

# St Mary's Laidley

## Religious Education Program



# 2024



**MISERICORDIA**

## Our Story

The land on which St Mary's sits is the traditional land of the Ugarapul and Kitabul People.

St Mary's Primary School opened on 14th July 1912, thanks to the foresight, hard work, dedication and commitment of the Sisters of Mercy to providing Catholic Education in rural communities. St Mary's is located in the township of Laidley, approximately 86km west of Brisbane in the fertile Lockyer Valley. St Mary's is part of the Archdiocese of Brisbane and belongs to the Brisbane Catholic Education community of schools.

At St Mary's there is a strong sense of community, which has been forged over many years. Our staff work closely to ensure our beliefs and values are developed throughout the school.

St Mary's truly is the hidden gem of the Lockyer offering a warm, supportive country atmosphere where families, school and parish work together in partnership. Through the shared knowledge and values held by those at the school, St Mary's provides quality teaching and learning based on God's teaching of love. St Mary's has grown to have a population of 256 students and is a two-stream school.



## **The Religious Story of Our School**

St Mary's is named in honour of Our Lady. St Mary was a brave and faithful woman who became the Mother of God.

The St Mary's school journey began when Father Fouhy recognised the importance of an holistic Catholic Education, and he quickly identified that a convent and school were required to educate the children of his growing parish. He worked tirelessly to realise this dream. He was supported by his parishioners, many of whom would have no doubt received their own education from the nuns in Ireland. With the full support of his community, in 1909 he wrote to Archbishop Dunn in Brisbane asking about the prospect of the Sisters of Mercy coming out to Laidley to establish a school. The Archbishop replied saying, *'Thank you for your letter and the trouble it indicates as taken by you re your site in Laidley from which to select a spot for a Convent. As soon as a quiet moment comes, I will ask Reverend Mother to run up some morning and have a look around, returning hither the same afternoon. It is better for the Sisters to get a chance of a say in the matter'*. It would be another three years until the sisters finally arrived.

In late 1909, with the permission of the Mother Superior in Brisbane, Father Fouhy purchased land in John Street from Mr. W.G. Billington and this was chosen for the new convent and school. The sisters had indicated that they would be willing to take charge of a school, providing a suitable schoolroom and convent were constructed.



On July 14 1912, the school and convent were officially opened and blessed by Archbishop Duhig.

The historic first school day at the new St Joseph's Convent School took place the day after the official opening, on Monday July 15, 1912. The original enrolment number totalled around 100. Family names of some of the original pupils were: Boland, Brown, Burns, Carmody, Crosby, Cutler, Daly, Ferrari, Gatehouse, Hall, King, McCaughey, Newmann, O'Brien, Whitehouse and Wilson.

The foundation Sisters of Mercy to Laidley who formally began their work on that day were:

- Sr. Mary Malachy Smyth (Reverend Mother)
- Sr. Mary Eulalie Gralton
- Sr. Mary Cataldus O'Riordan
- Sr. Mary Kostka Farrelly
- Sr. Mary Alacoque
- Sr. Mary Enda Laffey

In the early years, the school was known as St Joseph's Convent School, and it was also known for a short time as St Patrick's School, before finally assuming the name St Mary's in honour of Our Lady.

The pioneering Sisters of Mercy women forged a tradition of Catholic Education in the Laidley Valley which continues today. These sisters worked extremely hard to provide for the children in a time when money was very scarce and no government funding was given to Catholic Schools. They worked seven days a week teaching, supervising boarders each night and tending to the sick. Apart from this, after mass each Sunday they taught Christian doctrine to children at other churches in the parish and prepared them for First Holy Communion.

St Mary's in Laidley was administered by the Sisters of Mercy until 1988 when the first lay Principal (Miss Anne Child) was appointed. The expansion and growth of a school tells more than a story of new buildings and an increase in student numbers. It tells a story of far deeper meaning – a story of 100 years of Catholic Education in the Mercy tradition, 100 years of faith, dedication, leadership and professional expertise. It speaks loudly of relationships, of generous people with a common vision working together, of fetes and fundraising, of prayer and trust in Divine providence. While the St Mary's of today looks very different from the small wooden building of 1912, the one constant that remains is the generous support of the Laidley families and the commitment of parents and teachers to Catholic education." (Sr Sandra Lupi rsm, Congregation Leader, Sisters of Mercy, Brisbane)



## **School Charism**

St Mary's Catholic Primary School draws its values from the charism of the Sisters of Mercy. Catherine McAuley founded the Congregation of the Sisters of Mercy in Dublin, Ireland in 1831. Catherine adopted the title of Mercy for her institute and she and her Sisters expressed mercy in their love and service of the poor.

Catherine believed that education gave a life-giving power and that no work of charity could be more productive or good for society. True to this spirit, we believe that through education children learn to live a good life.

At St Mary's we develop in our students the values of compassion, service and justice, in line with the values of the Sisters of Mercy. These values were modelled by Catherine McAuley and are embodied by the continuing work of the Mercy Sisters.

At St Mary's School our Mercy Tradition is embedded in the history and culture of our school. We acknowledge the legacy of the Sisters of Mercy by preserving aspects of Mercy Heritage. We honour our Mercy tradition in the Religious Life of our school and we recognise Catherine McAuley and the Sisters of Mercy's contributions to our school. We stand on the shoulders of those who have gone before us with honour and respect.

*"Let us take one day only in hands at a time.  
Resolve to do good today and better tomorrow."  
Catherine McAuley*



## **School Houses**

The school has defined its houses for pastoral and sporting purposes through significant connections to our Mercy charism (Coolock), Blessed Saint Mary MacKillop (MacKillop) and Rev. James Duhig (Duhig). The three school houses are called:



### **MacKillop**

MacKillop was named after Mary MacKillop, who was the foundress of the Sisters of St Joseph and brought education to the poor. Blessed Mary MacKillop is Australia's first saint.

### **Coolock**

Coolock is a place in Ireland, where Catherine McAuley, the founder of the Sisters of Mercy, lived with the Callaghan Family before building the House of Mercy Convent. Later Catherine established the order of the Sisters of Mercy and Convent in Baggot Street, Dublin.



### **Duhig**

Duhig was named after Rev. James Duhig who was the longest serving Catholic Archbishop of Brisbane, from 1917–1965. He officially opened and blessed St Patrick's Church in 1919 and St Mary's School buildings in 1949.

## **School Motto**

At the heart of Catholic tradition is the theme of Love. St Mary's honours and upholds this theme through the school motto, "Grow in Love". This motto reflects the school vision statement "St Mary's is a community where we grow in love, Christian faith and knowledge of self, others and the world, and where learning

occurs in a positive and nurturing environment.”

## **School Logo**

Our current logo is an adaptation of the logo which was used from 2007. It depicts the outstretched hand of God reaching out to the hand of an ordinary person. This symbolises that God reaches out to us all with the invitation to grow in his love, through the teachings of Jesus Christ, his son. Beneath the two hands is a representation of the sun rising above the mountains, this reflects the dual symbolism of our location in the Lockyer Valley and of Christ's light of love shining upon all of creation, of which we have been entrusted stewardship to care for.



## Our Students and Community

Teaching and learning in Religious Education at St Mary's Laidley is responsive to the needs and religious backgrounds of students and the contemporary contexts for learning in the Religion classroom.

### **Faith and Family Demographics**

St Mary's, Laidley, is a co-educational Catholic Primary School providing educational excellence in the Mercy Tradition for students from Prep to Year Six. Our school is located in a low SES area of 94 and currently our school community consists of 46.6% Catholic students, 69.8% Catholic Staff and 37.1% Catholic parent body. We have an indigenous population of 6.6% and 1.2% of our students have English as an additional language/dialect. At our school we celebrate the richness in our diversity.

As can be seen in attached documents, such as the sample units of work reports in the school newsletter and images on the school website, every effort is made at St Mary's to ensure that all who seek to share and celebrate our Catholic Christian heritage (parents, students, staff) feel welcome and respected in their own faith journeys both through participation in our religion classes and celebrations and in opportunities to expand their knowledge of and commitment to their own faith traditions.

Teachers and those responsible for leadership in Religious Education in the school constantly seek to respond to the reality of students' lives by incorporating flexibility in Religious Education classes to ensure that an inclusive and ecumenical spirit pervades all Religious Education and prayer celebrations.

At each year level at St Mary's, teachers engage in collaborative planning to develop short cycle plans that responds to the reality of our students and families and their diverse needs.

Time is allocated for teachers to meet with the Assistant Principal Religious Education each term to plan and evaluate the Religion short cycle plans. All planning is a team approach and involves both teachers of the year level. At times the ST:IE is also involved to ensure the activities are adjusted to the needs of the students in the class. The Assistant Principal Religious Education checks each unit each term ensuring that the units are planned using a consistent approach and include all essential components.

St Mary's takes into consideration the demographics of the students, their families and the local community.



## Our Vision for Religious Education

As part of our professional development in 2023, the staff explored Church documents, BCE Policy and the BCE Vision for Religious Education to create our own Vision for Religious Education:

### St Mary's Vision for Religious Education

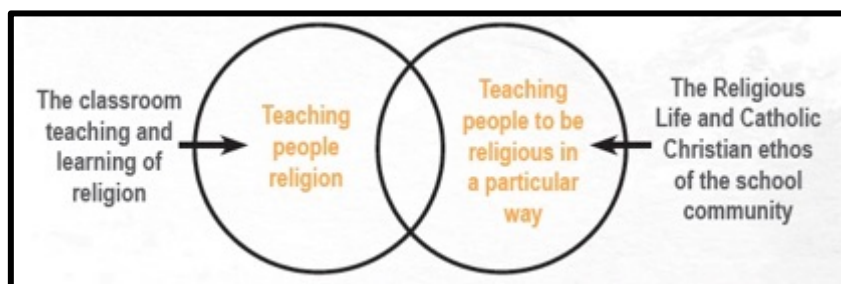
At St Mary's, Religious Education is focused on the needs and interests of students. Through Religious Education, students are provided a range of opportunities to develop deep understandings of how scripture, religious practice and social teaching links to their own life journey.

We are informed by the belief that "The Catholic school has as its aim the critical communication of human culture and the total formation of the individual, it works towards this goal guided by its Christian vision of reality." (Congregation for Catholic Education: The Catholic School, 1977)

As a Catholic school, St Mary's teaches Religious Education so as to challenge students to live the gospel of Jesus Christ and to develop students who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

### A Shared Vision for Religious Education

St Mary's school shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education and the wider church. This vision includes the two dimensions of formation - namely, of students' religious literacy and their personal faith:



*The schools and colleges of the Archdiocese of Brisbane aspire to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.*

The *Vision for Religious Education* also appropriately aligns with the **goal for learning and teaching** as articulated in the Brisbane Catholic Education (BCE) *Learning and Teaching Framework* (2012):

*As a Catholic Christian community we educate all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.*

The *Vision for Religious Education* challenges students to be a religious voice in the world. The Vision gives greater prominence and a renewed orientation to the critical interpretation and evaluation of culture. Through vibrant and engaging Religious Education, students become active constructors of culture rather than passive consumers.

Religious Education at St Mary's seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture.



In our school, religious literacy includes ways of talking, acting, creating, communicating, critiquing, evaluating, participating, ritualising, theologising, worshipping, reading, reflecting, and writing with others in a variety of religious and secular contexts. Examination of the sample units of work attached, for example, will reveal how, in all units of work, teachers and students seek to integrate the two dimensions of religious education, so that religious literacy and faith formation can complement each other as students seek to find meaning in their place and time. The integration of both dimensions in the daily life of the school includes prayer in every classroom to start the day and the timetabling of the mandatory hours of classroom based engagement with the religion curriculum at the school.

Jesus Christ is always the centre of this Vision. Through engagement with both dimensions of Religious Education, students are challenged to be cultural agents in light of the Gospel; authentic witnesses to the mission of Jesus Christ in the world today.

More information on BCE's vision for Religious Education can be found [here](#).

## The Contemporary Contexts for Religious Education

At St Mary's recognition is given to the four contexts identified as having a significant impact on Religious Education in contemporary Catholic and ecumenical schools. They are the *Societal Context*, *Ecclesial Context*, *Educational Context* and *Digital Context*.

### Our Societal Context

Like all Catholic and ecumenical schools of the Archdiocese of Brisbane, St Mary's operates in a complex and ever-changing environment. Contemporary students are immersed in a global world and from an early age are exposed to a range of values represented through diverse media.

As a consequence, our school is continually challenged to engage families in Religious Education in rich and relevant ways. At St Mary's, Religious Education seeks to reflect a Catholic Christian worldview that integrates faith, life, and culture. At the same time, it seeks to embrace an ecumenical perspective and reflect the multi-faith context and reality of this school.

# St Mary's Laidley RE Program 2024



**St Mary's School, Laidley**  
27 July at 12:03 · 🌐

Catholic Education Week is here! This week we celebrate the rich history of Catholic Education informed by Catholic Social Teaching and framed in the light of the Gospel. The theme this year is "Communities of Faith, Hope and Love".

At St Mary's Laidley, each student has contributed to our Catholic Education Week Cube Mural, inspired by street artist ThankYoux. Each student created a cube expressing their faith, hope and love. When combined it shows how we at St Mary's create the body of Christ as a Catholic community.

[#CatholicEducationWeek](#) [Brisbane Catholic Education](#) [#tostmaryswedobelong](#)



**St Mary's Laidley** A Brisbane Catholic Education School

**St Mary's School, Laidley**  
29 May · 🌐

Multicultural Mass

On Sunday students and families from St Mary's joined with parishioners from Our Lady of the Valley Catholic Parish to celebrate our annual Multicultural Mass for the Feast of Pentecost. Our students carried in flags from different nationalities.

In the Acts of the Apostles, we hear that the crowds heard the Good News preached by the Disciples in each of their individual languages. It was wonderful to hear different parts of the Mass read in a range of languages, particularly a prayer read in Japanese by Kiko Wilson.

A big thank you to all the families who joined in this celebration.



**St Mary's School, Laidley**  
1 August at 12:36 · 🌐

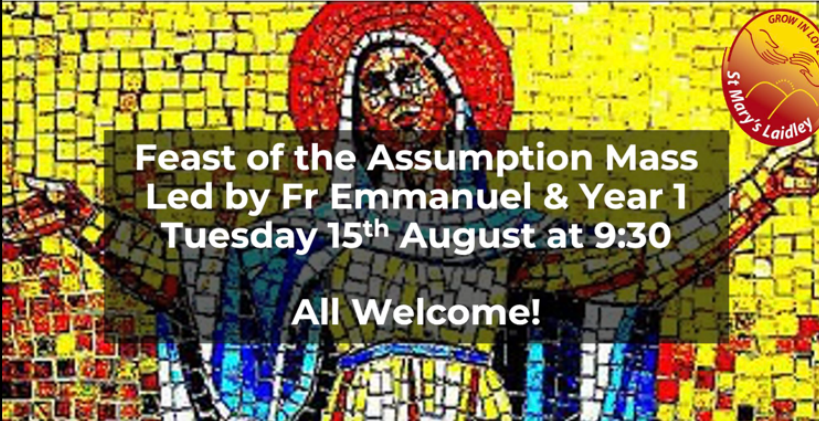
Dear St Mary's Community,

We would like to invite you all to join us in celebrating the Feast of the Assumption with a Mass in the church at 9:30am on Tuesday 15th August.

Mass will be led by Fr Emmanuel and our Year 1 students. At the Feast of the Assumption, we celebrate Mary's special relationship with God and the Catholic belief that she was taken up into heaven body and soul.

All are welcome and we look forward to seeing you there!

[#tostmaryswedobelong](#) [#FeastofAssumption](#) [#stmarys](#)



## Our Ecclesial Context

At St Mary's, as is the case with many Catholic schools in the Archdiocese, an increasing number of students and their families are less engaged with the formal life of the Church than in the past. Consequently, for many students, the culture and language of religion is underdeveloped.

This school, along with many Archdiocesan schools, increasingly provides the introductory and developmental understanding and experience of Church for students and their families. This is supported when the school is a place where students and their families encounter the mission and outreach of the Church, especially through pastoral care and the experience of Catholic Christian community. In this community, such activities include School Masses and Liturgies, Caritas and Catholic Mission activities, St Vincent de Paul drives, etc. thus enabling our school to promote knowledge, deep understanding and skills about the Catholic and broader Christian tradition within the broader evangelising mission of the Church. Staff work through the Religious Life of the School and through the Mission and Justice sub-strand, to make St Mary's a place where students and their families encounter the mission and outreach of the Church.



## Our Educational Context

St Mary's school, along with each Archdiocesan school, seeks transformation of the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. In the Catholic Christian tradition, education is a work of love and service. At St Mary's, we seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity. Examples include the expansive Sustainability Gardens, initiation of the Rural Connect Project, participation in Caritas Projects, Mission Month, and the annual St Vincent de Paul Christmas appeal.

Religious Education in the Archdiocese of Brisbane, including this school, builds on best practice of the broader educational community. The classroom learning and teaching of religion reflects the philosophy, content, structure, academic rigor and assessment and reporting modes used in other learning areas. The religious life of St Mary's forms and skills students to negotiate the tension of maintaining Christian integrity when confronted with the complexities of life in contemporary society.



## Our Digital Context

Religious Education at St Mary's seeks to engage students in the critical, creative, and responsible use of digital tools which is an important component of digital citizenship. It includes provision and use of iPads, laptops, Interactive Whiteboards, digital microscopes and document cameras.



This enables students to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

For more information about the **Contexts for Learning** in the Archdiocese of Brisbane, see [here](#).

## Our Beliefs about learners and learning in the Religion Classroom

Foundational to the shared work of teachers at St Mary's are the beliefs they have of the learners they serve. The BCE Learning and Teaching Framework (2012) explicitly articulates the beliefs and the responses that flow from these beliefs within schools in the Archdiocese.

Every learner is created in the image and likeness of God and, inspired by the Spirit, responds with passion and creativity to life.

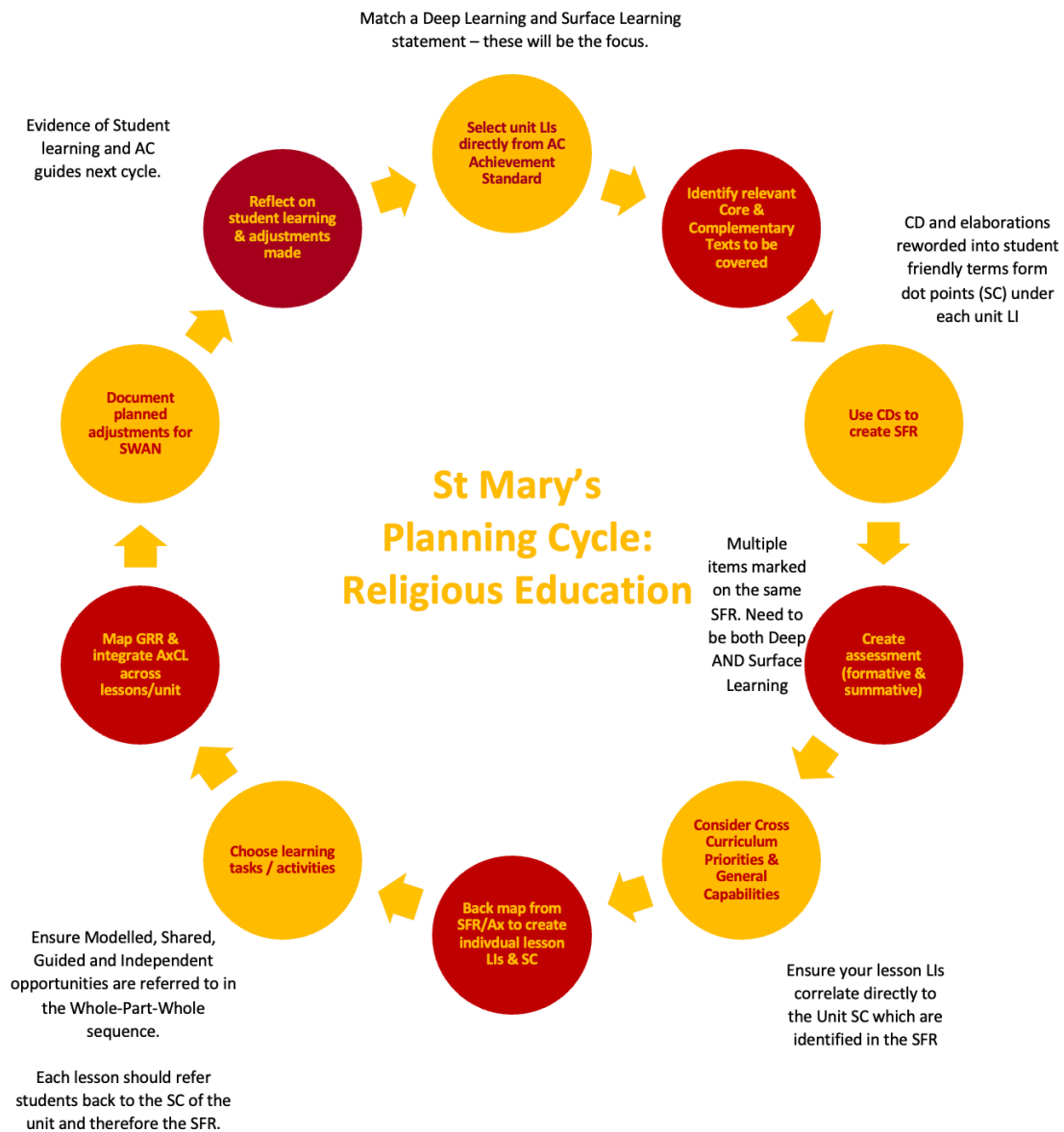
- Every learner seeks to find meaning in life and learning and, in the Catholic Christian Tradition, we find meaning in the person and teachings of Jesus to grow as pilgrim people.
- Every learner is a lifelong learner, with a desire to search for truth and do what is right; accountable for choices and responsible for actions.
- Every learner is in some respect, like all others, like some others, like no other and we respond creatively, flexibly and with a futures orientation to ensure dignity and justice for all.
- Every learner can achieve success in life and learning where diversity is valued and shared wisdom contributes to decision-making that enriches and enlivens our world.
- Every learner brings to the learning experience their own richly diverse life journey to contribute to a community in communion, empowered by the Spirit to be at the service of others.

At St Mary's at a class and individual student level, at the interests, religious backgrounds and learning needs of students inform the development of work units. Data retrieved from the BI Tool, Census Application and other sources has been used to inform planning decisions for learning. Teachers use this information to interpret the curriculum flexibly to meet the individual learning needs of students and to personalise their learning by:

- adjusting the way in which students are taught and the means through which they demonstrate their learning;
- using the extended general capabilities learning continua from the Australian Curriculum to adjust the focus of learning or to emphasise specific aspects such as higher order cognitive skills;
- providing students with opportunities to work with content in more depth or breadth;
- providing students with additional time and support, and drawing from content at different levels along the Prep to Year 10 sequence.
- use of the requirement for diversity in assessment tasks required in the planning template.
- consultation with specialist staff-e.g. STIEs, Speech Therapists, Indigenous Support workers in order to make adjustments and develop appropriate learning and teaching strategies to enable success.

