

# YEAR 1 – SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION



Year Level Description		Achievement Standard		
<p><b>In Year 1</b>, students explore the Christian teaching that all people are created in God's own image, with dignity and natural rights. They learn about living in accordance with God's plan for all creation: living safely and happily in community and in loving relationship with God, with a responsibility to care for all creation and using God's gift of freedom to make choices responsibly. They engage with a variety of Old Testament texts to learn about God's presence in the lives of individuals and communities and make connections to their own experiences. They explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. They learn about the different roles in the local parish community. Students learn about the nature of Jesus' mission and ministry. They explore aspects of Jewish daily life at the time of Jesus. They listen to, view and read accounts from different Gospels of key events, places and characters in the life of Jesus and explore similarities and differences in these accounts. They explore the many ways in which Mary, Mother of Jesus, is honoured by Christians past and present and develop their understanding of the Hail Mary, a Catholic prayer honouring Mary. Students understand that prayer was an important part of Jesus' life and is important in the lives of believers. They continue to learn about ways in which believers pray, either alone or with others.</p>		<p><b>By the end of Year 1</b>, students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose. They relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They describe some aspects of Jewish daily life at the time of Jesus. They recognise some ways in which believers past and present honour Mary, Mother of Jesus, including praying the Hail Mary. They recognise the significance of prayer in Jesus' life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer, Grace and the Hail Mary.</p>		
	TERM/UNIT 1	TERM/UNIT 2	TERM/UNIT 3	TERM/UNIT 4
TOPIC/FOCUS/INQUIRY	<p>Created in God's Image <b>How are we created in the image of God?</b> Lent/Easter</p>	<p>Church and Sacrament <b>How does Jesus call people to follow him?</b></p>	<p>God's Presence <b>How do I know God is present in my life?</b></p>	<p>Hail Mary <b>How Do Believers Pray?</b> Advent/Christmas Stories</p>
CORE CONTENT	<p>God created human beings in God's own image, in order to form a loving relationship with them. God's plan is that people help each other to live safely and happily in community. BEHE 1</p> <p>Based in Scripture, the Church teaches that all people are created in the image of God. The Church teaches that all people have dignity and natural rights and deserve respect, regardless of their religious, social or ethnic background. CLMJ 2</p> <p>Christians believe God is creator and sustainer of life and all people have a responsibility to care for creation. Morality is about living in accordance with God's plan for creation. God's gift of the freedom to make choices is to be used responsibly. CLMF 3</p> <p>Jesus prayed regularly and taught others how to pray. Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including Marian prayer, nurtures the spiritual life of believers. CLPS 3</p> <p>The Gospels of Matthew, Mark, Luke and John provide particular insights <b>into the life</b> and teaching of Jesus. STNT 3</p>	<p>Sacraments are sacred actions of the Church through which God is present. In the Sacraments of Baptism and Eucharist, words, actions and symbols are used to communicate God's presence and action. CHLS 2</p> <p>Within a local parish community there are many different roles (e.g. priest, parishioner, liturgical ministries such as musicians and altar servers; parish groups such as family groups and prayer groups; parish ministries such as St Vincent de Paul and youth worker). CHPG 2</p> <p>Jesus prayed regularly and taught others how to pray. Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including Marian prayer, nurtures the spiritual life of believers. CLPS 3</p> <p>Jesus called people, including 'the twelve', to share in his mission and ministry. BETR 3</p> <p>The Gospels of Matthew, Mark, Luke and John provide particular insights into the life and teaching of Jesus. STNT 3</p>	<p>The wisdom of some Old Testament stories (e.g. Moses, Abraham, Noah, Joseph, Ruth, Jeremiah) helps people understand God's presence in the lives of individuals and communities. STCW2</p> <p>For Christians, the Bible is a sacred book. The Old Testament describes how the people of Israel have reflected on God's presence in their lives. STOT3</p> <p>Jesus participated in the life of the Jewish community. BEWR 2</p> <p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including closing eyes, and praying with beads and music) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'. CLPS5</p>	<p>Jesus prayed regularly and taught others how to pray. Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including Marian prayer, nurtures the spiritual life of believers. CLPS 3</p> <p>Mary, Mother of Jesus, has been honoured in many ways by Christians both past and present (e.g. prayer, images, music). The Hail Mary is a Catholic prayer, using words of scripture (Luke 1:26-28; Luke 1:39-42) and developed over a long period of time. CLPS 4</p> <p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including closing eyes, and praying with beads and music) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'. CLPS 5</p> <p>The Gospels of Matthew, Mark, Luke and John provide particular insights into <b>the life</b> and teaching <b>of Jesus</b>. STNT 3</p>

