**Religion Yearly Overview**

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| ***Religious Knowledge and Deep Understanding*** | ***1*** | ***2*** | ***3*** | ***4*** |
| 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, including Genesis 1:1-2:4a, a sacred myth. |  |  |  |  |
| Explain how knowledge of the typical stages and language 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 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, including the parable of the Good Samaritan (Luke 10:25-37), can assist the reader to make meaning of Scriptural teachings. |  |  |  |  |
| ***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 personal experiences and imagining to retell key parables from the New Testament, and apply the teaching to life. |  |  |  |  |
| ***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. |  |  |  |  |
| **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 personal experiences (e.g. classroom, school, family, parish). |  |  |  |  |
| **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, including Matthew 3:13-17//Mark 9-11//Luke 3:21-23 (Jesus is baptized by John) that express God as Father, God as Son and God as Holy Spirit. |  |  |  |  |
| **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. |  |  |  |  |
| **World Religions** |  |  |  |  |
| ***Religious Knowledge and Deep Understanding*** |  |  |  |  |
| Judaism is a dynamic religion. Groups within first century Palestine reflected the dynamic nature of Judaism. |  |  |  |  |
| ***Skills*** |  |  |  |  |
| Compare and contrast features of Jewish worship in the world of first century Palestine. |  |  |  |  |
| **Church** |  |  |  |  |
| **Liturgy and 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 and 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 to communicate God’s healing of body and spirit (e.g. Scripture, laying on of hands, blessing with oil, prayer of thanks, sprinkling with holy water, Lord’s Prayer, presence of the priest). |  |  |  |  |
| Make connections between Jesus’ healing ministry, including giving sight to a blind man at Jericho (Mark 10:46-52 // Luke 18:35-43), and the Church’s healing ministry in the Sacrament of Anointing of the Sick. |  |  |  |  |
| ***Religious Knowledge and Deep Understanding*** |  |  |  |  |
| Penance is one of the Sacraments of Healing which celebrates God’s love and mercy. It calls people to conversion and to forgiveness towards others. In the Sacrament of Penance, words, actions and symbols are used to communicate God’s love and forgiveness. Penance strengthens the spiritual life of believers and turns their hearts towards God. |  |  |  |  |
| ***Skills*** |  |  |  |  |
| Identify words, actions and 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 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. |  |  |  |  |
| **Church History** |  |  |  |  |
| ***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. |  |  |  |  |
| 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, clergy). |  |  |  |  |
| **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 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. |  |  |  |  |
| Make connections between the commandments of the Decalogue and students’ own experience. |  |  |  |  |
| **Mission and Justice** |  |  |  |  |
| ***Religious Knowledge and Deep Understanding*** |  |  |  |  |
| Christians are called to be 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. |  |  |  |  |
| **Prayer and Spirituality** |  |  |  |  |
| ***Religious Knowledge and Deep Understanding*** |  |  |  |  |
| In the Christian tradition, essential forms of prayer, including prayers of petition and intercession, nurture the spiritual life of believers. 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, context) of prayers of petition and intercession, including litanies. |  |  |  |  |
| Create a prayer of petition or intercession, using an appropriate prayer structure, such as a litany, to demonstrate an understanding of the role of prayers of petition and prayers of intercession for Christians. |  |  |  |  |
| ***Religious Knowledge and Deep Understanding*** |  |  |  |  |
| In the Christian tradition, essential forms of prayer, including prayers of blessing, nurture the spiritual life of believers. 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, context) of prayers of blessing, including Psalm 148. |  |  |  |  |
| Create a prayer of blessing for a particular purpose (e.g. grandparents’ day, mothers’ day, fathers’ day, sick class member) 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 (including praying with the help of colour and mandalas) that helps believers prepare the body and the mind for meditative prayer and engage in the ‘work of meditation’. |  |  |  |  |
| ***Skills*** |  |  |  |  |
| Participate respectfully in meditative prayer. |  |  |  |  |
| Identify and use practices that assist preparation for and engagement in meditative prayer. |  |  |  |  |