



Our Lady of Mt Carmel

Religious Education and Religious Life of the School Scope and Sequence.

P – 6

Term / Grade	Over Arching Ideas Connection with Our Lady of Mt Carmel Parish	Content Covered	Mandated Prayer and Scriptural Texts
Term 1	<ul style="list-style-type: none"> • Opening Mass • Shrove Tuesday • Ash Wednesday • Walk for Water • Liturgies • Staff Prayer • Easter Liturgy 		
<p>Prep</p> <p><u>Achievement Standard</u></p> <p>By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.</p>	<p>Jesus' Family Easter Story</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BETR2 <i>Religious Knowledge and Deep Understanding</i> Christians believe that Jesus suffered, died and rose again.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Listen and respond to the Easter Story in the Gospels, including Mark 16: 1-8. • Share feelings and thoughts about the events, characters and messages in the Easter Story. <p>BEWR1 <i>Religious Knowledge and Deep Understanding</i> Jesus was a Jew. He lived in a Jewish family and Mary was his mother.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Recognise stories from the New Testament that tell about Jesus' life as a Jew such as the Presentation in the Temple (Luke 2: 22-24; Luke 2: 39-40) and the finding in the temple (Luke 2: 41-52). • Investigate and report what Jewish families were like in the time of Jesus. 	<p>Mandated Scripture:</p> <p>Easter Story</p> <ul style="list-style-type: none"> • Jesus' resurrection (Mark 16: 1-8) <p>Family: Stories of families that Jesus may have heard as a child:</p> <ul style="list-style-type: none"> • Joseph: (Genesis 37: 1-36, 39:1-6, 41: 15-44, 41: 53-57, 42-46) • David: 1 Samuel 17: 1-49

<p>They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and <u>resurrection</u>. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.</p> <p>Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.</p>		<p>CHLS1 <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). <i>Skills</i></p> <ul style="list-style-type: none"> Identify celebrations and rituals that mark special times in the life of the Church community (e.g. Baptism, Eucharist, Reconciliation, Christmas, Easter) and in the Church year (e.g. Lent, Holy Week, Easter, Pentecost, Ordinary Time, Advent and Christmas). Describe some ways in which members of the Church pray together during special celebrations and rituals (e.g. word, action, silence, music and symbol, patterns / repetition, special colours). Make connections between Church rituals and special times in the lives of believers (e.g. Baptism and welcome, reconciliation and forgiveness). 	<p>Mandated Prayer:</p> <p>Amen Sign of the Cross</p>
<p>One</p> <p><u>Achievement Standard</u></p>	<p>Sacraments of Baptism and Eucharist</p> <p>Prayer</p> <p>Fertile Question:</p>	<p>CLPS5 <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. including closing eyes, praying with beads and music) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'. <i>Skills</i></p> <ul style="list-style-type: none"> Participate respectfully in meditative prayer. 	<p>Mandated Scripture:</p> <p>Sacraments of Baptism and Eucharist:</p> <ul style="list-style-type: none"> The Last Supper (Mark 14: 22-25)

<p>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.</p> <p>Students identify the nature of Jesus' mission and ministry, as well as some 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 some 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, Grace and the Hail Mary.</p>	<p>Modes of Assessment:</p>	<ul style="list-style-type: none"> Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer. <p>CHLS2 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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). Identify words, actions and symbols used in the Sacrament of Eucharist to communicate God's presence and action (e.g. bread, wine, water, priest community gathered, table fellowship, the Word, sign of peace, sending forth). <p>CHPG2 <i>Religious Knowledge and Deep Understanding</i> 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).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Compare the different roles that people have in the local parish community. <p>STNT3 <i>Religious Knowledge and Deep Understanding</i> The Gospels of Matthew, Mark, Luke and John provide particular insights into the life and teachings of Jesus.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify key events, places and characters in the life of Jesus as revealed in Gospel passages, including Lost in the Temple (Luke 2:41 -47); the Baptism of Jesus (Mark 1:9-11); the Passover (Matthew 26: 17-19) and the Last Supper (Mark 14: 22-25). 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). 	<ul style="list-style-type: none"> The Baptism of Jesus (Mark 1: 9-11) <p>Mandated Prayer:</p> <ul style="list-style-type: none"> Meditative prayer practices including closing eyes, and praying with beads and music.
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<p style="text-align: center;">Two</p> <p><u>Achievement Standard</u></p> <p>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.</p> <p>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 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.</p>	<p>Stewardship of Creation</p> <p>Loving relationships with God, others and Creation</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BEHE2 <i>Religious Knowledge and Deep Understanding</i> Human beings are called to be co-creators and stewards of God's creation.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. <p>CLMF4 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify some inferred meanings (e.g. God created; all creation is sacred; humans are stewards of creation)_ of the Judeo-Christian creation stories, including Genesis 1:1-2:4a; Genesis 2: 4b-25 and Genesis 9:8-17). 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. <p>CLMJ3 <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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. <p>STCW3 <i>Religious Knowledge and Deep Understanding</i> The wisdom of the saints (e.g. St Francis of Assisi, St Clare of Assisi, St Therese of Lisieux, St Kevin of Glendalough) helps people understand about being co-creators and stewards of creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. 	<p>Mandated Scripture:</p> <p>Stewardship:</p> <ul style="list-style-type: none"> Judeo-Christian Creation Stories (Genesis 1: 1-2: 4a; Genesis 2: 4b-25) God's agreement with Noah (Genesis 9:8-17) <p>Loving relationships with God, others and creation:</p> <ul style="list-style-type: none"> The Good Samaritan (Luke 10: 25-37) The Greatest Commandment (Matthew 22:34-40).
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<p>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.</p>			
<p style="text-align: center;">Three</p> <p><i>Achievement Standard</i></p> <p>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 texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.</p>	<p>Prayers of thanksgiving and praise</p> <p>Our Church Structure</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLPS8 <i>Religious Knowledge and Deep Understanding</i> In the Christian tradition, essential forms of prayer, including prayers of thanksgiving and prayers of praise, nurture the spiritual life of believers. For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. There are many examples of prayers of praise and thanksgiving in the Christian tradition, such as psalms of praise and thanksgiving; words of praise and thanksgiving from Paul's letters; and doxologies, including the Glory to the Father (Glory Be). <i>Skills</i></p> <ul style="list-style-type: none"> Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of thanksgiving and prayers of praise, including the Glory to the Father (Glory Be). 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. <p>CLPS9 <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 (including guided meditation and mindful listening) that help believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'. <i>Skills</i></p> <ul style="list-style-type: none"> Participate respectfully in meditative prayer. Identify and use practices that assist to prepare for and engage in meditative prayer. <p>CHLS4 <i>Religious Knowledge and Deep Understanding</i> 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,</p>	<p>Mandated Scripture:</p> <p>Prayers of thanksgiving and praise: Psalm 23 (Psalm 28:1, 6-9)</p> <p>Mandated Prayer:</p> <p>Prayers of thanksgiving Prayers of praise Glory Be Meditative prayer practices, including guided meditation and mindful listening.</p>

