



Our Lady of the Angels' Catholic Primary School, Wavell Heights

YEAR 6 SCOPE AND SEQUENCE – YEARLY OVERVIEW RELIGIOUS EDUCATION

| <p>In Year 6 The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.</p> <p>In Year 6, students are introduced to the Christian understanding of faith and the term 'communion of saints'. They develop their understanding of the many ways in which faith is lived out and celebrated in the lives of believers past and present. They learn about the contexts and key messages of some Old Testament prophets and the contribution of some key people (laity, religious and clergy) to the shaping of the Church in Australia (c. 1900 CE to present). They understand the significance of Jesus' New Law for the way believers live their faith, including an exploration of the spiritual and corporal works of mercy. They develop their understanding of the role of celebrations in the faith life of believers, including the commemoration of High Holy Days by Jewish believers and the Church's liturgical celebrations (including the Eucharist). They develop their understanding of prayer in the Christian tradition through an exploration of the Our Father, The Examen, and spiritual exercises including prayer journaling.</p> <p>They are introduced to the Church teaching that the Holy Spirit guided the formation of the New Testament. Using a range of biblical tools, they engage with a variety of Scriptural texts that describe Jesus' relationship with God the Father and with humanity, and proclaim Jesus as fulfilling all of God's promises in the Old Testament.</p> | | | <p>Achievement Standard (with 'deep learnings' identified in colour) By the end of Year 6, By the end of Year 6, students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.</p> <p>Students identify and describe many ways in which faith is lived out in the lives of believers, past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy. They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers, the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints'. They explain the significance of personal and communal prayer, (including the Our Father and The Examen), and the use of meditative prayer practices (including prayer journaling), for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experiences and meditative prayer practices.</p> | | | |
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| TOPIC/FOCUS | INQUIRY/ FERTILE QUESTION | ACHIEVEMENT STANDARD ASSESSED | CORE CONTENT | MANDATED SCRIPTURE / Sup. Text | EXPLICIT PRAYER | RLOS |
| Teaching Focus 1 | How can communities of believers celebrate their faith and tradition? | They identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers, the Church's liturgical year and the celebration of Eucharist. They demonstrate an understanding of the term 'communion of saints' | BEWR7 The faith of Jewish believers is shared and strengthened through the commemoration of High Holy Days (Leviticus 23: 1-44) including Rosh Hashanah, Yom Kippur, Pesah (Passover). CLMJ7 Spiritual and corporal works of mercy CHLS8 The word Eucharist means thanksgiving. The Mass is made up of the Liturgy of the Word and the Liturgy of the Eucharist; Paschal mystery are made present in the Eucharist through which believers are offered to share in the new life of Christ (1 Cor 10:16-17). Eucharist is memorial, sacrifice, prayer, nourishment and community; parts of the Mass (e.g. Introductory Rite, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, Concluding Rite). CHLS9 The Church's liturgical year is told through a framework of different seasons (Advent, Christmas, Lent, Easter, Pentecost, Ordinary Time), revealing the story of salvation and drawing inspiration from Jewish tradition. | Observance of High Holy Days (Leviticus 23: 1-44) Works of Mercy (Matthew 25: 31-46) Paschal Mystery (1 Cor 10:16-17) Institution of Eucharist (1 Corinthians 11: 23-26) | | Opening School Mass (ICE1.3) Whole School Sacred Time (PWP1) Classroom prayer rituals (PWP2) Whole School Visit from Presentation Sisters Presentation Charism/ Nano Icon Franciscan Charism Leadership Camp |



