



Wynnum's Catholic learning community

Year 1 Religious Education Curriculum Scope & Sequence

In Year 1, students explore the Christian teaching that all people are created in God's own image, with dignity and natural rights. They learn about living in accordance with God's plan for all creation: living safely and happily in community and in loving relationship with God, with a responsibility to care for all creation, and using God's gift of freedom to make choices responsibly. They engage with a variety of Old Testament texts to learn about God's presence in the lives of individuals and communities, and make connections to their own experiences. They explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. They learn about the different roles in the local parish community.

Students learn about the nature of Jesus' mission and ministry. They explore aspects of Jewish daily life at the time of Jesus. They listen to, view and read accounts from different Gospels of key events, places and characters in the life of Jesus and explore similarities and differences in these accounts. They explore the many ways in which Mary, Mother of Jesus, is honoured by Christians past and present and develop their understanding of the Hail Mary, a Catholic prayer honouring Mary. Students understand that prayer was an important part of Jesus' life and is important in the lives of believers. They continue to learn about ways in which believers pray, either alone or with others.

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 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 the many ways in which believers, past and present, honour Mary, Mother of Jesus, including praying the Hail Mary. They recognise the significance of prayer in Jesus' life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and the Hail Mary.

Term 1

Living Safely and happily in Community and loving relationship with God

Term 2

*Life and Times of Jesus (Judaism)
What was life like for Jesus growing up in a Jewish family over 2000 years ago? What do the Gospels tell us about the life and times of Jesus?
Honouring Mary*

Term 3

God's Plan for Creation

Term 4

*Words, Actions and Symbols in Sacraments (Baptism and Eucharist)
Infancy Narratives
Roles in the local Parish*

<p style="text-align: center;"><u>RLOS</u></p> <p style="text-align: center;">VIRTUES VISIONING LENT & HOLY WEEK ST PATRICK</p>	<p style="text-align: center;"><u>RLOS</u></p> <p style="text-align: center;">VIRTUES PENTECOST SUNDAY ASCENSION OF JESUS</p>	<p style="text-align: center;"><u>RLOS</u></p> <p style="text-align: center;">VIRTUES ST MARY MACKILLOP ASSUMPTION OF MARY</p>	<p style="text-align: center;"><u>RLOS</u></p> <p style="text-align: center;">VIRTUES ST FRANCIS OF ASSISI ALL SAINTS' DAY ALL SOULS' DAY GUARDIAN ANGELS' DAY</p>
<p style="text-align: center;">BELIEFS Human Existence</p> <hr/> <p><i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i> Discuss ideas about God (including creator, forgiving, compassionate, caring, loving, and listening).</p> <p>Make a connection between their ideas of God (e.g. God is loving) and the way people live safely and happily in</p>	<p style="text-align: center;">SACRED TEXTS New Testament</p> <hr/> <p><i>Religious Knowledge and Deep Understanding</i> The Gospels of Matthew, Mark, Luke and John provide particular insights into the life and teaching of Jesus.</p> <p><i>Skills</i> Identify key events, places and characters in the life of Jesus as revealed in Gospel passages</p> <p>Identify similarities and differences between different Gospel accounts of key events, characters and teachings in the life of Jesus (e.g. birth, death, Jesus' family, Jesus' followers, meal stories, miracles).</p> <p style="text-align: center;">BELIEFS</p>	<p style="text-align: center;">SACRED TEXTS OLD TESTAMENT</p> <hr/> <p><i>Religious Knowledge and Deep Understanding</i> 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.</p> <p><i>Skills</i> Make connections between the lives of people in Old Testament stories, including Moses (Exodus 3:8-17), and the ways in which God was active in their lives.</p> <p style="text-align: center;">CHRISTIAN SPIRITUAL WRITINGS AND WISDOM</p> <hr/> <p><i>Religious Knowledge and Deep Understanding</i> The wisdom of some Old</p>	<p style="text-align: center;">SACRED TEXTS NEW TESTAMENT</p> <hr/> <p><i>Religious Knowledge and Deep Understanding</i> The Gospels of Matthew, Mark, Luke and John provide particular insights into the life and teaching of Jesus.</p> <p><i>Skills</i> Identify key events, places and characters in the life of Jesus as revealed in Gospel passages</p> <p>Identify similarities and differences between different Gospel accounts of key events, characters and teachings in the life of Jesus (e.g. birth, death, Jesus' family, Jesus' followers, meal stories, miracles).</p> <p style="text-align: center;">CHRISTIAN LIFE</p>

community (e.g. I/we can show love when I/we...).

CHRISTIAN LIFE Moral Formation

Religious Knowledge and Deep Understanding

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.

Skills

Make connections with personal experience when exploring Christian teaching about freedom to choose and how to use this freedom responsibly.

Mission and Justice

Religious Knowledge and Deep Understanding

Based in Scripture, the Church teaches that all

Trinity: God, Jesus the Christ, Spirit

Religious Knowledge and Deep Understanding

Jesus called people, including 'the twelve', to share in his mission and ministry.

Skills

Identify the nature of Jesus' mission and ministry (e.g. healing, teaching, forgiving)

Name key people in Gospel passages, including 'the twelve', whom Jesus called to share in his mission and ministry.