<p>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 Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, 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.</p>		<p>words, actions and Eucharist completes Christian initiation and provides nourishment for the spiritual life of believers.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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, 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>CHPG4 <i>Religious Knowledge and Deep Understanding</i> A diocese is a particular community of parishes usually within a defined geographical boundary under the leadership of the bishop.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Discuss what Catholics mean when they talk about a ‘diocese’. • Identify some key features of the local diocese / archdiocese (e.g. its location; the names of key buildings, bishop / archbishop, one or more parishes that belong to the diocese / archdiocese). • Make connections between the role of the bishop and some of his important duties (e.g. as a teacher and leader, the bishop writes letters / communicated 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 <i>Religious Knowledge and Deep Understanding</i> Each parish is an important part of a diocese. An understanding of the history of a parish assists in exploring the history of the diocese to which it belongs. Part of this history is the story of the collaboration of the clergy, religious and laity so that people can hear the Gospel and know Jesus.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Pose a range of questions about the history of a parish and diocese. • Identify and sequence people and events of historical significance 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). • Develop an historical text (e.g. narrative) about a person or event of historical significance in the story of a parish and diocese, using terms denoting time. 	
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<p style="text-align: center;">Four</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 4, students use the Bible's referencing system to locate books, people, places and things in the Bible. They 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 recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.</p> <p>Students explain the significance of community for Christians. 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 Jewish communities in first century Palestine, 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. They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance)</p>	<p>Jesus' healing ministry</p> <p>Church community</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p> <p>2018 – Link BEHE4 with HASS Aboriginal connection to the land</p>	<p>BEHE4 <i>Religious Knowledge and Deep Understanding</i> Christians believe that as God is relational in nature, so too people become fully human through the experience of community.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Communicate an understanding of the concept of 'community'. Explain how living in community helps people reach their full potential. <p>CHLS5 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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, including giving sight to a blind man at Jericho (Mark 10:46-52 / Luke 18: 35-43) and the Church's healing ministry in the Sacrament of Anointing of the Sick. <p>CHPG5 <i>Religious Knowledge and Deep Understanding</i> The practices of each Church community (including the parish and diocese) are modelled on the mission and ministry of Jesus. A variety of characteristic 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 (1 Corinthians 12: 25a); rejoicing in the achievements of one another (1 Corinthians 12: 26b); seeing and offering forgiveness (Ephesians 4: 32); supporting and encouraging one another (1 Thessalonians 5:11) and welcoming and creating a sense of belonging.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Make connections between the practices of Church communities and the mission and ministry of Jesus. 	<p>Mandated Scripture:</p> <p>Jesus' healing ministry:</p> <ul style="list-style-type: none"> Giving sight to a blind man in Jericho (Mark 10: 46-52; Luke 18: 35-43) <p>Church community:</p> <ul style="list-style-type: none"> Lives among the believers (Acts 2: 42-47; Acts 4: 32-37)
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<p>and explain how these are modelled on the mission and ministry of Jesus.</p> <p>They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities.</p> <p>They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.</p>		<ul style="list-style-type: none"> Describe (using examples) the variety of characteristics that mark local Church communities. <p>CHLS6 <i>Religious Knowledge and Deep Understanding</i></p> <p>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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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). <p>STCW5 <i>Religious Knowledge and Deep Understanding</i></p> <p>The wisdom of St Paul helps people understand about living in community.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify some wise words from St Paul that help people understand about living in community. <p>Make connections between the wisdom of St Paul about living in community and personal experiences (e.g. classroom, school, family and parish).</p>	
<p style="text-align: center;">Five</p> <p><u>Achievement Standard</u></p> <p>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</p>	<p>Formation of Conscience and Christian charity (love)</p> <p>Christianity in the Australian Colonies (c.1850 CE – c.1900 CE)</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLMF9 <i>Religious Knowledge and Deep Understanding</i></p> <p>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, Leviticus 19:1-3; 9-18) and Jesus’ moral teaching (The Beatitudes) Luke 6:20-36; Matthew 5: 1-12), 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 judgement and then acting according to that judgement.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Describe some key considerations in the formation of conscience of Christians. Develop and explain a reasoned judgement of informed moral choice by applying questions based on some key considerations in the formation of conscience. <p>CLMJ6 <i>Religious Knowledge and Deep Understanding</i></p>	<p>Mandated Scripture:</p> <p>Christian Charity:</p> <ul style="list-style-type: none"> “This is my commandment...” (John 15: 9-17) <p>Formation of Conscience:</p> <ul style="list-style-type: none"> The Decalogue (Leviticus 19: 1-3, 9-18); The Beatitudes (Matthew 5:1-12; Luke 6: 20-36)

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 of the saints](#), including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics 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 some Marian prayers (including the Hail Mary, the Rosary 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.

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).

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.

Skills

- Distinguish between choices or actions that fulfil existing laws or obligations and those that respond to Jesus' new commandment.
- Develop and explain a choice or action within their own lives that demonstrates the application of Jesus' new commandment of love.

CHCH4

Religious Knowledge and Deep Understanding

Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers. Catholics took their place in colonial Australian societies (c.1850 CE – c.1900 CE). Being Catholic in a new, free society raised challenges.

Skills

- Sequence some key people and events (religious and secular) in the Australian colonies (c.1850 CE – c.1900 CE) and recognize their significance in bringing about change.
- 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.
- Locate information about the contribution and significance of Catholics (laity, clergy, religious) to the shaping of particular communities, including indigenous communities (c.1850 CE – c.1900 CE).

STCW6

Religious Knowledge and Deep Understanding

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.

Skills

- 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 style="text-align: center;">Six</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.</p> <p>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term</p>	<p>Eucharist and the Communion of Saints</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLPS17 <i>Religious Knowledge and Deep Understanding</i> Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices for preparing the body and the mind for Meditative Prayer and engaging in the 'work of meditation', including prayer journaling. (e.g. relaxing the body, centred breathing, attending to posture, being silent and still, recitation of mantras, closing eyes). The Examen is a meditative prayer practice in the Christian tradition.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Participate respectfully in meditative prayer, including the Examen (guided prayerful reflection at the end of the day). Identify and use practices that assist in preparing for and engagement in meditative prayer, including prayer journaling. <p>CHLS8 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p>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 savings 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 10:16-17). 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><i>Skills</i></p> <ul style="list-style-type: none"> 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>CHPG7 <i>Religious Knowledge and Deep Understanding</i> 'Communion of saints' is a term which describes the spiritual bond that exists, though Baptism, between all the members of the Church, living and dead.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Communicate an understanding of the term 'communion of saints'. <p>CLPS16</p>	<p>Mandated Scripture:</p> <p>Eucharist:</p> <ul style="list-style-type: none"> Institution of Eucharist (1 Corinthians 11: 23-26) <p>Communion of Saints:</p> <ul style="list-style-type: none"> Paul refers to the believers as 'the saints' (Ephesians 1:1; Ephesians 2: 19; Ephesians 3: 1-21). <p>Significance of celebrations in the lives of believers.</p> <ul style="list-style-type: none"> Observance of Holy Days (Leviticus 23: 1-44). <p>The Our Father:</p> <ul style="list-style-type: none"> Lord's prayer (Matthew 6: 5-15, Luke 11: 1-13) <p>Mandated Prayer:</p> <ul style="list-style-type: none"> Meditative prayer, including the Examen Meditative prayer practices, including prayer journaling. The Lord's Prayer
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'communion of saints'. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.

