



Wynnum's Catholic learning community

Year 3 Religious Education Curriculum Scope & Sequence

In Year 3, 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.

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 and Eucharist) for the Church community. They investigate prayers of thanksgiving and prayers of praise, to facilitate an appreciation of the significance of these forms of prayer for Christians.

By the end of Year 3, 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 the 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 and 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 1</p> <p><i>How are we initiated into the Church community?</i></p>	<p>Term 2</p>	<p>Term 3</p>	<p>Term 4</p>
<p><u>RLOS</u></p> <p>VIRTUES VISIONING LENT & HOLY WEEK ST PATRICK</p>	<p><u>RLOS</u></p> <p>VIRTUES PENTECOST SUNDAY ASCENSION OF JESUS</p>	<p><u>RLOS</u></p> <p>VIRTUES ST MARY MACKILLOP ASSUMPTION OF MARY</p>	<p><u>RLOS</u></p> <p>VIRTUES ST FRANCIS OF ASSISI ALL SAINTS' DAY ALL SOULS' DAY GUARDIAN ANGELS' DAY</p>

**SACRED TEXTS
CHRISTIAN SPIRITUAL
WRITINGS AND WISDOM
Religious Knowledge and
Deep Understanding**

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.

Skills

Identify the effect on listeners, viewers or readers of the words and images used in some spiritual writings of the saints (e.g. The Deer's Cry/Breastplate of St Patrick) to express important messages about God's relationship with people.

**BELIEFS
WORLD RELIGIONS
Religious Knowledge and
Deep Understanding**

The Jewish people have a special relationship with God.

**CHURCH
LITURGY & SACRAMENTS**

**Religious Knowledge and
Deep Understanding**

Through the Sacraments of Initiation (Baptism, Confirmation & 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. Eucharist completes Christian initiation and provides nourishment for the spiritual life of believers.

Skills

Make connections between personal experiences of initiation (e.g. new class, new school, and new team) and the experience of believers becoming members of the Church through the Sacraments of Initiation (Baptism, Confirmation and Eucharist). Identify words, actions and

**SACRED TEXTS
OLD TESTAMENT**

**Religious Knowledge and
Deep Understanding**

Old Testament scriptures use many different images to portray God (e.g. fire, rain, potter, mother, refuge, sanctuary). The Psalms are used in prayer, especially in praise of and thanksgiving to God.

Skills

Examine the textual features of Old Testament texts (e.g. language, form, use of images, words and phrases in the Psalms). Speculate on the human author's reasons for choosing a particular image to portray God. Communicate personal reactions to various images used to portray God in some Old Testament texts.

**NEW TESTAMENT
Religious Knowledge and
Deep Understanding**

A knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus.

**CHURCH
PEOPLE OF GOD**

**Religious Knowledge and
Deep Understanding**

A diocese is a particular community of parishes usually within a defined geographical boundary under the leadership of the bishop.

Skills

Discuss what Catholics mean when they talk about a 'diocese'. Identify some key features of the local diocese/archdiocese (e.g. its location; the names of key buildings, bishop/archbishop, one or more parishes that belong to the diocese/archdiocese). Make connections between the role of the bishop and some of his important duties (e.g. as a teacher and a leader, the bishop writes letters/communicates with people in the diocese to teach them about special events such as The Year of Grace; as a priest, the bishop celebrates Mass; as a leader of the diocese, he visits parishes).

This relationship is revealed through the stories, people and events recorded in the Torah or written law.

Skills

Identify stories, people and events recorded in the five books of the Torah. Describe God's relationship with the Israelites as revealed in key stories from the Torah.

**CHRISTIAN LIFE
MORAL FORMATION
Religious Knowledge and
Deep Understanding**

The Scriptures provide a foundation for moral living, specifically the Decalogue, Beatitudes and the fruits of the Spirit. The Decalogue (The Ten Commandments) is a guide for making moral decisions and needs to be applied to daily life. Jesus' teaching in the Beatitudes provides a basis for Christian

symbols used in the Sacrament of Confirmation to communicate God's presence and action (e.g. laying on of hands, sealing with oil, sign of peace, renewal of Baptismal promises, presence of the sponsor, discipleship, Holy Spirit).