For more information about the **Learning of Religion** in the Archdiocese of Brisbane, see [here](#).

## Collaborative Planning



St Mary's school has a population of 252 students, with two classes at each year level. The planning and development of units of work in Religious Education therefore takes the following format:

- Year level teachers are released each week for non-contact at the same time to allow for extra time for collaborative planning and resourcing;
- Teachers are given two 'Planning Days' where they are released from the classroom to work with the PLL to plan their upcoming short cycles in each subject, in that day 40mins is dedicated to RE planning with the APRE
- Teachers use the school's Religious Education Short cycle planning template and post completed planning and timetables onto the school's portal.
- Planning is to be uploaded to the portal in Weeks 4 and 9 of each term
- Teachers meet with the APRE and/or the PLL before and after school for support with planning, assessing and resourcing;

- Units are reviewed at their completion and feedback is used to make the necessary changes to make the unit more effective;

Each term teaching staff are given time to plan within each year level. At the beginning of the year the Scope and Sequence charts are prepared and the RLOS calendar of events set out (in consultation with the Parish Priest). School staff collaborate to gather the necessary resources to support the learning and teaching in the classroom.

Teachers at St Mary's plan units of work according to the Achievement Standard for their year level. Mandated scripture texts and learning experiences are aligned with the RE Curriculum. Teachers use the line-of-sight documents and achievement standard and learning progressions to create their learning intentions, success criteria and activities.

## Communication to Parents/Wider Community

At St Mary's school, every effort is made to ensure parents are informed and engaged in the religious education of students. At the beginning of each year during the Parent Night the class teachers discuss with parents/care givers the overview of Religion for the year, key areas of focus, school and class expectations, links to the Religious Life of the School and assessment procedures.

Each year level sends parents a 'Class Learning Newsletter' three times a term (Weeks 1, 5 & 10). These class learning newsletters outline the learning that has occurred in the concluding cycle, what learning is planned to occur in the upcoming cycle and upcoming events in the religious life of the school. Here are examples of this communication in Class Learning Newsletters:

**In Religion we are learning about the importance of prayer and how to correctly participate with the sign of the cross.**

**We created posters to help us with the sign of the cross.**



### Important Dates

As our lives start to get busy again please take note of the important upcoming events we have this term:

- August 11 - FACE trivia night
- August 14 - EKKA show holiday
- August 15 - Feast of the Assumption Mass 9:30am
- August 25 - Book Week Parade
- September 8 - Nativity of St Mary Mass 9:30am

Parents are also kept informed through the school newsletter, the school facebook page and emails. There is also a dedicated section of the school website where the scope and sequence is published and unit outlines are provided.

## Impact of System Initiatives

St Mary's School has undertaken to be a part of the Learn Collaborative as a focus for Delivering Excellence in Learning and Teaching. St Mary's currently is implementing and developing this initiative in Religious Education and other curriculum areas. The RE Planning Template used by the school incorporates key elements of these initiatives.

St Mary's DELT journey has focused primarily on making learning visible for all students and on the implementation of the high yield strategies to improve the progress of Literacy for each student. While the purpose of the Learning Collaborative is for a renewed and collective focus on effective and expected practices for the teaching of Literacy, along with a focus on effective monitoring processes and



tools, we believe that the knowledge and skills acquired on the DELT journey will be applicable to other learning areas, including Religious Education, and will have a positive impact on student learning.

The Principal and the members of the Visible Learning Team have attended a number of core professional learning opportunities, including the Learning Collaborative orientation led by Dr Lyn Sharratt (Putting Faces on the Data). The staff has begun engaging with processes, practices and tools to identify evidence of school and student learning and networked closely with Education Officers and other schools within our cluster, to utilize the skills and expertise of those on staff as well as strengthen moderating processes and professional dialogue. St Mary's has begun to embed the High Yield Strategies of data walls, review and response and learning walks and talks, use BCE's effective and expected practices for the teaching of literacy and a range of classroom targeted professional learning that is relevant to our school's focus and student needs as a result of the analysis. Teachers are attentive to the minimum hours per day of the explicit teaching of Religion and are attentive to the literacy demands of this subject.

Teachers co-plan the literacy experiences with the support of the PLL, APRE and ST:IE. Their planning documents reflect BCE's Model of Pedagogy, the Gradual Release of Responsibility and teach language, literature and literacy within the context of the Australian Curriculum using a range of quality literature. As teachers plan using the Model of Pedagogy, Learning Progressions and Line of Sight documents, they achieve teacher clarity and clear Learning Intentions and Success Criteria to communicate to their students. Embedding Learning Intentions, Success Criteria and Student Friendly Rubrics has created the foundations required to provide task specific feedback and guided students to become assessment-capable learners.

## Curriculum Structure and Organisation for Religious Education A Catholic View of Learning

At St Mary's, a Catholic view about Learning and Teaching is reflected in both dimensions of Religious Education, namely, the classroom teaching and learning of Religion and the Religious Life of the School. Teaching and learning in Religious Education is intentionally developed on the foundation of a Catholic theology and philosophy of curriculum. Four core themes are central: **Anthropology, Epistemology, Cosmology and the Catholic Christian Tradition.**

### ***Catholic View of Christian Anthropology***

A Catholic view of Christian anthropology is centred on the person of Jesus. It recognises each person is created in the image of God. It emphasises Jesus as teacher whose Spirit infuses the whole curriculum with a hope-filled vision of life. At St Mary's, it is characterised by inclusion, holistic and relational learning, and action in community. Examples of this at work in St Mary's include our 'Steps of Mercy' Relationship Restoration Process and the explicit teaching that occurs with our Mercy Values program.

### ***Catholic Perspective on Epistemology***

A Catholic perspective on epistemology orients a curriculum towards rationality; holistic knowing; knowing and living; wisdom as the fruit of knowing and life-long and life-wide learning. The Catholic tradition views the acquisition of knowledge as a lifelong and life wide enterprise. Reflective self-directed learning and teaching provides Sabbath spaces for teachers and students to interiorise knowledge. At St Mary's, some examples include:

- ❖ Every classroom has a sacred space.
- ❖ There is a labyrinth in the school grounds.
- ❖ Teaching at St Mary's encourages students to question and form their knowledge.
- ❖ Reflective practices are included throughout the Religion unit.
- ❖ Students participate in Meditation in the classroom.
- ❖ Activities are differentiated to give all students the opportunity to participate and learn.
- ❖ Whole school participates in Holy Week activities. These activities make a connection between Holy Week and the school prayer theme. The day culminates with the Stations of the Cross presented by the Year 6 students.
- ❖ Celebration of our school Feast Days.



## ***Catholic Understanding of Cosmology***

Cosmology relates to how we understand our place in the universe and the choices we make to live within the integrity of creation. Through the elements of stewardship and sacramentality, Catholic Christians are called to respond to questions like: *'What is our place in the universe?'* *'How do we live within the integrity of creation?'* This understanding is supported at St Mary's in a variety of ways including the students' responsibility for the Sustainability Garden, supporting Reduce, Recycle and Renew and living out the Respect school rule.



## ***Catholic Christian Story and Tradition***

From the very beginning of Christianity, the Christian community has been engaged in teaching. The transformative process of learning and teaching is captured in the Vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This Vision is realised at St Mary's through everyday witness, and learning and teaching that challenges and transforms the culture and the world in which we live.

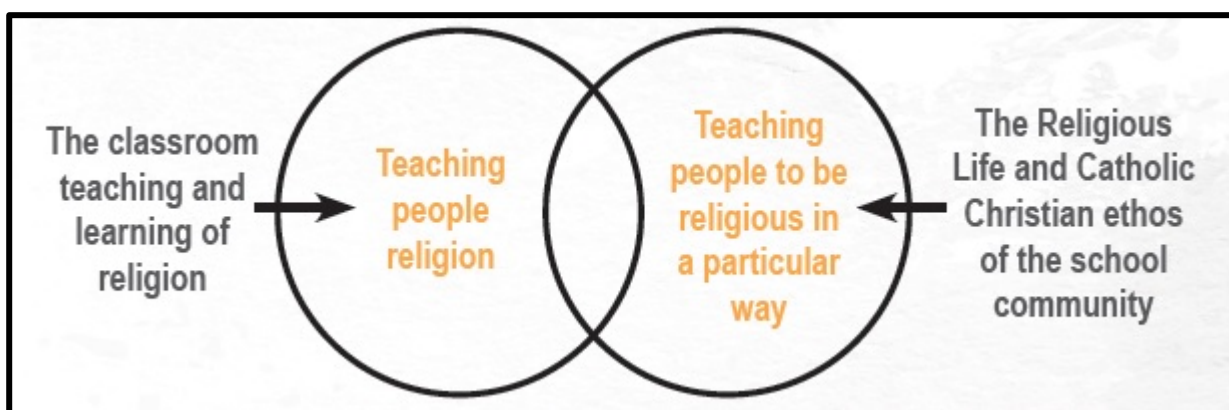
Ongoing spiritual formation for religious educators is as important as professional and theological learning. A person-centred understanding of spiritual formation begins with honouring and exploring the personal narrative of each individual's experience of My Story through an approach that engages the head, the heart and the hands (experience, knowledge, practice and application). At St Mary's, such an approach is supported by staff being involved in Catching Fire and a range of Professional learning opportunities.

Further information about a **Catholic View about Learning and Teaching** can be found [here](#).

## Our Model for Religious Education

At St Mary's, as in all schools and colleges of the Archdiocese of Brisbane, teaching people religion and teaching people to be religious draw upon the Catholic Christian tradition in ways that are mindful of local contexts and the ecumenical and multi-faith realities of contemporary culture.

Since 2008, the distinct and complementary nature of both dimensions of Religious Education has been conceptualised in the following *Model for Religious Education*.



This school community seeks to understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of our students.

Our School programs, activities and experiences for the classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity, while being faithful to the Catholic Christian identity of the school. As teachers plan for Religion at St Mary's they incorporate the Religious Life of the School document, General Capabilities and Cross Curricula Priorities into their unit. Activities are then created to ensure the elements of both teaching people religion and teaching people to be religious in a particular way are included.

This school recognizes that the *Vision for Religious Education* and the *Model for Religious Education* take a big picture view; for while both take place within the physical and temporal context of this Catholic school, they presuppose a broader context and length of time not available to a school: a whole lifetime.

## Religious Life of the School

The Religious Life of the School P-12 document assists our school community in the development of faith by providing a lens through which the religious life of our school can be viewed and developed. The document provides practical ways to implement the *Vision Statement for Catholic Education in the Archdiocese of Brisbane*, particularly its call to *Teach, Challenge and Transform*. The Religious Life of the School document focuses on four inter-related components, each with three elements:

- Religious Identity and Culture

- Ethos and Charism
- Authentic Christian Community
- Sense of the Sacred
- Prayer and Worship
  - Christian Prayer
  - Celebrating liturgy and sacraments
  - Ritualising Everyday Life
- Evangelisation and Faith Formation
  - Living the Gospel
  - Faith Formation
  - Witness to the Wider Community
- Social Action and Justice
  - Justice in the School Community
  - Action for Justice
  - Reflection on Action for Justice



## Religious Identity and Culture

- ❖ St Mary's embeds, communicates and lives the Mercy Charism to build an authentic Christian community in which a sense of the sacred is evident.
- ❖ Symbols are displayed in the office area and throughout the school.
- ❖ A formal acknowledgement of the traditional owners of the land is embedded in school celebrations.
- ❖ Prayers are incorporated in the life of the school: weekly staff prayer, Assembly prayer, classroom morning prayer, rosary, meditation, Stations of the Cross etc....
- ❖ St Mary's celebrates days/seasons of religious significance: Holy Week, Easter, Feast of St Patrick, Feast of St Mary through a whole school prayer liturgy or Mass.
- ❖ The school's vision and mission statement is displayed throughout the school.
- ❖ As a community we welcome, encourage and support participation of families in the life of the school: biennial fete, welcome barbeque, parent information nights, open classrooms, Catholic Education Week Celebration, Grandparents Day etc.



## Prayer and Worship

At St Mary's prayer is an integral part of school life and we undertake to further develop the faith of individuals in ways that are sensitive to their cultural and religious identities. Christian prayer contributes to the faith growth of individuals and the building of a Christian community. Examples include:

- ❖ Students are invited to regular prayer.
- ❖ Teachers schedule time for prayer every day.
- ❖ Each year level attending Friday Parish Mass once per term.
- ❖ At St Mary's students experience a variety of formal and informal expressions of prayer, appropriate to their age and development.
- ❖ Prayers are taught in accordance with the Scope and Sequence for each year level.
- ❖ Students are immersed in diverse experiences of prayer e.g. meditation, Lectio Divina, Litanies etc....
- ❖ Each classroom has established well maintained sacred spaces.
- ❖ School prayer at assemblies each week.
- ❖ Professional development for staff in the area of Prayer.
- ❖ Staff prayer.
- ❖ Personal prayer experiences.
- ❖ School celebrations such as, Mother's Day, Father's Day, ANZAC Day which incorporate prayers.
- ❖ Parents are invited to be involved in prayer at St Mary's.
- ❖ The school theme is developed each year to include prayer, scripture texts, hymns and other resources.

- ❖ Labyrinth prayer space in the school grounds.



## Evangelisation and Faith Formation

St Mary's fosters the call to live the gospel through such ways as:

- Reflecting the life and message of Jesus Christ through routines and practices e.g. hospitality.
- Establishing policies and practices that promote inclusion and a sense of belonging to a Christian community.
- Presentation of the Gospel message in engaging, thought provoking ways.
- Provision of faith formation experiences for students, staff and parents.
- Provision of opportunities to express spiritual awareness through the creative arts.
- Building collaborative relationships with the parish e.g. supporting the Sacramental Program, coming together for liturgical celebrations.
- Participation in local community events such as ANZAC Day.



## Social Action and Justice

St Mary's practises justice within our own community. The Mercy tradition of recognising the needs of others is embedded into the fabric of our school. Outreach to local community organisations such as St Vincent de Paul are important as witness to the Mercy traditions.

Social justice activities have included the fundraising for Caritas, recognising Mission Month, participation in the BCE initiative 'Act of Kindness' and supporting organisations such as Orange Sky Laundry.



## The Reconceptualist Approach to Teaching and Learning in Religious Education

Since 2008, the classroom learning and teaching of religion in the Archdiocese of Brisbane has been characterised by a reconceptualist approach. In short, it operates from an educational framework rather than from a catechetical or 'shared Christian praxis' framework. This means that at St Mary's, the classroom religion program becomes a primary arena for dealing with the critical religious issues and concerns of life. There are three key considerations for teachers using this approach: the *Avoidance of Presumptive Language, Teaching 'about' the Tradition and Powerful Pedagogies*.

### *Avoidance of Presumptive Language*

In a reconceptualist approach, teachers avoid using presumptive language and do not start with assumptions about students' faith development based upon their particular religious affiliation. At St Mary's teachers are required to use language that is invitational and educational to better engage students in the religion classroom. Students who can readily identify themselves as Catholics are affirmed by this approach. Further,

when using non-presumptive language, teachers provide students with the freedom to respond in ways that do not assume a programmed response.

## ***Teaching 'about' the Tradition***

In a reconceptualist approach, teachers avoid using presumptive language and do not start with assumptions about students' faith development based upon their particular religious affiliation. At St Mary's, teachers are required to use language that is invitational and educational to better engage students in the religion classroom. Students who can readily identify themselves as Catholics are affirmed by this approach. Further, when using non-presumptive language, teachers provide students with the freedom to respond in ways that do not assume a programmed response. A reconceptualist classroom is not simply a place for transferring facts and knowledge. At this school, a reconceptualist approach to teaching religion entails "exploring the meaning of one's own religious life in relation to both those who share that life and those who do not" (Scott, 1984, p.334). This educational focus requires a critical appreciation of one's own religious tradition and an empathetic understanding of the religious beliefs and practices of others.



## ***Powerful Pedagogies***

The delivery of excellence in teaching and learning (DELT) is a core goal of Brisbane Catholic Education Office. As noted above, our school supports that goal through its involvement in formation of staff in such powerful pedagogies as:

- Gradual Release of Responsibility
- Inquiry Learning
- Collaborative Learning
- Learning Intentions and Success Criteria
- High expectations

An examination of the sample units and the Template for Planning in RE we use, demonstrates our support for the five practices which provide a common language for planning and reflecting on learning and teaching in the religion classroom: focusing on learners and their learning; establishing clear learning intentions and success criteria; activating multiple ways of knowing, interacting and opportunities to construct knowledge; responding with feedback to move learning forward; and evaluating learning with students as activators of their own learning and resources for others.

## ***Focusing on learners and their learning***

While some students at this school come from families strongly connected to their local parish community and are literate in the Catholic Christian tradition, a growing number of our students enter the religion classroom

with low levels of religious affiliation and at best a tentative familiarity with public expressions of Catholic life. Using a reconceptualist approach, our religion teachers acknowledge the reality of students' lives, identifies learners' levels of thinking and builds on the attributes each student brings to the religion classroom. It incorporates a powerful questioning pedagogy, within the context of a community of thinking, that stimulates and supports genuine, active and authentic student engagement.

ST. MARY'S CATHOLIC PRIMARY – Religious Education	
YEAR LEVEL: Year 5	TEACHERS: Chiara Marinelli-Clarke
Term 2 Cycle 6	Inquiry Question: Why do people talk to Mary through prayer?
Week 8-10 (5 <sup>th</sup> June – 23 <sup>rd</sup> June)	
UNIT OUTLINE	
In this unit students will participate respectfully in prayer and <u>mediation</u> . Students will learn about the Litany of Mary of Nazareth and the Rosary Beads. At the end of the unit students will lead a prayer.	
Total students: 29 Catholic: 7 Not stated: 2 Jehovah's Witness: 1 Other Christian: 3 Pentecostal: 1 No religion: 12 Anglican: 1 Lutheran: 2	



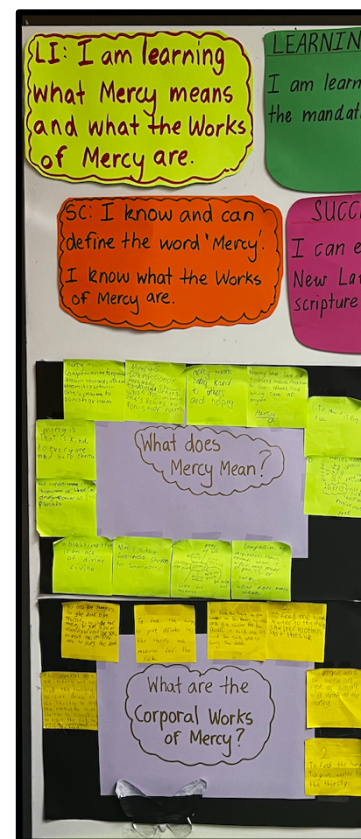
## Establishing clear learning intentions and success criteria

At St Mary's, the starting place for the classroom religion program is the Religion Curriculum P-12. Religion teachers use the curriculum to create and make clear and visible the learning intentions and success criteria for all students. Again, this is clearly evident in the sample units of work provided.

In these units of work, the rigour of our school's approach to learning and teaching in the religion classroom, drawn from the Knowledge and Deep Understanding and Skills of the P-12 Religion Curriculum document, takes account of the capabilities and readiness of students, while at the same time ensuring a classroom that engages and challenges students.

Further, as indicated on the Planning Template, time is made available to assist teachers to collaboratively reflect on the effectiveness of their planning, the strategies employed and the achievement of students within a learning and teaching cycle so as to inform the teaching and assessment throughout the unit in subsequent years.

Religion	Technology
<b>LI:</b> I am learning about Mother Mary.	<b>LI:</b> I am learning to produce a product.
<b>Assessment:</b> * Explain Mary's role as Mother of Jesus * Analyse the elements of Marian prayers - create your own Hail Mary	<b>Assessment:</b> * Working in groups to produce a product to sell at a weekend market
<b>SC:</b> . I understand the Hail Mary . I understand Mary's role as Mother of Jesus	<b>SC:</b> . I can collaborate with my peers . I can design a product to sell . I can make a production plan . I can make my product



## Time Allocation and Effective Timetabling of Religious Education at St Mary's

St Mary's strongly supports the mandated minimum of 2.5 hours per week of religion teaching from P-6. This equates to 92-100 hours per year, based on 37-40 available teaching weeks per year. Liturgy, prayer, hymn practice and other religious practices are not included in this provision. The effective timetabling of religion classes is given high priority within the life of the school, as is evidenced in the timetables and teachers' work plans provided in the Appendix.

### Design Principles for Religious Education at St Mary's

The *Religion Curriculum P-12* has been developed around four design principles: embracing a *Catholic Christian Worldview*; modelling a *Seamless Curriculum*; setting a clear *Pedagogical Direction*; and strengthening *Alignment*. These principles have been put into practice at St Mary's.

#### **Catholic Christian Worldview**

In alignment with the content of the *Religion Curriculum P-12*, *Religious Education* at St Mary's unambiguously reflects a Catholic Christian worldview that integrates faith, life and culture. Where possible, content embraces an ecumenical perspective and is responsive to the multi-faith context and reality of



contemporary religion classrooms. The attached sample units provide evidence of this alignment.

## ***Seamless Curriculum***

The *Religion Curriculum* at St Mary's reflects the philosophy, content, focus, structure, academic rigour and assessment and reporting modes used in all other learning areas. See for example, the assessment tasks in the sample units provided in the Appendix.

## ***Pedagogical Direction, including Line of sight***

The pedagogical direction of the *Religion Curriculum P-12* is consistent with the BCE *Model of Pedagogy* (2012) and draws significantly on John Hattie's research, *Visible Learning* (2009), and the visible learning and teaching story outlined in *Visible Learning for Teachers* (2012).

The *Religion Curriculum P-12* promotes inquiry learning, a learner centred pedagogical approach to learning and teaching, that aligns closely with the directions taken in the Australian Curriculum.

By adopting the Planning Template for Religious Education from BCE, these pedagogical directions have been adopted by St Mary's school.

Further continuity in the Religion Curriculum is ensured within and between year levels, building on where students' learning in Religion is situated and leading on to where the students are heading in their learning. During planning teachers are instructed to refer to the scope and sequence, not only of the current year level, but of those the year before and after. There is also a clear focus on the line of sight in year level planning: Year Level Description, Achievement Standard and Content Descriptions as evidences in the planning template used for RE.

## ***Alignment- Scope and Sequence***

The content of the strands and sub-strands of the *Religion Curriculum P-12* closely aligns with the components and elements of the *Religious Life of the School P-12*. This is evidenced in the attached Scope and Sequence Tables for each year level which indicate where that alignment occurs in each unit of work. The Scope and Sequence tables for each year level include the Core Content to covered, Mandated Scripture references, explicit teaching of prayer, supplementary scripture texts, and Religious Life of the School references.

