> <p>Begin to analyse gospel stories by drawing on a growing knowledge of the context in which the story was written in order to communicate thinking and understandings about the life and teaching of Jesus.</p> <p>The New Testament is a collection of text types (e.g. Gospels, the Acts of the Apostles, letters, other apostolic writings) which differ, depending on the intention and context of the human author. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).</p> <p>Become familiar with typical structural stages and language features of various types of text in the New Testament (e.g. narratives, letters, parables). Speculate on the human author's reasons for using particular types of text.</p>
CHPG4	<p>A diocese is a particular community of parishes usually within a defined geographical boundary under the leadership of the bishop.</p> <p>Discuss what Catholics mean when they talk about a 'diocese'.</p> <p>Identify some key features of the local diocese /archdiocese (e.g. its location; the names of key buildings, bishop / archbishop, one or more parishes that belong to the diocese / archdiocese).</p> <p>Make connections between the role of the bishop and some of his important duties (e.g. as a teacher and a leader, the bishop writes letters / communicates with people in the diocese to teach them about special events such as The Year of Grace; as a priest, the bishop celebrates Mass; as a leader of the diocese, he visits parishes).</p>						
CHCH2	<p>Each parish is an important part of a diocese. An understanding of the history of a parish assists in exploring the history of the diocese to which it belongs. Part of this history is the story of the collaboration of the clergy, religious and laity so that people can hear the</p>						

	Gospel and know Jesus.						
	<p>Pose a range of questions about the history of a parish and diocese.</p> <p>Identify and sequence people and events of historical significance in the story of a parish and diocese.</p> <p>Identify and explain an important example of change and of continuity in the story of a parish and diocese (e.g. spirituality of local Aboriginal and Torres Strait Islander peoples; ways of celebrating; liturgical space; roles in the liturgy, parish / diocesan groups).</p> <p>Develop an historical text (e.g. narrative) about a person or event of historical significance in the story of a parish and diocese, using terms denoting time.</p>						
BEHE3	<p>Christians believe that order and harmony arise from the diversity and interdependence of creation.</p>						
	<p>Identify the diversity of God's created world.</p> <p>Explore some of the relationships that exist in the created world (e.g. sun and moon).</p> <p>Communicate an understanding of order and harmony in God's creation.</p>						

# Year 4 Religious Education Yearly Overview

## Year 4-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. They 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.

Students begin to appreciate the significance of community for Christians; of living in loving relationship with God, others and all of creation. They 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. They examine how free choices result in actions that affect the individual and their community. They 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. They 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.

**LEGEND**  
**BELIEFS**  
**CHRISTIAN LIFE**  
**SACRED TEXTS**  
**CHURCH**

## Year 4-Achievement Standard

By the end of Year 4, 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. They use the Bible's referencing system to locate books, people, places and things in the Bible. They 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.

Students explain the significance of community for Christians; of living in loving relationship with God, others and all of creation. They 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). They explain how free choices result in actions that affect the individual and their community; their loving relationships with God, others and all of creation. They explain how and why the worship of Jewish communities has changed since the time of Jesus and identify aspects that remained the same. They 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. They 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. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of blessing and adoration, and prayers of petition and intercession.

## Term Focuses

Term 1	Term 2	Term 3	Term 4
<b>Religious Life of the School</b>			
Opening Mass Lent/Easter Pastoral Care	Mother's Day Parish Mass Jesus' Ascension Pastoral Care Sacramental Program	Our Lady of Mt Carmel Mission Day Mary Mackillop Feast Day Father's Day Mary's Assumption Pastoral Care	Final school Mass Parish Mass All Saints/All Souls Pastoral Care Remembrance Day Spellathon Camp