Religious Knowledge and Deep Understanding

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 11:1-13; Matthew 6:5-15). 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.

Skills

- 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 use of the Lord's Prayer (e.g. in Old Testament texts; Jewish prayer and ritual).
- Make connections between student's own experiences and the seven petitions of the Lord's Prayer.

CHLS9

Religious Knowledge and Deep Understanding

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, media) are used to inspire believers to prayer and a deep 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.

Skills

- 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.

Term / Grade	Over Arching Ideas Connection with Our Lady of Mt Carmel Parish	Content Covered	Mandated Prayer and Scriptural Texts
Term 2	<ul style="list-style-type: none"> • Resurrection Liturgy • ANZAC Day • Pastoral Care Program • Sacramental Program • Mother’s Day • Ascension of the Lord • Pentecost – Whole School Mass • Corpus Christi • Confirmation Celebrations 		
<p style="text-align: center;">Prep</p> <p><u>Achievement Standard</u></p> <p>By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God’s creation and God’s plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal</p>	<p>Right Relationships</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLMF2 <i>Religious Knowledge and Deep Understanding</i> According to Christian teaching, God created people as rational beings with the freedom to choose. Choices between good and bad, right and wrong involve the whole person – emotions, feelings and reasoning. <i>Skills</i></p> <ul style="list-style-type: none"> • Identify examples from scriptural texts, including the Ten Lepers (Luke 17: 11-18) where people have the freedom to choose between good and bad, right and wrong. • Explore the emotions, feelings and reasoning involved when people make choices between good and bad, right and wrong and make connections with their personal experiences. <p>CLMJ1 <i>Religious Knowledge and Deep Understanding</i></p>	<p>Mandated Scripture:</p> <p>Right relationships:</p> <ul style="list-style-type: none"> • Good Samaritan (Luke 10:29-37) • Ten Lepers (Luke 17: 11-18)

<p>experience, including the experience of the goodness of creation. They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.</p> <p>Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.</p>		<p>God's plan is that people help each other to live safely and happily together. Societal laws are intended to be for the good of all.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify connections between God's plan for people to live safely and happily, as illustrated by Jesus' teaching (e.g. The Golden Rule, Matthew 1:12/ Luke 6:31), and their personal experience (e.g. at school, home, community). Explore their feelings and thoughts about societal laws (e.g. classroom, playground, family, safety) being intended for the good of all, rather than to meet individual wants and needs. <p>CLMF1 <i>Religious Knowledge and Deep Understanding</i></p> <p>Jesus taught key messages about love, compassion and forgiveness including the parable of the Good Samaritan (Luke 10:29-37). Jesus taught that love of God and others is the greatest commandment. Christians are called to follow the teachings of Jesus.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Share feelings and thoughts about some of Jesus' key messages about love, compassion and forgiveness (e.g. the Golden Rule / the Greatest Commandment). Identify connections between Jesus' key messages about love, compassion and forgiveness and their personal experience. 	
<p>One</p>	<p>God's action in the lives of the Hebrew people.</p>	<p>BEHE1 <i>Religious Knowledge and Deep Understanding</i></p>	<p>Mandated Scripture: God's plan for Creation:</p>

<p><u>Achievement Standard</u></p> <p>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.</p> <p>Students identify the nature of Jesus' mission and ministry, as well as some 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 some 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</p>	<p>God's plan for all creation</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Discuss ideas about God (including creator, forgiving, compassionate, caring, loving, listening). • Identify and share the gifts God has given. • 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...) <p>CLMF3 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Recognise literal and inferred meaning in sacred stories about creation (including the second Creation story (Genesis 2: 4b-8; 15-23) and Noah: a story of re-creation Genesis 6:13 – Genesis 9:1). • Make connections with personal experience when exploring Christian teaching about freedom to choose and how to use this freedom responsibly. <p>CLMJ2 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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. <p>STOT3 <i>Religious Knowledge and Deep Understanding</i> 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, Noah).</p> <p><i>Skills</i></p>	<ul style="list-style-type: none"> • Genesis 2: 4b-8, 15-23) • Noah: a story of recreation (Genesis 6: 13-9:1) <p>God's action in the lives of the Hebrew people:</p> <ul style="list-style-type: none"> • Moses (Exodus 3: 8-17)
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<p>a variety of personal and communal prayer experiences, including meditative prayer, Grace and the Hail Mary.</p>		<p>Make connections between the lives of people in Old Testament stories, including Moses (Exodus 3: 8-17), and the ways in which God was active in their lives.</p> <p>STCW2 <i>Religious Knowledge and Deep Understanding</i> The wisdom of some Old Testament stories (e.g. Moses, Abraham, Noah, Joseph, Ruth, Jeremiah) helps people understand God’s presence in the lives of individuals and communities.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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. 	
<p>Two</p> <p><u>Achievement Standard</u></p> <p>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.</p> <p>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,</p>	<p>Covenant in the Old Testament</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BEWR3 <i>Religious Knowledge and Deep Understanding</i> The Jewish people are a covenant people. Their relationship with God is expressed in their daily lives.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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. <p>STOT4 <i>Religious Knowledge and Deep Understanding</i> The Bible is a library of books. It is made up of two parts; the Old Testament and the New Testament.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify some features of text organization, namely the titles ‘Old Testament’ and ‘New Testament’ and the Table of Contents, to locate some of the books containing familiar Bible stories. <p>STOTS5 <i>Religious Knowledge and Deep Understanding</i> 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 promise to Abraham and Sarah, Genesis 17: 1-8; 15-22).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify people, places, events and things in some 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). 	<p>Mandated Scripture:</p> <p>Covenant in the Old Testament</p> <ul style="list-style-type: none"> • Promise to Abraham and Sarah (Genesis 17: 1-8; 15-19; 21-22)

