



Wynnum's Catholic learning community

Year 2 Religious Education Curriculum Scope & Sequence

In Year 2, students learn about aspects of God's nature and God's relationship with people, as they engage with a variety of New Testament texts depicting the teachings and actions of Jesus, and Old Testament texts that describe God's relationship with the Jewish people. They explore contextual information about the first century Mediterranean world, to better appreciate the life and times of Jesus. They learn about Jesus' mission and ministry and explore ways in which Jesus' teachings and actions continue to guide the life of the Church community today. They explore, recognise and appreciate the history of a parish community as it is revealed in many ways.

Students learn about the sacredness of all creation, especially human life; the call to be co-creators and stewards of God's creation; and the responsibility to pursue peace and justice out of respect for human life and all creation. They develop their understanding of the loving relationship God unconditionally offers to people; and their understanding of sin, as evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. They explore ways in which believers seek to heal these relationships through reconciliation and prayer. They investigate ways in which believers celebrate reconciliation with God and with others in the Sacrament of Penance.

Students examine ways in which prayer and the wisdom of the saints help believers to nurture their loving relationships with God, with others and with all creation. They develop their understanding of prayer in the Christian tradition through an exploration of prayer for forgiveness (acts of contrition and Penitential Act) and meditative prayer.

By the end of Year 2, students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. They discuss their ideas about God's relationship with the Jewish people as described in some Old Testament 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 wisdom 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.

Term 1

On our Year 2 journey throughout the year – how can we show our love for God and for others?

Term 2

How can I build a world of peace and love?

Term 3

How do the stories about Jesus give meaning to our community today?

Term 4

How can we be stewards of God's creation?

<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 ANZAC DAY</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;">SACRED TEXTS OLD TESTAMENT</p> <p>Religious Knowledge and Deep Understanding The Church teaches that the Bible is an inspired account of God's self-revelation. The Old Testament describes God's relationship with the Jewish people. The Abraham and Sarah story is one example of how God relates with people (e.g. the call of Abraham and Sarah, Genesis 17: 1-8; 15-22).</p> <p>Skills Identify people, places, events and things in some Old Testament stories. Identify behaviours and actions in some Old</p>	<p style="text-align: center;">SACRED TEXTS OLD TESTAMENT</p> <p>Religious Knowledge and Deep Understanding The Bible is a library of books. It is made up of two parts: the Old Testament and the New Testament.</p> <p>Skills Identify some features of text organisation, namely the titles 'Old Testament' and 'New Testament' and the Table of Contents, to locate some of the books containing familiar Bible stories.</p> <p style="text-align: center;">NEW TESTAMENT</p> <p>Religious Knowledge and Deep Understanding The New Testament consists of 27 books that proclaim the life and teaching of Jesus and the early</p>	<p style="text-align: center;">CHURCH LITURGY & SACRAMENTS</p> <p>Religious Knowledge and Deep Understanding Forgiveness involves reconciliation with God and each other and restores broken relationships. In the Sacrament of Penance, believers celebrate reconciliation with God and each other. The Sacrament of Penance continues Jesus' healing ministry in the life of the community.</p> <p>Skills Identify and analyze scenarios from the Gospels and from life experience that involve restoring broken relationships (reconciliation). Recognise and record ways in</p>	<p style="text-align: center;">SACRED TEXTS CHRISTIAN SPIRITUAL WRITINGS AND WISDOM</p> <p>Religious Knowledge and Deep Understanding The wisdom of the saints (e.g. St Francis of Assisi, St Clare of Assisi, St Therese of Lisieux) helps people to understand about being co-creators and stewards of creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation.</p> <p>Skills Create print, visual or audio texts that draw on their own experiences, their imagination and information they have learnt from the wisdom of the saints about being co-creators and stewards of</p>

Testament stories that reveal aspects of God's nature (e.g. loving, just, relational, forgiving) Share and compare ideas and opinions with others about God's relationship with people in Old Testament stories.

**BELIEFS
WORLD RELIGIONS
Religious Knowledge &
Understanding**

The Jewish people are a covenant people. Their relationship with God is expressed in their daily lives.