# Content Focus

Morality		Ministry		Sacraments		History	
Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills
CLMF7	Morality is about choosing between right and wrong. Conscience is the human capacity to identify and make judgements about what is right and wrong. Sin is the human choice to live without the help of God. Sin is made evident in the free choices which result in actions that harm oneself and one's loving relationships with God, with others and with all creation.	BEHE4	<b>Human Existence</b> Christians believe that as God is relational in nature, so too people become fully human through the experience of community.	CHLS5	<b>Liturgy and Sacraments</b> Sacraments accompany the life journey of each believer. Through the Sacraments, God offers believers gifts of new life, healing, forgiveness and nourishes and strengthens their faith by promising fulfilment of their deepest hopes and longings. Anointing of the Sick is one of the Sacraments of Healing. In this Sacrament, words, actions and symbols are used to communicate God's healing of body and spirit. The Sacrament of Anointing of the Sick continues Jesus' healing ministry in the life of the community.	BEWR5	<b>World Religions</b> Judaism is a dynamic religion: the ways in which Jewish people worship have changed since the time of Jesus.
	Distinguish between right and wrong choices in a variety of morally challenging situations. Explain how wrong choices harm oneself and one's loving relationships with God, with others and with all creation.		Communicate an understanding of the concept of 'community'. Explain how living in community helps people reach their full potential.		Describe connections between the life journey of each believer and the Sacraments of the Church. Identify words, actions and symbols used in the Sacrament of Anointing of the Sick to communicate God's healing of body and spirit (e.g. Scripture, laying on of hands, blessing with oil, prayer of thanks, sprinkling with holy water, Lord's Prayer, presence of the priest). Make connections between Jesus' healing ministry and the Church's healing ministry in the Sacrament of Anointing of the Sick.		Identify some features of Jewish worship in first century Roman Empire. Compare and contrast some significant features of Temple Judaism and Rabbinic Judaism.
CLMF8	The Decalogue is a summary of the main moral obligations people have towards God, each other and all of creation. The first three commandments are about love of God and the other seven are about love of each other and all of creation.	CHPG5	<b>People of God</b> The practices of each Church community (including the parish and diocese) are modelled on the mission and ministry of Jesus. A variety of characteristics mark local Church communities, including: prayer and worship (Acts 2:42); proclaiming the Good News (Romans 10:14); building peaceful relationships (Romans 14:19); caring for the marginalised (1Corinthians 12:26a); rejoicing in the achievements of one another (1Corinthians 12:26b); seeking and offering forgiveness (Ephesians 4:32); supporting and encouraging one another (1 Thessalonians 5:11) and welcoming and creating a sense of belonging.	CHLS6	Penance is one of the Sacraments of Healing which celebrates God's love and mercy. It calls people to conversion and to forgiveness towards others. In the Sacrament of Penance, words, actions and symbols are used to communicate God's love and forgiveness. Penance strengthens the spiritual life of believers and turns their hearts towards God.	CHCH3	<b>Church History</b> Year Level Focus: First Contacts (c.1788 CE – c.1850 CE) Religious Knowledge and Deep Understanding The first Catholics in Australia preserved their faith in an environment of suspicion and conflict, mostly without the presence of priests. Official recognition and toleration ushered in a new era for Catholics in Australia. Catholic laity and clergy were among the first to recognise and respond to the impact of settlement and expansion on Aboriginal people.
	Classify the commandments of the Decalogue according to their content (i.e. moral obligations towards God, each other and all creation). Make connections between the commandments of the Decalogue and students' own experience.		Make connections between the practices of Church communities and the mission and ministry of Jesus. Describe (using examples) the variety of characteristics that mark local Church communities.		Identify words, actions and symbols used in the Sacrament of Penance to communicate God's love and forgiveness (e.g. prayer, reading from Scripture, confession of sin, sign of the cross, presence of the priest, words of absolution). Explain how the Sacrament of Penance calls believers to conversion and forgiveness of others (e.g. through words of Scripture, spiritual readings, the imposition of penance).		Sequence some key people and events (secular and religious) of early colonial Australia (c.1788 CE – c.1850 CE) and recognise their significance in bringing about change. Develop historical narratives about some key events and people's experiences in the early Church in Australia (c.1788 CE – c.1850 CE) using appropriate historical terms. Identify different points of view towards Aboriginal people in early colonial Australia (e.g. squatters, missionaries, free settlers, convicts, and clergy).
CLMJ5	Christians are called to be responsible stewards, caring for all of God's creation. Caring for the environment is a moral issue for Christians.	STCW5	<b>Christian Spiritual Writings and Wisdom</b> The wisdom of St Paul helps people understand about living in community.				
	Describe key features of stewardship according to Christian teaching. Apply the Christian moral duty of stewardship to environmentally friendly practices.		Identify some wise words from St Paul that help people understand about living in community. Make connections between the wisdom of St Paul about living in community and their own experiences (e.g. classroom, school, family, and				