<p>they suggest ways to pursue peace and justice out of respect for human life and all creation. They recognise 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.</p>		<ul style="list-style-type: none"> Share and compare ideas and opinions with others about God’s relationship with people in Old Testament stories. <p>STNT6 <i>Religious Knowledge and Deep Understanding</i> Knowledge of the historical, cultural and geographical context of the first century Mediterranean world assists the reader of the Gospels to better appreciate the life and times of Jesus.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. 	
<p>Three</p> <p><i>Achievement Standard</i></p> <p>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</p>	<p>Moral living</p> <p>Structure of the Bible</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLMF6 <i>Religious Knowledge and Deep Understanding</i> The Scriptures provide a foundation for moral living, specifically the Decalogue (Ex 20: 1-17; Deuteronomy 5: 1-22), Beatitudes and the fruits of the Spirit. The Decalogue (Ten Commandments) is a guide for making moral decisions. Jesus’ teaching in the Beatitudes provides a basis for Christian morality. It does not abolish the Decalogue but it fulfils it, making clearer what is required to one who loves God (Matthew 5:17-20). The fruits of the Spirit enable Christians to live a moral life.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify the audience and purpose the Beatitudes (Matthew 5: 3-11, Luke 6: 20-26). Identify the connection between The Decalogue (Ten Commandments) and Jesus’ teaching in the Beatitudes (i.e. the Beatitudes fulfil the Decalogue). Draw connections between scriptural foundations for moral living, specifically the Decalogue, Beatitudes and the fruits of the Spirit and personal experience. <p>CLMJ4 <i>Religious Knowledge and Deep Understanding</i></p>	<p>Mandated Scripture:</p> <p>Moral living:</p> <ul style="list-style-type: none"> The Beatitudes (Matthew 5:3-11; Luke 6: 20-26)

<p>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 texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.</p> <p>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 Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, 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.</p>		<p>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 (including Luke 4" 16-21) and Church teaching.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Making connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians. <p>STNT8 <i>Religious Knowledge and Deep Understanding</i></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><i>Skills</i></p> <ul style="list-style-type: none"> 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>Four</p>	<p>Prayers of blessing, petition and Intercession</p>	<p>CLMF7 <i>Religious Knowledge and Deep Understanding</i></p> <p>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</p>	<p>Mandated Scripture:</p> <p>Prayers of blessing, petition and intercession:</p> <ul style="list-style-type: none"> Psalm of praise

<p><u>Achievement Standard</u></p> <p>By the end of Year 4, students use the Bible's referencing system to locate books, people, places and things in the Bible. They 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 recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.</p> <p>Students explain the significance of community for Christians. 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 Jewish communities in first century Palestine, 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. They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of</p>	<p>Living in loving relationships with God and all of creation</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. <p>CLMF8 <i>Religious Knowledge and Deep Understanding</i> 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 of creation.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. <p>CLPS10 <i>Religious Knowledge and Deep Understanding</i> In the Christian tradition, essential forms of prayer including prayers of petition and intercession, nurture the spiritual life of believers. 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of petition and, including litanies. Create a prayer of petition or intercession, using an appropriate prayer structure, such as a litany, to demonstrate an understanding of the role of prayers of petition and prayers of intercession for Christians. <p>CLPS11 <i>Religious Knowledge and Deep Understanding</i> In the Christian tradition, essential forms of prayer include prayers of blessing, nurture the spiritual life of believers. Every blessing acknowledges and praises God's presence and prays for God's gifts for self and others.</p>	<p>Living in loving relationship with God, others and all creation.</p> <ul style="list-style-type: none"> The Ten Commandments (Exodus 20: 1-17; Deuteronomy 5: 1-21) <p>Mandated Prayer:</p> <ul style="list-style-type: none"> Prayers of blessing Prayers of petition and intercession Litanies
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<p>Jesus. They use an appropriate structure to create prayers of blessing, 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 and prayers of blessing, petition and intercession.</p>		<p><i>Skills</i></p> <ul style="list-style-type: none"> Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of blessing including Psalm 148. Create a prayer of blessing for a particular purpose (e.g. grandparent’s day, Mother’s Day, father’s day, sick classmate) using an appropriate prayer structure. <p>CHLS6 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify words, actions and symbols used in the Sacrament of Penance to communicate God’s love and forgiveness (e.g. prayer, readings 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). <p>CLPS12 <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 (including praying with the help of colour and mandalas) that helps believers prepare the body and the mind for meditative prayer and engage in the ‘work of meditation’.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Participate respectfully in meditative prayer. Identify and use practices that assist preparation for and engagement in meditative prayer. 	
<p style="text-align: center;">Five</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 5, students identify many ways in which faith is</p>	<p>The actions of the Holy Spirit in the lives of believers</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BETR7 <i>Religious Knowledge and Deep Understanding</i> The action of the Holy Spirit in the lives of believers is described in Scripture using a variety of titles (eg. Spirit of God, Spirit of truth, Advocate) and images (eg. Oil, fire, wind).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify some titles and images of the Holy Spirit found in Scripture, including ‘Spirit of God’ (1 Corinthians 2: 9-15). 	<p>Mandated Scripture:</p> <p>The action of the Holy Spirit in the lives of believers:</p> <ul style="list-style-type: none"> The Story of Pentecost (Acts 2:1-15)

<p>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 of the saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics 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 some Marian prayers (including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past</p>		<ul style="list-style-type: none"> • Make connections between some titles and images of the Holy Spirit and the action of the Holy Spirit in the lives of believers. <p>BEHES <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify ways in which people share faith within a community of believers (e.g. family, parish, school). • Communicate an understanding of how the faith of people strengthens the faith of the community of believers. <p>CHLS7 <i>Religious Knowledge and Deep Understanding</i> 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'. The gifts of the Spirit (wisdom, understanding, right judgement, courage, knowledge, awe and wonder and reverence) guide believers and give them strength to live a spirit-filled life. The fruits of the Spirit (love, joy, peace, patience, kindness, goodness, 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><i>Skills</i></p> <ul style="list-style-type: none"> • Describe the key parts of the Catholic Rite of Confirmation, identifying words, symbols, actions and significance in the lives of believers. • Explain the meaning of some of the gifts of the Spirit and how these guide and give strength to believers today. • Explain the meaning of some of the fruits of the Spirit (Galatians 5: 22-23) and how they are visible signs of God's active love and work in the lives of believers. 	<ul style="list-style-type: none"> • Fruits of the Spirit (Galatians 5: 22-23) • The Spirit of God (1 Corinthians 2: 9-13)
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<p>and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.</p>			
<p>Six</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.</p> <p>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present,</p>	<p>Living the Faith, Spiritual and Corporal works of Mercy</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BEHE6 <i>Religious Knowledge and Deep Understanding</i> Christians believe that faith is a virtue freely gifted by God. Faith is a free personal response to God that is lived out in the life of the believer, including Jairus' daughter (Matthew 9: 18-26/ Mark 5: 21-43 / Luke 8: 40 – 49).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify and describe some characteristics of Christian faith as a gift of God (e.g. initiated by 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>CLMJ7 <i>Religious Knowledge and Understanding</i> 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><i>Skills</i></p> <ul style="list-style-type: none"> Identify expressions of the spiritual and corporal works of mercy. Make connections between the spiritual and corporal works of mercy, their scriptural foundations (including Matthew 25: 31-46), and the Church's teaching about concern for the common good. Reflect and express their personal responses to the challenge to serve others through the works of mercy. <p>CHCH5 <i>Religious Knowledge and Deep Understanding</i> The Catholic Church in a developing Australian nation (c. 1900 CE to present) Catholics helped form the new Australian nation.</p>	<p>Mandated Scripture:</p> <p>Spiritual and Corporal works of Mercy:</p> <ul style="list-style-type: none"> Scriptural foundations for the spiritual and corporal works of mercy (Matthew 25: 31-46) <p>Living faith:</p> <ul style="list-style-type: none"> The woman with a haemorrhage Jairus' daughter (Matthew 9: 18-26, Mark 5: 21-43, Luke 8: 40-49).