World Religions

Religious Knowledge and Deep Understanding

Jesus participated in the life of the Jewish community.

Skills

Explore and record some aspects of Jewish daily life at the time of Jesus (including meal times, leisure times, observing the Sabbath, praying, and food laws).

Testament stories (e.g. Moses, Abraham, Noah, Joseph, Ruth, Jeremiah) helps people understand God's presence in the lives of individuals and communities.

Skills

Make connections between important messages about God's presence in the lives of individuals and communities in some Old Testament stories and their own experiences.

BELIEFS

Human Existence

Skills

Identify and share the gifts God has given.

CHRISTIAN LIFE Moral Formation

Religious Knowledge and Deep Understanding

Christians believe God is creator and sustainer of life and all people

Prayer and Spirituality

Skills

Participate with respect in a variety of personal and communal prayer experiences, including Grace and Marian prayer.

CHURCH

Liturgy and Sacraments

Religious Knowledge and Deep Understanding

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.

Skills

Identify words, actions and symbols used in the Sacrament of Baptism to communicate God's presence and action (e.g. use of water, sign of the cross, anointing with oil, white garment, Baptismal promises, and candle).

Identify words, actions and symbols used in the Sacrament of

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.

Skills

Communicate a personal response to the Church teaching that all people are created in the image of God.

Make connections with personal experience when exploring Christian teaching about the dignity and natural rights of all people, regardless of their religious, social or ethnic background.

CHRISTIAN LIFE
Prayer and Spirituality

Religious Knowledge and Deep Understanding

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.

Skills

Describe and explain the significance of some occasions when believers gather as community to pray (e.g. school feast day, Baptism, Sunday Mass, funerals, weddings, school prayer assemblies and liturgical celebrations).

Participate with respect in a variety of personal and communal prayer experiences, including Grace and Marian prayer.

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.

Skills

Recognise literal and inferred meaning in sacred stories about creation, including the second creation story (Genesis 2: 4b-8, 15-23) and Noah: a story of re-creation (Genesis 6:13-9:1).

Make connections with personal experience when exploring Christian teaching about freedom to choose and how to use this freedom responsibly.

Prayer and Spirituality

Skills

Participate with respect in a variety of personal and communal prayer experiences, including Grace and Marian prayer.

Religious Knowledge and Deep Understanding

Mary, Mother of Jesus, has been

Eucharist to communicate God's presence and action (e.g. bread, wine, water, priest community gathered, table fellowship, the Word, sign of peace, sending forth).

People of God

Religious Knowledge and Deep Understanding

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).

Skills

Compare the different roles that people have in the local parish community.

		<p>honoured in many ways by Christians both past and present (e.g. prayer, images, and 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.</p> <p>Skills Identify ways believers past and present have honoured Mary. Communicate an understanding of the language, purpose and context of the Hail Mary.</p> <p>Religious Knowledge and Deep Understanding 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'.</p> <p>Skills Participate respectfully in meditative prayer. Identify and use practices and</p>	
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		spiritual exercises that assist them to prepare for and engage in meditative prayer.	
Mandated Scripture	Mandated Scripture	Mandated Scripture	Mandated Scripture
<ul style="list-style-type: none"> The Last Supper (Mark 14: 22-25); 	<p>Life in the Times of Jesus:</p> <ul style="list-style-type: none"> Lost in the Temple (Luke 2: 41-47); Passover (Matthew 26: 17-19) <p>Mary, Mother of Jesus:</p> <ul style="list-style-type: none"> Annunciation to Mary (Luke 1: 26-28); Mary visits Elizabeth (Luke 1: 39-42) 	<p>God's plan for Creation:</p> <ul style="list-style-type: none"> Genesis 2:4b-8, 15-23, Noah Genesis 6:13-19 <p>God's action in the lives of the Hebrew people:</p> <ul style="list-style-type: none"> Moses Exodus 3: 8-17 <p>Jesus calls Peter, Andrew, James and John:</p> <ul style="list-style-type: none"> Matthew 4:18-22 <p>Calling the Twelve:</p> <ul style="list-style-type: none"> Mark 3:13-19 	<p>The Last Supper:</p> <ul style="list-style-type: none"> Mark 14:22-25 <p>The baptism of Jesus:</p> <ul style="list-style-type: none"> Mark 1:9-11
Explicit Prayer	Explicit Prayer	Explicit Prayer	Explicit Prayer
<ul style="list-style-type: none"> Daily Angelus & School Prayer Grace Informal Prayers Meditative prayer practices including closing eyes, and praying with beads and music 	<ul style="list-style-type: none"> Daily Angelus & School Prayer Grace Informal Prayers Hail Mary Meditative prayer practices including closing eyes, and praying with beads and music 	<ul style="list-style-type: none"> Daily Angelus & School Prayer Grace Informal Prayers Hail Mary Meditative prayer practices including closing eyes, and praying with beads and music 	<ul style="list-style-type: none"> Daily Angelus & School Prayer Grace Informal Prayers Hail Mary Meditative prayer practices including closing eyes, and praying with beads and music

