In Year 4, students develop their understanding of God’s Word in Scripture as they use the Bible’s referencing system to locate books, people, places and things in the Bible, and engage with a variety of books and text types in the Old Testament and New Testament. They listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit to learn about the Christian belief that God, as Trinity, is relational in nature.

Students begin to appreciate the significance of community for Christians; of living in loving relationship with God, others and all of creation. They develop their understanding of community through an exploration of different texts, including the Decalogue and the writings of St Paul, and the experiences of different communities, including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary parishes and dioceses. They examine how free choices result in actions that affect the individual and their community. They broaden their understanding of the significance of the Sacraments for Church communities through an exploration of the Sacraments of Healing including Anointing of the Sick and Penance. They examine prayers of blessing and adoration, and prayers of petition and intercession, to facilitate an appreciation of the significance of these forms of prayer for Christian communities.

By the end of Year 4, students use the Bible’s referencing system to locate books, people, places and things in the Bible. They identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God’s Word. They recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining Scriptural passages that express God as Father, Son and Holy Spirit.

Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the Decalogue and the wisdom of St Paul) and from the experiences of different communities (including Jewish communities in first century Palestine, early Church communities in Australia (c.1788 CE – c.1850 CE) and contemporary Church communities). They explain how free choices result in actions that affect the individual and their community. They describe practices and characteristics of contemporary parishes and dioceses (including the celebration of Sacraments Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus. They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of blessing, petition and intercession.

**Term 1**
Where do we find God in Sacred Text?

**Term 2**
In my busy life why would prayer be important to me?

**Term 3**
What does it mean for me to live in ‘Common Unity’?

**Term 4**
Who were the significant people and events in the early Australian Church?

**RLOS**
VIRTUES
VISIONING
LENT & HOLY WEEK
ST PATRICK

**RLOS**
VIRTUES
PENTECOST SUNDAY
ASCENSION OF JESUS

**RLOS**
VIRTUES
ST MARY MACKILLOP
ASSUMPTION OF MARY

**RLOS**
VIRTUES
ST FRANCIS OF ASSISI
ALL SAINTS’ DAY
ALL SOULS’ DAY
GUARDIAN ANGELS’ DAY
## SACRED TEXTS
### OLD TESTAMENT
Religious Knowledge and Deep Understanding

The books of the Old Testament contain a variety of text types including historical narratives, sacred myths, poetry, legal codes and wise sayings. God’s Word is revealed through an understanding of the books and text types of the Old Testament. The human author’s choice of text type is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).

**Skills**
- Identify typical stages and language features of various types of text in the Old Testament (e.g. historical narratives, sacred myths, poetry, legal codes and wise sayings).
- Explain how knowledge of the typical stages and language helps people reach their full potential.

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## CHRISTIAN LIFE
### 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 prayers of petition, intercession, blessing and adoration, nurtures the spiritual life of believers. Christian spiritual formation calls believers to recognise the presence of God in daily life experiences.

**Skills**
- Participate with respect in a variety of personal and communal prayer experiences that nurture the spiritual life of believers, calling believers to recognise the presence of God in daily life experiences.

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

Christians believe that as God is relational in nature, so too people become fully human through the experience of community.

**Skills**
- Communicate an understanding of the concept of ‘community’. Explain how living in community helps people reach their full potential.

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

The wisdom of St Paul helps people understand about living in community.

**Skills**
- Identify some wise words from St Paul that help people understand about living in community.
- Make connections between the wisdom of St Paul about living in community and their own experiences.

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

Judaism is a dynamic religion: the ways in which Jewish people worship have changed since the time of Jesus.

**Skills**
- Identify some features of Jewish worship in first century Roman Empire. Compare and contrast some significant features of Temple Judaism and Rabbinic Judaism.

