

YEAR 1 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

Big picture question: **What are the special messages of our community?**

Year Level Description		Achievement Standard				
<p>In Year 1, students explore the Christian teaching that all people are created in God’s own image, with dignity and natural rights. They learn about living in accordance with God’s plan for all creation: living safely and happily in community and in loving relationship with God, with a responsibility to care for all creation and using God’s gift of freedom to make choices responsibly. They engage with a variety of Old Testament texts to learn about God’s presence in the lives of individuals and communities and make connections to their own experiences. They explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God’s presence and action. They learn about the different roles in the local parish community. Students learn about the nature of Jesus’ mission and ministry. They explore aspects of Jewish daily life at the time of Jesus. They listen to, view and read accounts from different Gospels of key events, places and characters in the life of Jesus and explore similarities and differences in these accounts. They explore the many ways in which Mary, Mother of Jesus, is honoured by Christians past and present and develop their understanding of the Hail Mary, a Catholic prayer honouring Mary. Students understand that prayer was an important part of Jesus’ life and is important in the lives of believers. They continue to learn about ways in which believers pray, either alone or with others.</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. 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>				
	TOPIC/FOCUS/INQUIRY	ACHIEVEMENT STANDARD ASSESSED	CORE CONTENT	MANDATED SCRIPTURE / Supplementary texts	EXPLICIT PRAYER	RLOS
<i>Teaching Focus 1a</i>	<p>WHAT IS SO SPECIAL ABOUT OUR COMMUNITY? (3 weeks) Students begin to connect how people are called to live happily and safely in community. They explore the idea that we are made in the image and likeness of God. They create class covenants and recognise that we have choices and the freedom to choose right or wrong.</p>	<p>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, and to responsibly use God’s gift of the freedom to choose. They recognise the significance of prayer in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and Grace.</p>	<p>BEHE1 CLMJ2 CLMF3 (focus on freedom to choose) CLPS5</p>		<p>Meditative prayer including closing eyes and praying with beads and music Introduce Grace</p>	<p>Introducing elements associated with the ethos and charism of the school. ICE1.1 Introducing symbols associated with the charism. ICE1.2 Modelling and explaining gestures used in prayer celebrations PWP 2.1</p> <ul style="list-style-type: none"> Yr 6 Commission Celebration <p>Preparing for school Mass PWP2.2</p> <ul style="list-style-type: none"> Feast of St Agatha Mass Ash Wednesday Mass <p>Introducing sacred space in classroom, parish church and Hall ICS1.1 Promoting Social Justice Agencies for Prayer and Action SJA1.5</p> <ul style="list-style-type: none"> Caritas-Project Compassion Using sacred space daily ICS1.3 Using outdoor areas as a sacred space ICS3.2
<i>Teaching Focus 1b</i>	<p>WHAT IS SO SPECIAL ABOUT JESUS? (6 weeks) Students explore the person of Jesus in the Gospels through identifying his mission and ministry. They investigate Jesus in the first century world</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.</p>	<p>STNT3 BETR3 BEWR2 CLPS5</p>	<p>Jesus calls Peter, Andrew, James and John Matthew 4:18-22 Calling the Twelve Mark 3:13-19</p> <p><i>Jesus heals the paralysed man</i> Matthew 9:2-8 <i>Jesus feeds the 5000</i></p>	<p>Meditative prayer including closing eyes and praying with beads and music</p>	<p>Preparing for Holy Week PWP2.2</p> <ul style="list-style-type: none"> Whole school Holy Week Play and Celebration <p>Preparing for ANZAC Day PWP2.2</p> <ul style="list-style-type: none"> Using sacred space daily ICS1.3 Using outdoor areas as a