			parish).				
BETR6	<p><b>Trinity: - St Patrick's Day God, Jesus the Christ, Spirit</b> Religious Knowledge and Deep Understanding Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. Christians name this understanding of God as Trinity.</p> <p>Identify and explain Scriptural passages that express God as Father, God as Son and God as Holy Spirit.</p>	STNT11	<p>The Bible's referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things.</p> <p>Identify some features of text organisation namely book, chapter, verse, Table of Contents, Index, headings and subheadings used to order and present information in the Bible Use some features of text organisation to locate books, people, places and things in the Bible.</p>				
CLPS10	<p>Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including prayers of petition, intercession, blessing and adoration, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences</p> <p>Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences.</p>	STNT9	<p>Understanding God's Word is aided by an awareness of the books and text types of the New Testament. There are a variety of text types in the New Testament, each with particular textual features.</p> <p>Identify typical stages and language features of various types of text in the New Testament (e.g. narratives, letters, parables, miracle stories). Explain how knowledge of the typical stages and language features of a New Testament text affects a reader's understanding of its message</p>				
CLPS12	<p>In the Christian tradition, essential forms of prayer include prayers of blessing and adoration. God blesses all of creation and so humans respond to God's gifts, in praise and adoration, through prayers of blessing. Every blessing acknowledges and praises God's presence and prays for God's gifts for self and others</p> <p>Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of blessing. Create a prayer of blessing for a particular purpose (e.g. grandparents' day, mothers' day, fathers' day, sick classmate) using an appropriate prayer structure.</p>	STNT10	<p>The use of different language features (images, characters, setting, and vocabulary) in retelling key parables from the New Testament (e.g. Lost Sheep, Lost Coin, Two Sons) can assist the reader to make meaning of Scriptural teachings.</p> <p>Identify and explain language features of parables, namely images, characters, vocabulary and settings. Experiment with changing particular aspects of key parables namely images, vocabulary, setting and characters. Explore their own experiences and imagining retelling key parables from the New Testament and applying the teaching to their lives</p>				
CLPS13	<p>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. guided meditation; 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).</p> <p>Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist them to prepare for and</p>	STOT8	<p>The Bible's referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things.</p> <p>Identify some features of text organisation namely book, chapter, verse, Table of Contents, Index, headings and subheadings used to order and</p>				

	engage in meditative prayer.		present information in the Bible. Use some features of text organisation to locate books, people, places and things in the Bible.				
CLPS1 1	<b>Prayer and Spirituality</b> Religious Knowledge and Deep Understanding In the Christian tradition, essential forms of prayer include prayers of petition and intercession. By prayers of petition, Christians seek forgiveness and turn back to God. Intercessions are prayers of petition in which Christians intercede for the needs of others (e.g. the community, the church, the world, leaders) as well as for themselves. Intercessions may take the form of a litany. A litany is a form of prayer in which a person makes fixed responses to a series of petitions.	STOT7	The books of the Old Testament contain a variety of text types including historical narratives, sacred myths, poetry, legal codes and wise sayings. God's Word is revealed through an understanding of the books and text types of the Old Testament. The human author's choice of text type is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).				
	Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of petition and intercession (e.g. psalms of petition, litanies and liturgical prayers of intercession). Create a prayer of petition or intercession, using an appropriate prayer structure, to demonstrate an understanding of the role of prayers of petition and prayers of intercession for Christians.		Identify typical stages and language features of various types of text in the Old Testament (e.g. historical narratives, sacred myths, poetry, legal codes and wise sayings). Explain how knowledge of the typical stages and language features of an Old Testament text affects a reader's understanding of its message.				