<p>including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints'. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.</p>		<p>Catholics initially set themselves apart. A uniquely Australian Church emerged. New ways of being both Catholic and Australian were encouraged.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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 of significance of Catholics to the shaping of the Church in Australia (c. 1900 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>STCW7</p> <p><i>Religious Knowledge and Deep Understanding</i></p> <p>The wisdom of Australian Catholic Christians, including lay people and religious orders (c. 1900 CE to the present), help[s] 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).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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). 	
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Term / Grade	Over Arching Ideas Connection with Our Lady of Mt Carmel Parish	Content Covered	Mandated Prayer and Scriptural Texts
Term 3	<ul style="list-style-type: none"> • Our Lady of Mt Carmel – Whole School Mass • Mission Day • Grandparent’s Day • Sacramental Program • Pastoral Care Program • Fete • St Mary MacKillop Feast Day • The Assumption of the Blessed Virgin Mary • The Queenship of the Blessed Virgin Mary • Wellness Week • The Exaltation of the Holy Cross 		
<p>Prep</p> <p><i>Achievement Standard</i></p> <p>By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and happily together, for the good of all. They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation. They listen and respond to stories of and</p>	<p>Creation</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BETR1 <i>Religious Knowledge and Deep Understanding</i> There is one God, the source of truth and love, who is creator of all. God’s presence is revealed in the goodness of creation.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Listen and respond to the two creation stories in Genesis (Genesis 1: 1-2:4a and Genesis 2:4b-9, 15-25). • Share their ideas about God and creation. <p>STOT1 <i>Religious Knowledge and Deep Understanding</i> Christians venerate the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer (Old Testament).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Use and display the Bible respectfully. • Listen with respect as Scripture is proclaimed in prayerful settings. <p>STOT2</p>	<p>Mandated Scripture:</p> <p>Creation:</p> <ul style="list-style-type: none"> • First Creation Story (Genesis 1: 1-2: 4a) • Creation in Genesis (Genesis 2: 4b-9: 15-25). <p>Family: Stories of families that Jesus may have heard as a child:</p> <ul style="list-style-type: none"> • Joseph: (Genesis 37: 1-36, 39: 1-6, 41: 15-44, 41: 53-57, 42-46) <p>David: 1 Samuel 17: 1-49</p>

<p>about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection. They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.</p> <p>Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.</p>		<p><i>Religious Knowledge and Understanding</i></p> <p>Familiarity with characters, events and messages from some key Old Testament stories including Joseph (Genesis 37: 1-36, 39: 1-6; 41:53-57, 42-46) and from David is a means of connecting Scripture and real life.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Listen and respond to Old Testament stories. • Share feelings and thoughts about the events, characters and messages in some familiar Old Testament stories. • Make links between some familiar Old Testament stories and their own experiences by sharing characters, events and messages that may be similar or different to their own experiences. <p>STCW1</p> <p><i>Religious Knowledge and Deep Understanding</i></p> <p>The writer of the first creation story in the Old Testament (Genesis 1:1-31) repeatedly uses the statement "And God saw that it was good" to emphasise God's special relationship with all of creation.</p> <p>Jesus' wisdom challenged people about the way they were living (e.g. The Greatest Commandment: "Love the Lord your God with all your heart, all your soul and all your mind and love your neighbor as yourself." (Matthew 22": 37-39).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Share feelings and thoughts about the goodness of God's creation from their own experience. • Make connections between some of Jesus' wise statements (e.g. Greatest Commandment) and how these are expressed in a range of stories (e.g. personal stories, stories of the school's founders, children's literature, film, art). 	
<p style="text-align: center;">One</p> <p><u><i>Achievement Standard</i></u></p>	<p>Life in the Time of Jesus</p> <p>Mission and Ministry</p>	<p>BETR3</p> <p><i>Religious Knowledge and Deep Understanding</i></p> <p>Jesus called people, including 'the twelve', to share in his mission and ministry.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify the nature of Jesus' mission and ministry (e.g. healing, teaching, forgiving) 	<p>Mandated Scripture:</p> <p>Jesus' mission and ministry:</p> <ul style="list-style-type: none"> • Jesus calls Peter, Andrew James

<p>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.</p> <p>Students identify the nature of Jesus' mission and ministry, as well as some 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 some 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</p>	<p>Fertile Question:</p> <p>Modes of Assessment:</p>	<ul style="list-style-type: none"> Name key people in Gospel passages, including 'the twelve', whom Jesus called to share in his mission and ministry. <p>BEWR2 <i>Religious Knowledge and Deep Understanding</i> Jesus participated in the life of the Jewish community.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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). <p>CLPS3 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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, Grade, Marian prayer) that nurture the spiritual life of believers. 	<p>and John (Matthew 4: 18-22)</p> <ul style="list-style-type: none"> Calling the Twelve (Mark 3: 13-19) <p>Make assessment: Comparison between Matthew and Mark – Similarities and differences. Colouring different words / something simple to show their understanding. Venn – Jesus in the middle.</p> <p>Life in the Times of Jesus:</p> <ul style="list-style-type: none"> Lost in the Temple (Luke 2: 41-47) Passover (Matthew 26: 17-19) <p>Change assessment for 2018 – focus in and refine to reflect students understanding.</p> <p>Mandated Prayer: The Our Father</p>
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<p>experiences, including meditative prayer, Grace and the Hail Mary.</p>			
<p style="text-align: center;">Two</p> <p><u>Achievement Standard</u></p> <p>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.</p> <p>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 choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in</p>	<p>Teachings and actions of Jesus</p> <p>Fertile Question: What are the teachings and actions of Jesus and how are these enacted in the lives of believers?</p> <p>Modes of Assessment:</p> <p>Mind Map and Explanation</p> <p>Annotated Picture</p>	<p>BETR4 <i>Religious Knowledge and Deep Understanding</i> Jesus lived a truly human life. His mission was to preach and bring about the Kingdom of God, including through his teaching, healing and forgiving.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. <p>CHPG3 <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify key teachings and actions from Jesus' life that guide the life of the Church community, including the parable of the Good Samaritan (Luke 10:25-37), the Greatest Commandment (Matthew 22:34-40) and Jesus heals a crippled woman (Luke 13: 10-13). Make connections between the ways members of the Church community live today and some teachings and actions of Jesus. <p>CHCH1 <i>Religious Knowledge and Deep Understanding</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).</p> <p><i>Skills</i></p>	<p>Mandated Scripture:</p> <p>Teachings and actions of Jesus:</p> <ul style="list-style-type: none"> Parable of the Unforgiving Servant (Matthew 18: 21-35) Jesus heals two blind men (Matthew 20: 29-34) Jesus heals a crippled woman (Luke 13: 10-13) Jesus walks on water (John 6: 16-21) <p>Loving relationships with God, others and creation:</p> <ul style="list-style-type: none"> The Good Samaritan (Luke 10: 25-37)