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	- What did Jesus do and say?			<i>Matthew 14:13-21</i>		sacred space ICS3.2
<i>Teaching Focus 1c</i>	Lent / Holy Week Easter Students continue to explore the mission and ministry of Jesus through the events of Holy Week.	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.	STNT3 BEWR2	Passover Matthew 26:17-19	Meditative prayer including closing eyes and praying with beads and music Grace	<ul style="list-style-type: none"> Easter Celebration PWP2.2 Using sacred space daily ICS1.3 Using outdoor areas as a sacred space ICS3.2
<i>Teaching Focus 2</i>	HOW CAN SACRAMENTS HELP US UNDERSTAND GOD? (9 weeks) Students explore the Sacraments of Eucharist and Baptism. They learn about living in community – school and parish. Why are sacraments important to the community of believers?	Students identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. They recognise the significance of prayer in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and Grace.	CHLS2 CHPG2 STNT3	The baptism of Jesus <u>Mark 1:9-11</u> The Last Supper Mark 14:22-25 <i>The baptism of Jesus</i> <u>Matthew 3:13-17</u> <u>Luke 3:21-22</u> <i>The Last Supper</i> <u>Matthew 26:26-30</u> <u>Luke 22:14-20</u>	Meditative prayer including closing eyes and praying with beads and music Grace	<ul style="list-style-type: none"> Easter Celebration PWP2.2 ANZAC Ceremony Whole School PWP2.2 ANZAC Day Class Celebrations- PWP2.2 Class Masses PWL3.1 Walk to School 4 Injustice SJA1.1 Yr 2 & 3 Re-Cycled Olympics SJA1.1 Staff Feeding the Homeless SJS1.4 Mothers' Day Mass Hymn Practise-PWL2.2 Class Mass PWL3.1 Morning School Prayer Using sacred space daily ICS1.3 Using outdoor areas as a sacred space ICS3.2
<i>Teaching Focus 3</i>	HOW DO THE STORIES OF THE PAST TELL US ABOUT GOD? (10 weeks) Students explore a range of stories in the Old Testament that can tell us about God and Creation. They describe how the Jewish people see God in their world and communicate how believers today can see God in our world today.	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 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.	STOT3 STCW2 BEHE1 CLMF3 (focus on Creation) CLPS5	Noah: a story of re-creation Genesis 6:13-9:1 Second Creation story Genesis 2:4b-8 15-23 Moses Exodus 2: 1-9 (correct text, recorded incorrectly in the print RE curriculum) <i>Esther: Esther 2:16-3:1-11, 4-8</i>	Prayers of thanks – Grace Meditative prayer including closing eyes and praying with beads and music	<ul style="list-style-type: none"> Fathers' Day Mass Cultural Expo/Grandparent Day- SAJ1.2 Yr 4 \$2:50 a day food budget SJA1.1 Hymn Practise-PWL2.2 Reconciliation PWL3.1 Morning School Prayer Using sacred space daily ICS1.3 Using outdoor areas as a sacred space ICS3.2
<i>Teaching Focus 4</i>	HOW DO WE REMEMBER THE STORY OF MARY? (7 weeks) Students investigate the story of Mary, woman of faith and mother of Jesus through key	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	STNT3 BEWR2 CLPS3 CLPS4 CLPS5	Annunciation to Mary Luke 1:26-28 Mary visits Elizabeth Luke 1:39-42 Lost in the Temple	Hail Mary Meditative prayer including closing eyes and praying with beads and music	<ul style="list-style-type: none"> Yr 6 St Vincent de Paul Mini-Sleep Out- SAJ1.5 Nursing home visit- SAJ3.1 Christmas concert

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	question such as: How is the story of Mary remembered today? Who was Mary? Where do we hear her story? Students explore devotions to Mary, Hail Mary, prayer beads/rosary beads, images of Mary.	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, and the Hail Mary.		Luke 2:41-47		<ul style="list-style-type: none"> • Hymn Practise • Class Mass PWL3.1 • Morning School Prayer • Yr 6 Graduation Mass • Using sacred space daily ICS1.3 • Using outdoor areas as a sacred space ICS3.2
<i>Teaching Focus 5</i>	Advent / Christmas How is Mary's story remembered in the celebration of Christmas?	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	STNT3 BEWR2 (Liturgical Unit – opportunity to gather evidence of student learning)			<ul style="list-style-type: none"> • Students incorporate appropriate symbols for Advent liturgy PWP3.3 • Using sacred space daily ICS1.3 • Using outdoor areas as a sacred space ICS3.2
	REFLECTIONS - EVALUATION - RECOMMENDATIONS for Adjustments					