# Year 5 Religious Education Yearly Overview

## Year 5 - 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. They 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. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They 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. They 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.

**LEGEND**  
**BELIEFS**  
**CHRISTIAN LIFE**  
**SACRED TEXTS**  
**CHURCH**

## Year 5 - Achievement Standard

By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They 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. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They 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. They 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. They 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. They examine Mary's role as mother of Jesus and mother of the Church. They 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. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

## Ongoing Whole Year Focus

Code	Religious Knowledge and Deep Understanding	Skills
CLPS15	Christians past and present seek Mary's intercession through prayer because of her humanity and her role as mother of Jesus and mother of the Church. Marian prayer invites believers to a deeper relationship with Christ, draws them into the life of the Church and models a balance between prayer and action. In Marian prayers (including the Hail Mary and the Litany of Mary of Nazareth) there are two elements: praising God and entrusting cares and petitions to Mary.	Analyse and explain the elements and features of some Marian prayers (e.g. text structures; vocabulary; images; language patterns). Make connections between Marian spirituality and how believers pray, live and act. Create a Marian prayer (including a litany) using appropriate structure and elements (i.e. praising God and entrusting cares and petitions to Mary).
CLMF9	Conscience is a judgement of reason that, as far as possible, takes into account the good of all. For Christians, conscience is formed by the Word of God (e.g. The Decalogue and Jesus' moral teaching), assimilated in faith and prayer and put into practice. Formation of conscience is assisted by the gifts of Holy Spirit, the witness and advice of others and the authoritative teaching of the Church. Moral choice involves both judgment and then acting according to that judgment.	Describe some key considerations in the formation of conscience for Christians, including the Word of God, put into practice through faith and prayer; the gifts of Holy Spirit; the witness and advice of others; the authoritative teaching of the Church. Develop and explain a reasoned judgement or informed moral choice by applying questions based on some key considerations in the formation of conscience.
CLPS14	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 prayers, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences.	Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences.
CLPS16	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. guided meditation; praying with the help of: icons, beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes / bells / rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). Praying the Rosary is a meditative prayer practice in the Christian tradition.	Participate respectfully in meditative prayer, including The Rosary. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer, including Rosary beads and icons and using a mantra to meditate (e.g. Come Holy Spirit ...).

## Term Focuses

Term 1	Term 2	Term 3	Term 4
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# Religious Life of the School

**Opening Mass  
Lent/Easter  
Pastoral Care**

**Mother's Day  
Parish Mass  
Jesus' Ascension  
Pastoral Care**

**Our Lady of Mt Carmel  
Mission Day  
Mary Mackillop Feast Day  
Father's Day  
Mary's Assumption  
Pastoral Care  
Camp**