## **High Quality Teaching in RE at St Mary's**

The teaching and learning identified in this Religious Education Program is consistent with whole school approaches to teaching and learning across the curriculum at St Mary's. Teachers plan and teach quality lessons that incorporate mandated scripture texts – teaching scripture using the Worlds of the Text model and explicit teaching of prayer.

## **Accreditation Requirements**

### ***Accreditation to Teach Religion in a Catholic or Ecumenical School***

All teachers of religion in Archdiocesan schools are required to be accredited to teach religion. This includes teachers of religion in the senior secondary years engaged in Study of Religion, Religion and Ethics and Certificate III in Christian Ministry and Theology. Currently, at St Mary's, we have a high number of graduate teachers. As such all teachers have either full Accreditation to Teach in a Catholic school and all teachers of Religion have either full or interim accreditation to Teach Religion in a Catholic school.

As part of their professional learning, all staff are required to maintain their accreditation status by engaging in the required number of hours (25 and 25 every five years) to maintain accreditation to



Teach and to Teach RE. The school provides some opportunities on Professional Learning days each year and teachers are expected to find other opportunities in their own time to complete the requirements.

## Professional Learning

Religious educators at St Mary's engage in ongoing professional learning focused on enhancing individual and collaborative practices as well as the capacity to improve student learning.

## Powerful Whole School Pedagogies at St Mary's

As stated previously, St Mary's supports the BCEO goal of Delivering Excellence in Teaching and Learning (DELT). At this school we are engaged in implementing the three High Yield strategies and the use of Visible Learning Strategies to progress the learning of each and every student.

Again, the RE Planning template clearly reveals and employs the key strategies, processes and requirements of the Powerful Pedagogies drawn on at our school in order to ensure that Religious Education contains the same academic rigour and assessment practices as other curriculum areas.

These processes are led by the APRE, and the Primary Learning Leader.

## Effective Assessment

At St Mary's assessing student learning is an integral part of the school classroom. It is designed to improve learning and inform teaching. It is the process through which teachers identify, gather and interpret information about student achievement and learning in order to improve, enhance and plan for further learning.

Teachers at all year levels, as part of their planning, and teaching, employ the five key strategies for formative assessment, namely:

1. Clarifying, sharing and understanding learning intentions and criteria for success
2. Engineering effective classroom discussions, activities and learning tasks that elicit evidence of learning
3. Providing feedback that moves learning forward
4. Activating learners as instructional resources for one another (peer feedback)
5. Activating learners as the owners of their own learning (self-assessment)

At St Mary's, it is believed that evidence of achievement should reflect the knowledge, deep understanding and skills described in the relevant achievement standards and reflected in the success criteria.

**Knowledge** describes the information, facts and principles specific to a learning area.

**Deep Understanding** relates to the concepts underpinning and connecting knowledge in a field/discipline and is related to a student's ability to appropriately select and apply knowledge to solve problems in a particular learning area.

**Skills** describe the way of working specific to a field/discipline, and are therefore focused on specific techniques, strategies or processes in a learning area.

## Tools for Assessment

Teachers at St Mary's are encouraged to use a range and balance of assessment **tools** which allow them to cater for all learners and learning situations, to measure the impact of their teaching and plan for further learning and teaching. Assessment revolves around three core practices, namely,

- Teacher observation: observing students and monitoring their progress as they work;
- Student/Teacher consultation: interacting with students either formally or informally.
- Focused analysis: teachers examining in detail student responses to tasks or activities.

## Student Friendly Rubrics

Across all subject areas, including Religious Education, it is an expectation that units of work are backward mapped from a rich assessment piece which is accompanied with a student friendly rubric. Examples of this are included in the Appendix.

Examples of Assessment tools used at St Mary's:

Assessment Tools	Questioning	Reflective Tools	Teacher Observations
Running Records Success Criteria Research projects Annotated work samples Written tests Multiple choice tests Extended Response Group Discussion Oral Presentation Written Responses Portfolios Graphic Organisers Concept Maps	Think Pair Share Wait Time Effective Questioning Asking Questions Question Matrix Bloom's Taxonomy	Blogging Voice Thread Reflective Journal Podcasting Reflective questions and prompts Learning Logs Thinking Skills Peer Feedback Two Stars and a Wish Plus, Minus, Interesting Traffic Lights De Bono's Thinking Hats	Anecdotal records Checklists

## Making Judgements

Teachers at St Mary's use a variety of assessment opportunities and success criteria to make judgements and provide quality feedback to students. This can also be achieved through conferencing. Sample annotated assessment and criteria sheets are provided in the appendix. Further information on making judgements appears below under the heading Consistency of Teacher Judgement.

## Moderation

The moderation of assessment tasks occurs on a number of informal and formal levels at St Mary's:

- A degree of moderation occurs during the planning process for units of work: teachers agree on the line of sight between the Achievement Standard, Knowledge, Understanding and Skills, and diverse assessment tasks which are similar in standard. (See appendix for an example)
- Across year levels teachers discuss assessment tasks and attempt to establish equity in marking through discussion and annotation.
- A formal intraschool moderation occurs where teachers bring to a staff meeting annotated samples of work "at standard" and "above standard".
- The school participates in interschool moderation in October where staff share with other teachers at their year level annotated samples of work.

## Feedback to Students

At St Mary's student self-assessment is regarded as vital to success at school. It involves teachers:

- sharing with students the success criteria for each assessment activity
- ensuring that students understand the success criteria
- explicitly teaching students how to apply those criteria to their own work
- providing students with feedback to help them improve
- helping students to set learning targets to achieve that improvement.

As noted above, success criteria assessment task sheets provide feedback. These alongside annotated work samples, help to provide authentic feedback in relation to the curriculum Achievement Standard. Teachers at St Mary's use feedback as an integral part of the Visible Learning pedagogy. Feedback is provided both



formally and informally to students.

Peer feedback occurs when students offer each other advice about their work which incorporates reference to:

- what has been done well in relation to the success criteria
- what still needs to be done in order to achieve the success criteria
- advice on how to achieve that improvement

Teachers who engage students in self-assessment see the responsibility for learning shifting from them to the students, see an increase in student motivation and are able to use the feedback from their students about how they learn to shape future teaching and learning.

## Consistency of Teacher Judgement

Consistency of Teacher Judgement occurs through a number of processes at St Mary's school. At the planning stage, consistency in teaching and learning, which assists consistency of teacher judgement, occurs through collaborative planning, use of a common planning template which requires learning intentions, success criteria, line of sight with the Achievement Standard, commonality of standard in assessment tasks and the development of success criteria task sheets.

Each year St Mary's engages in the ongoing process of Consistency of Teacher Judgement, which at present includes Religious Education – a key strategy for implementing the *Religion Curriculum P-12* and monitoring its effect on students' learning.

Teachers are informed of the procedures and processes for internal moderation and external moderation as required by Religious Education Services and indicated on the Learning and Teaching portal. Moderation occurs with a group of schools in the Southwest Cluster.

## Reporting Student Learning

### Whole School Processes

Religious Education is not taught in isolation: it is a curriculum area similar to all other curriculum areas in the school. It is taught, assessed, reported and evaluated in the same way as other subject areas.

Student achievement is recognised and celebrated within our school community in a variety of ways including at informal meetings; one on one feedback to students; parent-teacher nights; celebrations of learning; publication of works; exhibitions etc. The Student Reporting System (SRS) is Brisbane Catholic Education's online student reporting tool.

SRS facilitates the reporting of student achievement to parents and caregivers by allowing teachers and administrators to create, proofread, edit, verify and publish student reports. As has been noted previously and is evident in the school's Religion Planning Template, Religious Education is taught and assessed with rigour and is flexible to enable each student to achieve and demonstrate what they have learned.

Further, as part of the school's commitment to DELT, Data Walls, Review and Response and Learning Walks and Talks have become part of the teaching and learning of Religion. Students are becoming familiar with articulating responses to the questions around their progress and achievement:

- What am I learning? (Learning Intention)
- How am I doing? (Success Criteria)
- How do I know? (Feedback)
- How can I improve? (Goal Setting)
- Where do I go if I get stuck? (Strategy/Resource, Person)

### Reporting



Reporting occurs formally, in terms of reports issued, twice a year. The school's reporting processes are as follows:

- Parent-Teacher Interviews Term 1 and Term 3 – these include a Parent-Teacher reporting sheet.
- Semester 1 and 2 report, which involves an overall achievement for Religion over the semester, effort achievement and comment.

## Meaningful, Relevant Learning Experiences

As a Learning Area, Religious Education is allocated funds at the beginning of each year. St Mary's places a high value on quality resources to be used to enhance the learning experiences of all students. The APRE works with the staff and students, regularly discussing necessary resources and updating current stocks. ResourceLink provides teachers with easy access to a large number of valuable and useful resources.

St Mary's teachers consider the needs of the students in their class when planning. They consider the demographics of the class to ensure they are aware of and acknowledge the student's prior experiences, knowledge and needs. At the end of each year during transition meetings, teachers meet with each other to discuss the needs of students so as to gain an insight into their class for the following year.

## Monitoring and Evaluation in RE at St Mary's

Processes used at St Mary's for monitoring and evaluating student achievement and development for the whole school, year level, class and individual planning.

### Processes for Monitoring Student Achievement

#### *Evaluating Student Achievement*

At St Mary's school, planning and evaluating the effectiveness of assessment processes occurs when:

- ❖ teachers meet to plan a new unit of work, review the previous unit, including assessment tasks and student performance and annotate the unit for the information of teachers the next time the unit is used.
- ❖ the APRE/PLL/Principal uses the BI tool to evaluate the awarding of standards across year levels and at individual class levels. This leads to discussions and professional learning opportunities such as diversity of assessment, depth in tasks to extend students, assessing students with special needs.
- ❖ the PLL and the APRE also use the BI tool to evaluate learning and teaching of religion and other curriculum areas in the school. This leads to whole school discussions.

### Processes for Monitoring Planning

As our school engages further with the model of pedagogy, more formal methods of monitoring planning will be developed. As stated previously, the size of the school and the release time made available to staff for planning impact on the degree of collaborative planning and the availability of specialist teachers such as the PLL, APRE, STIE, GO to partake in and monitor planning. As indicated at various points in this document, the school currently employs the following processes:

- There is a whole-school planning process which outlines the requirements for planning in Religion, including the requirement for annotating and noting success and challenges in the teaching of the unit for when it is taught next time and before planning begins for the next unit.
- Teachers plan with the APRE/PLL/ST:IE who is then able to monitor the planning.
- Completed units of work are posted on the school portal.
- Teachers are required to show their planning to the APRE.
- Internal moderation processes enable evaluation of planning and the recording of this evaluation on the scope and sequence charts/unit plans on the portal.

- Participation in CTJ and review of the CTJ reports enable a critique of the school's planning processes and procedures.



## Processes for Monitoring the Religious Life of the School

At St Mary's school, both formal and informal processes are used to monitor how well the components of the RLOS are being addressed and taught. Formally, this occurs when the codified elements of each component being addressed in units of work are recorded in the Unit Plans and the Scope and Sequence Tables for each year level. (See the examples in the Appendix)

This monitoring also occurs as part of the ongoing formal and informal school renewal processes – for example, when:

- The Principal and the APRE meet with the Parish Priest to review and plan liturgical celebrations and prayer rituals in the school.
- Teams of staff evaluate and review the Religious Education and Evangelisation Element of the School Renewal Process, both internal and external.
- The APRE plans and develops the year's prayer calendar.
- The school undertakes to review its mission statement /motto.
- School policies and procedures are reviewed in light of the school's charism and mission statement.
- The school undertakes to renew its understanding and commitment to the charism of Mercy.



Appendix – Scope & Sequences

Prep

St. Mary's Catholic Primary School, Laidley Religion Scope and Sequence Prep													
<b>Achievement Standard</b>  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 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.													
LEARNING CYCLE	1	2	3	4	5	6	7	8	9	10	11	12	13
DEEP LEARNING	Communicate clearly their ideas, feelings and thoughts about God.	Communicate clearly their ideas, feelings and thoughts about God.	Listen and respond to stories of and about Jesus in the Gospels			Understand that prayer helps believers to follow the teachings to live according to God's plan			Recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living	Communicate clearly their ideas, feelings and thoughts about God.	Listen and respond to stories of and about Jesus in the Gospels	Understand that prayer helps believers to follow the teachings to live according to God's plan	
SURFACE LEARNING	Communicate clearly the goodness of God's creation	Communicate God's plan that people help each other to live safely and happily together for the good of all.	Listen and respond to stories that tell of Jesus' suffering, death and resurrection	Listen and respond to stories that tell of Jesus' praying and teaching others to pray	Listen and respond to stories that tell of Jesus' mother Mary, his family and friends.	Participate respectfully in a variety of prayer experiences, including the Sign of the Cross and Amen and meditative prayer practices especially silence, stillness and lighting a candle.	Recognise ways in which believers pray either alone and with others.	Recognise ways in which believers pray using words, music, actions, silence, symbols and nature.	Relate examples of people having the freedom to choose between good and bad, right and wrong.	Identify connections between some Old Testament stories and their personal experience.	Listen and respond to stories that tell of Jesus' life as a Jew	Describe ways in which believers pray together during special celebrations and rituals that mark important times in the lives of believers and in the Church year.	ADVENT Describe ways in which believers pray together during special celebrations and rituals that mark important times in the lives of believers and in the Church year.
TIME	Term 1 Wk 1-3	Term 1 Wk 4-7	Term 1 Wk 8-10	Term 2 Wk 1-2	Term 2 Wk 3-4	Term 2 Wk 5-6	Term 2 Wk 7-8	Term 2 Wk 9-10	Term 3 Wk 1-3	Term 3 Wk 4-6	Term 3 Wk 7-10	Term 4 Wk 1-4	Term 4 Wk 5-9
CONTENT DESCRIPTIONS	BETR1, STCW1, STOT2	CLMJ1	BETR2 STNT2, BEWR1	CLPS1, STNT2, BEWR1	STNT2, BEWR1	CLPS1, STNT2, BEWR1	CLPS1, STNT2, BEWR1	CLPS1, STNT2, BEWR1	CLMF1, STNT2, CLMJ1, STCW1	STOT1, STOT2	STNT2, BEWR1	CHLS1, CHPG1	STNT2
CORE TEXTS	<b>Introducing stories of creation (BETR1, STCW1, STOT2)</b> <b>The first creation story in Genesis</b> Genesis 1:1-2:4a  <b>The second creation story in Genesis</b> Genesis 2:4b-9; 15-25		<b>The death and resurrection of Jesus (BETR2, STNT2, BEWR1)</b> <b>The death of Jesus</b> Luke 23:44-49 Matthew 27:45-56  <b>Jesus' Resurrection</b> Matthew 28:1-10 Luke 24:1-12	<b>Prayer (CLPS1, STNT2, BEWR1)</b> <b>The story of Jesus teaching his disciples to pray</b> Luke 11:1-4 Matthew 6:1-14	<b>Stories about Jesus in the Gospels (STNT2, BEWR1)</b> <b>The Birth of Jesus</b> Luke 2:1-7 Matthew 1:18-25	<b>Prayer (CLPS1, STNT2, BEWR1)</b> <b>The story of Jesus teaching his disciples to pray</b> Luke 11:1-4 Matthew 6:1-14			<b>Jesus' teachings that challenged people (CLMF1, STNT2, CLMJ1, STCW1)</b> <b>The Good Samaritan</b> Luke 10:29-37  <b>The Ten Lepers</b> Luke 17:11-18  <b>The Golden Rule</b> Matthew 7:12 Luke 6:31  <b>The Greatest Commandment</b> Matthew 22:36-39 Mark 12:28-31	<b>Old Testament people (STOT2)</b> <b>Abraham is called by God</b> Genesis 12:1-9  <b>Abraham's covenant with God</b> Genesis 15:1-6  <b>The birth of Isaac</b> Genesis 21:1-3; 6-7  <b>Joseph is sold into slavery</b> Genesis 37:1-36  <b>Joseph is placed in charge of Potiphar's household</b> Genesis 39:1-9  <b>Joseph interprets dreams for Pharaoh</b> Genesis 41:15-44  <b>The people became hungry and Pharaoh sent them to Joseph</b> Genesis 41:53-57 <b>Joseph helps his brothers</b> Genesis 42:1-25 <b>Joseph brings his fathers and brothers to Egypt</b> Genesis 47:1-12  <b>The story of David</b> 1 Samuel 17:1-35; 37-49	<b>Stories about Jesus in the Gospels (STNT2, BEWR1)</b> <b>The Birth of Jesus</b> Luke 2:1-7 Matthew 1:18-25		<b>Stories about Jesus in the Gospels (STNT2, BEWR1)</b> <b>The Birth of Jesus</b> Luke 2:1-7 Matthew 1:18-25
COMPLEMENTARY TEXTS	<b>Introducing stories of creation</b> <b>God's care for creation</b> Matthew 6:25-34		<b>The death and resurrection of Jesus</b> <b>Jesus' Resurrection</b> John 20: 1-10			<b>Prayer</b> <b>Jesus gave thanks</b> Matthew 15:36  <b>Jesus prays</b> Mark 1:35 Luke 3:21-22  <b>Jesus praised God</b> Matthew 11:25-26			<b>The Greatest Commandment</b> Matthew 22:34-39	<b>Old Testament people</b> <b>David, the youngest son is anointed</b> 1 Samuel 16:1-13  <b>The story of Moses as a baby being saved</b> Exodus 2:1-10	<b>Stories about Jesus in the Gospels</b> <b>The story of the visit of the shepherds to Jesus</b> Luke 2:8-20  <b>The story of the visit of the Magi</b> Matthew 2:1-12		<b>Stories about Jesus in the Gospels</b> <b>The story of the visit of the shepherds to Jesus</b> Luke 2:8-20  <b>The story of the visit of the Magi</b> Matthew 2:1-12
EXPLICIT PRAYER						<ul style="list-style-type: none"><li>Amen</li><li>Sign of the Cross</li><li>Meditative prayer practices including silence and stillness and lighting a candle</li></ul>							
TERM ONE				TERM TWO				TERM THREE				TERM FOUR	
<ul style="list-style-type: none"><li>Year 6 Reflection Day</li><li>Opening School Mass</li><li>Mercy Awards</li><li>Shrove Tuesday</li><li>Ash Wednesday</li><li>LENT</li><li>Class Liturgies</li><li>St. Patrick's Day Mass</li><li>Harmony Day</li><li>Sorry Day</li><li>Fundraise for Caritas</li><li>Holy Week</li></ul>				<ul style="list-style-type: none"><li>ANZAC Day</li><li>Mother's Day Mass</li><li>Mercy Awards</li><li>World Environment Day</li><li>NAIDOC Week</li><li>Class Liturgies</li></ul>				<ul style="list-style-type: none"><li>Mercy Awards</li><li>Catholic Education Week</li><li>Grandparent's Day</li><li>St. Mary's Feast Day – 8<sup>th</sup> September</li><li>Father's Day Mass</li><li>Class Liturgies</li></ul>				<ul style="list-style-type: none"><li>Month of Rosary – October</li><li>World Teacher's Day</li><li>All Saints Day</li><li>All Souls Day</li><li>Mercy Awards</li><li>Remembrance Day</li><li>Class Liturgies</li><li>St. Vincent de Paul Christmas Appeal</li><li>Advent</li><li>Year 6 Reflection Day</li><li>Graduation Mass</li><li>Closing Mass</li></ul>	



Year One

St. Mary's Catholic Primary School, Laidley Religion Scope and Sequence Year One										
ACHIEVEMENT STANDARD										
By the end of Year 1, students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose. They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. Students identify the nature of Jesus' mission and ministry, as well as 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.										
LEARNING CYCLE	1	2	3	4	5	6	7	8	9	10
DEEP LEARNING	Make connections to personal experience to explain ways of living in accordance with God's plan for creation.			Identify the nature of Jesus mission and ministry		Describe God's presence and action in the lives of individuals and communities.	Recognise the significance of prayer in Jesus' life and in the lives of believers.		Describe God's presence and action in the lives of individuals and communities.	Identify the nature of Jesus mission and ministry
SURFACE LEARNING	Identify how people live safely and happily in community and in loving relationship with God.	Explain how people can responsibly use God's gift of freedom to make choices to care for all creation.	Explain how people can responsibly use God's gift of freedom to make choices to show respect for the dignity and natural rights of all people.	Describe some aspects of Jewish daily life at life and the time of Jesus.	Identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.	Communicate stories from some Old Testament texts that describe God's presence and action in the lives of individuals and communities.	Participate with respect in a variety of personal and communal prayer experiences including Grace and the Hail Mary and meditative prayer practices especially closing eyes and praying with beads and music.	Recognise ways in which believers' past and present honour Mary, Mother of Jesus, including praying the Hail Mary.	Identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.	ADVENT  Identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.
TIME	Term 1 Wk 2 – 4 BEHE1	Term 1 Wk 6-8 CLMF3	Term 1 Wk 9-10 CLMJ2	Term 2 Wk 6 – 10 BEWR2	Term 2 Wk 1 – 5 STNT3	Term 3 Wk 1- 5 STOT3 STCW2	Term 3 Wk 6-10 CLPS3 CLPS5	Term 3 Wk 6-10 CLPS4	Term 4 Wk 1 – 5 CHLS2 STNT3	Term 4 Wk 6 – 9 STNT3 BETR3
CONTENT DESCRIPTIONS										
CORE TEXT	Exploring and expanding our understanding of stories of creation (CLMF3, CLMJ2, BEHE1) Jesus' teachings about creation (how we treat people) Matthew 7:12 Luke 6:31	Exploring and expanding our understanding of stories of creation (CLMF3, CLMJ2, BEHE1) The story of the creation of humanity in Genesis Genesis 1:26-27; 2:4b-8; 15-23  A song about Creation Psalm 136:1-16		Jewish daily life in the time of Jesus (STNT3, BEWR2, CLPS3) Jesus as a Jewish person Luke 4:16-21  Jesus prayed and taught others to pray Luke 11:1-4  Jesus and his family celebrating the Passover in Jerusalem Luke 2:41-47  Jesus and the Apostles celebrating Passover Matthew 26:17-19	Jesus' mission and ministry (BETR3, STNT3) The call of Peter, Andrew, James and John Matthew 4:18-22 Mark 3:13-19	Stories of Old Testament people that show God's presence and action in the lives of people (STOT3, STCW2, CLMF3) The Story of Noah Genesis 6:13-9:1  The Birth of Moses Exodus 2:1-10  The call of Moses and Moses' relationship with God Exodus 3:1-17  The crossing of the sea of reeds Exodus 14:10-31		Believers honour Mary, the mother of Jesus (CLPS4, STNT3) Mary visits Elizabeth Luke 1:39-42  Annunciation to Mary Luke 1:26-28	Sacraments of Baptism and Eucharist (STNT3, CHLS2) The baptism of Jesus Mark 1:9-11 Matthew 3:13-17  The Last Supper Mark 14:22-25 Luke 22:14-20	
COMPLEMENTARY TEXTS		Exploring and expanding our understanding of stories of creation Isaiah 49:14-16 Psalm 139:13-16		Jewish daily life in the time of Jesus Jesus's Presentation in the Temple Luke 2:22-24  Jesus and his disciples celebrating the Festival of the Booths John 7:28  Jesus teaches, heals and calls others to discipleship Matthew 9:35-38	Jesus' mission and ministry Jesus ministers and heals Matthew 4:23-25 Matthew 8:14-17 Matthew 9:28 Matthew 14:13-21 Luke 5:17-26 Luke 4:38-41	Stories of Old Testament people that show God's presence and action in the lives of people The story of Miriam Exodus 15:19-21		Believers honour Mary, the mother of Jesus Simeon & Anna Luke 2:25-35 Luke 2:36-38  Finding Jesus in the Temple Luke 2:41-52  Mary prays with the women and the family of Jesus Act 1:12-14	Sacraments of Baptism and Eucharist The Last Supper Matthew 26:26-30  The baptism of Jesus Luke 3:21-22	
EXPLICIT PRAYER							<ul style="list-style-type: none"><li>Haily Mary</li><li>Grace</li><li>Meditative prayer practices, including closing eyes, and praying with beads and music</li></ul>			
RELIGIOUS LIFE OF THE SCHOOL										
TERM ONE			TERM TWO			TERM THREE			TERM FOUR	
<ul style="list-style-type: none"><li>Year 6 Reflection Day</li><li>Opening School Mass</li><li>Mercy Awards</li><li>Shrove Tuesday</li><li>Ash Wednesday</li><li>LENT</li><li>Class Liturgies</li><li>St. Patrick's Day Mass</li><li>Harmony Day</li><li>Sorry Day</li><li>Fundraise for Caritas</li><li>Holy Week</li></ul>			<ul style="list-style-type: none"><li>ANZAC Day</li><li>Mother's Day Mass</li><li>Mercy Awards</li><li>World Environment Day</li><li>NAIDOC Week</li><li>Class Liturgies</li></ul>			<ul style="list-style-type: none"><li>Mercy Awards</li><li>Catholic Education Week</li><li>Grandparent's Day</li><li>St. Mary's Feast Day – 8<sup>th</sup> September</li><li>Father's Day Mass</li><li>Class Liturgies</li></ul>			<ul style="list-style-type: none"><li>Month of Rosary – October</li><li>World Teacher's Day</li><li>All Saints Day</li><li>All Souls Day</li><li>Mercy Awards</li><li>Remembrance Day</li><li>Class Liturgies</li><li>St. Vincent de Paul Christmas Appeal</li><li>Advent</li><li>Year 6 Reflection Day</li><li>Graduation Mass</li><li>Closing Mass</li></ul>	