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| <p>Teaching Focus 2</p> | <p>How are the rituals and traditions of Holy Week informed by scripture?</p> | <p>Students identify ways in which faith is shared and strengthened in communities of believers, past and present. They participate respectfully in a variety of communal prayer experiences.</p> | <p>BEHE5 Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of the Eucharist</p> <p>STNT13 A range of biblical tools are used to assist in deepening awareness of New Testament texts.</p> | <p>The Lord's Prayer</p> | | <p>Ash Wednesday Liturgy (ICE1.3) Sacred Time Whole School(PWP1) Classroom Prayer Rituals (PWP2) Saint Patrick's Day 17th March (ICE1.3) Project Compassion through Lent(SJA1) Holy Week Liturgy, Stations of the Cross (ICE1.3)</p> |
| <p>Teaching Focus 3</p> | <p>How did early Australian Catholic's model the New Testament scriptures to develop a fair country?</p> | <p>Students analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians, 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).</p> | <p>CHPG7 'Communion of saints' is a term which describes the spiritual bond that exists, through Baptism.</p> <p><i>CHCH5 The Catholic Church in a developing Australian nation (c.1900 CE to present) Catholics helped form the new Australian nation.</i></p> <p>STCW7 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.</p> | <p>Scriptural foundations for the spiritual and corporal works of mercy (Matthew 25:31-46)</p> <p>Paul refers to believers as Saint's (Ephesians 1:1; 2:19; 3: 1-21)</p> <p>What did Jesus come to do? (Matthew 5: 17)</p> <p>Institution of Eucharist (1 Corinthians 11: 23-26)</p> | <p>The Examen</p> <ol style="list-style-type: none"> 1. Become aware of God's presence. 2. Review the day with gratitude. 3. Pay attention to your emotions. 4. Choose one feature of the day and pray from it. 5. Look toward tomorrow. | <p>Whole School Sacred Time (PWP1) Class prayer rituals (PWP2) Saint Paschal Feast day 17th May (ICE1.3) Praying with the monstrance Feast of Corpus Christie (ICEC1.3) Month of Mary/ Rosary – May (ICE1.3)</p> |



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| <p>Teaching Focus 4</p> | <p>In what ways can the Holy Spirit inform the spiritual life of believers?</p> | <p>Explain the action of the Holy Spirit in the lives of believers the use of meditative prayer practices (including prayer journaling), for the spiritual life of believers They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy</p> | <p>STNT14 The Church teaches that the Holy Spirit guided the formation of the New Testament and the whole of Scripture</p> <p>BEHE6 Christians believe that faith is a virtue freely gifted by God. Faith is a free and personal response to God that is lived out in the life of the believer, including Jairus' daughter (Matthew 9: 18-26//Mark 5:21-43//Luke 8: 40-49).</p> | <p>Faith as a gift of God: Jairus' daughter (Matthew 9: 18-26; Mark 5:21-43; Luke 8: 40-49)</p> | <p>Meditative prayers including journaling</p> | <p>Feast Day of Our Lady of the Angels' 2nd August (ICE1.3) Feast Day of Saint Mary MacKillop of the Cross 8th August (ICE1.3) St Vincent DePaul – Blankets of Love (SJA1) Sacred Time Whole School (PWP1) Classroom prayer rituals (PWP2) Catholic Education Week Whole School Mass (ICE1.3)</p> |
| <p>Teaching Focus 5</p> | <p>How has the understanding of 'God as Father' been informed by the proclamation of Jesus given by prophets and shared in Old Testament text?</p> | <p>They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament.</p> <p>They analyse the key messages and contexts of some Old Testament prophets. examine the spiritual and corporal works of mercy</p> | <p>BETR8 Jesus' relationship with God the Father and humanity is described in Scripture using a variety of titles and images (eg liberator, creator, Son of God, Son of Man, Messiah, Anointed One, Lamb of God, Bread of Life, Rabbi, Saviour).</p> <p>CLMF10 For Christians, the New Law as given by Jesus is a law of love, a law of grace and a law of freedom.</p> <p>STOT10 Key messages of Old Testament prophets are identified within their social, cultural and historical contexts.</p> <p>STNT15 Gospel writers use many images and titles for Jesus. The Gospels and other New Testament texts (including Matthew 16: 16-17, Acts 17: 2-3; Acts 1: 29-33, 36) proclaim Jesus as fulfilling all of God's promises in the Old Testament (including Messiah, Son of Man, and Saviour).</p> <p>STOT11 A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines) are used to assist in deepening awareness of Old Testament texts.</p> | <p>Different titles for Jesus: Call of Nathaniel and other disciples (John 1: 35-51) Jesus as Messiah, Son of Man and Saviour (Matthew 16: 16-17; Acts 17: 2-3; Acts 1: 29-33, 36)</p> <p>Jesus' new law (Matthew 5: 17)</p> <p>Old Testament prophets including Samuel (1 Samuel 3: 1-4:1a)</p> | | <p>Saint Francis Feast Day - 4th October (ICE1.3) Pet Mass (ICE1.4) Soctober – Catholic Mission (SJA1) Month of Mary/ Rosary – October (ICE1.3)</p> |
| <p>Teaching Focus 6</p> | <p>How can I develop personal prayer rituals and habits to support a spiritual journey in faith formation, through meditative and</p> | <p>They explain the significance of personal and communal prayer, (including the Our Father and The Examen), and the use of meditative prayer practices (including prayer journaling), for the spiritual life of believers. They participate respectfully in a</p> | <p>CLPS16 In response to the request of his followers "Lord, teach us to pray as you do", Jesus gave them the Our Father or the Lord's Prayer (Luke 11.1-13; Matthew 6.: 5-15). The origins of The Lord's Prayer are deeply rooted in the Jewish tradition. The Our Father is a central prayer in Christianity and an integral part of Catholic liturgy. Seven petitions are identified in The Lord's Prayer: 1. Hallowed be your name 2. Your kingdom come</p> | <p>Our Father or the Lord's Prayer (Luke 11.1-13; Matthew 6.: 5-15)</p> | <p>Meditative prayer including journaling</p> <p>The Examen St. Ignatius thought that the Examen was a gift that</p> | <p>Nano Nagle – Presentation Day 21st November (ICE1.3) Ningel Bread Day (SJA1) Whole School Sacred Time (PWP1) Classroom Prayer Rituals (PWP2)</p> |



