



Year 5 Religious Education Curriculum Scope & Sequence

Wynnum's Catholic learning community

In Year 5, students begin to appreciate the significance of community for sharing and strengthening the faith of believers, past and present, including the Church in the Australian colonies (c.1850 CE – c.1900 CE). Using a range of Biblical tools, they begin to see how the Gospel writers shaped their Gospels for particular communities. They learn about the action of the Holy Spirit in the lives of believers as they engage with a variety of texts, including Scriptural references to the Holy Spirit and the Catholic Rite of Confirmation. They develop their understanding of Christian charity and informed moral choice through an exploration of the experiences of individuals and communities, past and present. They broaden their appreciation of the significance of personal and communal prayer and worship, (including the Eucharist, the Psalms, Sabbath rituals and prayers); and the wisdom of the Saints, (including St Mary of the Cross MacKillop), for communities of believers. They learn about the significance of Marian prayers, (including the Hail Mary, the Rosary and the Litany of Mary of Nazareth), in which believers praise God and entrust cares and petitions to Mary as mother of Jesus and mother of the Church.

By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They analyse information from a variety of texts, including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation, to explain the action of the Holy Spirit in the lives of believers. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They describe ways in which believer live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. They locate and record information about the contribution of pioneering Catholics (laity clergy, religious) in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of Marian prayers (including the Hail Mary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

<p>Term 1</p> <p><i>What on your mind? What's in your soul?</i></p>	<p>Term 2</p> <p><i>How does the Holy Spirit rock my world?</i></p>	<p>Term 3</p> <p><i>Mary, Mary!!</i></p>	<p>Term 4</p> <p><i>Glorious Gospels Judaism</i></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>

**CHURCH
LITURGY & SACRAMENTS**
**Religious Knowledge and
Deep Understanding**

The key parts of the Catholic Rite of Confirmation are: calling on the Holy Spirit and the laying on of hands, the anointing with the oil of chrism together with the words 'Be sealed with the Gift of the Holy Spirit'. The gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) guide believers and give them strength to live a spirit-filled life. The fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control Galatians 5:22-23) are visible signs of God's active love and work within and through believers as they live spirit-filled lives.

**SACRED TEXTS
NEW TESTAMENT**

**Religious Knowledge and
Deep Understanding**

The contexts of the Gospel writers (e.g. purpose of the writer, time of writing, intended audience, point of view) shaped their Gospels. The context of the Gospel writer is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).

Skills

Compare and contrast parallel passages from the Gospels of Matthew and Luke (e.g. Beatitudes, The Lord's Prayer, Infancy Narratives, and Passion Narratives). Explore some features of Gospel texts (e.g. place, characterisation, vocabulary, dialogue, the narrative voice) that provide evidence of how the writers have shaped their Gospels for a particular community in a particular time and place.

**SACRED TEXTS
OLD TESTAMENT**

**Religious Knowledge and
Deep Understanding**

The Psalms of the Old Testament are a model for personal and communal prayer. There are three main forms of Psalms in the Old Testament: Psalms of lament (sorrow), Psalms of thanksgiving and Psalms of praise (Hymns).

Skills

Identify some life experiences of the psalmists (e.g. awe and wonder, feelings of abandonment, despair and anger, fear of the future, threatened by enemies) as communicated in a variety of Psalms. Explore the relationship between the psalmist and God as revealed in a variety of Psalms (e.g. parent/child; protector; trust/doubt, praise, thanksgiving, dependence, humility, loyalty, grandeur of God). Use the Psalms as a model to create a personal or communal prayer.

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Skills

Describe the key parts of the Catholic Rite of Confirmation, identifying words, symbols, actions and significance in the lives of believers.

Explain the meaning of some of the gifts of the Spirit and how these guide and give strength to believers today.
Explain the meaning of some of the fruits of the Spirit and how they are visible signs of God's active love and work in the lives of believers.

CHURCH HISTORY

Year Level Focus:
Christianity in the Australian Colonies (c.1850 CE–c.1900CE)

Religious Knowledge and Deep Understanding

Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers.
Catholics took their place in colonial Australian

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

The action of the Holy Spirit in the lives of believers is described in Scripture using a variety of titles and images.

Skills

Identify some titles (e.g. Spirit of God, Spirit of truth, Advocate) and images (e.g. oil, fire, wind) of the Holy Spirit found in Scripture.

Make connections between some titles and images of the Holy Spirit and the action of the Holy Spirit in the lives of believers.

HUMAN EXISTENCE**Religious Knowledge and Deep Understanding**

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 Eucharist.

NEW TESTAMENT**Religious Knowledge and Deep Understanding**

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.

Skills

Investigate and evaluate the usefulness of a range of Biblical tools (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) for deepening awareness of New Testament texts.

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Society (c.1850 CE – c.1900 CE).

Being Catholic in a new, free society raised challenges.

Skills

Sequence some key people and events (religious and secular) in the Australian colonies (c.1850 CE – c.1900 CE) and recognise their significance in bringing about change.

Develop historical narratives and descriptions about some key events and people's experiences in the Church in the Australian colonies (c.1850 CE – c.1900 CE) using source materials and appropriate historical terms and concepts.

Locate information about the contribution or significance of Catholics (laity, clergy, religious) to the shaping of particular communities, including Indigenous communities (c.1850 CE – c.1900 CE).

Skills

Identify ways in which people share faith within a community of believers (e.g. family, parish, school) Communicate an understanding of how the faith of people strengthens the faith of the community of believers.