Year Two

St. Mary’s Catholic Primary School, Laidley Religion Scope and Sequence Year Two											
<b>ACHIEVEMENT STANDARD</b>  By the end of Year 2, students analyse some teachings and actions of Jesus depicted in <a href="#">New Testament</a> texts that reveal aspects of God’s nature. They discuss their ideas about God’s relationship with the Jewish people as described in some <a href="#">Old Testament</a> stories. Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus’ teachings and actions and the way members of the Church community live today. Students recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God’s creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. They recognise 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 <a href="#">wisdom</a> 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.											
LEARNING CYCLE	1	2	3	4	5	6	7	8	9	10	11
DEEP LEARNING	Recognise ways in which believers nurture their relationship with God, with others and with all of creation	Recognise the sacredness of God and all creation, including human life.		Make connections between Jesus’ teachings and actions and the way members of the Church community live today.	Recognise ways in which believers nurture their relationship with God, with others and with all of creation			Identify aspects of God’s nature as revealed in the Bible.		Make connections between Jesus’ teachings and actions and the way members of the Church community live today.	Recognise ways in which believers nurture their relationship with God, with others and with all of creation
SURFACE LEARNING	Recognise choices that harm an individual and their loving relationships with God, others and all of creation.	Identify ways in which human beings respond to the call to be co-creators and stewards of God’s creation.	Suggest ways to pursue peace and justice out of respect for human life and creation.	Pose questions about the life and times of Jesus and use sources provided to answer these questions.	Participate with respect in a variety of meditative prayer practices including centred breathing and attending to posture.	Explain ways in which believers seek to heal relationships with God, others and all of creation	Participate with respect in a variety of personal and communal prayer experiences, especially prayers for forgiveness including acts of contrition and Penitential Act.	Discuss ideas about God’s relationship with the Jewish people as described in Old Testament stories.	Analyse teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God’s nature.	Make connections between Jesus’ healing ministry and the Church community’s celebration of the Sacrament of Penance.	Recognise that prayer and the wisdom of saints help the believer to nurture their relationship with God, with others and with all creation.
TIME	Term 1 Wk 1-4	Term 1 Wk 5-7	Term 1 Wk 8-10	Term 2 Wk 1-4	Term 2 Wk 5	Term 2 Wk 6-10	Term 3 Wk 1	Term 3 Wk 2-5	Term 3 Wk 6-10	Term 4 Wk 1-5	Term 4 Wk 6-9
CONTENT DESCRIPTIONS	BEHE2	BEHE2	CLMF4 CLMJ3	BETR4 CHPG3 STNT5	CLPS7	CLMF5	CLPS6	STOT4 STOT5 BEWR3	BETR4 STNT4	CLMF5 CHLS3 CHCH1	STCW3
CORE TEXT	<b>Creation (CLMF4, BEHE2, CLMJ3, BEWR3)</b>  The first creation story in Genesis Genesis 1:12-4a  The second creation story in Genesis Genesis 2:4b-25	<b>Creation (CLMF4, BEHE2, CLMJ3, BEWR3)</b>  The Covenant between God and Noah Genesis 9:8-17	<b>Nurture relationships with God, others and creation</b>  Jesus heals a crippled woman in the synagogue on the Sabbath Luke 13:10-17  Jesus calls people to live respectful relationships Matthew 22:34-40	<b>Teachings and actions of Jesus (STNT5, STNT6, BETR4)</b>  Parable of the unforgiving servant Matthew 18:21-35  Jesus heals two blind men Matthew 20:29-34  Jesus teaches in the synagogue Mark 6:1-6				<b>God’s covenantal relationship with the Jewish people (STOT5, BEWR3)</b> <b>God’s promise to Abraham and Sarah</b> Genesis 17:18; 15-19, 21-22	<b>Teachings and actions of Jesus (STNT5, STNT6, BETR4)</b>  Parable of the unforgiving servant Matthew 18:21-35  Jesus heals two blind men Matthew 20:29-34  Jesus teaches in the synagogue Mark 6:1-6	<b>Reconciliation and forgiveness (CHLS3, CHPG3, CLMF5, STNT5)</b> <b>Jesus teaches about forgiving others</b> Luke 17:3-4  The forgiving father Luke 15:11-31  Zacchaeus Luke 19:1-10	
COMPLEMENTARY TEXTS	<b>Creation</b> Psalms 24:1-2 Psalm 50:10-12		<b>Nurture relationships with God, others and creation</b> <b>The Parable of the Good Samaritan</b> Luke 10:25-37  <b>The meaning of covenant responsibility</b> Micah 6:6-8  <b>Forgiveness and healing are interconnected</b> John 20:21-23  <b>Jesus eats meals with people</b> Mark 2:13-17	<b>Reconciliation and forgiveness</b> <b>Pharisee and Tax Collector</b> Luke 18:9-14  <b>Jesus forgives a woman</b> Luke 7:36-50  <b>The lost coin</b> Luke 15:8-10				<b>God’s covenantal relationship with the Jewish people</b> <b>Jesus praised God</b> Matthew 11:25-26  <b>God speaks to Moses at the burning bush</b> Exodus 3:1-12  <b>Teachings and actions of Jesus</b> <b>Jesus heals ten lepers</b> Luke 17:11-18		<b>Reconciliation and forgiveness</b> <b>Pharisee and Tax Collector</b> Luke 18:9-14  <b>Jesus forgives a woman</b> Luke 7:36-50  <b>The lost coin</b> Luke 15:8-10	
EXPLICIT PRAYER					<ul style="list-style-type: none"><li>Prayers for forgiveness, including acts of contrition and Penitential Act</li><li>Meditative prayer practices, including centred breathing and attending to posture</li></ul>						
RELIGIOUS LIFE OF THE SCHOOL											
TERM ONE			TERM TWO			TERM THREE			TERM FOUR		
<ul style="list-style-type: none"><li>Year 6 Reflection Day</li><li>Opening School Mass</li><li>Mercy Awards</li><li>Shrove Tuesday</li><li>Ash Wednesday</li><li>LENT</li><li>Class Liturgies</li><li>St. Patrick’s Day Mass</li><li>Harmony Day</li><li>Sorry Day</li><li>Fundraise for Caritas</li><li>Holy Week</li></ul>			<ul style="list-style-type: none"><li>ANZAC Day</li><li>Mother’s Day Mass</li><li>Mercy Awards</li><li>World Environment Day</li><li>NAIDOC Week</li><li>Class Liturgies</li></ul>			<ul style="list-style-type: none"><li>Mercy Awards</li><li>Catholic Education Week</li><li>Grandparent’s Day</li><li>St. Mary’s Feast Day – 8<sup>th</sup> September</li><li>Father’s Day Mass</li><li>Class Liturgies</li></ul>			<ul style="list-style-type: none"><li>Month of Rosary – October</li><li>World Teacher’s Day</li><li>All Saints Day</li><li>All Souls Day</li><li>Mercy Awards</li><li>Remembrance Day</li><li>Class Liturgies</li><li>St. Vincent de Paul Christmas Appeal</li><li>Advent</li><li>Year 6 Reflection Day</li><li>Graduation Mass</li><li>Closing Mass</li></ul>		



Year Three

St. Mary's Catholic Primary School, Laidley Religion Scope and Sequence Year Three														
ACHIEVEMENT STANDARD														
By the end of Year 3, students select and use information, ideas and events in texts (including key stories from the <u>Torah</u> ; images of God used by the human authors of <u>Old Testament scriptures</u> ; 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 <u>New Testament</u> 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 <u>Messiah</u> . Students explain how the <u>Scriptures</u> 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, <u>Eucharist</u> ) 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.														
LEARNING CYCLE	1		2	3	4	5	6		7	8	9	10		11
DEEP LEARNING	Recognise how the scriptures provide a foundation for living a moral life		Express ideas about God's relationship with people as individuals and communities.	Communicate ideas about the life and teachings of Jesus	Express ideas about God's relationship with people as individuals and communities.		Communicate ideas about the life and teachings of Jesus		Demonstrate an understanding of the significance of the Church community		Express ideas about God's relationship with people as individuals and communities.		Communicate ideas about the life and teachings of Jesus	
SURFACE LEARNING	Identify respect for basic human rights as a foundation for living a moral life.	Identify an acknowledgement of responsibility, in particular for the poor and disadvantaged, as part of living a moral life.	Express ideas about God's presence and actions in daily life experiences by selecting and using information, ideas and events about order and harmony in God's creation.	Discuss ideas about the Christian belief that Jesus is the Messiah.	Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including key stories from the Torah.	Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including images of God by human authors in the Old Testament.	Locate and use information about cultural contexts in which the Gospels were written.	Locate and use information about text types by human authors of New Testament texts.	Describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity.	Explain ways that the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen the members of the church community	Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including form prayers attributed to the Saints.	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.	Participate respectfully in a variety of prayer experiences including prayers of thanksgiving, praise and the Glory Be and meditative prayer practices with mindful listening and guided meditation.	Discuss ideas about the Christian belief that Jesus is the Messiah.
TIME	Term 1 Wk 1-3 CLMF6 CLMJ4		Term 1 Wk 4-7 BEHE3	Term 1 W 8-10 BETR5	Term 2 Wk 1-4 BEWR4	Term 2 Wk 5-7 STOT6	Term 2 Wk 5-10 STNT7		Term 3 Wk 1-4 CHPG4 CHCH2	Term 3 Wk 5-10 CHLS4	Term 4 Wk 1-4 STCW4	Term 4 Wk 5-6 CLPS8 CLPS9		Term 4 Wk 7-9 BETR5
CONTENT DESCRIPTIONS	Living a moral life (CLMF6, CLMJ4) The Beatitudes Matthew 5: 3-11 Luke 6: 20-26			Jesus the Messiah (BETR5) The Birth of Jesus the Messiah (Matthew 1: 17-2: 12)  Promise of the Messiah Isaiah 9:6-7 Isaiah 11:1 Isaiah 6:1-2 Isaiah 35:4-6  The purpose of John's Gospel John 20:30-31	God's relationship with the Jewish people (BEWR4) God's promise to Jacob Genesis 28: 10-22  The birth of Jacob and Esau Genesis 25:19-28  Esau sells his birthright Genesis 25:29-34	Images of God (STOT6) "I will never forget you" Isaiah 49:15-16  God as potter Isaiah 64:8  God speaks to Moses on the mountain Exodus 19:16-19	The life and teachings of Jesus (CLMJ4, STNT7) Scripture that Jesus would have known and reflected on Isaiah 61:1-2  Jesus' mission Luke 4:16-21  A letter from Paul about a key event in Jesus' life 1 Corinthians 11:23-26			The significance of the Sacraments for the Church community (CHLS4) The Lord's Super 1 Corinthians 11:23-26  The Baptism of Gentiles Acts of the Apostles 10:44-48		The significance of prayer for the Church community (CLPS8) Song of the Angels (Gloria) Luke 2:1-14  Our Father Matthew 6:9-15 Luke 11:2-4	Jesus the Messiah (BETR5) The Birth of Jesus the Messiah (Matthew 1: 17-2: 12)  Promise of the Messiah Isaiah 9:6-7 Isaiah 11:1 Isaiah 6:1-2 Isaiah 35:4-6  The purpose of John's Gospel John 20:30-31	
COMPLEMENTARY TEXTS	Living a moral life The fruits of the Spirit Galatians 5:14, 22-23  God's agreement with Moses and the people/ Ten commandments Exodus 19:3-8 Exodus 20:1-17 Romans 13:8-10  The Ten Commandments Exodus 20:1-17 Deuteronomy 5:1-21  Messages of concern for the poor and disadvantaged Deuteronomy 15:11 Isaiah 58:6-7  Inclusion Luke 14:13-14  Martyrdom of Stephen Acts 6:8, 13-15, 7:54-8:1  Conversion of Paul Acts 9:1-19  Christian responsibilities Matthew 25:34-40 1 John 3:17-18  People of prayer John 14:1			Jesus the Messiah The Messiah is the Son of David Matthew 22:41-46 Mark 12:35-37  Jesus before the High Priest Matthew 26:57-68 Luke 23:1-5  John asks about the Messiah Matthew 11:1-5  Who do you say that I am? Matthew 16:13-20  What should I do with Jesus who is called the Messiah? Mathew 27:17-23  Let the Messiah come down from the cross Mark 15:32 Luke 23:35	God's relationship with the Jewish people Moses leads the people out of Egypt Exodus 5:1-3; 12: 31-33; 14: 5-31  Jacob blessed by Isaac Genesis 27:1-45  Jacob's name is changed to Israel Genesis 32:23-32  God's promise to Isaac Genesis 26:23-25  The birth of Isaac Genesis 21:1-3, 5-8	Images of God God speaks to Elijah 1 Kings 19:11-13a  God as parent Hosea 11:1-4	The life and teachings of Jesus Jesus' Love Commandment John 15:12-13 Matthew 7:12 Luke 6:31  Jesus' Mission Luke 7:18-23  Jesus celebrates the Passover meal Mark 14:22-25 Matthew 26:26-28 Luke 22:15-20  Jesus suffers and dies on the cross Matthew 26:58-68 Mark 27:27-31 Luke 23:33-43  The resurrection of Jesus Mark 16:1-8 Matthew 28:1-10 Luke 24:1-11			The significance of the Sacraments for the Church community Jesus' Love Commandment How the early Christian community lived in Jerusalem Acts 2:43-47  One Spirit, One Baptism 1 Corinthians 12:12-13		The significance of prayer for the Church community Psalms of Praise Psalms 19, 65, 67, 100, 135, 145, 146, 147, 148, 150  Psalms of Thanksgiving Psalms 9:1-4, 138  Prayer at the start and end of Paul's letters Ephesians 1:3-5 Ephesians 3:20-21 Philippians 1:3-4; 2  Corinthians 1:3-4 Colossians 1:3 Romans 16:25-27 Philippians 4:20	Jesus the Messiah The Messiah is the Son of David Matthew 22:41-46 Mark 12:35-37	
EXPLICIT PRAYER											• Prayers of thanksgiving • Prayers of praise • Glory Be • Meditative prayer practices, including guided meditation and mindful listening			
RELIGIOUS LIFE OF THE SCHOOL														
TERM ONE			TERM TWO			TERM THREE					TERM FOUR			
• Year 6 Reflection Day • Opening School Mass • Mercy Awards • Shrove Tuesday • Ash Wednesday • LENT • Class Liturgies • St. Patrick's Day Mass • Harmony Day • Sorry Day • Fundraise for Caritas • Holy Week			• ANZAC Day • Mother's Day Mass • Mercy Awards • World Environment Day • NAIDOC Week • Class Liturgies			• Mercy Awards • Catholic Education Week • Grandparent's Day • St. Mary's Feast Day – 8 <sup>th</sup> September • Father's Day Mass • Class Liturgies					• Month of Rosary – October • World Teacher's Day • All Saints Day • All Souls Day • Mercy Awards • Remembrance Day • Class Liturgies • St. Vincent de Paul Christmas Appeal • Advent • Year 6 Reflection Day • Graduation Mass • Closing Mass			



Year Four

St. Mary's Catholic Primary School, Laidley Religion Scope and Sequence Year Four											
ACHIEVEMENT STANDARD											
By the end of Year 4, Students explain how a reader uses knowledge of the Bible to better understand God's Word. They identify different books and text types in the Old and New Testament; use the Bible's referencing system to locate books, people, places, events and objects in the Bible. Students recognise the Christian belief that God, as Trinity, is relational in nature. They identify and explain some Scriptural passages that express God as Father, Son and Holy Spirit. Students explain the significance of community for Christians. They use different texts including the Decalogue and the wisdom of St Paul and investigate experiences of different communities including the Jewish communities in first century Palestine, early Church communities in Australia (c. 1788 CE - c. 1850 CE) and contemporary Church communities to connect ideas about the significance of community for Christians.											
They explain how free choices result in actions that affect the individual and their community. Students explain how practices and characteristics of contemporary parishes and dioceses are modelled on the mission and ministry of Jesus. They demonstrate an understanding of how the celebrations of Anointing of the Sick and Penance continue Jesus' mission and ministry in the life of the community. 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 prayers of blessing, petition, intercession and litanies. They participate respectfully in meditative prayer practices using praying with colour and mandalas.											
LEARNING CYCLE	1	2	3	5	6	7	8	9	10	11	12
DEEP LEARNING	Explain the significance of community for Christians	Explain how a reader uses knowledge of the Bible to better understand God's word		Explain how practices and characteristics of contemporary parishes and diocese are modelled on the mission and ministry of Jesus.				Recognise the Christian belief that God, as Trinity, is relational in nature	Explain how practices and characteristics of contemporary parishes and diocese are modelled on the mission and ministry of Jesus.	Explain the significance of community for Christians	Explain the significance of community for Christians
SURFACE LEARNING	Explain how free choices result in actions that affect the individual and their community.	Locate books, people, places, events and objects using Bible referencing.	Identify a variety of different books and text types in the Old Testament and New Testament.	Participate respectfully in meditative prayer practices including praying with the help of colour and mandalas.	Demonstrate an understanding of the significance of these prayer forms for Christian communities	Create prayers of blessing, petition and intercession using appropriate structures.	Participate respectfully in a variety of prayer experiences including prayers of blessing, petition, intercession and litanies.	Identify and explain some scripture passages that express God as Father, Son and Holy Spirit.	Demonstrate an understanding about how the Sacraments of Anointing of the Sick and Penance continue Jesus' mission and ministry in the life of the community.	Connect ideas from different texts and experiences of the Jewish community in first century Palestine including the Decalogue and the wisdom of St Paul.	Connect ideas from different texts and experiences of the early Church communities in Australia (c.1788 CE- c.1850 CE) and contemporary Church communities.
TIME	Term 1 Wk 1-3	Term 1 Wk 4-5	Term 1 Wk 6-10	Term 2 Wk 1-3	Term 2 Wk 4-6	Term 2 Wk 7-9	Term 2 Wk 10	Term 3 Wk 1-4	Term 3 Wk 5-10	Term 4 Wk 1-5	Term 4 Wk 6-9
CONTENT DESCRIPTIONS	BEHE4 CLMF7 CLMJ5	STOT8 STNT11	STOT7 STNT9 STNT10	CLPS10 CLPS11 CLPS12				BETR6 BEHE4 STNT11	CHLS5 CHLS6	STCW5 CLMF8 BEWR5	CHPG5 CHCH3 BEHE4
CORE TEXT	<b>Living in loving relationship with God, others and all creation (CLMF7, CLMF8)</b>  <b>The Ten Commandments</b> Exodus 20:1-17 Deuteronomy 5:121	<b>New Testament text types (STNT11):</b> <b>Letters (of St Paul)</b> Romans 1:7-12 Romans 8:28-29, 31-33; 2 Corinthians 13:10-13  <b>Infancy narratives</b> Matthew 1:18-2:15; Luke 2:1-20  <b>Resurrection narrative</b> The walk to Emmaus - Luke 24:13-35  <b>Miracle stories</b> <b>The calming of the storm</b> Mark 4:35-41; Luke 8: 22-25	<b>Text types in the Old Testament (STOT7, STOT8)</b> <b>Sacred Myths – First Creation Story</b> Genesis 1:1-2 – 2:4a  <b>Poetry-Song Moses and of Miriam</b> Exodus 15:1-21  <b>Legal Codes</b> Leviticus 11:1-8; 24; 17-22  <b>Wise Sayings</b> Proverbs 13:20; 20:11; 22:6; 25:25  <b>Historical Narratives- the story of Jacob and his name change to Israel</b> Genesis 35:1-15  <b>New Testament text types (STNT11):</b> <b>Letters (of St Paul)</b> Romans 1:7-12 Romans 8:28-29, 31-33; 2 Corinthians 13:10-13 <b>Infancy narratives</b> Matthew 1:18-2:15; Luke 2:1-20 <b>Resurrection narrative</b> The walk to Emmaus - Luke 24:13-35 <b>Miracle stories</b> <b>The calming of the storm</b> Mark 4:35-41; Luke 8: 22-25	<b>Prayers of blessing, petition and intercession (CLPS11)</b> <b>Some Psalms of petition, intercession and forgiveness</b> Psalm 65:5-14; Psalm 70  <b>Some Psalms and prayers of Blessing</b> Psalm 103:1-5 Psalm 103:11-18 Psalm 117 Psalm 148				<b>Trinity (BETR6, BEHE4)</b> <b>Jesus is baptised by John</b> Matthew 3:13-17 Mark 9:11 Luke 3:21-23	<b>Jesus' Healing Ministry (CHLS5, CHLS6)</b> <b>Giving sight to the blind man at Jericho</b> Mark 10:46-52 Luke 18:35-43  <b>Cleansing a leper</b> Mark 1:40-45 Luke 5:12-16	<b>Insights into community revealed through the Decalogue (CLMF8)</b> <b>The Ten Commandments</b> Exodus 20:1-17 Deuteronomy 5:121 <b>Insights into Jewish community in the time of Jesus (BEWR5)</b> <b>The Good Samaritan</b> Luke 10:25-37 <b>The role that women could play in the time of Jesus</b> Luke 8:1-3 <b>The parable of the Forgiving Father</b> Luke 15:11-32 <b>Insights into the early Church community (STCW5, CHPG5, BEHE4)</b> <b>Prayer and worship</b> Acts 2:42-47 <b>Life among the believers</b> Acts 4:32-37 Acts 1:12-14 <b>Proclaiming the Good News</b> Romans 10:11-17 <b>Building peaceful relationships</b> Romans 14:17-19 <b>Supporting and encouraging one another</b> 1 Thessalonians 5:11-22 <b>Pauls belief in the resurrection</b> 1 Corinthians 15:1-11 <b>Caring for the marginalised</b> 1 Corinthians 12:26a <b>Rejoicing in the achievements of one another</b> 1 Corinthians 12:26b	
COMPLEMENTARY TEXTS		<b>Text types in the Old Testament</b> <b>Sacred Myths- Tower of Babel</b> Genesis 11:1-9  <b>Historical Narratives- The sons of Jacob/death of Isaac</b> Genesis 35:22b-29  <b>Historical Narratives- Joseph sold into Egypt</b> Genesis 37:1-36	<b>Text types in the Old Testament</b> <b>Sacred Myths- Tower of Babel</b> Genesis 11:1-9  <b>Historical Narratives- The sons of Jacob/death of Isaac</b> Genesis 35:22b-29  <b>Historical Narratives-Joseph sold into Egypt</b> Genesis 37:1-36	<b>Prayers of blessing, petition and intercession</b> <b>Psalms of Blessing</b> Psalm 66:1-12 Psalm 145  <b>Text types in the NT</b> <b>The Sower</b> Mark 4:1-10, 13-19  <b>The Rich Man and Lazarus</b> Luke 16:19-31  <b>Miracle Stories</b> Luke 5:1-11				<b>Trinity</b> <b>Father, Son Spirit</b> 2 Corinthians 13:13 Acts 7:54-56 Luke 1:35 John 14:26-28; 15:26 Matthew 28:18-19	<b>Jesus' Healing Ministry</b> <b>Man by pool of Bethesda</b> John5:1-9  <b>Ten Lepers</b> Luke 17:11-18  <b>Two blind men at Jericho</b> Matthew 20:29-34	<b>Living in loving relationship with God, others and all creation</b> <b>The Ten Commandments</b> Deuteronomy 5:22-33 Deuteronomy 6:1-2 <b>Jesus reinterprets the Ten Commandments</b> Matthew 6:25-34 Matthew 5:21-26 <b>Insights into Jewish community in the time of Jesus</b> <b>Jesus' disciples do works of healing</b> Mark 6:6b-13 Mark 16:17-18 <b>Disciples are called to do the work of Jesus</b> James 5:13-15 <b>Insights into the early Church community</b> <b>St Pauls ideas about living in community</b> Philippians 2:2-5, 14 Galatians 5:25-26, 6:9-10 Colossians 3:12-17, 20 <b>Works of the early Church community</b> Acts 5:12-15	
EXPLICIT PRAYER				<ul style="list-style-type: none"><li>Prayers of blessing</li><li>Prayers of petition and intercession</li><li>Litanies</li><li>Meditative prayer practices, including praying with the help of colour and mandalas</li></ul>							
TERM ONE				TERM TWO				TERM THREE		TERM FOUR	
<ul style="list-style-type: none"><li>Year 6 Reflection Day</li><li>Opening School Mass</li><li>Mercy Awards</li><li>Shrove Tuesday</li><li>Ash Wednesday</li><li>LENT</li><li>Class Liturgies</li><li>St. Patrick's Day Mass</li><li>Harmony Day</li><li>Sorry Day</li><li>Fundraise for Caritas</li><li>Holy Week</li></ul>				<ul style="list-style-type: none"><li>ANZAC Day</li><li>Mother's Day Mass</li><li>Mercy Awards</li><li>World Environment Day</li><li>NAIDOC Week</li><li>Class Liturgies</li></ul>				<ul style="list-style-type: none"><li>Mercy Awards</li><li>Catholic Education Week</li><li>Grandparent's Day</li><li>St. Mary's Feast Day – 8<sup>th</sup> September</li><li>Father's Day Mass</li><li>Class Liturgies</li></ul>		<ul style="list-style-type: none"><li>Month of Rosary – October</li><li>World Teacher's Day</li><li>All Saints Day</li><li>All Souls Day</li><li>Mercy Awards</li><li>Remembrance Day</li><li>Class Liturgies</li><li>St. Vincent de Paul Christmas Appeal</li><li>Advent</li><li>Year 6 Reflection Day</li><li>Graduation Mass</li><li>Closing Mass</li></ul>	