**Final school Mass  
Parish Mass  
All Saints/All Souls  
Pastoral Care  
Remembrance Day  
Spellathon**

## Content Focus

### History

### People of Spirit

### Gospels

### Mary

Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills	Code	Understanding and Skills
CLPS1 5	Christians past and present seek Mary's intercession through prayer because of her humanity and her role as mother of Jesus and mother of the Church. Marian prayer invites believers to a deeper relationship with Christ, draws them into the life of the Church and models a balance between prayer and action. In Marian prayers (including the Hail Mary and the Litany of Mary of Nazareth) there are two elements: praising God and entrusting cares and petitions to Mary.	STOT9	The Psalms of the Old Testament are a model for personal and communal prayer. There are three main forms of Psalms in the Old Testament: Psalms of lament (sorrow), Psalms of thanksgiving and Psalms of praise (Hymns).	STNT12	The contexts of the Gospel writers (e.g. purpose of the writer, time of writing, intended audience, point of view) shaped their Gospels. The context of the Gospel writer is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).	CHPG6	<b>People of God</b> <i>Religious Knowledge and Deep Understanding</i> Mary is the mother of Jesus and of all Christians. Mary's role in the Church community (e.g. advocate, mother, helper) can be described using a variety of titles and images. New Testament texts reveal Mary's role as mother of Jesus and her role in the early church community.
	Analyse and explain the elements and features of some Marian prayers (e.g. text structures; vocabulary; images; language patterns). Make connections between Marian spirituality and how believers pray, live and act. Create a Marian prayer (including a litany) using appropriate structure and elements (i.e. praising God and entrusting cares and petitions to Mary).		Identify some life experiences of the psalmists (e.g. awe and wonder, feelings of abandonment, despair and anger, fear of the future, threatened by enemies) as communicated in a variety of Psalms. Explore the relationship between the psalmist and God as revealed in a variety of Psalms (e.g. parent / child; protector; trust / doubt, praise, thanksgiving, dependence, humility, loyalty, grandeur of God). Use the Psalms as a model to create a personal or communal prayer.		Compare and contrast parallel passages from the Gospels of Matthew and Luke (e.g. Beatitudes, The Lord's Prayer, Infancy Narratives, and Passion Narratives). Explore some features of Gospel texts (e.g. place, characterisation, vocabulary, dialogue, the narrative voice) that provide evidence of how the writers have shaped their Gospels for a particular community in a particular time and place.		Explain how some titles and images of Mary found in New Testament texts reveal her role as mother of Jesus and her role in the Church community (e.g. advocate, mother, helper). Compare different understandings of Mary as depicted in a variety of titles and images (e.g. from visual, multimedia and/or written texts).
CLMF9	Conscience is a judgement of reason that, as far as possible, takes into account the good of all. For Christians, conscience is formed by the Word of God (e.g. The Decalogue and Jesus' moral teaching), assimilated in faith and prayer and put into practice. Formation of conscience is assisted by the gifts of Holy Spirit, the witness and advice of others and the authoritative teaching of the Church. Moral choice involves both judgment and then acting according to that judgment.	BETR7	The action of the Holy Spirit in the lives of believers is described in Scripture using a variety of titles and images.	STNT13	A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) is used to assist in deepening awareness of New Testament texts.	CLPS15	In Marian prayers (including the Hail Mary and the Litany of Mary of Nazareth) there are two elements: praising God and entrusting cares and petitions to Mary.
	Describe some key considerations in the formation of conscience for Christians, including the Word of God, put into practice through faith and prayer; the gifts of Holy Spirit; the witness and advice of others; the authoritative teaching of the Church. Develop and explain a reasoned judgement or informed moral choice by applying questions based on some key considerations in the formation of conscience.		Identify some titles (e.g. Spirit of God, Spirit of truth, Advocate) and images (e.g. oil, fire, wind) of the Holy Spirit found in Scripture. Make connections between some titles and images of the Holy Spirit and the action of the Holy Spirit in the lives of believers.		<i>Skills</i> Investigate and evaluate the usefulness of a range of Biblical tools (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) for deepening awareness of New Testament texts.		Analyse and explain the elements and features of some Marian prayers (e.g. text structures; vocabulary; images; language patterns). Make connections between Marian spirituality and how believers pray, live and act. Create a Marian prayer (including a litany) using appropriate structure and elements (i.e. praising God and entrusting cares and petitions to Mary).
CLPS1 4	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.	BEHE5	Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of Eucharist.	BEWR6	Followers of Judaism live their relationship with God through their personal and communal worship.		