CHRISTIAN LIFE PRAYER & SPIRITUALITY

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 (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: icons, beads, labyrinths, images, music, mandalas, mantras, journaling, colour,

faith within the community of believers is the celebration of Eucharist.

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LITURGY & SACRAMENTS PEOPLE OF GOD

Religious Knowledge and Deep Understanding

Mary is the mother of Jesus and of all Christians. Mary's role in the Church community (e.g. advocate, mother, and helper) can be described using a variety of titles and images. New Testament texts reveal Mary's role as mother of Jesus and her role in the early church community.

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WORLD RELIGIONS Religious Knowledge and Deep Understanding

Followers of Judaism live their relationship with God through their personal and communal worship.

Skills

Identify features of a Synagogue and explain their importance in Jewish worship. Identify and explain practices associated with the observance of Sabbath. Make connections between the Sabbath rituals and prayers and the Jewish relationship with God.

CHRISTIAN LIFE MISSION & JUSTICE Religious Knowledge and

chimes / bells / rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). Praying the Rosary is a meditative prayer practice in the Christian tradition.

Skills

Participate respectfully in meditative prayer, including The Rosary. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer, including Rosary beads and icons and using a mantra to meditate (e.g. Come Holy Spirit).

- WEEKS 1 & 2 Candles**
- WEEKS 3 & 4 Symbols**
- WEEKS 5 & 6 Journaling**
- WEEKS 7 & 8 Mantras**
- WEEKS 9 & 10 Chimes/Bells**

Skills

Explain how some titles and images of Mary found in New Testament texts reveal her role as mother of Jesus and her role in the Church community (e.g. advocate, mother, and helper). Compare different understandings of Mary as depicted in a variety of titles and images (e.g. from visual, multimedia and/or written texts).

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

Christians past and present seek Mary's intercession through prayer because of her humanity and her role as mother of Jesus and mother of the Church. Marian prayer invites believers to a deeper relationship with Christ, draws them into the life of the Church and models a balance between prayer and action. In

Deep Understanding

Jesus makes charity (love) the new commandment: "As the Father has loved me, so have I loved you; abide in my love. ... "This is my commandment, that you love one another as I have loved you" (John 15: 9-17). Charity is the source and goal of Christian practice. Christian charity calls people to go beyond existing laws to care for the well-being of others.

Skills

Distinguish between choices or actions that fulfil existing laws or obligations and those that respond to Jesus' new commandment. Develop and explain a choice or action within their own lives that demonstrates the application of Jesus' new commandment of love.

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

Meditative Prayer uses silence and stillness to assist believers to listen

		<p>Marian prayers (including the Hail Mary and the Litany of Mary of Nazareth) there are two elements: praising God and entrusting cares and petitions to Mary.</p> <p>Skills Analyse and explain the elements and features of some Marian prayers (e.g. text structures; vocabulary; images; language patterns). Make connections between Marian spirituality and how believers pray, live and act. Create a Marian prayer (including a litany) using appropriate structure and elements (i.e. praising God and entrusting cares and petitions to 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 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,</p>	<p>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. guided meditation; praying with the help of: icons, beads, labyrinths, images, music, mandalas, mantras, journaling, colour, chimes, bells, rain sticks, candles, symbols, sacred spaces, patterns, rhythms and movement). Praying the Rosary is a meditative prayer practice in the Christian tradition.</p> <p>Skills Participate respectfully in meditative prayer, including The Rosary. Identify and use practices and spiritual exercises that assist them to prepare for and engage in meditative prayer, including Rosary beads and icons and using a mantra to meditate (e.g. Come Holy Spirit).</p>
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		ROSARY/ICONS WEEKS 1-4 Sacred Spaces WEEKS 5 & 6 Labyrinths WEEKS 7 & 8 Images/Music WEEKS 9 & 10 Mandalas	
Mandated Scripture Christian Charity : <ul style="list-style-type: none"> • “This is my commandment...” (John 15: 9-17) Formation of Conscience: <ul style="list-style-type: none"> • The Decalogue (Leviticus 19: 1-3, 9-18); • The Beatitudes (Matthew 5: 1-12; Luke 6: 20-36) 	Mandated Scripture Story of Pentecost (Acts 2: 1-15) Fruits of the Holy Spirit (Galatians 5: 22-23) The Spirit of God (1 Corinthians 2: 9-13)	Mandated Scripture Mary Visits Elizabeth (Luke 1: 39-45) Mary’s Song of Praise to God (Luke 1: 46-56)	Mandated Scripture Infancy Narratives (Matthew and Luke) Announcement to Mary (Luke 1: 26-38) Announcement to Joseph (Matthew 1:18-25) Flight to Egypt (Matthew 2: 13-15) Birth of Jesus (Luke 2: 1-14) Visits of Shepherds (Luke 2: 15-20) Visit of Magi (Matthew 2: 1-12) The Shema (Deuteronomy 6: 4-9)
Explicit Prayer <ul style="list-style-type: none"> • Daily Angelus & school prayer • Meditative Prayer Practice – including mantras 	Explicit Prayer <ul style="list-style-type: none"> • Daily Angelus & school prayer • Meditative prayer including Mandalas 	Explicit Prayer <ul style="list-style-type: none"> • Daily Angelus & school prayer • Marian Prayers • Hail Mary • Litany Mary of Nazareth • Rosary 	Explicit Prayer <ul style="list-style-type: none"> • Daily Angelus & school prayer • Meditative Prayers including Labyrinths.