Year Five

St. Mary's Catholic Primary School, Laidley Religion Scope and Sequence Year Five											
<b>ACHIEVEMENT STANDARD</b> By the end of Year 5, students identify ways in which faith is shared and strengthened in communities of believers, past and present. They describe ways in which believers live according to Jesus' new commandment of charity (love). They describe the significance of the wisdom writings of the saints including St Mary of the Cross MacKillop for communities of believers. They locate and record information about how pioneering Catholics in Australia (c. 1850 CE – c. 1900 CE) contributed to the preservation of faith and the shaping of particular communities including Indigenous communities. Students explain the action of the Holy Spirit in the lives of believers. 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. They describe ways in which believers make and act upon informed moral choices.  Students 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 use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. Students describe the significance of personal and communal prayer and worship including the Eucharist, the Psalms, Sabbath rituals and prayers for the lives of believers. They participate respectfully in a variety of personal and communal prayer experiences including Marian prayers especially the Hail Mary, Litany of Mary of Nazareth and the Rosary; and meditative prayer especially mantras. They participate respectfully in meditative prayer practices including praying with Rosary beads.											
LEARNING CYCLE	1	2	3	4	5	6	7	8	9	10	11
DEEP LEARNING	Identify ways in which faith is shared and strengthened in communities of believers past and present.	Explain the action of Holy Spirit in the lives of believers.	Examine Mary's role as mother of Jesus and mother of the Church.	Explain the action of Holy Spirit in the lives of believers.		Describe the significance of personal and communal prayer and worship	Examine Mary's role as mother of Jesus and mother of the Church.		Describe the significance of personal and communal prayer and worship	Identify ways in which faith is shared and strengthened in communities of believers past and present.	
SURFACE LEARNING	Describe ways in which believers live according to Jesus' new commandment of charity (love)	Describe ways in which believers make and act upon informed moral choices	Use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.	Analyse information from a variety of texts including Scriptural references to the Holy Spirit	Analyse the words and symbols and actions of the Catholic Rite of Confirmation	Participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers especially the Hail Mary, the Litany of Mary of Nazareth and the Rosary; and meditative prayer especially mantras.  Participate respectfully in meditative prayer practice experiences including praying with Rosary Beads.	Analyse elements and features of some Marian prayers, including the Hail Mary, the Litany of Mary of Nazareth and the Rosary.	Describe the role of Marian prayer in the lives of believers, past and present.	Describe the significance of Eucharist and Psalms and Sabbath rituals for the lives of believers	Describe the significance of the wisdom writings of the Saints, including St Mary of the Cross, for communities of believers.	Locate and record information of how pioneering Catholics in Australia (c.1850CE – c. 1900CE) contributed to the preservation of faith and the shaping of particular communities.
TIME	Term 1 Wk 2-4	Term 1 Wk 5-8	Term 1 Wk 9-10	Term 2 Wk 1-3	Term 2 Wk 5-7	Term 2 Wk8-10	Term 3 Wk 1-3	Term 3 Wk 4-6	Term 3 Wk 7-10	Term 4 Wk 1-4	Term 4 Wk 5-8
CONTENT DESCRIPTIONS	CLMJ6	CLMF9	STNT12 STNT13	BETR7	CHLS7	CLPS15	STNT12 STNT13	CLPS14 CHPG6	BEWR6 BEHE5 STOT9	STCW6	CHCH4
CORE TEXT	<b>Living Jesus' commandment of charity (love) (CLMJ6)</b> The true kinsmen of Jesus Mark 3:31-35  <b>On Faith and Good Works</b> James 2:14-17  <b>This is my commandment</b> John 15:9-17  <b>Living love authentically</b> 1 Corinthians 13:1-13	<b>Formation of conscience (CLMF9)</b> <b>The Greatest Commandment</b> Leviticus 19: 1-3, 9-18 Deuteronomy 6:4-5 Galatians 5:14 Romans 13:8-10 James 2:8  <b>The resurrection narratives</b> Matthew 28:1-10 Mark 16:1-8 and 9-14 Luke 24:1-44 John 20:1-29	<b>Gospel writers shaped their Gospels for their audience (STNT12)</b> <b>Investigate how each Gospel author begins:</b> John 1:1-17 Luke 1:1-4 Matthew 1:1-17 Mark 1:1-18  <b>The resurrection narratives</b> Matthew 28:1-10 Mark 16:1-8 and 9-14 Luke 24:1-44 John 20:1-29	<b>The action of the Holy Spirit in the lives of believers (BETR7, CHLS7)</b> <b>The story of Pentecost</b> Acts 2:1-15  <b>Fruits of the Spirit</b> Galatians 5:22-23  <b>The Spirit of God</b> 1 Corinthians 2:9-13			<b>Gospel writers shaped their Gospels for their audience (STNT12)</b> <b>Investigate how each Gospel author begins:</b> John 1:1-17 Luke 1:1-4 Matthew 1:1-17 Mark 1:1-18 <b>Infancy narratives in the Gospels of Matthew and Luke</b> <b>Announcement to Mary</b> Luke 1:26-38 <b>Announcement to Joseph</b> Matthew 1:18-25 <b>Birth of Jesus</b> Luke 2:1-14 <b>Visit of Shepherds</b> Luke 2:15-20 <b>Visit of Magi</b> Matthew 2:1-12 <b>Flight to Egypt</b> Matthew 2:13-15 <b>The resurrection narratives</b> Matthew 28:1-10 Mark 16:1-8 and 9-14 Luke 24:1-44 John 20:1-29	<b>Mary's role as mother of Jesus and mother of the Church (CHPG6, CLPS14, STNT13)</b> <b>The Annunciation</b> Luke 1:26-38  <b>Mary visits of Elizabeth</b> Luke 1:39-45  <b>The birth of Mary's son Jesus</b> Matthew 1:18-25  <b>Mary and Joseph flee to Egypt with Jesus</b> Matthew 2:13-21 <b>The family of Jesus</b> Mark 3:31-35 <b>Mary witness the crucifixion</b> John 19:25-27 <b>Mary is part of the community in Jerusalem</b> Acts 1:13-14	<b>The significance of personal and communal prayer and worship (STOT9, BEWR6)</b> <b>The Shema</b> Deuteronomy 6:4-9, 11:13-21  <b>Clothing worn by observant Jewish men</b> Numbers 15:37-41 Luke 8:44  <b>Hannah's prayer</b> 1 Samuel 2:1-10  <b>Jesus quotes The Shema</b> Mark 12:28-20  <b>Mary's song of praise to God</b> Luke 1:46-56		
COMPLEMENTARY TEXTS	<b>Living Jesus' commandment of charity (love)</b> <b>The Last Judgement</b> Matthew 25:35-40  <b>Jesus' new commandment of love</b> John 13:34-35 Matthew 22:36-40 Romans 13:8-10  <b>Jesus Blesses Children</b> Luke 18:15-17	<b>Formation of conscience Beatitudes</b> Luke 6:20-36 Matthew 5:1-12  <b>The Greatest Commandment</b> Matthew 22:34-40 Mark 12:28-31 Luke 10:25-28  <b>Parable of the two sons</b> Matthew 28:28-32  <b>Parable of Unforgiving Servant</b> Matthew 18:21-35  <b>Gentiles living the law</b> Romans 2:14-15	<b>Gospel writers shaped their Gospels for their audience</b> <b>The Beatitudes</b> Matthew 5:1-12 Luke 6:20-36	<b>The action of the Holy Spirit in the lives of believers</b> <b>Gifts of the Spirit</b> Isaiah 11:1-3 <b>Fruits of the Spirit</b> 1 Corinthians 12:6-12; Romans 12:3-8; Ephesians 1:13-14; Colossians 1:7-12 <b>Conversion of Saul</b> Acts 9:1-19 <b>Baptism of Cornelius</b> Acts 10:44-49 <b>Paul baptises twelve men in Ephesus</b> Acts 19:1-12 <b>Fire (transforming, creating, energising)</b> Matthew 3:11-12 Acts 2:1-4 <b>Dove</b> Luke 3:21-22 <b>Water (initiating, baptising)</b> John 7:37-39 <b>Wind (refreshing, life force, breath of God, Ruah)</b> Acts 2:1-4 John 3:8 <b>Paraclete (counselling, advocate)</b> John 14:16-17, 25-26; 15:26-27, 16:7 <b>Helper/comforter</b> Acts 1:4-5, 8 <b>Spirit of adoption (becoming a child of God)</b> Romans 8:14-17, 22-24, 26-27	<ul style="list-style-type: none"><li>Marian Prayers (Hail Mary, Litany of Mary, Rosary)</li><li>Meditative Prayer (mantras and with Rosary beads)</li></ul>		<b>Gospel writers shaped their Gospels for their audience</b> <b>The Beatitudes</b> Matthew 5:1-12 Luke 6:20-36	<b>Mary's role as mother of Jesus and mother of the Church</b> <b>Mary takes Jesus to the Temple</b> Luke 2:21-28 <b>Mary and Joseph lose Jesus during Passover in Jerusalem</b> Luke 2:41-52 <b>Jesus is rejected at Nazareth</b> Luke 4:16-30 Matthew 13:53-58 <b>The family of Jesus visit him during his ministry</b> Luke 8:19-21 Matthew 12:46-50 <b>The birth of Mary's son Jesus</b> Matthew 1:18-25 <b>Wedding at Cana</b> John 2:1-12	<b>The significance of personal and communal prayer and worship</b> <b>Lamentation</b> Psalms 3-7 Psalms 25-28  <b>Thanksgiving</b> Psalms 30, 32, 34, 65-68, 75, 116, 118  <b>Praise</b> Psalms 95-100, 144-150, 113, 114  <b>The Lord's Prayer</b> Matthew 6:9-15 Luke 11:1-4		
EXPLICIT PRAYER											
TERM ONE				TERM TWO		RELIGIOUS LIFE OF THE SCHOOL			TERM THREE		TERM FOUR
<ul style="list-style-type: none"><li>Year 6 Reflection Day</li><li>Opening School Mass</li><li>Mercy Awards</li><li>Shrove Tuesday</li><li>Ash Wednesday</li><li>LENT</li><li>Class Liturgies</li><li>St. Patrick's Day Mass</li><li>Harmony Day</li><li>Sorry Day</li><li>Fundraise for Caritas</li><li>Holy Week</li></ul>				<ul style="list-style-type: none"><li>ANZAC Day</li><li>Mother's Day Mass</li><li>Mercy Awards</li><li>World Environment Day</li><li>NAIDOC Week</li><li>Class Liturgies</li></ul>		<ul style="list-style-type: none"><li>Mercy Awards</li><li>Catholic Education Week</li><li>Grandparent's Day</li><li>St. Mary's Feast Day – 8<sup>th</sup> September</li><li>Father's Day Mass</li><li>Class Liturgies</li></ul>			<ul style="list-style-type: none"><li>Month of Rosary – October</li><li>World Teacher's Day</li><li>All Saints Day</li><li>All Souls Day</li><li>Mercy Awards</li><li>Remembrance Day</li><li>Class Liturgies</li><li>St. Vincent de Paul Christmas Appeal</li><li>Advent</li><li>Year 6 Reflection Day</li><li>Graduation Mass</li><li>Closing Mass</li></ul>		

