

# YEAR 3 - SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION



Year Level Description		Achievement Standard		
<p><b>In Year 3</b>, students develop their understanding of God’s relationship with people as individuals and as community, and the presence and action of God in daily life experiences, as they engage with a variety of texts (including key stories from the Torah, images of God used in Old Testament texts, and the wisdom of prayers attributed to the saints). They develop an appreciation of the order and harmony of creation. They learn about the cultural contexts in which the Gospels were written and the text types used in the New Testament to develop their understanding of the life and teaching of Jesus and the Christian belief that Jesus is the Messiah.</p> <p>Students develop an appreciation of the Scriptures as a basis for Christian moral living, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They develop an appreciation of the collaboration of clergy, religious and laity as they learn about significant features of a parish and diocese, past and present. They learn about the significance of the Sacraments of Initiation (Baptism, Confirmation, Eucharist) for the Church community. They investigate prayers of thanksgiving and prayers of praise, including psalms and doxologies, to facilitate an appreciation of the significance of these forms of prayer for Christians.</p>		<p><b>By the end of Year 3</b>, students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God’s relationship with people as individuals and communities; God’s presence and action in daily life experiences; and the order and harmony in God’s creation. They locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. They identify prayers of thanksgiving and prayers of praise, including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.</p>		
	TERM / UNIT 1	TERM / UNIT 2	TERM / UNIT 3	TERM / UNIT 4
TOPIC/FOCUS/INQUIRY	<p>Jesus’ Life As a Model <b>How can Jesus’ teaching guide my life?</b></p>	<p>The Parish Community <b>How is St Matthew’s Parish part of a welcoming Church?</b></p>	<p>Remembering the Heroes from the Past <b>What’s so super about heroes?</b></p>	<p>God of all Creation <b>How do we know what God is like?</b> <b>Advent/Christmas</b></p>
CORE CONTENT	<p>A knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus. STNT 7</p> <p>The New Testament is a collection of text types (e.g. Gospels, the Acts of the Apostles, letters, other apostolic writings) which differ, depending on the intention and context of the human author. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). STNT 8</p> <p>Christians believe that Jesus is the Messiah and this is revealed through his presence and in his words, deeds and encounters with others. BETR 5</p> <p>The Scriptures provide a foundation for moral living, specifically the Decalogue, <b>Beatitudes</b> and the fruits of the Spirit. The Decalogue (Ten Commandments) is a guide for making moral decisions. Jesus’ teaching in the Beatitudes provides a basis for Christian morality. It does not abolish the Decalogue but fulfils it, making clearer what is required of one who loves God. The fruits of the Spirit enable Christians to live a moral life. CLMF 6</p> <p>Jesus’ great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message <b>in Scripture</b> (including Luke 4:16-21) and church teaching. CLMJ 4</p>	<p>Through the Sacraments of Initiation (Baptism, Confirmation and Eucharist), people become members of the Body of Christ, the Church community, and receive strength for the journey of life. Baptism is the first of the Sacraments of Initiation. In the Sacrament of Confirmation, words, actions and symbols are used to communicate God’s presence and action.</p> <p>Eucharist completes Christian initiation and provides nourishment for the spiritual life of believers. CHLS 4</p> <p>A diocese is a particular community of parishes usually within a defined geographical boundary under the leadership of the bishop. CHPG 4</p> <p>Each parish is an important part of a diocese. An understanding of the history of a parish assists in exploring the history of the diocese to which it belongs. Part of this history is the story of the collaboration of the clergy, religious and laity so that people can hear the Gospel and know Jesus. CHCH2</p> <p>Jesus’ great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture (including Luke 4:16-21) <b>and church teaching.</b> CLMJ 4</p>	<p>Each parish is an important part of a diocese. <b>An understanding of the history of a parish assists in exploring the history of the diocese to which it belongs.</b> Part of this history is the story of the collaboration of the clergy, religious and laity so that people can hear the Gospel and know Jesus. CHCH2</p> <p>The wisdom of prayers attributed to the saints (e.g. The Deer’s Cry/Breastplate of St Patrick) helps one understand God’s relationship with people as individuals and as community. STCW 4</p> <p>The Jewish people have a special relationship with God. This relationship is revealed through the stories, people and events recorded in the Torah, or written law. BEWR 4</p> <p>The Scriptures provide a foundation for moral living, specifically the <b>Decalogue</b>, Beatitudes and the fruits of the Spirit. The Decalogue (Ten Commandments) is a guide for making moral decisions. Jesus’ teaching in the Beatitudes provides a basis for Christian morality. It does not abolish the Decalogue but fulfils it, making clearer what is required of one who loves God. The fruits of the Spirit enable Christians to live a moral life. CLMF 6</p> <p>In the Christian tradition, essential forms of prayer, including prayers of thanksgiving and prayers of praise, nurture the spiritual life of believers.</p>	<p>Old Testament scriptures, including Isaiah 49:15- 16, use many different images to portray God (e.g. fire, rain, potter, mother, refuge, sanctuary, lover).</p> <p>The Psalms are used in prayer, especially in praise of and thanksgiving to God. STOT6</p> <p>Christians believe that order and harmony arise from the diversity and interdependence of creation. BEHE 3</p> <p>In the Christian tradition, essential forms of prayer, including prayers of thanksgiving and prayers of praise, nurture the spiritual life of believers.</p> <p>For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. There are many examples of prayers of praise and thanksgiving in the Christian tradition, such as: psalms of praise and thanksgiving; words of praise and thanksgiving from Paul’s letters; and doxologies, including Glory to the Father [Glory Be]. CLPS 8</p> <p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including guided meditation and mindful listening) that help believers prepare the body and the mind for meditative prayer and engage in the ‘work of meditation’. CLPS 9</p>