<p>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.</p>		<ul style="list-style-type: none"> • Pose questions about aspects of 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). <p>STNT4 <i>Religious Knowledge and Deep Understanding</i> The New Testament consists of 27 books that proclaim the life and teaching of Jesus and the early Christian Church. <i>Skills</i></p> <ul style="list-style-type: none"> • Identify some features of text organization, 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). <p>STNT5 <i>Religious Knowledge and Deep Understanding</i> The life and teaching of Jesus is the primary source of God’s self-revelation in the New Testament. <i>Skills</i></p> <ul style="list-style-type: none"> • Identify some teachings and actions of Jesus, including the parable of the unforgiving servant (Matthew 18: 21-35); Jesus heals two blind men (Matthew 20: 29-34) and Jesus walks on the water (John 6: 16-21) that reveal aspects of God’s nature (e.g. father, loving, just, forgiving, welcoming, inclusive). 	
<p>Three</p> <p><i>Achievement Standard</i></p> <p>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</p>	<p>Images of God in the Old Testament</p> <p>God’s relationship with the Jewish people.</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BEHE3 <i>Religious Knowledge and Deep Understanding</i> Christians believe that order and harmony arise from the diversity and interdependent of creation. <i>Skills</i></p> <ul style="list-style-type: none"> • Identify the diversity of God’s created world. • Explore some of the relationships that exist in the created world (e.g. sun and moon). • Communicate an understanding of order and harmony in God’s creation. <p>BEWR4 <i>Religious Knowledge and Deep Understanding</i> 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. <i>Skills</i></p>	<p>Mandated Scripture:</p> <p>Images of God in the OT</p> <ul style="list-style-type: none"> • “I will never forget you” (Isiah 49: 15-16). <p>God’s relationship with the Jewish people:</p> <ul style="list-style-type: none"> • God’s promise to Jacob (Genesis 28: 10-22)

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 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 Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, [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.

- Identify stories, people and events recorded in the five books of the Torah, including God's promise to Jacob (Genesis 28: 10-22).
- Describe God's relationship with the Israelites as revealed in key stories from the Torah.

STOT6

Religious Knowledge and Deep Understanding

Old Testament scriptures, including Isaiah 49: 15-16, 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.

Skills

- 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.

STCW4

Religious Knowledge and Deep Understanding

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.

Skills

- 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.

<p style="text-align: center;">Four</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 4, students use the Bible's referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the <u>Old Testament</u> and <u>New Testament</u> and explain how a reader uses this knowledge to better understand God's Word. They recognise the Christian belief that God, as <u>Trinity</u>, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.</p> <p>Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the <u>Decalogue</u> and the <u>wisdom</u> of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, 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. They describe practices and characteristics of contemporary parishes and dioceses (including</p>	<p>The Trinity</p> <p>The Bible</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BETR6 <i>Religious Knowledge and Deep Understanding</i> 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><i>Skills</i></p> <ul style="list-style-type: none"> Identify and explain Scriptural passages including Matthew 3:13-17 / Mark 9- / Luke 3:21-23 (Jesus is Baptized by John) that express God as Father, God as Son and God as Holy Spirit. <p>CLMJ5 <i>Religious Knowledge and Deep Understanding</i> Christians are called to be responsible stewards, caring for all of God's creation. Caring for the environment is a moral issue for Christians.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Describe key features of stewardship according to Christian teaching. Apply the Christian moral duty of stewardship to environmentally friendly practices. <p>STOT7 <i>Religious Knowledge and Deep Understanding</i> 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).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify typical stages and language features of various types of text in the Old Testament, including Genesis 1: 1-2:4a, a sacred myth. Explain how knowledge of the typical stages and language features of an Old Testament text affects a reader's understanding of its message. <p>STOT8 <i>Religious Knowledge and Deep Understanding</i> 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><i>Skills</i></p> <ul style="list-style-type: none"> Identify some features of text organization (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 organization to locate books, people, places and things in the Bible. <p>STNT9</p>	<p>Mandated Scripture:</p> <p>Trinity:</p> <ul style="list-style-type: none"> Jesus is baptized by John (Matthew 3: 13-17; Mark 9-11; Luke 3: 21-23) <p>Mandated Prayer:</p> <p>Meditative prayer practices, including praying with the help of colour and mantras.</p> <p>Jewish community in the time of Jesus.</p> <ul style="list-style-type: none"> The Good Samaritan (Luke 10: 25-37). <p>Old Testament text types: Sacred myths – First Creation Story (Genesis 1:1- 2:4a)</p> <p>Term 3/4 unit as per Term 3 content descriptors – The Bible</p>
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<p>celebration of the Sacraments of 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, 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 and prayers of blessing, petition and intercession.</p>		<p><i>Religious Knowledge and Deep Understanding</i> 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><i>Skills</i></p> <ul style="list-style-type: none"> • 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>STNT10 <i>Religious Knowledge and Deep Understanding</i> The use of different language features (images, characters, setting and vocabulary) in retelling key parables from the New Testament, including the Parable of the Good Samaritan (Luke 10:25-37) can assist the reader to make meaning of Scriptural teachings.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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 life. <p>STNT11 <i>Religious Knowledge and Deep Understanding</i> 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><i>Skills</i></p> <ul style="list-style-type: none"> • Identify some features of text organization (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 organization to locate books, people, places and things in the Bible. 	
<p style="text-align: center;">Five</p> <p><u><i>Achievement Standard</i></u></p>	<p>Mary’s role as mother of Jesus and mother of the church.</p>	<p>CLPS14 <i>Religious Knowledge and Deep Understanding</i> 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</p>	<p>Mandated Scripture: Significance of personal and communal prayer and worship:</p>