St Mary’s Laidley RE Program 2024

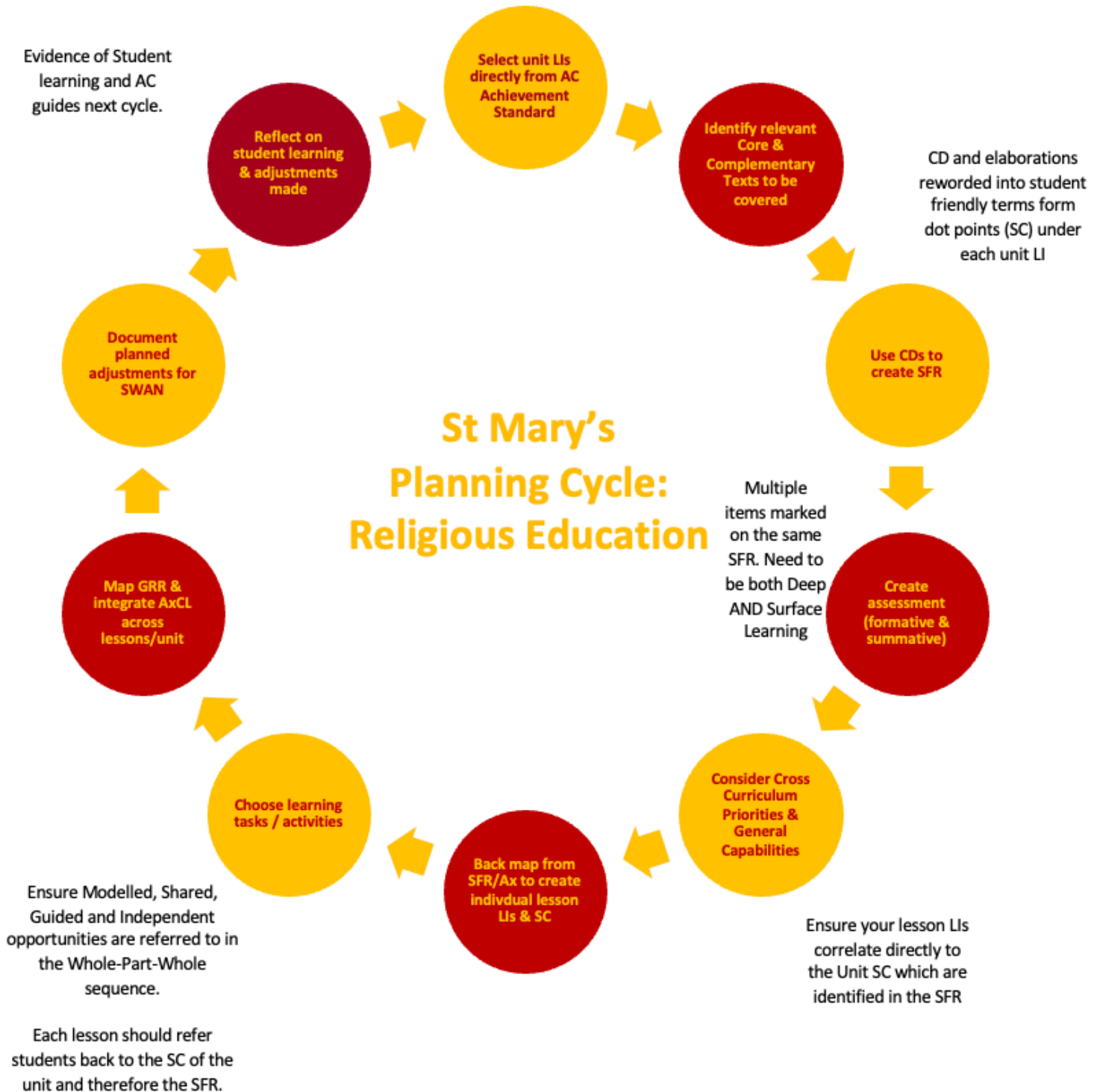


Year 6

St. Mary's Catholic Primary School, Laidley Religion Scope and Sequence Year Six											
ACHIEVEMENT STANDARD											
By the end of Year 6, students explain the action of the Holy Spirit in the lives of believers. They analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians. They demonstrate an understanding of the term 'communion of saints'. Students explain how Scriptural texts describe Jesus' relationship with God the Father and with humanity by selecting and using evidence from Sciptural texts to include the proclamation of Jesus as fulfilling God's promises in the Old Testament. Students identify and describe many ways in which faith is lived out in the lives of believers past and present, includunig Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Tetament 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. Students identify and escribe 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 explain the significance of personal and communal prayer including the Our Father and the Examen and the use of meditative prayer practices especially prayer journaling for the spiritual life of believers. They participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and medtative prayer practices.											
LEARNING CYCLE	1	2	3	4	5	6	7	8	9	10	
DEEP LEARNING	Identify and describe many ways in which faith is lived_out in the lives of believers past and present.		Identify and describe many ways in which faith is celebrated in the lives of believer, past and present.	Explain the action of the Holy Spirit in the lives of believers	Identify and describe many ways in which faith is lived out in the lives of believers past and present.		Explain how sciptural texts describe Jesus' relationship with God the Father and humanity.		Identify and describe many ways in which faith is celebrated in the lives of believer, past and present.		
SURFACE LEARNING	Examine the spiritual and corporal works of mercy.	Explain the significance of Jesus' New Law for the way believers live their faith.	Identify and describe the commemoration of High Holy Days by Jewish believers	Analyse information from a variety of texts included New Testament texts and the wisdom of Australian Catholic Christians	Analyse the key messages and contexts of some Old Testatment prophets	Identify and describe how Catholics in a developing Australia nation (c. 1900CE to present) live their faith	Select and use evidence from Scriptural texts including the proclamation of Jesus as fulfilling God's promises in the Old Testament to describe Jesus' relationship with God.	Explain the significance of personal and communal prayer for the spiritual life of believers (including the Our Father and The Examen) and the use of meditative prayer practices especially prayer journaling	Participate respectfully in a variety of personal and communal prayer exercises including spiritual exercises and meditative prayer practices	Identify and describe the Church's liturgical year and the celebration of Eucharist	Demonstrate an understanding of the term 'communion of saints'  ADVENT  Identify and describe the Church's liturgical year and the celebration of Eucharist
TIME	Term 1 Wk 2-10		Term 2 Wk 1-4	Term 2 Wk 5-10	Term 3 Wk 1-4		Term 3 Wk 5-6	Term 3 Wk 7-10		Term 4 Wk 1-2	Term 4 Wk 3-4
CONTENT DESCRIPTIONS	CLMJ7	CLMF10 BEHE6	BEWR7 STOT11	STCW7 STNT14	STOT10	CHCH5 STCW7	STNT15 BETR8 STOT10 STOT11	CLPS16 CLPS17		CHLS8	CHPG7
CORE TEXT	<b>Jesus' New Law and the spiritual and corporal works of mercy (CLMJ7)</b> <b>Spiritual foundations for the spiritual and corporal works of Mercy</b> Matthew 25:31-46  <b>What did Jesus come to do?</b> Matthew 5:17	<b>Living faith (BEHE6)</b> <b>The woman of faith and Jairus' daughter</b> Matthew 9:18-26 Mark 5:21-43 Luke 8:40-49	<b>Significance of celebrations in the lives of Jewish believers (BEWR7)</b> <b>Observance of Holy Days</b> Leviticus 23:1-44  <b>Pesach/ Passover</b> Exodus 12:21-51 Exodus 13:17-15:26 Leviticus 22:26-34:44  <b>Rosh Hashanah</b> Genesis 21:1-7  <b>The Binding of Isaac</b> Genesis 22:1-18  <b>Bith of Samuel</b> 1 Samuel 1:2-10  <b>God's remembrance of His people</b> Jeremiah 31:1-19  <b>Yom Kippur</b> Leviticus 16:29-34		<b>Key messages and contexts of Old Testament prophets (STOT10)</b> <b>The Story of the Prophet Amos</b> Amos the shepherd- Amos 1:1-2 Amos outlines that God is angry- Amos 3:12-15 Amos explains his anger- Amos 4:1-2 Amos speaks out- Amos 6:4-6 Amos is called- Amos 7:10-14 <b>The Story of the Prophet Samuel</b> The context of Samuel- 1 Samuel 1:1-28 Hannah's prayer- 1 Samuel 2:1-10 The corruption of Hopni and Phinehas- 1 Samuel 2:11-17 The call of Samuel 3:1-4:1a Samuel's work as a Judge- 1 Samuel 7:3-6; 15-17 Samuel anoints David as King- 1 Samuel 16:1-13 <b>The story of the prophet Jonah</b> Jonah tries to run away- Jonah 1:1-17 Jonah's prayer- Jonah 2:1-10 Jonah brings the message of God- Jonah 3:1-10		<b>Images and titles for Jesus (STNT15)</b> <b>Jesus as Messiah, Son of Man and Saviour</b> Matthew 16;16-17 Acts 17 2-3 Act 1:29-33,36  <b>Call of Nathaniel and other disciples</b> John 1:35-51	<b>The Significance of the Our Father (CLPS16)</b> <b>Lord's Prayer</b> Matthew 6:5-15 Luke 11:1-13		<b>The significance of Eucharist (CHLS8)</b> <b>Institution of Eucharist</b> 1 Corinthians 11; 23-26	<b>The Communion of Saints (CHPG7)</b> <b>Paul refers to the believers as the saints</b>  Ephesians 1:1 Ephesians 2:19 Ephesians 3:1-21
COMPLEMENTARY TEXTS	<b>Jesus' New Law and the spiritual and corporal works of mercy</b> Matthew 10:40-42 Matthew 25:31-46 Matthew 9:35-37 Luke 9:46-48 Matthew 18:1-5 Hebrews 13:1-2  <b>Tobit's Good Works</b> Tobit 1:16-18, 4:16-17; 2:1-8; 12:6-10; 13-15  Mathew 5:7 Galations 6:2 Colossians 3:12-17 Matthew 5, 6, 7 Galations 4:1-7, 5:1	<b>Living faith</b> <b>The Centurion's Slave</b> Luke 7:1-10  <b>Faith of Believers</b> Mark 11:20-24 Luke 17:5-6  <b>Faith of Abraham and ancients</b> Romans 4:2-3, 16-21 Hebrews 11:1-33, 39-40  <b>Mary's Faith</b> Luke 1:37-38 Luke 2:45  <b>Healing of Blind Bartimaeus</b> Mark 10:46-52  <b>Disciples' Lack of Faith</b> Matthew 17:14-20	<b>Significance of celebrations in the lives of Jewish believers</b> <b>Feast of Trumpets</b> Numbers 29:1  <b>Passover in NT times</b> John 2:13-25  <b>Hanukkah</b> 1 Maccabees 4:52-59 2 Maccabees 10:5-8		<b>Key messages and contexts of Old Testament prophets</b> <b>Isaiah receives a vision</b> Isaiah 1:1-13  <b>Isaiah describes what the future needs to be</b> Isaiah 2:1-4  <b>Isaiah outlines how life will change</b> Isaiah 9:1-7; 11:1-9	<b>Jesus' New Law and the spiritual and corporal works of mercy</b> Matthew 10:40-42 Matthew 25:31-46 Matthew 9:35-37 Luke 9:46-48 Matthew 18:1-5 Hebrews 13:1-2 <b>Tobit's Good Works</b> Tobit 1:16-18, 4:16-17; 2:1-8; 12:6-10; 13-15 Mathew 5:7 Galations 6:2 Colossians 3:12-17 Matthew 5, 6, 7 Galations 4:1-7, 5:1 <b>Living faith</b> <b>The Centurion's Slave</b> Luke 7:1-10 <b>Faith of Believers</b> Mark 11:20-24 Luke 17:5-6 <b>Faith of Abraham and ancients</b> Romans 4:2-3, 16-21 Hebrews 11:1-33, 39-40 <b>Mary's Faith</b> Luke 1:37-38 Luke 2:45 <b>Healing of Blind Bartimaeus</b> Mark 10:46-52 <b>Disciples' Lack of Faith</b> Matthew 17:14-20	<b>Images and titles for Jesus</b> <b>Peter's Confession of Faith</b> Mark 8:27-30 Matthew 16:13-17  <b>Isaiah's Prohpecy Fulfilled</b> Luke 4:16-21  <b>The 'I am' Statements in John</b> The Bread of Life- John 6:36, 48-51 The Light of the World- John 8:12 The Gate of the Sheepfold- John 10:1-10 The Good Shepherd- ohn 10:11-18 The Resurrection and the Life- John 11:25 The Way the Truth and the Life- John 14:5-6 Messiah- John 4:25-26; John 8:24, 28, 58; John 13:19; John 18:5-8 Fulfil and Prophet- Matthew 12:17	<b>The Significance of the Our Father</b> Acts 17:24 Psalm 103:1 Psalm 103:19 Romans 8:28 Psalm 145:15-16 Psalm 51:1-2 Mark 14:38 2 Thessalonians 3:3 Numbers 5:22		<b>The significance of Eucharist</b> <b>The Last Supper</b> Luke 22:7-20 Mark 14:22-26 Matthew 26:26-30  <b>One Bread, One Cup</b> 1 Corinthians 10:16-17	<b>The Communion of Saints</b> Psalms 31:23-24 Wisdom 5:5-6; 28:9 Matthew 27:52 Acts 9:10-16, 32-35, 36-42 Romans 1:7, 8:27; 12:13; 15:25-26; 31; 16:1-3 1 Corinthians 1:2; 6:1 Philippians 1:1; 4:22 Colossians 1:24-26 Philemon 1:4-7
EXPLICIT PRAYER								<ul style="list-style-type: none"><li>Lord's Prayer</li><li>Meditative prayer, including The Examen</li><li>Meditative prayer practices, including prayer journaling</li></ul>			
TERM ONE			TERM TWO			TERM THREE			TERM FOUR		
<ul style="list-style-type: none"><li>Year 6 Reflection Day</li><li>Opening School Mass</li><li>Mercy Awards</li><li>Shrove Tuesday</li><li>Ash Wednesday</li><li>LENT</li><li>Class Liturgies</li><li>St. Patrick's Day Mass</li><li>Harmony Day</li><li>Sorry Day</li><li>Fundraise for Caritas</li><li>Holy Week</li></ul>			<ul style="list-style-type: none"><li>ANZAC Day</li><li>Mother's Day Mass</li><li>Mercy Awards</li><li>World Environment Day</li><li>NAIDOC Week</li><li>Class Liturgies</li></ul>			<ul style="list-style-type: none"><li>Mercy Awards</li><li>Catholic Education Week</li><li>Grandparent's Day</li><li>St. Mary's Feast Day – 8<sup>th</sup> September</li><li>Father's Day Mass</li><li>Class Liturgies</li></ul>			<ul style="list-style-type: none"><li>Month of Rosary – October</li><li>World Teacher's Day</li><li>All Saints Day</li><li>All Souls Day</li><li>Mercy Awards</li><li>Remembrance Day</li><li>Class Liturgies</li><li>St. Vincent de Paul Christmas Appeal</li><li>Advent</li><li>Year 6 Reflection Day</li><li>Graduation Mass</li><li>Closing Mass</li></ul>		

## Appendix – St Mary's Planning Process: Religious Education

Match a Deep Learning and Surface Learning statement – these will be the focus.





Appendix – Unit Plan Examples

ST. MARY’S CATHOLIC PRIMARY – Religious Education				
YEAR LEVEL: Year 6		TEACHERS: Miss Isabelle Barnes and Melinda Schaefer School Officer: Lisa Crack		
Term 3, cycle 4 10 <sup>th</sup> July – 31 <sup>st</sup> July	Inquiry Question: Cycle 4: How have the actions of the Holy Spirit impacted the lives of believers past and present?			
UNIT OUTLINE				
<p>Catholic – 13 No Religion – 12 Anglican – 3 Lutheran – 6 Not stated – 1 Other Christian – 1</p> <p>During this cycle students will be learning to explain the actions of the Holy Spirit in the lives of believers. Further, students will analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians. Students will be assessed through 2 different tasks. Task 1 will have students explain the actions of the Holy Spirit through an artwork and task 2 will have students analyse and write a character profile on an Australian Catholic Christian.</p>				
Achievement Standard			Content Descriptors	
<p>By the end of Year 6, students explain the action of the Holy Spirit in the lives of believers. They analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians. They demonstrate an understanding of the term 'communion of saints'. Students explain how Scriptural texts describe Jesus' relationship with God the Father and with humanity by selecting and using evidence from Scriptural texts 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. Students 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 explain the significance of personal and communal prayer including the Our Father and the Examen and the use of meditative prayer practices especially prayer journaling for the spiritual life of believers. They participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices.</p>			<p>The wisdom of Australian Catholic Christians, including lay people and religious orders (c.1900 CE to the present), helps people understand the work and movement of the Holy Spirit in this land (e.g. concern for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia). STCW7</p> <p>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). STNT14</p>	
CROSS-CURRICULUM PRIORITIES		GENERAL CAPABILITIES		
<p>Aboriginal and Torres Strait Islander Histories and Cultures</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Country/Place</li><li><input type="checkbox"/> Culture</li><li><input type="checkbox"/> People</li></ul>	<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Inquiring – develop questions, identify, process, evaluate information</li><li><input type="checkbox"/> Generating – create possibilities, consider alternatives, put ideas into action</li><li><input type="checkbox"/> Analysing – interpret concepts and problems, draw conclusions and provide reasons, evaluate actions and outcomes</li><li><input type="checkbox"/> Reflecting – think about thinking, transfer knowledge</li></ul>	<p>Digital Literacy</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Practising digital safety and wellbeing</li><li><input type="checkbox"/> Investigating</li><li><input type="checkbox"/> Creating and exchanging</li><li><input type="checkbox"/> Managing and operating</li></ul>	<p><b>Ethical Understanding</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Understanding ethical concepts and perspectives</li><li><input type="checkbox"/> Responding to ethical issues</li></ul>	<p><b>Intercultural Understanding</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Reflecting on culture and cultural diversity</li><li><input type="checkbox"/> Engaging with cultural and linguistic diversity</li><li><input type="checkbox"/> Navigating intercultural contexts</li></ul>
<p><b>Asia and Australia’s Engagement with Asia</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Knowing Asia and its diversity</li><li><input type="checkbox"/> Understanding Asia’s global significance</li><li><input type="checkbox"/> Growing Asia-Australia engagement</li></ul>				

<b>Sustainability</b> <input type="checkbox"/> Systems <input type="checkbox"/> World views <input type="checkbox"/> Design <input type="checkbox"/> Futures	<b>Literacy</b> <input type="checkbox"/> Speaking and listening <input type="checkbox"/> Reading and viewing <input type="checkbox"/> Writing	<b>Numeracy</b> <input type="checkbox"/> Number sense and algebra <input type="checkbox"/> Measurement and geometry <input type="checkbox"/> Statistics and probability	<b>Personal and Social Capability</b> <input type="checkbox"/> Self-awareness <input type="checkbox"/> Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Social management	
ASSESSMENT				
WHAT WE KNOW ABOUT OUR STUDENTS		FORMATIVE OPPORTUNITIES	SUMMATIVE ASSESSMENT	
42 students in the cohort. In the previous cycle, 2 students were operating Well Above the standard; 10 students were operating Above; 0 students working Below, and 0 students working Well Below.  Overall Strengths:  Future focus areas:		<b>LESSON 4</b> <b>LEARNING INTENTIONS:</b> I am learning to connect the meaning of the Holy Spirit to different symbols to make a connect.  <b>Success Criteria:</b> To be successful I can explain the Holy Spirit. I can explain why I believe different symbols can represent the Holy Spirit.	Task 1: I can <b>explain</b> the actions of the Holy Spirit through an artwork. Accompanied by an explanation of how my artwork relates to the <b>actions</b> of the Holy Spirit.  Task 2: I can <b>analyse</b> information to write a character profile on a chosen Australian Catholic Christian. Choose your Catholic from the list below.	
ADJUSTMENT/MODIFICATIONS OF ASSESSMENT		OPPORTUNITIES FOR STUDENTS TO SELF-ASSESS		
		Student Friendly Rubric.  Bump it up wall.		
POST ASSESSMENT DIRECTIONS FOR LEARNING: (copy and paste into next Unit’s Assessment of Prior Learning section)				
STRATEGIES TO <a href="#">MOVE STUDENTS FROM SURFACE TO DEEP LEARNING</a>				

# Religion Learning Concept Map

## Year 6: Faith, Lived and Celebrated

### DEEP LEARNING

**Explain** the action of the Holy Spirit in the lives of believers.

**Identify and describe** many ways in which faith is lived out in the lives of believers past and present.

**Explain** how scriptural texts describe Jesus' relationship with God the Father and humanity.

**Identify and describe** many ways in which faith is celebrated in the lives of believers past and present.

### SURFACE LEARNING

*Analyse information from a variety of texts including New Testament texts and the wisdom of Australian Catholic Christians.*

*Demonstrate an understanding of the term 'communion of saints'.*

*Identify and describe how Catholics in a developing Australian nation (c. 1900 CE to present) live their faith.*

*Examine the spiritual and corporal works of Mercy.*

*Analyse the key messages and contexts of some Old Testament prophets.*

*Select and use evidence from Scriptural texts including the proclamation of Jesus as fulfilling God's promises in the Old Testament to describe Jesus' relationship with God.*

*Explain the significance of Jesus' New Law for the way believers live their faith.*

*Identify and describe the commemoration of High Holy Days by Jewish believers.*

*Participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices.*

*Explain the significance of personal and communal prayer for the spiritual life of believers including the Our Father and The Examen and the use of meditative prayer practices especially prayer journaling.*

*Identify and describe the Church's liturgical year and the celebration of Eucharist.*



Scripture	
<b>Biblical themes:</b>	
<b>Prophecy, the challenges of discipleship, discipleship and the call to commitment, living faith.</b>	
<b>Bible people: Hannah and Elkanah, Eli, Phinehas, Hopni, Samuel, Amos, Nathaniel, Jonah, Amos,</b>	
<b>Bible text types: Narratives, Gospels, prophecy, letters, laws, myth</b>	
CORE TEXTS	COMPLEMENTARY TEXTS
<b>Images and titles for Jesus (explicit connection to STNT15)</b>	
<i>Call of Nathaniel and other disciples - John 1:35-51</i> <i>Jesus as Messiah, Son of Man and Saviour - Matthew 16:16-17; Acts 17:2-3; Acts 2:29-33, 36</i> <i>Allow students to select some of the 'I am' statements from John's Gospel.</i>	<i>Peter's Confession of Faith - Mark 8:27-30; Matthew 16:13-17</i> <i>Isaiah's prophecy fulfilled - Luke 4:16-21</i> <i>The 'I am' statements in John</i> <i>The Bread of Life - John 6:35, 48-51</i> <i>The Light of the World - John 8:12</i> <i>The Gate of the sheepfold - John 10:1-10</i> <i>The Good Shepherd - John 10:11-18</i> <i>The Resurrection and the Life - John 11:25</i> <i>The Way the Truth and the Life - John 14:5-6</i> <i>Messiah "I am he"/"I am" - John 4:25-26; John 8:24, 28, 58; John 13:19; John 18:5-8</i> <i>"Fulfil" and "Prophet" - Matthew 12:17</i>
<b>Key messages and contexts of Old Testament Prophets (explicit connection to STOT10)</b>	
The story of the prophet Amos Amos the shepherd is called to prophecy - Amos: 1:1-2 Amos outlines that God is angry for the people have turned away - Amos 3:12-15 Amos explains his anger - Amos 4:1-2 Amos speaks out about the corrupt lifestyles of the people - Amos 6:4-6 Amos is called before the priest - Amos 7:10-14 The story of the prophet Jonah Jonah tries to run away from being a prophet - Jonah 1:1-17 Jonah's prayer - Jonah 2:1-10 Jonah brings God's message to the city of Nineveh - Jonah 3:1-10 The story of the prophet Samuel The context for the story of Samuel; Hannah prays for a son and promises to offer him to God - 1 Samuel 1:1-28 Hannah's prayer of thanksgiving for Samuel - 1 Samuel 2:1-10 The corruption of Hopni and Phinehas - 1 Samuel 2:11-17 The call of Samuel - 1 Samuel 3:1-4:1a Samuel's work as Judge - 1 Samuel 7:3-6; 15-17 Samuel anoints David as King - 1 Samuel 16:1-13	<i>The story of the prophet Isaiah</i> <i>Isaiah receives a vision - Isaiah 1:1-3</i> <i>Isaiah describes what the future needs to be when people live according to God's dream - Isaiah 2:1-4</i> <i>Isaiah outlines how life will change with the coming of a Messiah - Isaiah 9:1-7; 11:1-9</i>
<b>The significance of Eucharist (explicit connection to CHLS8)</b>	
<i>The significance of Eucharist for Christian communities - 1 Corinthians 11:23-26</i>	<i>The Last Supper - Luke 22:7-20; Mark 14:22-26; Matthew 26:26-30</i> <i>One Bread, one Cup: 1 Cor 10:16-17</i>
<b>The Communion of Saints (explicit connection to CHPG7)</b>	
Paul refers to the believers as "the saints" - Ephesians 1:1; Ephesians 2:19; Ephesians 3: 1-21	<i>Love the Lord - Psalms 31:23-24</i> <i>Then the Righteous will stand - Wisdom 5:5-6; 18:9</i> <i>Communion of Saints - Matthew 27: 52; Acts 9:10-16, 32-35, 36-42; Romans 1:7, 8:27; 12:13; 15:25-26, 31; 16:1-3; 1 Corinthians 1:2; 6:1; Philippians 1:4; 4:22; Colossians 1:24-26; Philemon 1:4-7</i>
<b>Jesus' new law and the spiritual and corporal works of mercy (explicit connection to CLMJ7, CLMF10)</b>	
<i>Scriptural foundations for the spiritual and corporal works of mercy - Matthew 25:31-46</i> <i>Allow students to select some complementary texts to show how this teaching is embedded in multiple places in the Bible.</i>	<i>Other Scriptural foundations for the spiritual and corporal works of mercy - Matthew 10:40-42; Matthew 9:35-37; Luke 9:46-48; Matthew 18:1-5; Hebrews 13:1-2</i> <i>(This text from Hebrews is connected to Genesis 18:1-18)</i>

<i>What did Jesus come to do? - Matthew 5:17</i>	<i>Tobit's Good Works - Tobit 1:16-18, 4:16-17; 2:1-8; 12:6-10; 13-15</i> <i>Good Works - Matthew 5:7; Galatians 6:2; Colossians 3:12-17; Matthew 5, 6, 7; Galatians 4:1-7, 5:1</i>
<b>Living faith (explicit connection to BEHE6)</b>	
<i>The woman of faith and Jairus' Daughter - Matthew 9:18-26; Mark 5:21-43; Luke 8:40-49</i>	<i>The Centurion's Slave - Luke 7:1-10</i> <i>Faith of Believers - Mark 11:20-24; Luke 17:5-6</i> <i>Faith of Abraham and ancients - Romans 4:2-3, 16-21; Hebrews 11:1-33, 39-40;</i> <i>Mary's Faith - Luke 1:37-38; Luke 2:45</i> <i>Healing of Blind Bartimaeus - Mark 10:46-52</i> <i>Disciples' Lack of Faith - Matthew 17:14-20</i>
<b>Significance of The Our Father (explicit connection to CLPS16)</b>	
<i>Lord's Prayer - Matthew 6:5-15; Luke 11:1-13</i>	<i>Our Father who art in heaven - Acts 17:24</i> <i>Hallowed by your name - Psalm 103:1</i> <i>Your kingdom come - Psalm 103:19</i> <i>Your will be done on earth as it is in heaven - Romans 8:28</i> <i>Give us this day our daily bread - Psalm 145:15-16</i> <i>Forgive us our trespasses as we forgive those who trespass against us - Psalm 51:1-2</i> <i>And Lead us not into temptation - Mark 14:38</i> <i>But deliver us from evil - 2 Thessalonians 3:3</i> <i>Amen - Numbers 5:22</i>
<b>Significance of celebrations in the lives of Jewish believers (explicit connection to BEWR7)</b>	
<i>Observance of Holy days - Leviticus 23:1-44</i> <i>Choose from the following Holy days and their related texts:</i> <i>Pesach/Passover - Exodus 12:21-51; Exodus 13:17-15:26; Leviticus 22:26-34:44</i> <i>Rosh Hashanah: birth of Isaac - Genesis 21:1-7</i> <i>The binding of Isaac - Genesis 22:1-18 Birth of Samuel - 1 Samuel 1:2-10</i> <i>God's remembrance of His people - Jeremiah 31:1-19</i> <i>Yom Kippur - Leviticus 16:27-34</i>	<i>Feast of Trumpets - Numbers 29:1</i> <i>Passover in New Testament times - John 2:13-25</i> <i>Hannukah - 1 Maccabees 4:52-59; 2 Maccabees 10:5-8</i>