Skills

Retrieve contextual information from written and digital texts to identify some aspects of the cultural contexts in which the Gospels were written.

Begin to analyze gospel stories by drawing on a growing knowledge of the context in which the story was written in order to communicate thinking and understandings about the life and teachings of Jesus.

The New Testament is a collection of text types (e.g. Gospels, the Acts of the Apostles, letters, and 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 (historical truth, factual truth, religious truth)

Skills

Become familiar with typical structural stages and language features of various types of text in the New Testament (e.g. narratives, letters, and parables).

CHURCH HISTORY

Year Level Focus:

**Community and Remembrance
Religious Knowledge and
Deep Understanding**

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.

Skills

Pose a range of questions about the history of a parish and diocese.

Identify and sequence people and events of historical significance in the story of a parish and diocese. Identify and explain an important example of change and of continuity in the story of a parish and diocese (e.g. spirituality of local Aboriginal and Torres Strait Islander Peoples; ways of celebrating; liturgical space; roles in the liturgy, parish / diocesan

morality. It does not abolish the Decalogue but fulfils it, making clearer what is required of one who loves God (Matthew 5:17-20). The fruits of the Spirit enable Christians to live a moral life.

Skills

Identify the audience and purpose of The Decalogue (Ex 20: 1-17; Deuteronomy 5: 1-22), the Beatitudes (Matthew 5: 3-11; Luke 6: 20-26) and the fruits of the Spirit (Galatians 5:22 – 23). Identify the connection between The Decalogue (Ten Commandments) and Jesus' teaching in the Beatitudes (i.e. the Beatitudes fulfil the Decalogue). Draw connections between these foundations for moral living in the Scriptures and personal experience.

MISSION & JUSTICE
Religious Knowledge and Deep Understanding

Speculate on the human author's reasons for using particular types of text.

BELIEFS
TRINITY: GOD, JESUS THE CHRIST, SPIRIT

Religious Knowledge and Deep Understanding

Christians believe that Jesus is Messiah and this is revealed through his presence and in his words, deeds and encounters with others.

Skills

Identify some Scriptural texts in which Jesus is called 'Messiah'. Communicate an understanding of the term 'Messiah' from Scripture.

HUMAN EXISTENCE
Religious Knowledge and Deep Understanding

Christians believe that order and harmony arise from the diversity and interdependence of creation.

Skills

Identify the diversity of God's created world. Explore some of the

groups). Develop an historical text (e.g. narrative) about a person or event of historical significance in the story of a parish and diocese, using terms denoting time.

Jesus' great commandment (John 15:12-13; Matthew 7:12; Luke 6:31) requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture and Church teaching.

Skills

Make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians.

PRAYER & SPIRITUALITY

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. A range of spiritual exercises drawn from the Christian tradition helps believers engage in the work

relationships that exist in the created world (e.g. sun and moon). Communicate an understanding of order and harmony in God's creation.

**CHRISTIAN LIFE
PRAYER & SPIRITUALITY**

The Psalms contain many prayers of praise and thanksgiving. Many of Paul's letters begin or end with prayers of praise and thanksgiving, which have become part of liturgical prayer and hymn collections.

of 'meditation'.

Skills

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

Mandated Scripture

- The life and teaching of Jesus: Jesus' Mission (Luke 4: 16-21)
- Jesus the Messiah: the Birth of Jesus the messiah (Matthew 1: 17-2: 12)
- Moral living: The Beatitudes (Matthew 5: 3-11; Luke 6: 20-26)

Mandated Scripture

Mandated Scripture

Mandated Scripture

Explicit Prayer

- Daily Angelus & school prayer

Explicit Prayer

Explicit Prayer

Explicit Prayer