<p>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 of the saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics 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 some Marian prayers (including the Hail Mary, the Rosary and the Litany of the</p>	<p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>Hail Mary and the Litany of Mary of Nazareth, there are two elements: praising God and entrusting cares and petitions to Mary.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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). <p>CLPS15 <i>Religious Knowledge and Deep Understanding</i> Meditative Prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices for preparing the body and the mind for Meditative Prayer and engaging in the 'work of meditation'. (e.g. relaxing the body, centered breathing, attending to posture, being silent and still, recitation of mantras, closing eyes). Praying the Rosary is a meditative prayer practice in the Christian tradition.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Participate respectfully in meditative prayer, including the Rosary and mantras. Identify and use practices that assist preparation for and engagement in meditative prayer, including praying with Rosary beads. <p>CHPG6 <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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Explain how some titles and images of Mary found in New Testament texts, including Luke 1: 39-45, 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). <p>BEWR6 <i>Religious Knowledge and Deep Understanding</i> Followers of Judaism live their relationship with God through their personal and communal worship.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify features of a Synagogue and explain their importance in Jewish worship. 	<ul style="list-style-type: none"> Mary's song of praise to God (Luke 1:46-56) The Shema (Deuteronomy 6: 4-9, 11: 13-21; Numbers 15: 37-41) <p>Mary's role as mother of Jesus and mother of the Church:</p> <ul style="list-style-type: none"> Mary visits Elizabeth (Luke 1: 39-45) <p>Mandated Prayer:</p> <p>Marian prayers including Hail Mary, Litany of Mary of Nazareth and Rosary.</p> <p>Meditative prayer, including mantras. Meditative prayer practices including praying with Rosary beads.</p>
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<p>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.</p>		<ul style="list-style-type: none"> Identify and explain practices associated with the observance of Sabbath. Make connections between the Sabbath rituals and prayers and the Jewish relationship with God. <p>BEHES <i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify ways in which people share faith within a community of believers (e.g. family, parish, school). Communicate an understanding of how the faith of people strengthens the faith of the community of believers. 	
<p style="text-align: center;">Six</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.</p> <p>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to</p>	<p>Jesus' New Law Old Testament Prophets: Key messages and contexts.</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLMF10 <i>Religious Knowledge and Deep Understanding</i> 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 for humans (the natural law) which enables them to choose good and avoid evil.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Describe Jesus' New Law, using examples from New Testament texts, including Matthew 5: 17. Explain the significance of Jesus' New Law for believers and for moral decision making. Make connections between the New Law of Jesus and possible implications for personal actions. <p>STOT10 <i>Religious Knowledge and Deep Understanding.</i> Key messages of Old Testament prophets are identified within the social, cultural and historical contexts.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Use a range of Biblical tools to analyse the social, cultural and historical contexts of some Old Testament prophets including Samuel (1 Samuel 3: 1-4: 1a).. Communicate an understanding of some key messages of Old Testament prophets, taking into account their context (e.g. repent and turn back to God, act justly, care for others in particular the poor and marginalized, observe the Law, God is compassionate and forgiving, God is always faithful). 	<p>Mandated Scripture: Old Testament prophets: Key messages and contexts:</p> <ul style="list-style-type: none"> Call of Samuel (1 Samuel 3:1-4: 1a) <p>Jesus' New Law:</p> <ul style="list-style-type: none"> What did Jesus come to do? (Matthew 5: 17).

present). They analyse the key messages and contexts of some Old Testament prophets.

They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints'. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.

STOT11

Religious Knowledge and Deep Understanding

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.

Skills

- 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.

STNT14

Religious Knowledge and Deep Understanding

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).

Skills

- 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.

Term / Grade	Over Arching Ideas Connection with Our Lady of Mt Carmel Parish	Content Covered	Mandated Prayer and Scriptural Texts
Term 4		<ul style="list-style-type: none"> • Feast Day of St Francis of Assisi • Our Lady of the Rosary • CTJ • Pastoral Care • All Saint's Day • All Soul's Day • Graduation • End of Year Mass • Advent • The Presentation of the Blessed Virgin Mary 	
<p>Prep</p> <p><u><i>Achievement Standard</i></u></p> <p>By the end of Prep, students communicate clearly their ideas, feelings and thoughts about God, the goodness of God's creation and God's plan that people help each other to live safely and</p>	<p>Prayer</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLPS1 <i>Religious Knowledge and Deep Understanding</i> Jesus prayed regularly and taught others how to pray. Prayer involves both talking and listening to God, either alone or with others. Believers pray with the help of word, music, action, silence, images, symbols and nature.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify some occasions when believers pray alone (personal prayer) and pray with others (communal prayer). • Communicate an understanding of the language, gestures, purpose and context of the Sign of the Cross and Amen. • Listen and respond to stories in the Gospels of Jesus praying and teaching others to pray, including his disciples (Luke 11: 1-4). 	<p>Mandated Scripture:</p> <p>Prayer:</p> <ul style="list-style-type: none"> • Jesus taught his disciples to pray (Luke 11: 1-4) <p>Stories of Jesus' family</p> <ul style="list-style-type: none"> • Birth of Jesus (Luke 2: 1-7; Matthew 1: 18-25)

happily together, for the good of all. They identify connections between some [Old Testament](#) stories and their personal experience, including the experience of the goodness of creation. They listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; and of his suffering, death and [resurrection](#). They recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.

Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.

- Recognise elements that help believers pray (e.g. word, music, action, silence, image, symbol and nature).
- Participate with respect in a variety of prayer experiences (e.g. prayer circles, school prayer, thank you prayers).

CLPS2

Religious Knowledge and Deep Understanding

Meditative prayer uses silence and stillness to assist believers to listen and talk to God.

There is a range of practices (including being silent and still and lighting a candle) that helps believers prepare the body and mind for meditative prayer and engage in the 'work of meditation'.

Skills

- Participate respectfully in meditative prayer.
- Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.

STNT1

Religious Knowledge and Deep Understanding

Christians venerate the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer (New Testament).

Skills

- Use and display the Bible reverently.
- Listen with reverence as Scripture is proclaimed in prayerful settings.

STNT2

Religious Knowledge and Deep Understanding

The Gospels tell the good news of Jesus.

Familiarity with characters, events and messages from some key New Testament stories including the Birth of Jesus (Luke 2: 1-7; Matthew 1: 18 – 25) is a means of connecting Scripture and real life.

Skills

- 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.

CHPG1

Religious Knowledge and Deep Understanding

The Church building is a sacred place.

Mandated Prayer:

Meditative prayer practices, including silence and stillness and lighting a candle.

Amen

Sign of the Cross

		<p>Believers gather in the Church to pray, to be together and to celebrate various rituals (e.g. Baptism, Eucharist, Marriage).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify features of the Church building that mark it as a sacred place (e.g. religious art, artefacts, icons and symbols, sacred objects, special clothes, parish name, etiquette). Describe some ways in which believers gather in the Church to pray, to be together and to celebrate various rituals. 	
<p style="text-align: center;">One</p> <p><u>Achievement Standard</u></p> <p>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.</p> <p>Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They describe some aspects of Jewish</p>	<p>Mary, Mother of Jesus</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLPS4</p> <p><i>Religious Knowledge and Deep Understanding</i></p> <p>Mary, Mother of Jesus, has been honoured in many ways by Christians both past and present (e.g. prayer, images, music). The Hail Mary is a Catholic prayer, using words of scripture (Luke 1: 26-28; Luke 1: 39-42) and developed over a long period of time.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify ways believers past and present have honoured Mary. Communicate an understanding of the language, purpose and context of the Hail Mary. 	<p>Mandated Scripture:</p> <p>Mary, Mother of Jesus:</p> <ul style="list-style-type: none"> Annunciation to Mary (Luke 1: 26-28) Mary visits Elizabeth (Luke 1: 39-42) <p>Mandated Prayer</p> <ul style="list-style-type: none"> Hail Mary Grace