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## CHURCH
### CHURCH HISTORY
Year Level Focus: First Contacts (c.1788CE-c.1850CE)

Religious Knowledge and Deep Understanding

The first Catholics in Australia preserved their faith in an environment of suspicion and conflict, mostly without the presence of priests. Official recognition and toleration ushered in a new era for Catholics in Australia.
features of an Old Testament text affects a reader’s understanding of its message. **Religious Knowledge and Deep Understanding**

The Bible’s referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things. **Skills**

Identify some features of text organisation namely book, chapter, verse, Table of Contents, Index, headings and subheadings used to order and present information in the Bible. Use some features of text organisation to locate books, people, places and things in the Bible.

**NEW TESTAMENT**

**Religious Knowledge and Deep Understanding**

Understanding God’s Word is aided by an awareness of the forms of prayer include prayers of petition and intercession. By prayers of petition, Christians seek forgiveness and turn back to God. Intercessions are prayers of petition in which Christians intercede for the needs of others (e.g. the community, the church, the world, leaders) as well as for themselves. Intercessions may take the form of a litany. A litany is a form of prayer in which a person makes fixed responses to a series of petitions. **Skills**

Communicate an understanding of the features (e.g. language, purpose, structures, gestures, and context) of prayers of petition and intercession (e.g. psalms of petition, litanies and liturgical prayers of intercession). Create a prayer of petition or intercession, using an appropriate prayer structure, to demonstrate an understanding of the role of prayers of petition and prayers of intercession for Christians.

**CHURCH**

**LITURGY & SACRAMENTS**

**Religious Knowledge and Deep Understanding**

Sacraments accompany the life journey of each believer. Through the Sacraments, God offers believers gifts of new life, healing, forgiveness and nourishes and strengthens their faith by promising fulfilment of their deepest hopes and longings. Anointing of the Sick is one of the Sacraments of Healing. In this Sacrament, words, actions and symbols are used to communicate God’s healing of body and spirit. The Sacrament of Anointing of the Sick continues Jesus’ healing ministry in the life of the community. **Skills**

Describe connections between the life journey of each believer and the Sacraments of the Church. Identify words, actions and symbols used in the Sacrament of Anointing of the Sick.

Catholic laity and clergy were among the first to recognise and respond to the impact of settlement and expansion on Aboriginal people. **Skills**

Sequence some key people and events (secular and religious) of early colonial Australia (c.1788 CE – c.1850 CE) and recognise their significance in bringing about change. Develop historical narratives about some key events and people’s experiences in the early Church in Australia (c.1788 CE –c.1850 CE) using appropriate historical terms. Identify different points of view towards Aboriginal people in early colonial Australia (e.g. squatters, missionaries, free settlers, convicts, and clergy).
books and text types of the New Testament. There are a variety of text types in the New Testament, each with particular textual features.

**Skills**
Identify typical stages and language features of various types of text in the New Testament (e.g. narratives, letters, parables, miracle stories).

Explain how a knowledge of the typical stages and language features of a New Testament text affects a reader’s understanding of its message.

**Religious Knowledge and Deep Understanding**
The use of different language features (images, characters, setting, and vocabulary) in retelling key parables from the New Testament (e.g. Lost Sheep, Lost Coin, Two Sons) can assist the reader to make meaning of Scriptural teachings.

**Religious Knowledge and Deep Understanding**
In the Christian tradition, essential forms of prayer include prayers of blessing and adoration. God blesses all of creation and so humans respond to God’s gifts, in praise and adoration, through prayers of blessing. Every blessing acknowledges and praises God’s presence and prays for God’s gifts for self and others.

**Skills**
Communicate an understanding of the features (e.g. language, purpose, structures, gestures, and context) of prayers of blessing. Create a prayer of blessing for a particular purpose (e.g. grandparents’ day, mothers’ day, fathers’ day, sick classmate) using an appropriate prayer structure.