Skills
Describe the Jewish understanding of covenant as agreement between God and the Jewish people. Record and report examples of how the covenant is lived in the daily lives of Jewish people today.

**CHRISTIAN LIFE
PRAYER & SPIRITUALITY
Religious Knowledge &**

Christian Church.
Skills
Identify some features of text organisation, namely the titles 'Old Testament' and 'New Testament' and the Table of Contents to locate some of the books depicting the life and teaching of Jesus (Gospels) and the early Christian Church (e.g. Acts of the Apostles, the letters).

Religious Knowledge and Deep Understanding
The life and teaching of Jesus is the primary source of God's self-revelation in the New Testament.

Skills
Identify some teachings and actions of Jesus that reveal aspects of God's nature (e.g. father, loving, just, forgiving, welcoming, and inclusive).

Religious Knowledge and Deep Understanding
Knowledge of the historical, cultural and geographical context of the first century Mediterranean world assists the reader of the

which believers celebrate reconciliation with God and with each other in the Sacrament of Penance.
Make connections between Jesus' healing ministry and the Church's healing ministry in the Sacrament of Penance.

**CHRISTIAN LIFE
MISSION & JUSTICE**

Skills
Identify and express ideas about scriptural texts that illustrate peaceful and just actions or relationships.

**MORAL FORMATION
Religious Knowledge and Deep Understanding**
The loving relationship God offers to people is unconditional. Sin is made evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. Reconciliation involves admission of sin, saying sorry, asking for God's help to change and seeking to heal relationships. There is no limit to God's mercy and

creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation.

**BELIEFS
HUMAN EXISTENCE
Religious Knowledge and Deep Understanding**

Human beings are called to be co-creators and stewards of God's creation.

Skills
Identify ways in which human beings are called to be co-creators and stewards of creation (e.g. caring for the environment, responsible use of natural resources).
Promote a specific action of caring for God's creation.

**CHRISTIAN LIFE
MORAL FORMATION
Religious Knowledge & Understanding**
Humans are called to acknowledge the sacredness of God and all creation, especially human life.

Understanding

Meditative prayer uses silence and stillness to assist believers to listen and talk to God.

There is a range of practices for preparing the body and the mind for meditative prayer (e.g. relaxing the body, centered breathing, attending to posture, being silent and still, recitation of mantras, closing eyes). A range of spiritual exercises drawn from the Christian tradition helps believers engage in the 'work of meditation'

(e.g. praying with the help of: beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes, bells, rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement).

Skills

Participate respectfully in meditative prayer.

Gospels to better appreciate the life and times of Jesus.

Skills

Gather and record information about the geographical, cultural and historical context of the first century Mediterranean world. Identify and place some of the key events and people of the first century Mediterranean world within a time sequence. Add contextual information (historical, geographical and/or cultural) about the first century Mediterranean world to familiar Gospel stories.

BELIEFS**TRINITY: GOD, JESUS THE CHRIST, SPIRIT****Religious Knowledge and Deep Understanding**

Jesus lived a truly human life. His mission and ministry was to preach and bring about the Kingdom of God, including through his teaching, healing, and forgiving.

Skills

Identify the purpose and nature of

forgiveness.

Skills

Identify evidence of sin and the consequences of sin, using scenarios from the Gospels and/or from life experiences.

Identify and analyze scenarios from the Gospels and/or from life experiences that illustrate the four elements of reconciliation (admit sin, say sorry, ask for God's help to change and seek to heal relationships).

PRAYER & SPIRITUALITY**Religious Knowledge and Deep Understanding**

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 prayer for forgiveness, nurtures the spiritual life of believers.

Skills

Participate with respect in a variety of personal and communal

The world is God's gift to all generations; therefore care for all creation (stewardship) is a moral duty.

Skills

Identify some inferred meanings of the Judeo-Christian creation stories (e.g. God created; all creation is sacred; humans are stewards of creation). Compare and contrast their own actions and behaviours with the moral duty of caring for all creation as taught in the Judeo-Christian creation stories.