	<p>Prayer in the Christian tradition, including Marian prayers, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences.</p> <p>Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences.</p>						
			<p>Identify ways in which people share faith within a community of believers (e.g. family, parish, school).</p> <p>Communicate an understanding of how the faith of people strengthens the faith of the community of believers.</p>		<p>Identify features of a Synagogue and explain their importance in Jewish worship.</p> <p>Identify and explain practices associated with the observance of Sabbath.</p> <p>Make connections between the Sabbath rituals and prayers and the Jewish relationship with God.</p>		
CLPS1 6	<p>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. guided meditation; praying with the help of: icons, beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes / bells / rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). Praying the Rosary is a meditative prayer practice in the Christian tradition.</p> <p>Participate respectfully in meditative prayer, including The Rosary.</p> <p>Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer, including Rosary beads and icons and using a mantra to meditate e.g. Come Holy Spirit.</p>	CLMJ6	<p>Jesus makes charity (love) the new commandment: "As the Father has loved me, so have I loved you; abide in my love. ... "This is my commandment, that you love one another as I have loved you" (John 15: 9 - 17).</p> <p>Charity is the source and goal of Christian practice. Christian charity calls people to go beyond existing laws to care for the well-being of others.</p> <p>Distinguish between choices or actions that fulfil existing laws or obligations and those that respond to Jesus' new commandment.</p> <p>Develop and explain a choice or action within their own lives that demonstrates the application of Jesus' new commandment of love.</p>	STCW6	<p>The wisdom of the saints, in particular St Mary of the Cross MacKillop, helps people understand about caring for the well-being of others and the faith of the community of believers. This wisdom guides and gives strength to believers past and present.</p> <p>Explain how the wisdom of the saints, in particular the letters written by St Mary of the Cross MacKillop, helps people past and present to understand about caring for the well-being of others and the faith of the community of believers.</p>		
CHLS7	<p>The key parts of the Catholic Rite of Confirmation are: calling on the Holy Spirit and the laying on of hands, the anointing with the oil of chrism together with the words 'Be sealed with the Gift of the Holy Spirit'.</p> <p>The gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) guide believers and give them strength to live a spirit-filled life.</p> <p>The fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control Galatians 5:22-23) are visible signs of God's active love and work within and through believers as they live spirit-filled lives.</p> <p>Describe the key parts of the Catholic Rite of Confirmation, identifying words, symbols, actions and significance in the lives of believers.</p> <p>Explain the meaning of some of the gifts of the Spirit and how these guide and give strength to believers today.</p> <p>Explain the meaning of some of the fruits of the Spirit and how they are visible signs of God's active love and work in the lives of believers.</p>						
CHCH4	<p>Year Level Focus: Christianity in the Australian Colonies (c.1850 CE – c.1900 CE) Religious Knowledge and Deep Understanding</p>						

	<p>Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers. Catholics took their place in colonial Australian society (c.1850 CE – c.1900 CE). Being Catholic in a new, free society raised challenges.</p>						
	<p>Sequence some key people and events (religious and secular) in the Australian colonies (c.1850 CE – c.1900 CE) and recognise their significance in bringing about change.</p> <p>Develop historical narratives and descriptions about some key events and people's experiences in the Church in the Australian colonies (c.1850 CE – c.1900 CE) using source materials and appropriate historical terms and concepts.</p> <p>Locate information about the contribution or significance of Catholics (laity, clergy, religious) to the shaping of particular communities, including Indigenous communities (c.1850 CE – c.1900 CE).</p>						