**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 for preparing the body and the mind for meditative prayer.

**Skills**
Identify words, actions and
**Skills**
Identify and explain language features of parables, namely images, characters, vocabulary and settings. Experiment with changing particular aspects of key parables namely images, vocabulary, setting and characters. Explore their own experiences and imagining to retell key parables from the New Testament and apply the teaching to their lives.

**Religious Knowledge and Deep Understanding**
The Bible’s referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things.

**Skills**
Identify some features of text organisation namely book, chapter, verse, Table of Contents, Index, headings (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. guided meditation; 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. Identify and use practices and spiritual exercises that assist to prepare for and engage in meditative prayer.

Symbols used in the Sacrament of Penance to communicate God’s love and forgiveness (e.g. prayer, reading from Scripture, confession of sin, sign of the cross, presence of the priest, words of absolution).

Explain how the Sacrament of Penance calls believers to conversion and forgiveness of others (e.g. through words of Scripture, spiritual readings, the imposition of penance).

**PEOPLE OF GOD**

**Religious Knowledge and Deep Understanding**
The practices of each Church community (including the parish and diocese) are modelled on the mission and ministry of Jesus. A variety of characteristics mark local Church communities, including: prayer and worship (Acts 2:42); proclaiming the Good News (Romans 10:14); building peaceful relationships (Romans 14:19); caring for the marginalised (1 Corinthians 12:26a); rejoicing in
and subheadings used to order and present information in the Bible. Use some features of text organisation to locate books, people, places and things in the Bible.

**Religious Knowledge and Deep Understanding**
Understanding God’s Word is aided by an awareness of the books and text types of the New Testament. There are a variety of text types in the New Testament, each with particular textual features.

| Religious Knowledge and Deep Understanding | The use of different language features (images, characters, setting, and vocabulary) in retelling key parables from the New Testament (e.g. Lost Sheep, Lost Coin, Two Sons) can assist the reader to make meaning of Scriptural teachings. |
| Religious Knowledge and Deep Understanding | The Bible’s referencing | the achievements of one another (1 Corinthians 12:26b); seeking and offering forgiveness (Ephesians 4:32); supporting and encouraging one another (1 Thessalonians 5:11) and welcoming and creating a sense of belonging. |

**Skills**
Make connections between the practices of Church communities and the mission and ministry of Jesus. Describe (using examples) the variety of characteristics that mark local Church communities.

**CHRISTIAN LIFE**

**MORAL FORMATION**

**Religious Knowledge and Deep Understanding**
Morality is about choosing between right and wrong.
Conscience is the human capacity to identify and make judgements about what is right and wrong. Sin is the human choice to live without the help of God. Sin is made evident in the free choices which result in actions that harm oneself and one’s loving relationships with God, with others and with all.
system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things.

**BELIEFS**

**TRINITY: GOD, JESUS THE CHRIST, SPIRIT**

Religious Knowledge and Deep Understanding

Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. Christians name this understanding of God as Trinity.

**Skills**

Identify and explain Scriptural passages that express God as Father, God as Son and God as Holy Spirit.

**CHRISTIAN LIFE**

**MISSION & JUSTICE**

Religious Knowledge and Deep Understanding

Christians are called to be creation.

**Skills**

Distinguish between right and wrong choices in a variety of morally challenging situations. Explain how wrong choices harm oneself and one’s loving relationships with God, with others and with all creation.

**Religious Knowledge and Deep Understanding**

The Decalogue is a summary of the main moral obligations people have towards God, each other and all of creation. The first three commandments are about love of God and the other seven are about love of each other and all of creation.

**Skills**

Classify the commandments of the Decalogue according to their content (i.e. moral obligations towards God, each other and all creation). Make connections between the commandments of the Decalogue and students’ own experience.
responsible stewards, caring for all of God’s creation. Caring for the environment is a moral issue for Christians.

**Skills**
Describe key features of stewardship according to Christian teaching. Apply the Christian moral duty of stewardship to environmentally friendly practices.

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