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| | communal prayer practices? | variety of these personal and communal prayer experiences and meditative prayer practices. | <p>3. Your will be done on earth as it is in heaven 4. Give us this day our daily bread 5. Forgive us our trespasses as we forgive those who trespass against us 6. Lead us not into temptation 7. Deliver us from evil</p> <p>The first three petitions praise God. The remaining four petitions present to God the needs of believers.</p> <p>CLPS17 Meditative prayer uses silence and stillness to assist believers to listen and talk to God.</p> <p>Believers use a range of practices for preparing the body and the mind for Meditative Prayer and engaging in the 'work of meditation', including prayer journaling. (e.g. relaxing the body, centred breathing, attending to posture, being silent and still, recitation of mantras, closing eyes). The Examen is a meditative prayer practice in the Christian tradition.</p> | <p>The Examen:</p> <ol style="list-style-type: none"> 1. Become aware of God's presence. 2. Review the day with gratitude. 3. Pay attention to your emotions. 4. Choose one feature of the day and pray from it. 5. Look toward tomorrow. | <p>came directly from God, and that God wanted it to be shared as widely as possible. One of the few rules of prayer that Ignatius made for the Jesuit order was that Jesuits practice the Examen twice daily—at noon and at the end of the day. It's a habit that Jesuits, and many other Christians, practice to this day. - See more at: http://www.ignatianspirituality.com/ignatian-prayer/the-examen#sthash.tGikpfsy.dpuf</p> | <p>Leadership reflection day (Labyrinth, journal, mandala)</p> |
| Teaching Focus 7 (Gospel writers) | How did the Gospel writers shape their gospels to meet the needs of the time and their particular communities? | They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities | <p>STNT12 The contexts of the Gospel writers (e.g. purpose of the writer, time of writing, intended audience, point of view) shaped their Gospels. Compare and contrast parallel passages from the Gospels of Matthew and Luke including the Infancy Narratives (Luke 1: 26-38; Matthew 1: 18-25; Luke 2: 1-14; Luke 2: 15-20; Matthew 2: 1-12, Matthew 2: 13-15).</p> <p>STNT13 A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) is used to assist in deepening awareness of New Testament texts.</p> | <p>Gospels of Matthew and Luke including the Infancy Narratives (Luke 1: 26-38; Matthew 1: 18-25; Luke 2: 1-14; Luke 2: 15-20; Matthew 2: 1-12, Matthew 2: 13-15).</p> | | <p>Saint Vincent de Paul Christmas Hamper Appeal (SJA1) Sacred Time Whole School (PWP1) Classroom prayer rituals (PWP2) End of Primary School Mass (ICE1.3) End of Year Whole School Liturgy (PWL2.2) (ICE1.3) Advent 'Jesse Tree' Liturgy – Proclamation of Jesus in Scripture (ICE1.3) Sacred Singing – Christmas Carols (ICE1.3)</p> |



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| Teaching Focus 8 (Christmas) | How do the symbols of the Jesse Tree inform us about the Proclamation of Jesus? | They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the Old Testament. | <p>STOT10 Key messages of Old Testament prophets are identified within their social, cultural and historical contexts.</p> <p>STNT15 Gospel writers use many images and titles for Jesus. The Gospels and other New Testament texts (including Matthew 16: 16-17, Acts 17: 2-3; Acts 1: 29-33, 36) proclaim Jesus as fulfilling all of God's promises in the Old Testament (including Messiah, Son of Man, and Saviour).</p> <p>STOT11 A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines) are used to assist in deepening awareness of Old Testament texts.</p> | | | |
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REFLECTIONS – EVALUATION - RECOMMENDATIONS for Adjustments

- Review the use of scripture to align with the Achievement Standards as shown in the back of the RE Curriculum p 243-245