MISSION & JUSTICE**Religious Knowledge and Deep Understanding**

God's plan is that people respect all life, especially human life. All people have a responsibility to pursue peace and justice out of respect for human life and all creation.

Skills

Make connections between scriptural texts about respecting

Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer.

Jesus' mission and ministry as depicted in some Gospel stories. Describe the effect of Jesus' mission and ministry on the lives of key characters in some Gospel stories.

**CHURCH
PEOPLE OF GOD**

**Religious Knowledge and
Deep Understanding**

The Church community draws from the teachings and actions of Jesus (e.g. actions of Jesus: praying, forgiving and helping people in need; teachings of Jesus: love, justice and peace) to guide the way they live.

Skills

Identify key teachings and actions from Jesus' life that guide the life of the Church community.

Make connections between the ways members of the Church community live today and some teachings and actions of Jesus.

prayer experiences, including prayer for forgiveness, that nurture the spiritual life of believers.

**Religious Knowledge and
Deep Understanding**

Prayer for forgiveness requires admission of sin, saying sorry, asking God's help to change and seeking to heal one's loving relationships with God, with others and with all creation.

Skills

Communicate an understanding of the language, purpose, gestures and context of prayers for forgiveness including acts of contrition and Penitential Act (A, B, C).

human life and all creation and their own life experiences.

	<p style="text-align: center;">CHURCH HISTORY Year Level Focus: The Past in the Present Religious Knowledge and Deep Understanding</p> <p>Each parish community has its own past, which is revealed in many ways (for example in its pastors and people, buildings, sites or parts of the natural environment).</p> <p>Skills</p> <p>Pose questions about aspects of the past of a parish community (e.g. about the patron saint of the parish, a significant person, site, building or part of the natural environment).</p> <p>Sequence some key events in the past of a parish community (e.g. events related to the patron saint of the parish, a significant person, site, building or part of the natural environment).</p> <p>Develop a narrative about aspects of the past of a parish community (e.g. about the patron saint of the parish, a significant person, site, building or part of the natural</p>		
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	environment).		
	<p style="text-align: center;">CHRISTIAN LIFE MORAL FORMATION</p> <p>Skills Identify behaviours and actions in some Scriptural texts that reveal aspects of God's nature (e.g. loving, just, relational, forgiving, welcoming, and merciful).</p>		
<p>Mandated Scripture</p> <ul style="list-style-type: none"> • Promise to Abraham and Sarah (Genesis 17: 1-8; 15-19; 21-22) • The Greatest Commandment (Matthew 22: 34-40) 	<p>Mandated Scripture</p> <ul style="list-style-type: none"> • The Forgiving Father (Luke 15: 3-4) • Zacchaeus (Luke 19: 1-10) • The Forgiving Father (Luke 15: 11-31) 	<p>Mandated Scripture</p> <ul style="list-style-type: none"> • Jesus heals two blind men (Matthew 20:29-34) • Jesus heals a crippled woman (Luke 13:10-13) • Jesus walks on water (John 6:16-21) 	<p>Mandated Scripture</p> <ul style="list-style-type: none"> • Judeo-Christian Creation Stories (Genesis 1:1-2:4a; Genesis 2:4b-25) • God's agreement with Noah <u>Genesis 9:8-17</u> <p>Supplementary...</p> <ul style="list-style-type: none"> • Creation (Psalm 24:1-2) (Psalm 50:10-12)
<p>Explicit Prayer</p> <ul style="list-style-type: none"> • Daily Angelus & school prayer 	<p>Explicit Prayer</p> <ul style="list-style-type: none"> • Daily Angelus & school prayer • Prayers for Forgiveness • Act of Contrition • Penitential Act 	<p>Explicit Prayer</p> <ul style="list-style-type: none"> • Daily Angelus & school prayer • Meditative Prayer Practices • Centered Breathing and Posture 	<p>Explicit Prayer</p> <ul style="list-style-type: none"> • Daily Angelus & school prayer • Prayer of Saint Francis • Meditative Prayer Practices • Centered Breathing and Posture