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	Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including guided meditation and mindful listening) that help believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'. CLPS 9	For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. There are many examples of prayers of praise and thanksgiving in the Christian tradition, such as: psalms of praise and thanksgiving; words of praise and thanksgiving from Paul's letters; and doxologies, including Glory to the Father [Glory Be]. CLPS 8	For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. There are many examples of prayers of praise and thanksgiving in the Christian tradition, such as: psalms of praise and thanksgiving; words of praise and thanksgiving from Paul's letters; and doxologies, including Glory to the Father [Glory Be]. CLPS 8	
<b>MANDATED SCRIPTURE</b>	The Beatitudes Matthew 5:3-11 Luke 6:20-26 The birth of Jesus the Messiah Matthew 1:18-2:12	Jesus' Mission Luke 4:16-21	God's Promise to Jacob Genesis 28:10-22  "I will never forget you" Isaiah 49:15-16	Psalms 23 Psalm 28;1, 6-9 The birth of Jesus the Messiah Matthew 1:18-2:12
<b>EXPLICIT PRAYER</b>	Revise: Sign of the Cross, Amen. Hail Mary Grace. Teach: Meditative Prayer- mindful listening	Revise: Sign of the Cross, Amen. Hail Mary Grace. Teach: Glory Be	Revise: Sign of the Cross, Amen. Hail Mary Grace. Glory Be	Prayers of Thanksgiving Prayers of Praise Meditative Practices- Guided meditation and mindful listening.
<b>(Optional) Supplementary Scripture</b>	John asks about the Messiah Matthew 11:1-5  Who do you say that I am? Matthew 16:13-20  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 What should I do with Jesus who is called the Messiah? Matthew 27:17-23  Let the Messiah come down from the cross Mark 15:32 Luke 23:35	Jesus' Great Commandment John 15:12-13; Matthew 7:12; Luke 6:31  Jesus' Mission Luke 7:18-23	The Ten Commandments Exodus 20:1-17 Deuteronomy 5:1-21  God's agreement with Moses and the people/Ten commandments Exodus 1:3-8 Exodus 20:1-17 Romans 13:8-10	Psalms of Praise Psalms 19, 65, 67, 100, 135, 145, 146, 147, 148, 150  Psalms of Thanksgiving Psalms 9:1-4, 138
<b>RLOS</b>	Encouraging peaceful and just relationships by providing opportunities for community members to regularly reflect on their attitudes and behaviours SJR1.4  Encouraging reflective processes that promote reconciliation (e.g. conflict resolution, restorative justice processes, mediation) SJR2.1	Encouraging and supporting student participation in parish, deanery or Archdiocesan liturgies and gatherings PWL2.4 (Catholic Education Week)  Seeking creative ways students may contribute to the enhancement of the church or sacred space in which a liturgy is to be celebrated PWL2.5  Supporting students and families engaged in sacramental preparation and celebration through recognition and prayer PWL3.2 Inviting clergy and parish staff to participate in	Inviting clergy and parish staff to participate in the everyday and significant events of the school EFW 3.1  Develop a community culture that is committed to reconciliation, quality relationships and promoting intercultural understanding. ICC 2.2  Promote a spirit of Christian hospitality and social courtesy to all visitors. ICC 3.2	Engaging with local environmental projects as parts of the curriculum SJA2.3  Teaching and using a variety of traditional prayers and devotions for individual and communal use (e.g. Our Father, Memorare, Glory Be, Rosary, Eucharistic Adoration) PWP1.1  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

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		<p>the everyday and significant events of the school EFW3.1</p>		<p>Establishing a culture and climate that values and emphasises a sense of the sacred during communal prayer times PWP2.6</p> <p>Providing opportunities for students to engage with different approaches to meditation (e.g. Christian meditation, Ignatian meditation, Lectio Divina, guided meditation) PWP3.2</p>
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**REFLECTIONS – EVALUATION - RECOMMENDATIONS for Adjustments**