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<b>MANDATED SCRIPTURE</b>	<p>Second Creation story Genesis 2:4b-8 15-23</p> <p>Passover Matthew 26:17-19</p> <p>The Last Supper Mark 14:22-25</p>	<p>The baptism of Jesus Mark 1:9-11</p> <p>Jesus calls Peter, Andrew, James and John Matthew 4:18-22</p> <p>Calling the Twelve Mark 3:13-19</p>	<p>Moses Exodus 3:8-17</p> <p>Second Creation story Genesis 2:4b-8 15-23</p> <p>Noah: a story of re-creation Genesis 6:13-9:1</p>	<p>Lost in the Temple Luke 2:41-47</p> <p>Annunciations to Mary Luke 1:26-28</p> <p>Mary visits Elizabeth Luke 1:39-42</p>
<b>EXPLICIT PRAYER</b>	<p>Amen/Sign of the Cross (Revise)</p> <p>Grace</p> <p>Meditative Practices</p>	<p>Amen</p> <p>Sign of the Cross</p> <p>Grace</p>	<p>Amen</p> <p>Sign of the Cross</p> <p>Grace</p> <p>Meditative Practices</p>	<p>Amen</p> <p>Sign of the Cross</p> <p>Hail Mary</p> <p>Meditative Practices</p>
<b>(Optional) Supplementary Scripture</b>				<p>Finding Jesus in Temple Luke 2:41-52</p>
<b>RLOS</b>	<p>Providing opportunities for students to explore God's presence through art and other media (e.g. engage an artist-in-residence, hold an exhibition of students' religious artwork) ICS1.4</p> <p>Identifying and using scriptural texts to promote and support the Christian values of the school EFG3.1</p> <p>Identifying appropriate times and occasions for different forms (e.g. prayers of praise, intercessions) and expressions (e.g. vocal, meditative, contemplative) of prayer PWP1.2</p> <p>Involving students in creation of prayers for use in school celebrations PWP2.5</p> <p>Establishing a culture and climate that values and emphasises a sense of the sacred during communal prayer times PWP2.6</p> <p>Making effective use of the arts (dance, Drama, Media Arts, Music, Visual Arts) to enhance prayer experiences PWP2.9</p> <p>Engaging with local environmental projects as parts of the curriculum SJA2.3</p>	<p>Identifying appropriate times and occasions for different forms (e.g. prayers of praise, intercessions) and expressions (e.g. vocal, meditative, contemplative) of prayer PWP1.2</p> <p>Communicating to the school community information about parish and Archdiocesan events (e.g. Mass times, Sacramental programs, youth initiatives, faith development programs) EFW4.2</p> <p>Inviting clergy and parish staff to participate in the everyday and significant events of the school EFW3.1</p>	<p>Providing opportunities for students to explore God's presence through art and other media (e.g. engage an artist-in-residence, hold an exhibition of students' religious artwork) ICS1.4</p> <p>Establishing a culture and climate that values and emphasises a sense of the sacred during communal prayer times PWP2.6</p> <p>Identifying appropriate times and occasions for different forms (e.g. prayers of praise, intercessions) and expressions (e.g. vocal, meditative, contemplative) of prayer PWP1.2</p>	<p>Engaging students in the prayerful use of local prayer sites, sacred spaces, and physical structures (e.g. labyrinths, peace gardens, local parish church) ICS1.1</p> <p>Establishing practices and procedures for movement from secular psychological space to a readiness for prayer and celebrations (e.g. use of bells, chimes, silence, ritual actions) ICS2.3</p> <p>Identifying and sourcing suitable resources for creating an aesthetic environment for liturgy and ritual (e.g. music, symbols, materials, artefacts, images) ICS3.3</p> <p>Identifying appropriate times and occasions for different forms (e.g. prayers of praise, intercessions) and expressions (e.g. vocal, meditative, contemplative) of prayer PWP1.2</p> <p>Establishing a culture and climate that values and emphasises a sense of the sacred during communal prayer times PWP2.6</p>

**REFLECTIONS – EVALUATION - RECOMMENDATIONS for Adjustments**

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