<p>daily life at the time of Jesus. They recognise some 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, Grace and the Hail Mary.</p>			
<p style="text-align: center;">Two</p> <p><u>Achievement Standard</u></p> <p>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.</p> <p>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</p>	<p>Reconciliation and Forgiveness</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>CLMF5 <i>Religious Knowledge and Deep Understanding</i></p> <p>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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify behaviours and actions in some Scriptural texts, including Jesus teachers about forgiving others (Luke 17: 3-4) and the Forgiving Father (Luke 15: 11-31), 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). <p>CLPS6 <i>Religious Knowledge and Deep Understanding</i></p> <p>Prayer for forgiveness requires admission of sin, saying sorry, asking for God's help to change and seeking to heal one's loving relationships with God, with others and with all creation.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Communicate an understanding of the language, purpose, gestures and context of prayers for forgiveness including acts of contrition and Penitential Act (A,B,C). Participate with respect in a variety of personal and communal prayer experiences, including prayer for forgiveness. <p>CLPS7 <i>Religious Knowledge and Deep Understanding</i></p>	<p>Mandated Scripture:</p> <p>Reconciliation and forgiveness</p> <ul style="list-style-type: none"> Jesus teaches about forgiving others (Luke 17: 3-4) The Forgiving Father (Luke 15: 11-31) Zacchaeus (Luke 19: 1-10) <p>Mandated Prayer:</p> <ul style="list-style-type: none"> Prayers of Forgiveness, including acts of contrition and Penitential Act. Meditative prayer practices including centred breathing and attending to posture.

<p>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 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.</p>		<p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including closing eyes and praying with beads and music) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Participate respectfully in meditative prayer. • Identify and use practices and spiritual exercises that assist in preparing and engaging in meditative prayer. <p>CHLS3 <i>Religious Knowledge and Deep Understanding</i></p> <p>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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify and analyse scenarios from the Gospels, including the story of Zacchaeus (Luke 19: 1-10) 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. 	
<p>Three</p> <p><u><i>Achievement Standard</i></u></p> <p>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</p>	<p>Who is Jesus</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BETR5 <i>Religious Knowledge and Deep Understanding</i></p> <p>Christians believe that Jesus is the Messiah and this is revealed through his presence and in his words, deeds and encounters with others.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Identify some Scriptural texts in which Jesus is called 'Messiah', including the birth of Jesus the Messiah (Matthew 1:17-2:12). • Communicate an understanding of the term 'Messiah' from Scripture. <p>STNT7 <i>Religious Knowledge and Deep Understanding</i></p> <p>Knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Retrieve contextual information from written and digital texts to identify some aspects of the cultural contexts in which the Gospels were written. 	<p>Mandated Scripture:</p> <p>The life and teaching of Jesus</p> <ul style="list-style-type: none"> • Jesus' Mission (Luke 4: 16-21) <p>Jesus the Messiah</p> <ul style="list-style-type: none"> • The Birth of Jesus the messiah (Matthew 1:17-2: 12)

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 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 Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, [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.

- 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 style="text-align: center;">Four</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 4, students use the Bible's referencing system to locate books, people, places and things in the Bible. They 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 recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit.</p> <p>Students explain the significance of community for Christians. 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 Jewish communities in first century Palestine, 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. They describe practices and characteristics of contemporary parishes and dioceses (including</p>	<p>Jewish community in the time of Jesus</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BEWR5 <i>Religious Knowledge and Deep Understanding</i> Judaism is a dynamic religion. Groups within first century Palestine reflected the dynamic nature of Judaism.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Compare and contrast features of Jewish worship in the world of first century Palestine. <p>CHCH3 <i>Religious Knowledge and Deep Understanding</i> 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 recognize and respond to the impact of settlement and expansion on Aboriginal people.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Sequence some key people and events (secular and religious) of early colonial 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). 	<p>Mandated Scripture:</p> <p>Jewish community in the time of Jesus.</p> <ul style="list-style-type: none"> The Good Samaritan (Luke 10: 25-37). <p>Old Testament text types: Sacred myths – First Creation Story (Genesis 1:1- 2:4a)</p>
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<p>celebration of the Sacraments of 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, 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 and prayers of blessing, petition and intercession.</p>			
<p style="text-align: center;">Five</p> <p><u>Achievement Standard</u></p> <p>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</p>	<p>Gospel writers shaped their Gospels for particular communities.</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>STNT12 <i>Religious Knowledge and Deep Understanding</i></p> <p>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).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Compare and contrast parallel passages from the Gospels of Matthew and Luke including the Infancy Narratives (Luke 1:26 – 38; Matthew 1:18 – 25; Luke 2: 1-14; Luke 2: 15-20; Matthew 2: 1-12, Matthew 2: 13-15). Explore some features of Gospel texts (e.g. place, characterization, 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. <p>STNT13 <i>Religious Knowledge and Deep Understanding</i></p> <p>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.</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> 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. 	<p>Mandated Scripture:</p> <p>Gospel writers shaped their Gospels for particular communities:</p> <ul style="list-style-type: none"> Infancy narratives in the Gospels of Matthew and Luke: Luke 1:26-38; Matthew 1: 18-25; Matthew 2: 1-12; Matthew 2: 13-15

<p>prayers) and the wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics 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 some Marian prayers (including the Hail Mary, the Rosary 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.</p>		<p>STOT9 <i>Religious Knowledge and Deep Understanding</i></p> <p>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).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Identify some life experiences of the psalmists (e.g. awe and wonder, feelings or 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. 	
<p style="text-align: center;">Six</p> <p><u>Achievement Standard</u></p> <p>By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the</p>	<p>Images and titles of Jesus.</p> <p>The Our Father</p> <p>Fertile Question:</p> <p>Modes of Assessment:</p>	<p>BETR8 <i>Religious Knowledge and Deep Understanding</i></p> <p>Jesus' relationship with God the Father and humanity is described in Scripture using a variety of titles and images (e.g. liberator, creator, Son of God, Son of Man, Messiah, Anointed One, Lamb of God, Bread of Life, Rabbi, Saviour).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> Locate and identify images in scripture, including John 1: 35-51, that express different titles of Jesus. Explain how a title of Jesus describes his relationship to God the Father and / or humanity. <p>STNT15</p>	<p>Mandated Scripture:</p> <p>Images and titles for Jesus:</p> <ul style="list-style-type: none"> Call of Nathaniel and other disciples (John 1: 35-51) Jesus as Messiah, Son of Man and Saviour: (Matthew 16: 16-

<p>action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.</p> <p>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints'. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these</p>		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Gospel writers use many images and titles for Jesus. The Gospels and other New Testament texts (including Matthew 16: 16-17, Acts 17: 2-3; Acts 1: 29-33, 36) proclaim Jesus as fulfilling all of God's promises in the Old Testament (including Messiah, Son of Man and Saviour).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • Recognise a number of images and titles for Jesus in the Gospels and other New Testament texts. • Make connections between Gospel texts and Old Testament texts. <p>BEWR7</p> <p><i>Religious Knowledge and Deep Understanding</i></p> <p>The faith of Jewish believers is shared and strengthened through the commemoration of High Holy Days (Leviticus 23: 1-44) including Rosh Hashanah, Yom Kippur, Pesah (Passover).</p> <p><i>Skills</i></p> <ul style="list-style-type: none"> • 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>17; Acts 17: 2-3; Acts 1: 29-33, 36).</p>
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personal and communal prayer experience and spiritual exercises.			
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