<p><b>CHLS8</b></p>	<p>The word Eucharist means thanksgiving: believers give thanks for all that God has given, particularly the gift that is Jesus. The Mass is made up of the Liturgy of the Word and the Liturgy of the Eucharist. The Church teaches that in the celebration of Eucharist, Jesus is sacramentally present in four ways: the people gathered, in the Church's minister, in the Word proclaimed, and most profoundly in the gifts of bread and wine which become the Body and Blood of Christ. In the Eucharist, believers remember and celebrate the life, death and resurrection of Jesus (the Paschal mystery). This is the focus or 'theme' of every Eucharistic liturgy. The saving events of the Paschal mystery are made present in the Eucharist through which believers are offered to share in the new life of Christ (1 Cor 10:16). Eucharist is memorial, sacrifice, prayer, nourishment and community. The Mass challenges believers to go out and live the good news that Jesus proclaimed.</p>	<p><b>BEHE6</b></p>	<p>Christians believe that faith is a virtue freely gifted by God. Faith is a free and personal response to God that is lived out in the life of the believer.</p>	<p><b>CHCH5</b></p>	<p><b>Church History</b>  <i>Year Level Focus:</i>  <i>The Catholic Church in a developing Australian nation (c.1900 CE to present)</i>          Catholics helped form the new Australian nation. Catholics initially set themselves apart. A uniquely Australian Church emerged. New ways of being both Catholic and Australian were encouraged.</p>	<p><b>BETR8</b></p>	<p>Jesus' relationship with God the Father and humanity is described in Scripture using a variety of titles and images.</p>
	<p><i>Skills</i>          Identify the parts of the Mass (e.g. Introductory Rite, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, Concluding Rite). Explain the different ways in which Jesus is sacramentally present in the Mass. Communicate an understanding of the key purposes of the Eucharist for believers (e.g. memorial, sacrifice).</p>		<p>Identify and describe some characteristics of Christian faith as a gift of God (e.g. initiated by God (gift), the work of the Holy Spirit, conversion). Identify ways in which faith is lived out in the life of believers – personally and communally.</p>		<p>Sequence some key people and events (religious and secular) that contributed to the development of Australia as a nation (c.1900 CE to present). Locate information about the contribution or significance of Catholics to the shaping of the Church in Australia (c.1900 CE to present). Develop historical narratives and descriptions about some key events and people's experiences in the Church in Australia after Federation using source materials and appropriate historical terms and concepts. Identify and describe some examples of significant change and continuity in Australian Catholic identity and relationships with the wider society (c. 1900 CE to present).</p>		<p>Locate and identify images in scripture that express different titles of Jesus (e.g. liberator, creator, Son of God, Son of Man, Messiah, Anointed One, Lamb of God, Bread of Life, Rabbi, Saviour). Explain how a title of Jesus describes his relationship to God the Father and /or humanity.</p>
<p><b>CHLS9</b></p>	<p>The Church's liturgical year is told through a framework of different seasons (Advent, Christmas, Lent, Easter, Pentecost, Ordinary Time), revealing the story of salvation and drawing inspiration from Jewish tradition. In liturgical celebrations, forms of sacred art (including music, visual arts, drama, dance, media) are used to inspire believers to prayer and a deeper understanding of the mystery of God. In liturgical celebrations, believers are encouraged to actively participate through action (e.g. sign of peace, genuflecting, sign of the cross), word (e.g. acclamations, responses, singing), posture (e.g. kneeling, bowing) and observing a reverent silence at appropriate times.</p>	<p><b>CLMF10</b></p>	<p>For Christians, the New Law as given by Jesus is a law of love, a law of grace and a law of freedom. Freedom, especially in moral and religious matters, is the right of every human person. For Christians, the freedom to choose is required by the New Law to take into account the good of all. Christians believe that God has given the gift of wisdom to humans (the natural law) which enables them to choose good and avoid evil.</p>	<p><b>CLMJ7</b></p>	<p>Spiritual and corporal works of mercy are foundational for understanding the Church's teaching about concern for the common good. Works of mercy are charitable actions at the service of others. The spiritual works of mercy are: instructing, advising, challenging injustice, consoling, comforting, forgiving, bearing wrongs patiently and praying for the living and the dead. The corporal works of mercy are: feeding the hungry, giving drink to the thirsty, sheltering the homeless, visiting the sick and imprisoned, clothing the naked and burying the dead.</p>	<p><b>BEWR7</b></p>	<p><b>World Religions</b>  <i>Religious Knowledge and Deep Understanding</i>          The faith of Jewish believers is shared and strengthened through the commemoration of High Holy Days including Rosh Hashanah, Yom Kippur, Pesah (Passover).</p>
	<p>Make connections between some key celebrations of the Church's liturgical year and the story of salvation. Identify where, how and why forms of sacred art are used in liturgical celebrations. Identify ways in which believers actively participate in liturgical celebrations and interpret the meaning of these for believers.</p>		<p>Describe Jesus' New Law, using examples from New Testament texts. Explain the significance of Jesus' New Law for believers (e.g. freedom to choose, taking into account the good of all) and for moral decision making. Make connections between the New Law of Jesus and possible implications for their own actions.</p>		<p>Identify expressions of the spiritual and corporal works of mercy. Make connections between the spiritual and corporal works of mercy and the Church's teaching about concern for the common good. Reflect on and express their personal responses to the challenge to serve others through the works of mercy.</p>		<p>Identify key elements of the High Holy Days (e.g. themes, messages, rituals). Make connections between the practices of the High Holy Days and the faith life of believers (e.g. atoning for sin, remembering key stories, reflecting on past actions).</p>
<p><b>CHPG7</b></p>	<p>'Communion of saints' is a term which describes the spiritual bond that exists, through Baptism, between all the members of the Church, living and dead.</p>	<p><b>CLPS19</b></p>	<p>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</p>	<p><b>STCW7</b></p>	<p>The wisdom of Australian Catholic Christians, including lay people and religious orders (c.1900 CE to the present), helps people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy;</p>	<p><b>STOT10</b></p>	<p><b>Old Testament</b>  <i>Religious Knowledge and Deep Understanding</i>          Key messages of Old Testament prophets are identified within their social, cultural and historical contexts.</p>