Week 1	LEARNING EXPERIENCES & HIGH IMPACT TEACHING STRATEGIES			Resources
<b>LESSON 1</b> <b>LEARNING INTENTIONS:</b> <b>Deep Learning</b> Explain the action of the Holy Spirit in the lives of believers.  <b>Surface Learning</b> We are learning to analyse information from a variety of texts including New Testament texts  <b>Success Criteria:</b> Analyse information from a variety of texts including New Testament texts and the wisdom of Australian Catholic Christians.	WHOLE	PART	WHOLE	
	<b>Lesson focus:</b> This lesson will focus on introducing the Holy Spirit to the students and what it means.  Introduce LI and SC  Have students title a new page <b>what is the Holy Spirit?</b>  Pose the following questions to the students: <ul style="list-style-type: none"> <li>- Have you heard of the Holy Spirit?</li> <li>- What is the Holy Spirit?</li> </ul> <i>The Holy Spirit is referred to as Lord and Giver of life. He is the Creator Spirit, present before the creation of the universe and through his power everything was made in Jesus Christ, by God the Father.</i>  Have students write this definition in their books under the heading.  In this lesson, we will explore the nature, functions and significance of the Holy Spirit.	The Nature of the Holy Spirit: <ul style="list-style-type: none"> <li>- The Holy Trinity: Father, Son and Holy Spirit.</li> <li>- The Spirit of God: The Holy Spirit as the presence and power of God.</li> </ul> Functions and Roles of the Holy Spirit: <ul style="list-style-type: none"> <li>- Convicting people of sin, righteousness and judgement.</li> <li>- Leading individuals to faith in Jesus Christ.</li> <li>- Guiding believers in making decisions and discerning God's will.</li> <li>- Enabling believers to live a transformed and empowered life.</li> </ul> Significance and Relationship with Believers: <ul style="list-style-type: none"> <li>- Providing comfort, guidance and assurance</li> <li>- The Holy Spirit fosters a deep relationship with God.</li> <li>- Transforming believers into Christ-like characters.</li> </ul>	In conclusion: <i>The Holy Spirit is an integral part of the Christian Faith. It is the divine presence of God actively at work in the world and in the lives of believers. Understanding the nature, functions, and significance of the Holy Spirit can deepen our relationship with God, empower us for service, and transform our lives. As we continue to seek a closer walk with God, may we invite the Holy Spirit to guide and empower us each day.</i>  Revisit LI and SC	
<b>SPECIFIC ADJUSTMENTS</b>		L		
<b>LESSON 2</b> <b>LEARNING INTENTIONS:</b> Explain the action of the Holy Spirit in the lives of believers.  <b>Surface Learning</b> We are learning to analyse information from a variety of texts including New Testament texts  <b>Success Criteria:</b> Analyse information from a variety of texts including New Testament texts and the wisdom of Australian Catholic Christians.	WHOLE	PART	WHOLE	Resources
	<b>Lesson focus:</b> Who is the Holy Spirit.  Introduce LI and SC  Recap last lesson: <b>What is the Holy Spirit?</b>  Pose the question: <b>Who is the Holy Spirit?</b> <i>The true and living God is a three-in-one person. There is no one else like Him! He is God the Father, God the Son and God the Holy Spirit. All three persons are equally God. This truth is too hard for us to truly understand while we are here on Earth.</i>  <i>We believe it because it is in God's Word (2 Corinthians 13:14).</i>  <i>Sometimes people use the word Trinity to describe God. Trinity means "three persons in one."</i>  <ul style="list-style-type: none"> <li>- Have students write the highlighted sections in their books under the heading <b>Who is the Holy Spirit?</b></li> </ul>	The students are going to write the five words in their books: <ol style="list-style-type: none"> <li>1. Helper</li> <li>2. Convictor</li> <li>3. Guide</li> <li>4. Teacher</li> <li>5. Changer</li> </ol> Students are going to research the definition of each of the words.  Tell the students the following instructions to complete the activity: <ul style="list-style-type: none"> <li>- For each word you need to do the following:               <ol style="list-style-type: none"> <li>1. Write the word</li> <li>2. Search up the definition and write down what it means.</li> </ol> </li> </ul>	Come together and create an anchor chart of the words and their definitions.  Revisit LI and SC  Finish with: <ul style="list-style-type: none"> <li>- We believe the truth of God's Holy Spirit because it is in God's word.</li> </ul>	<b>View:</b> <a href="https://www.youtube.com/watch?v=shF6N33LIAc">https://www.youtube.com/watch?v=shF6N33LIAc</a>

	<p>Pose the question: <b>What does the Holy Spirit Do? (See Resources for clip)</b></p> <p><i>The Holy Spirit created the world with God the Father and God the Son.</i></p> <p><i>Genesis 1:2 tells us that the Spirit of God was hovering over the waters at the beginning of time. Job said, “The Spirit of God made me” (Job 33:4). God sent His Holy Spirit to Earth to help men write the Bible. He guided them so we would be sure to know the truth about God and His plan for us. He is called the Spirit of Truth (John 16:13-14). The Holy Spirit is the one who speaks to people’s hearts and helps them know they should receive Jesus as their Savior.</i></p> <ul style="list-style-type: none"> <li>- Have students write the highlighted sections in their books under the heading <b>what does the Holy Spirit Do?</b></li> </ul> <p>Pose the question: <b>How does the Holy Spirit work in my life every day?</b></p> <ul style="list-style-type: none"> <li>- We are going to use five key words to teach and review the work of the Holy Spirit in the Christians life: Helper, Convictor, Guide, Teacher and changer.</li> </ul>	<p>3. Write 1-2 sentences about how the word relates to the Holy Spirit.</p>		
<b>SPECIFIC ADJUSTMENTS</b>				
<b>LESSON 3</b> <b>LEARNING INTENTIONS:</b> I am learning to understand how the Holy Spirit is our Helper. <b>Success Criteria:</b> To be successful I can: <ul style="list-style-type: none"> <li>- Explain what the Holy Spirit is.</li> <li>- Explain</li> </ul>	<p><b>WHOLE</b></p> <p><b>Lesson focus:</b> Understanding the Holy Spirit is our Helper.</p> <p>Introduce LI and SC</p> <p>Have students title their page: <b>The Holy Spirit is our Helper. What does this mean?</b></p> <p><i>When we give out hearts to Jesus, he washes them clean and puts his Holy Spirit inside. When we need help, we can stop to listen or feel what he is saying in our hearts.</i></p> <ul style="list-style-type: none"> <li>- Have students write this in their books.</li> </ul> <p>In today’s lesson students are going to look at passages that portray the Holy Spirit as our Helper.</p> <ul style="list-style-type: none"> <li>- John 14:16-18 (He helps our hearts feel better when we are sad).</li> <li>- 2 Timothy 1:7 (He helps us be brave when we are scared).</li> <li>- Romans 8:26 (He helps us pray when we don’t know what to say).</li> <li>- 1 Corinthians 2:8-10 (He helps us understand the Bible).</li> <li>- Romans 5:5 (He helps us know God’s love).</li> <li>- 1 Corinthians 2:13 (He helps us speak the Truth).</li> </ul>	<p><b>PART</b></p> <p>Students are going to be broken into 6 groups. Each group is going to look at all the passages as they are short.</p> <p>Once they have read the passage students need to answer the following question with examples from the passage:</p> <ul style="list-style-type: none"> <li>- How is the Holy Spirit present in the passage you have read?</li> </ul>	<p><b>WHOLE</b></p> <p>Students are going to share with the class the passage they have read and what it’s about and how it relates to the Holy Spirit.</p> <p>Comparing what each groups ideas and thoughts were in regards to how the Holy Spirit was present.</p> <p>Recap LI and SC</p>	<p><b>Resources</b></p> <p><a href="#">Different Gospel passages (found in RE folder – resources – Gospel passages)</a></p>
<b>SPECIFIC ADJUSTMENTS</b>				

<b>LESSON 4</b> <b>LEARNING INTENTIONS:</b> I am learning to connect the meaning of the Holy Spirit to different symbols to make a connection.  <b>Success Criteria:</b> To be successful I can explain the Holy Spirit. I can explain why I believe different symbols can represent the Holy Spirit.	<b>WHOLE</b> <b>Lesson focus:</b> what symbols do we believe symbolise the Holy Spirit.  Introduce LI and SC  Recap: what is the Holy Spirit?  The Bible describes the Holy Spirit as a fire, a wind, a fountain. He is the breath of God that makes us alive in Christ.  Ask the students what our five senses are: 1. Smell 2. Sight 3. Touch 4. Hearing 5. Taste  Then ask when we think of the actions of the Holy Spirit some of our senses won't relate. Which do and which don't? - Do; Sight, Hearing, Touch - Don't: Smell, taste  This activity can be done outside (I the Shed or the Labrinth) To help the students understand the task for today's lesson; pose the following three questions 1. Throughout your day/ week are their times when you see God? 2. Throughout your day/ week are their times when you hear God? 3. Throughout your day/ week are their times when you feel Gods touch (maybe when patting your dog, or the wind blowing on you)? In between asking each of the questions pause to let the students think about their answers.  Have the students write down their answers to the above 3 questions. - Silently and independently when they come inside.	<b>PART</b>  When students come back inside, they have to turn what they wrote into an artwork that answers the statement to create an artwork that resembles the Holy Spirit.  They can take what they wrote as inspiration. They can't write any words they have to let their artwork do the speaking.  Students are only limited to drawing using coloured pencils or felt pens.  Those students who finish their artwork need to finish the statement <b>"My image represents Holy Spirit because..."</b>	<b>WHOLE</b>  Allow students the chance to share their artwork with one another.  Ask students the task that we did today what does it sound similar to (Our assessment).  Revisit LI and SC	<b>Resources</b>  Religion books.
<b>SPECIFIC ADJUSTMENTS</b>				
<b>LESSON 5</b> <b>LEARNING INTENTIONS:</b> I am learning to understand the symbols of the Holy Spirit and what they mean.  <b>Success Criteria:</b> To be successful I can:	<b>WHOLE</b> <b>Lesso focus:</b> The symbols of the Holy Spirit and their meanings.  Introduce LI and SC  In today's students are going to investigate the symbols of the Holy Spirit that are listed in the Bible and what they mean.	<b>PART</b>  Students need to take note of all the symbols of the Holy Spirit and write why there are symbols and their meaning in their Religion books.  Those who finish fast need to find images of all the symbols and put them into a	<b>WHOLE</b>  Have students share what they said for each of the symbols. Adding these to the word wall. As they will become a reference point for student's assessment task.  Revisit LI and SC	<b>Resources</b>  <a href="#">Holy Spirit PowerPoint</a>

<ul style="list-style-type: none"><li>- Identify the symbols of the Holy Spirit.</li><li>- Explain the connection between the Holy Spirit and the symbols.</li></ul>	<p>To do this the students will search up the question: <b>What are the symbols of the Holy Spirit?</b></p> <ul style="list-style-type: none"><li>- To ensure students are accessing a safe and reliable website post the following link on TEAMS <a href="#">The symbols of the holy spirit   The Guardian Nigeria News - Nigeria and World News — Sunday Magazine — The Guardian Nigeria News – Nigeria and World News</a></li></ul>	PowerPoint with their information to share with the classroom teacher.		
<b><u>SPECIFIC ADJUSTMENTS</u></b>				

Week 2	LEARNING EXPERIENCES & HIGH IMPACT TEACHING STRATEGIES			Resources
<b>LESSON 1</b> <b>LEARNING INTENTIONS:</b> I am learning to locate references to the role of the Holy Spirit in guiding the New Testament authors.  <b>Success Criteria:</b> To be successful: <ul style="list-style-type: none"> <li>- I can define what the New Testament is.</li> <li>- I can explain what the Holy Spirit is and its role in the Bible.</li> </ul>	WHOLE	PART	WHOLE	
	<b>Lesson focus:</b> The role of the Holy Spirit in the New Testament.  Introduce the LI and SC  Recap: What is the Holy Spirit? <ul style="list-style-type: none"> <li>- The Holy spirit is our helper, teacher, comforter, and our friend. The Holy Spirit will lead us and guide us every day.</li> </ul> Pose the following question: What is the New Testament? <b>Think, Pair, share</b> <b>Following have the students research the question (5 minutes)</b> <ul style="list-style-type: none"> <li>- <i>The New Testament is the part of the Bible that deals with the life and teachings of Jesus Christ and with Christianity in the early Church.</i></li> </ul> Pose the following: Who are the authors of the New Testament? <b>Think, Pair, share</b> <b>Following have the students research the question (5 minutes)</b> <ul style="list-style-type: none"> <li>- <i>The New Testament has 27 books, written between 50 and 100 AD, and falling naturally into two sections: the Gospels, which tell the story of Jesus (Matthew, Mark, Luke and John); and the letters (or epistles) – written by various Chrisitan leaders to provide guidance for the earliest church communities.</i></li> </ul>	Lesson activity: Using Bible gateway students are going to search up the Key words <b><i>Holy Spirit.</i></b>  They then need to pick a passage from the New Testament that mentions the Holy Spirit.  Once they have chosen a passage, they need to complete the following: <ul style="list-style-type: none"> <li>- What is the passage they have chosen.</li> <li>- What part of the Gospel can the passage be found.</li> <li>- What is the meaning of the Holy Spirit in this passage?</li> <li>- How does this strengthen the role of the Holy Spirit?</li> </ul>	Students are then going to get a partner and share their findings. Writing down what their partner has found. By the end of the activity the students will have in their books two passages that talk about the Holy Spirit.  Share with the class.  Revisit LI and SC.	
<b>SPECIFIC ADJUSTMENTS</b>				
<b>LESSON 2</b> <b>LEARNING INTENTIONS:</b> I am learning to understand different Australian Catholics and their mission.  To be successful I can: <ul style="list-style-type: none"> <li>- Identify Australian Catholics.</li> <li>- Identify Australian Catholics and their mission.</li> <li>- Understand what a mission is.</li> </ul>	WHOLE	PART	WHOLE	Resources
	<b>Lesson focus:</b> Australian Catholics and their mission.  Introduce LI and SC  Pose the question: <ul style="list-style-type: none"> <li>- What is a Catholic mission?</li> </ul> <i>A Catholic mission is to connect people to God and one another. As follows of Christ, our mission is to be disciples who make disciples. The church is a way for follows of Jesus to act together as one body, with Jesus as the head, to fulfill his mission. At its best, the unity in Christ we experience in the church can even give us a tase of the glory to come.</i>  In today’s lesson we are going to choose an Australian Catholic and complete a character profile on them. This will become the example for the assessment.  In students Religion books have them write the heading “Australian Catholic Christian – Sister Finnbar”  The first step we need to do is come up with our research questions: <ol style="list-style-type: none"> <li>1. Who is Sister Finnbar?</li> <li>2. What is Sister Finbar’s background (where did she live, what was her upbringing like)?</li> </ol>	Question 1: Who is Sister Finnbar? <ul style="list-style-type: none"> <li>- Type this question into google.</li> </ul> <a href="#">Sr Finbar's Story — Daughters of the Cross</a> (use this website).  Put this website on the interactive whiteboard and with students underline what they believe answers our research question. Then demonstrate to the students how to put the information into dot points.  Once teacher has modelled how to research and put the information into dot points the students will copy down the information.  Question 2: What is Sister Finbarr’s background? <ul style="list-style-type: none"> <li>- Type this question into google.</li> </ul> <a href="#">Sr Finbar's Story — Daughters of the Cross</a> <ul style="list-style-type: none"> <li>- Use the same website as is reliable.</li> </ul>	Recap what we have done this lesson: <ul style="list-style-type: none"> <li>- How to research and find the key information</li> <li>- How to write dot points.</li> </ul> Next lesson we will go through the next 2 questions.  Revisit LI and SC	<b>Religion books</b>  <b>Computers.</b>

	<p>3. What is Sister Finnbar’s Religion?  4. What does Sister Finnbar believe in?  5. Why do people look up to Sister Finnbar?  6. What is Sister Finnbar’s Story?</p> <p>Have students write down/ print out the 6 questions.</p> <p>To ensure students are completing the assessment example properly students are going to research one question at a time.</p>	<p>Put this website on the interactive whiteboard and with students underline what they believe answers our research question.  Then demonstrate to the students how to put the information into dot points.</p> <p>Once the teacher has modeled how to research and put the information into dot points the students will copy down the information.</p>		
<b><u>SPECIFIC ADJUSTMENTS</u></b>				
<b>LESSON 3</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to understand different Australian Catholics and their mission.  <b><u>Success Criteria:</u></b> To be successful I can: <ul style="list-style-type: none"> <li>- Identify Australian Catholics.</li> <li>- Identify Australian Catholics and their mission.</li> <li>- Understand what a mission is.</li> </ul>	<p><b>WHOLE</b></p> <p><b>Lesson focus:</b> Australian Catholics and their mission.</p> <p>Introduce LI and SC</p> <p>Last lesson we looked at Sister Finbarr, we will continue this today.  We looked at the first 2 questions:</p> <ul style="list-style-type: none"> <li>- Who is Sister Finbarr?</li> <li>- What is Sister Finbarr’s story?</li> </ul> <p>Today we are going to look at the next 2:</p> <ol style="list-style-type: none"> <li>1. What is Sister Finnbar’s Religion?</li> <li>2. What does Sister Finnbar believe in?</li> </ol> <p>We are going to follow the same steps as we did to answer questions 1 and 2. This will ensure the example that the students have is of quality standard.</p>	<p><b>PART</b></p> <p>Question 3:  What is Sister Finnbar’s Religion?  <ul style="list-style-type: none"> <li>- <a href="#">Sr Finbar's Story — Daughters of the Cross</a> (Use this website).</li> </ul> </p> <p>Put this website on the interactive whiteboard and with students underline what they believe answers our research question.  Then demonstrate to the students how to put the information into dot points.</p> <p>Once the teacher has modeled how to research and put the information into dot points the students will copy down the information.</p> <p>Question 4:  What does Sister Finbarr believe in?  <ul style="list-style-type: none"> <li>- <a href="#">Sr Finbar's Story — Daughters of the Cross</a> (Use this website).</li> </ul> </p> <p>Put this website on the interactive whiteboard and with students underline what they believe answers our research question.  Then demonstrate to the students how to put the information into dot points.</p> <p>Once the teacher has modeled how to research and put the information into dot points the students will copy down the information.</p>	<p><b>WHOLE</b></p> <p>Recap what we have done this lesson:</p> <ul style="list-style-type: none"> <li>- How to research and find the key information</li> <li>- How to write dot points.</li> </ul> <p>Next lesson we will go through the next 2 questions.</p> <p>Revisit LI and SC</p>	<p><b>Resources</b></p>
<b><u>SPECIFIC ADJUSTMENTS</u></b>				
<b>LESSON 4</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to understand different Australian Catholics and their mission.	<p><b>WHOLE</b></p> <p><b>Lesson focus:</b> Australian Catholics and their mission.</p> <p>Introduce LI and SC</p> <p>Last lesson we looked at Sister Finbarr, we will continue this today.</p>	<p><b>PART</b></p> <p>Question 5:  Why do people look up to Sister Finbarr?  <ul style="list-style-type: none"> <li>- <a href="#">Sr Finbar's Story — Daughters of the Cross</a> (Use this website).</li> </ul> </p>	<p><b>WHOLE</b></p> <p>By the end of this lesson the students will have dot points that answer all 6 questions about Sister Finbarr.</p> <p>Our next step is turning our research into a Character profile/ essay.</p>	<p><b>Resources</b></p>

<p>To be successful I can:</p> <ul style="list-style-type: none"><li>- Identify Australian Catholics.</li><li>- Identify Australian Catholics and their mission.</li><li>- Understand what a mission is.</li></ul>	<p>We looked at the first 2 questions:</p> <ul style="list-style-type: none"><li>- Who is Sister Finbarr?</li><li>- What is Sister Finbarr’s story?</li><li>- What is Sister Finnbar’s Religion?</li><li>- What does Sister Finnbar believe in?</li><li>-</li></ul> <p>Today we are going to look at the next 2:</p> <ul style="list-style-type: none"><li>- Why do people look up to Sister Finnbar?</li><li>- What is Sister Finnbar’s Story?</li></ul> <p>We are going to follow the same steps as we did to answer questions 1 and 2. This will ensure the example that the students have is of quality standard.</p>	<p>Put this website on the interactive whiteboard and with students underline what they believe answers our research question. Then demonstrate to the students how to put the information into dot points.</p> <p>Once the teacher has modeled how to research and put the information into dot points the students will copy down the information.</p> <p>Question 6: What is Sister Finnbar’s Story?</p> <ul style="list-style-type: none"><li>- <a href="#">Sr Finbar's Story — Daughters of the Cross</a> (use this website).</li></ul> <p>Put this website on the interactive whiteboard and with students underline what they believe answers our research question. Then demonstrate to the students how to put the information into dot points.</p> <p>Once teacher has modelled how to research and put the information into dot points the students will copy down the information.</p>	<p>We will start this next lesson.</p>	
<b><u>SPECIFIC ADJUSTMENTS</u></b>				
<b>LESSON 5</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to understand different Australian Catholics and their mission.	<b>WHOLE</b>	<b>PART</b>	<b>WHOLE</b>	<b>Resources</b>
<p>To be successful I can:</p> <ul style="list-style-type: none"><li>- Identify Australian Catholics.</li><li>- Identify Australian Catholics and their mission.</li><li>- Understand what a mission is.</li></ul>	<p><b>Lesson focus:</b> Sister Finbarr.</p> <p>Introduce LI and SC.</p> <p>In this lesson students are going to take their information and turn it into a character profile.</p> <p>Step through what this would look like:</p> <ul style="list-style-type: none"><li>- Introduction</li></ul> <p><i>Who are you talking about, what will this essay discuss.</i></p> <ul style="list-style-type: none"><li>- You should have 6 different paragraphs because there are 6 questions.</li><li>- You need a conclusion.</li><li>- You need to turn your dot points into full sentences.</li></ul>	<p>Students are going to practice writing their character profile.</p>	<p>Mark these against the rubric and provide feedback to the students to see how they can improve for their assessment</p>	
<b><u>SPECIFIC ADJUSTMENTS</u></b>				

Week 3	LEARNING EXPERIENCES & HIGH IMPACT TEACHING STRATEGIES			Resources
LESSON 1 <u>LEARNING INTENTIONS:</u> I can <b>explain</b> the actions of the Holy Spirit through an artwork. Accompanied by an explanation of how my artwork relates to the <b>actions</b> of the Holy Spirit.	WHOLE	PART	WHOLE	<a href="#">Summative</a> assessment
	Students begin their summative assessment Task 1 – their character profile. Reminding students to use their example for research questions and dot point writing.			
<u>SPECIFIC ADJUSTMENTS</u>				
LESSON 2 <u>LEARNING INTENTIONS:</u> I can <b>explain</b> the actions of the Holy Spirit through an artwork. Accompanied by an explanation of how my artwork relates to the <b>actions</b> of the Holy Spirit.	WHOLE	PART	WHOLE	Resources
	Students begin their summative assessment Task 1 – their character profile. Reminding students to use their example for research questions and dot point writing.			<a href="#">Summative</a> assessment
<u>SPECIFIC ADJUSTMENTS</u>				
LESSON 3 <u>LEARNING INTENTIONS:</u> I can <b>analyse</b> information to write a character profile on a chosen Australian Catholic Christian. Choose your Catholic from the list below.	WHOLE	PART	WHOLE	Resources
	Students begin their summative assessment Task 2 – planning their artwork.			<a href="#">Summative</a> assessment
<u>SPECIFIC ADJUSTMENTS</u>				
LESSON 4 <u>LEARNING INTENTIONS:</u> I can <b>analyse</b> information to write a character profile on a chosen Australian Catholic Christian. Choose your Catholic from the list below.	WHOLE	PART	WHOLE	Resources
	Students begin their summative assessment Task 2 – planning their artwork.			<a href="#">Summative</a> assessment
<u>SPECIFIC ADJUSTMENTS</u>				
LESSON 5 <u>LEARNING INTENTIONS:</u> I can <b>analyse</b> information to write a character profile on a chosen Australian Catholic Christian. Choose	WHOLE	PART	WHOLE	Resources
	Students begin their summative assessment Task 2 – create their artwork.			<a href="#">Summative</a> assessment

your Catholic from the list below.				
<u>SPECIFIC ADJUSTMENTS</u>				

ST. MARY’S CATHOLIC PRIMARY – Religious Education				
YEAR LEVEL: Year 1		TEACHERS: Steph Pole and Jessica Saggers.		
Term 3 Unit 5: Week 1-5	Inquiry Question: Where was God in Noah’s story and Moses’ story?			
UNIT OUTLINE				
Throughout this unit, students will investigate the presence of God in Noah’s story and Moses’ story. They will retell the stories in small groups using puppets as well as answer questions about the story that they choose ot retell.				
Achievement Standard			Content Descriptors	
By the end of Year 1, students make connections to their personal experience when explaining ways of living in accordance with God’s plan for creation. They identify how people live safely and happily in community and in loving relationship with God. They explain how to respect the dignity and natural rights of all people, to care for all creation by responsibly using God’s gift of freedom to make choices. Students relate stories from some Old Testament texts that describe God’s presence and action 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. Students recognise the significance of prayer in Jesus’ life and in the lives of believers and participate with respect in a variety of personal and communal prayer experiences including Grace and the Hail Mary and meditative prayer practices especially closing eyes, praying with beads and music.			STOT3 STCW2	
CROSS-CURRICULUM PRIORITIES	GENERAL CAPABILITIES			
Aboriginal and Torres Strait Islander Histories and Cultures <ul style="list-style-type: none"><li><input type="checkbox"/> Country/Place</li><li><input type="checkbox"/> Culture</li><li><input type="checkbox"/> People</li></ul>	Critical and Creative Thinking <ul style="list-style-type: none"><li><input type="checkbox"/> Inquiring – develop questions, identify, process, evaluate information</li><li><input type="checkbox"/> Generating – create possibilities, consider alternatives, put ideas into action</li><li><input type="checkbox"/> Analysing – interpret concepts and problems, draw conclusions and provide reasons, evaluate actions and outcomes</li><li><input type="checkbox"/> Reflecting – think about thinking, transfer knowledge</li></ul>	Digital Literacy <ul style="list-style-type: none"><li><input type="checkbox"/> Practising digital safety and wellbeing</li><li><input type="checkbox"/> Investigating</li><li><input type="checkbox"/> Creating and exchanging</li><li><input type="checkbox"/> Managing and operating</li></ul>	Ethical Understanding <ul style="list-style-type: none"><li><input type="checkbox"/> Understanding ethical concepts and perspectives</li><li><input type="checkbox"/> Responding to ethical issues</li></ul>	Intercultural Understanding <ul style="list-style-type: none"><li><input type="checkbox"/> Reflecting on culture and cultural diversity</li><li><input type="checkbox"/> Engaging with cultural and linguistic diversity</li><li><input type="checkbox"/> Navigating intercultural contexts</li></ul>
Asia and Australia’s Engagement with Asia <ul style="list-style-type: none"><li><input type="checkbox"/> Knowing Asia and its diversity</li><li><input type="checkbox"/> Understanding Asia’s global significance</li><li><input type="checkbox"/> Growing Asia-Australia engagement</li></ul>				
Sustainability <ul style="list-style-type: none"><li><input type="checkbox"/> Systems</li><li><input type="checkbox"/> World views</li><li><input type="checkbox"/> Design</li><li><input type="checkbox"/> Futures</li></ul>	Literacy <ul style="list-style-type: none"><li><input type="checkbox"/> Speaking and listening</li><li><input type="checkbox"/> Reading and viewing</li><li><input type="checkbox"/> Writing</li></ul>	Numeracy <ul style="list-style-type: none"><li><input type="checkbox"/> Number sense and algebra</li><li><input type="checkbox"/> Measurement and geometry</li><li><input type="checkbox"/> Statistics and probability</li></ul>	Personal and Social Capability <ul style="list-style-type: none"><li><input type="checkbox"/> Self-awareness</li><li><input type="checkbox"/> Self-management</li><li><input type="checkbox"/> Social awareness</li><li><input type="checkbox"/> Social management</li></ul>	

ASSESSMENT		
WHAT WE KNOW ABOUT OUR STUDENTS	FORMATIVE OPPORTUNITIES	SUMMATIVE ASSESSMENT
37 students in the cohort. In the previous cycle, 0 students were operating Well Above the standard; 0 students were operating Above; 0 students working Below, and 0 students working Well Below.  Overall Strengths:  Future focus areas:  <i>SWD: Refer to individual PLPs for these students.</i>	<ul style="list-style-type: none"><li>• Observations and work samples from lessons 1-6</li></ul>	<ul style="list-style-type: none"><li>• Lessons 7-9</li><li>• Students will work in a small group to create puppets and retell either the story of Moses or Noah. These stories will be recorded on iPads.</li></ul> After viewing students story retells, interview students and ask the following questions: <ul style="list-style-type: none"><li>• What happened to Moses/Noah in that story?</li><li>• Where was God in that story? What did God do?</li><li>• How did that affect Moses/Noah?</li><li>• How is your relationship with God similar to Moses/Noah?</li></ul>
ADJUSTMENT/MODIFICATIONS OF ASSESSMENT	OPPORTUNITIES FOR STUDENTS TO SELF-ASSESS	
POST ASSESSMENT DIRECTIONS FOR LEARNING: (copy and paste into next Unit’s Assessment of Prior Learning section)		
-		
STRATEGIES TO <a href="#">MOVE STUDENTS FROM SURFACE TO DEEP LEARNING</a>		

# Religion Learning Concept Map

## God's Presence and Action

Year 1

### DEEP LEARNING

**Make connections** to personal experience to **explain** ways of living in accordance with God's plan for creation.

**Describe** God's presence and action in the lives of individuals and communities.

**Identify** the nature of Jesus' mission and ministry.

**Recognise** the significance of prayer in Jesus' life and in the lives of believers.

### SURFACE LEARNING

*Communicate stories from some Old Testament texts that describe God's presence and action in the lives of individuals and communities.*

*Identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.*

*Participate with respect in a variety of personal and communal prayer experiences including Grace and the Hail Mary and meditative prayer practices especially closing eyes and praying with beads and music.*

*Recognise ways in which believers past and present honour Mary, the Mother of Jesus including praying the Hail Mary.*

*Identify how people live safely and happily in community and in loving relationship with God.*

*Explain how people can responsibly use God's gift of freedom to make choices to care for all creation.*

*Explain how people can responsibly use God's gift of freedom to make choices to show respect for the dignity and natural rights of all people.*

*Identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.*

*Describe some aspects of Jewish daily life at the time of Jesus.*



# Scripture

<b>Biblical themes:</b> care for creation, the symbolism of water, Jewish life and practice, discipleship, prayer.	
<b>Bible people:</b> Abraham and Sarah, Noah, Moses, Jesus, family of Jesus, John the Baptist, Zechariah	
<b>Bible text types:</b> Sacred myths, covenant stories, poetry / song, narratives, Gospels.	
<b>CORE TEXTS</b>	<b>COMPLEMENTARY TEXTS</b>
<b>Exploring and expanding our understanding of stories of creation (explicit connections to CLMF3, CLMJ2, BEHE1)</b>	
<i>The story of the creation of humanity in Genesis - Genesis 1:26-27; 2:4b-8; 15-23</i> <i>A song about creation - Psalm 136:1-16</i> <i>Jesus' teaching about creation (how we treat people) - Matthew 7:12; Luke 6:31</i>	<i>The Lord has forsaken me - Isaiah 49:14-16</i> <i>God has individually created each of us and will never forget us. God is always present in our lives. -Psalm 139: 13--16</i>
<b>Stories of Old Testament people that show God's presence and action in the lives of people. (explicit connections to STOT3, STCW2)</b>	
<i>The story of Noah:</i> <i>A story of re-creation - Genesis 6:13-9:1</i> <i>The story of Moses :</i> <i>The birth of Moses - Exodus 2:1-10</i> <i>The call of Moses and Moses' relationship with God - Exodus 3:1-17 The crossing of the sea of reeds - Exodus 14:10-31</i>	<i>The story of Miriam who is described as a prophet and leader of the people - <b>Exodus 15:19-21</b></i>
<b>Sacraments of Baptism and Eucharist (explicit connections to STNT3, CHLS2)</b>	
<i>The baptism of Jesus (introduction to John the Baptist)</i> <i>Mark 1:9--11 Matthew 3:13--17</i> <i>The Last Supper</i> <i>Mark 14:22--25; Luke 22:14-20</i>	<i>The baptism of Jesus</i> <i>Luke 3:21--22</i> <i>The Last Supper</i> <i>Matthew 26:26--30</i>
<b>Jesus' mission and ministry (explicit connections to BETR 3, STNT3)</b>	
<i>The call of Peter, Andrew, James and John</i> <i>Matthew 4:18--22</i> <i>Mark 3:13--19</i>	<i>Jesus ministers and heals - Matthew 4:23-25 Matthew8:14-17 Matthew9:2-8</i> <i>Matthew 14:13-21 Luke 5:17-26 Luke 4:38-41</i>
<b>Jewish daily life in the time of Jesus (explicit connections to STNT3, BEWR2, CLPS3)</b>	
<i>Jesus as a Jewish person</i> <i>Luke 4:16-21</i> <i>Jesus prayed and taught others to pray</i> <i>Luke 11:1-4</i> <i>Jesus and his family celebrating the Passover in Jerusalem</i> <i>Luke 2:41-47</i> <i>Jesus and the Apostles celebrating Passover</i> <i>Matthew 26:17-19</i>	<i>Jesus' Presentation in the Temple</i> <i>Luke 2:22-24</i> <i>Jesus and his disciples celebrating the Festival of the Booths</i> <i>John 7: 2-8</i> <i>Jesus teaches, heals and calls others to discipleship</i> <i>Matthew 9:35-38</i>
<b>Believers honour Mary, the mother of Jesus (explicit connections to CLPS4, STNT3)</b>	
<i>Annunciation to Mary</i> <i>Luke 1:26-28</i> <i>Mary visits Elizabeth (introduction to Zechariah)</i> <i>Luke 1:39-42</i>	<i>Finding Jesus in Temple</i> <i>Luke 2:41-52</i> <i>Simeon and Anna</i> <i>Luke 2:25-35; Luke 2:36-38</i>

Week 1	LEARNING EXPERIENCES & HIGH IMPACT TEACHING STRATEGIES			Resources
<b>LESSON 1 - Noah - Read the story – simple retell (draw a picture of the story)</b> <u>LEARNING INTENTIONS:</u> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <u>Success criteria:</u> I can retell Noah’s story.	WHOLE	PART	WHOLE	Resources
	Go through LI and SC.  Introduce Noah – give background information. Explain that today we will be reading Noah’s story and retelling it using a craft.  Read through the story as a class.  Model how to make the ark craft and use it to retell the story.	Allow students time to make their own ark craft and use it to retell the story.	Come back together as a class and share retells – did we meet the LI and SC.	<b>003 Noah’s story</b>
<u>SPECIFIC ADJUSTMENTS</u>				

<b>LESSON 2 - Moses - Read the story – simple retell</b> <b>INTENTIONS:</b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b>Success criteria:</b> I can retell Moses’ story.	<b>WHOLE</b>  Go through LI and SC.  Introduce Moses – give background information. Explain that today we will be reading Moses’ story and retelling it with a picture.  Read through the story as a class.  Model how to draw a picture from the story.	<b>PART</b>  Allow students time to make draw their own picture from a section of the story.	<b>WHOLE</b>  Come back together as a class and share retells – did we meet the LI and SC.	<b>Resources</b>
<b>SPECIFIC ADJUSTMENTS</b>				
<b>LESSON 3</b> <b>LEARNING INTENTIONS:</b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b>Success criteria:</b> I can describe what happened to Noah  I can describe where God was in the story	<b>WHOLE</b>  Go through LI and SC.  Recap story of Noah. Explain that for their assessment, students will be retelling each story using puppets and then answering questions about the stories.  Introduce first question and discuss – what happened to Noah in the story?  Introduce second question and discuss – Where was God in that story? What did God do?  Model drawing a picture of what happened to Noah and where God was in the story.	<b>PART</b>  Allow students time to draw a picture of what happened to Noah and where God was in the story.	<b>WHOLE</b>  Come back and share. Did we achieve the LI and SC?	<b>Resources</b>
<b>SPECIFIC ADJUSTMENTS</b>				
<b>LESSON 4</b> <b>LEARNING INTENTIONS:</b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b>Success criteria:</b> I can describe what happened to Moses  I can describe where God was in the story	<b>WHOLE</b>  Go through LI and SC.  Recap story of Moses. Explain that for their assessment, students will be retelling each story using puppets and then answering questions about the stories.  Introduce first question and discuss – what happened to Moses in the story?  Introduce second question and discuss – Where was God in that story? What did God do?  Model drawing a picture of what happened to Noah and where God was in the story.	<b>PART</b>  Allow students time to draw a picture of what happened to Moses and where God was in the story.	<b>WHOLE</b>  Come back and share. Did we achieve the LI and SC?	<b>Resources</b>
<b>SPECIFIC ADJUSTMENTS</b>				

<b>LESSON 5</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b><u>Success criteria:</u></b> I can describe God’s actions in the story of Noah  I can describe where God was in the story	<b>WHOLE</b>  Go through LI and SC.  Recap story of Noah. Explain that for their assessment, students will be retelling each story using puppets and then answering questions about the stories.  Introduce third question and discuss – Where was God in the story and how did that affect Noah?  Introduce fourth question and discuss – How is your relationship with God similar to Noah?  Model drawing a picture of how God affected Noah in the story	<b>PART</b>  Allow students time to draw a picture of how God affected Noah in the story.	<b>WHOLE</b>  Come back and share. Did we achieve the LI and SC?	<b>Resources</b>
<b><u>SPECIFIC ADJUSTMENTS</u></b>				
<b>LESSON 6</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b><u>Success criteria:</u></b> I can describe God’s actions in  I can describe where God was in the story	<b>WHOLE</b>  Go through LI and SC.  Recap story of Moses. Explain that for their assessment, students will be retelling each story using puppets and then answering questions about the stories.  Introduce third question and discuss – Where was God in the story and how did that affect Moses?  Introduce fourth question and discuss – How is your relationship with God similar to Moses?  Model drawing a picture of how God affected Moses in the story	<b>PART</b>  Allow students time to draw a picture of how God affected Moses in the story.	<b>WHOLE</b>  Come back and share. Did we achieve the LI and SC?	<b>Resources</b>
<b><u>SPECIFIC ADJUSTMENTS</u></b>				
<b>LESSON 7 - Assessment</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b><u>Success criteria:</u></b> I can retell either the story of Noah or Moses’ story	<b>WHOLE</b>  Go through LI and SC.  Explain that today students will be working as a group to make their puppets and practice retelling their story. Remind students of puppets they have made throughout the year and what their puppets might look like.  Remind students of group work expectations.	<b>PART</b>  Place students into small groups and allow them time to choose their story, make their puppets and then practice telling the story.	<b>WHOLE</b>  Come back together as a class and touch base with each group about whether they are ready to present their story or need more time.	<b>Resources</b>
<b><u>SPECIFIC ADJUSTMENTS</u></b>				

<b>LESSON 8 - Assessment</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b><u>Success criteria:</u></b> I can retell either the story of Noah or Moses’ story	<b>WHOLE</b>	<b>PART</b>	<b>WHOLE</b>	<b>Resources</b>
	Go through LI and SC. Explain that today students are going to present their story with their group members. Go through expectations of audience and group members presenting.  Set up stage area in classroom.	Record each group presenting their retell of the story chosen.	Come back together as a class and discuss – did we meet the LI and SC	
<b><u>SPECIFIC ADJUSTMENTS</u></b>				
<b>LESSON 9 - Assessment</b> <b><u>LEARNING INTENTIONS:</u></b> I am learning to retell stories from the Bible.  I am learning to describe God’s actions with the characters in Bible stories.  <b><u>Success criteria:</u></b> I can answer questions about God’s actions in the story I retold	<b>WHOLE</b>	<b>PART</b>	<b>WHOLE</b>	<b>Resources</b>
	Go through LI and SC. Explain that today students will be watching the videos back and then each group will be interviewed with the questions learnt throughout the unit.	Watch the videos one at a time and then ask each group the assessment questions. Record anecdotal notes about students answers.	Come back together as a class and discuss – did we meet the LI and SC	
<b><u>SPECIFIC ADJUSTMENTS</u></b>				

# Appendix – Assessment Task & Student Friendly Rubrics

## Year 6

**Task 1:** Success criteria: I can **explain** the actions of the Holy Spirit through an artwork. Accompanied by an explanation of how my artwork relates to the **actions** of the Holy Spirit.

To create your artwork, you need to:

1. Plan your artwork in your religion books and annotate to show what materials you are going to use.
2. Write a draft explanation of how your artwork relates to the actions of the Holy Spirit.
3. Hand up to the teacher to be marked.
4. Make any changes or adaptations recommended by the teacher if you need to.
5. Begin your final copy.

**Task 2:** Success criteria: I can **analyse** information to write a character profile on a chosen Australian Catholic Christian. Choose your Catholic from the list below.

Australian Catholic Christians:

- Sister Finbarr
- Archbishop James Duhig
- Mary Mackillop
- Donna Mulhern
- Father Tenneson Woods
- Archbishop Mannix
- Father OSHEA
- Matthew Hayden

The following research questions are examples you can use but you may also come up with your own:

1. What is the background of your chosen person?
2. What do they believe in?
3. Why do people look up to them?
4. What is their story?

- **Task 1:** Success criteria: I can **explain** the actions of the Holy Spirit through an artwork including an explanation of how my artwork relates to the **actions** of the Holy Spirit.
- **Task 2:** Success criteria: I can **analyse** information to write a character profile on a chosen Australian Catholic Christian.

Well above standard	Above standard	At year level standard	Below standard	Well below standard
I can extensively with evidence explain the action of the Holy Spirit in the lives of believers	I can in detail explain the action of the Holy Spirit in the lives of believers.	I can explain the action of the Holy Spirit in the lives of believers.	I can through a limited explanation explain the actions of the Holy spirit in the lives of believers.	I can with support explain some of the actions of the Holy Spirit in the lives of believers.
I can analyse and select key information from a variety of texts including the New Testament texts.	I can analyse information from a variety of texts including the New Testament.	I can analyse information from a variety of texts.	I can with support analyse information from a variety of texts.	I can with support make a disjointed analyses of information from a variety of texts.
I can through investigation succinctly explain and use evidence to describe the lives and wisdom of a chosen Australian Catholic Christian.	I can through investigation succinctly explain the lives and wisdom of a chosen Australian Catholic Christian.	I can investigate the lives and wisdom of a chosen Australian Catholic Christian.	I can with support investigate the lives of wisdom of a chosen Australian Catholic Christian.	I can with extensive support and direction can investigate the lives of wisdom of a chosen Australian Catholic Christian.

# Year One

Name:

Religion

Cycle 1

Term 1

Well Above	Above	Expected	Below	Well Below
<p>I <b>carefully consider</b> and <b>purposefully</b> describe <b>multiple</b> ways in which believers live according to Jesus' new commandment of charity (love) in <b>all</b> the following environments:</p> <ul style="list-style-type: none"> <li>• At home</li> <li>• At school</li> <li>• In the community</li> </ul>	<p>I <b>describe multiple</b> ways in which believers live according to Jesus' new commandment of charity (love) in <b>more than one</b> of the following environments:</p> <ul style="list-style-type: none"> <li>• At home</li> <li>• At school</li> <li>• In the community</li> </ul>	<p>I <b>describe</b> ways in which believers live according to Jesus' new commandment of charity (love) in <b>one</b> of the following environments:</p> <ul style="list-style-type: none"> <li>• At home</li> <li>• At school</li> <li>• In the community</li> </ul>	<p><b>With assistance, I describe</b> ways in which believers live according to Jesus' new commandment of charity (love) in one of the following environments.</p> <ul style="list-style-type: none"> <li>• At home</li> <li>• At school</li> <li>• In the community</li> </ul>	<p><b>I am still learning</b> to describe ways in which believers live according to Jesus' new commandment of charity (love).</p>
<p>I can collaboratively plan a thoughtful parable, which clearly reflects Jesus' commandment of love</p> <p>I can clearly explain how my parable reflects Jesus' commandment of love</p>	<p>I can participate in group discussions and initiate discussions</p> <p>I can collaboratively plan a well thought out parable story that reflect Jesus' commandment of love</p> <p>I can explain how my parable reflects Jesus' commandment of love</p>	<p>I can participate in group discussions</p> <p>I collaboratively plan a parable story that reflects Jesus' commandment of love</p>	<p>I am starting to participate in group discussions</p> <p>I collaboratively plan a draft parable that is starting to reflect Jesus' commandment of love</p>	<p>I do not participate in group discussions</p> <p>I collaboratively plan a parable that does not reflect Jesus' commandment of love</p>

## Appendix – Behaviour Matrix



**St Mary's**  
Catholic Primary School

# BEHAVIOUR MATRIX

RULES	SCHOOL WIDE	LEARNING SPACES	TRANSITION: BEF, DUR, AFT	BREAK TIMES	TOILETS	CHURCH AND GATHERINGS
<b>I am Safe</b>	Be sun safe Follow teacher's instructions Use equipment appropriately Be in the right place at the right time Keep your hands and feet to yourself	Move and sit safely Use equipment appropriately Keep your hands and feet to your self	Walk quietly and sensibly Wait in designated areas quietly and sensibly Cross only at the crossing	Play in the correct areas Sit while eating your own food Use equipment appropriately Hat = Play	Use soap and water appropriately Walking only Only one person in a cubicle In – Do – Out	Move about safely and sensibly Listen to teacher directions Walk respectfully to church on footpath
<b>I am a Learner</b>	Be prepared Be persistent and resilient Celebrate success Show respect to all Care for our environment and property	Actively participate Set, know and work towards your goals Accept and act on feedback Support others	Be prepared for learning Be in the right place at the right time Return all equipment	Learn and play by the rules Cooperate with others	In – Do – Out	Engage fully in all celebrations Actively listen Participate in singing and prayer responses
<b>I am Respectful</b>	Wear uniform with pride Speak to please Everyone has the right to learn Represent your school with pride	Listen Follow the adult instruction Cooperate with, encourage and include others Accept differences	Be seated in the covered area before school Be courteous to others Be in the right place at the right time Walk quietly around the school	Play by the rules Focus on me Include others Respect the environment and equipment	In – Do – Out Respect the privacy of others Be hygienic Keep toilets clean and tidy	Be authentically reverent Participate Be mindful of others

## Appendix – Steps of Mercy: Relationship Restoration Process