			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. guided meditation; praying with the help of: icons, beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes / bells / rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). Praying The Examen is a meditative prayer practice in the Christian tradition.		challenging injustice; developing new ways of living the Catholic faith in Australia).		
	Communicate an understanding of the term 'communion of saints'.		Participate respectfully in meditative prayer, including The Examen (guided prayerful reflection at the end of the day). Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer, including reflective prayer journaling and praying with icons of the Saints.		Analyse and explain how some Australian Catholic Christians help people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia) through diverse expressions of wisdom (e.g. Khoa Do – film; George Mung Mung – art; Donna Mulhern – peaceful activism).		Use a range of Biblical tools to analyse the social, cultural and historical contexts of some Old Testament prophets (e.g. Ezekiel, Jeremiah, Isaiah, Hosea, Micah). Communicate an understanding of some key messages of Old Testament prophets (e.g. repent and turn back to God, act justly, care for others in particular the poor and marginalised, observe the Law, God is compassionate and forgiving, God is always faithful) taking into account their context.
CLPS1 8	In response to the request of his followers "Lord, teach us to pray as you do", Jesus gave them the Our Father or the Lord's Prayer (Luke 11.2-4; Matthew 6.9-13). The origins of The Lord's Prayer are deeply rooted in the Jewish tradition. The Our Father is a central prayer in Christianity and an integral part of Catholic liturgy. Seven petitions are identified in The Lord's Prayer: 1. Hallowed be your name 2. Your kingdom come 3. Your will be done on earth as it is in heaven 4. Give us this day our daily bread 5. Forgive us our trespasses as we forgive those who trespass against us 6. Lead us not into temptation 7. Deliver us from evil The first three petitions praise God. The remaining four petitions present to God the needs of believers.	STNT14	The Church teaches that the Holy Spirit guided the formation of the New Testament and the whole of Scripture. Inspiration means the human authors of Scripture, guided by the Holy Spirit and using their own knowledge and skills, revealed God's nature and teaching. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).			STOT11	A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines) are used to assist in deepening awareness of Old Testament texts.
	Compare different texts of The Lord's Prayer, including Scriptural references and traditional Christian versions. Identify the use of The Lord's Prayer in Catholic liturgy (e.g. Communion Rite; Baptism; The Anointing of the Sick). Investigate the origins of The Lord's Prayer (e.g. in Old Testament texts; Jewish prayer and ritual). Make connections between students' own experiences and the seven petitions of The Lord's Prayer.		Use Biblical tools (e.g. concordance of the Bible, Biblical dictionary, Biblical commentary) to search for and locate relevant New Testament references to the role of the Holy Spirit in guiding the formation of the New Testament. Locate evidence in some New Testament texts showing that the human authors used their own voice, knowledge and skills to reveal God's nature and teaching.				Investigate and evaluate the usefulness of a range of biblical tools (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines) for deepening awareness of Old Testament texts.
CLPS1 7	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 The Examen, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences.					STNT15	Gospel writers use many images and titles for Jesus. The Gospels and other New Testament texts proclaim Jesus as fulfilling all of God's promises in the Old Testament (including Messiah, Son of Man, and Saviour).
	Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life						Recognise a number of images and titles for Jesus in the Gospels and other New Testament texts. Make connections between Gospel texts and

	experiences.						Old Testament texts.
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