### St Thomas More - Sunshine Beach

**Religious Education - Scope and Sequence - Prep**

#### YEAR LEVEL DESCRIPTION

In Prep, students learn about some Old Testament and New Testament stories that tell of a God of love, the creator of all, the goodness of God’s creation, God’s special relationship with all of creation and God’s plan that people help each other to live safely and happily together, for the good of all. Students listen to, read and view stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family; of Jesus praying and teaching others to pray; of his teachings about love, compassion and forgiveness that challenged people about the way they were living; and of his suffering, death and resurrection. They learn that Christians believe God created people with the freedom to choose between good and bad, right and wrong. They explore examples of times, from familiar texts and their personal experience, when people make these choices. Students understand that prayer helps believers follow the teachings of Jesus; to live according to God’s plan. They learn about ways in which believers pray, either alone or with others, including the Sign of the Cross and Amen. They observe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year. They learn about the Church building as a sacred place for believers and the Bible as a sacred book for believers.

#### FOCUS

- **Unit 1**
  - School Crest Symbols
  - Marist Characteristics
  - Our School prayer unites us together as a prayer community

- **Unit 2**
  - Jesus showed us how to pray
  - Prayer helps believers follow the teachings of Jesus
  - There are many ways to pray (actions of prayer)
  - Jesus’ resurrection teaches about God’s love

- **Unit 3**
  - Jesus taught about love, compassion and forgiveness
  - Each of us has the freedom to make choices
  - The choices we make have an impact on our lives and the lives of others

- **Unit 4**
  - The Old Testament stories tell us of the goodness of God’s creation
  - God has a special relationship with creation
  - God’s plan is for all of creation to live safely and happily together
  - Each person is called to be a caretaker of God’s creation

- **Unit 5**
  - Stories from the New Testament tell of Jesus’ life as a Jew
  - Jesus lived as part of a Jewish family
  - Mary’s important role as the mother of Jesus
  - Prayer rituals are important to mark different celebrations in the lives of believers

#### CONNECTIONS TO AND ACHIEVEMENT STANDARDS

- Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God’s plan.
- Students listen and respond to stories of Jesus praying and teaching others to pray; and of his suffering, death and resurrection.
- Understand that prayer helps believers to follow the teachings of Jesus; to live according to God’s plan. They recognize ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen.
- Students recognize Jesus’ teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong.
- Students communicate clearly their ideas, feelings and thoughts about God, the goodness of God’s creation and God’s plan that people help each other to live safely and happily together, for the good of all.
- Identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.
- Students listen and respond to stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family.
- They describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.

#### FERTILE QUESTION

- **How does the school prayer teach me about God’s love?**
- **What is Prayer? How do people pray?**
- **How can I be more like Jesus in my world?**
- **What does the bible tell us about God and our world?**
- **What was Jesus’ family like?**

#### CORE CONTENT

- **Church:**
  - CHLS1 – The Church has important ways of praying

- **Christian Life:**
  - CLPS1 – Jesus prayed and taught others
  - CLPS2 – Meditative prayer

- **Church:**
  - CHPG1 – The Church and prayer

- **Sacred Text:**
  - STOT1 - The Bible is sacred in many ways
  - STNT1 - The Bible is sacred in many ways
  - STNT2 - New Testament stories

- **Beliefs:**
  - BETR1 – God’s presence is revealed in the goodness of creation
  - BETR2 – Jesus suffered, died and rose again

- **Church:**
  - CHLS1 – The Church building is a sacred place
  - CHPG1 – There are important times in the liturgical year

- **Beliefs:**
  - BEWR1 – Jesus was a Jew living in a Jewish family. His mother was Mary.

- **Sacred Text:**
  - STNT2 - The Birth of Jesus
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<tr>
<th>MANDATED SCRIPTURE</th>
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<tbody>
<tr>
<td>AMEN</td>
<td>SIGN OF THE CROSS</td>
<td>AMEN</td>
<td>SIGN OF THE CROSS</td>
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<tr>
<td>PRAYER</td>
<td>Meditative prayer practices including stillness and lighting a candle</td>
<td>Meditative prayer practices including stillness, stillness and lighting a candle</td>
<td>Meditative prayer practices - silence, stillness and lighting a candle</td>
<td>Meditative prayer practices - silence, stillness and lighting a candle</td>
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<td>Prep Welcome Liturgy</td>
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<td>Class Birthday Ritual</td>
<td>Praying to Mary: Our Lady of Good Counsel (Luke 1: 37-40)</td>
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<td>Opening School Liturgy</td>
<td>Holy Week Prayer liturgies</td>
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<td>Class Birthday Ritual</td>
<td>Holy Week Interactive Prayer Spaces</td>
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<td>Feast of St Mary of the Cross (MacKillop)</td>
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<td>CELEBRATIONS</td>
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<td>Advent and Christmas prayer celebration</td>
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<tr>
<td>Prayer and worship - Providing varied opportunities for prayer - PWP3.1</td>
<td>Social Action and Justice – Praying and action for justice – Project compassion and Caritas Carnival SJR2.1, SJR1.5 Using the power of story to reflect on social justice issues – Caritas stories - SJR2.6</td>
<td>Prayer and Worship - Parental involvement in class prayer, Mother’s day liturgy, class prayer book – PWP2.8 Using scripture texts in prayer and song - PWP2.9 Providing voluntary opportunities for prayer – PWP3.4</td>
<td>Religious Identity and Culture – Engaging students in use of school sacred spaces – St Vincent de Paul Christmas appeal, Charity Week project - SJA1.5</td>
<td>Prayer and Worship - Opportunities for meditative prayer experiences - Travelling Rosary Box, Marian Prayers, PWP3.2, PWP1.1, PWP 3.4</td>
</tr>
<tr>
<td>Religious Identity and Culture: Welcoming families into the life of the school – ICC2.1 Understanding and using school symbols for ritual and liturgy – ICE1.3, ICS3.3 Incorporating school prayer into school prayer life – ICE1.4</td>
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<td>Evangilisation and Faith Formation – Opportunities for creative spiritual expression through drama and music – EFG3.1</td>
<td>Social Action and Justice – Activities for social justice – participation in annual St Vincent de Paul Christmas appeal, Charity Week – SJA1.5</td>
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<td>Evangilisation and Faith Formation – Acknowledging opportunities for Christian hope – Charity Week project – EFG3.3</td>
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</tbody>
</table>
### St Thomas More - Sunshine Beach

#### Religious Education - Scope and Sequence - Year 1

#### YEAR LEVEL DESCRIPTION

In Year 1, students explore the Christian teaching that all people are created in God's own image, with dignity and natural rights. They learn about living in accordance with God's plan for all creation: living safely and happily in community and in loving relationship with God, with a responsibility to care for all creation and using God's gift of freedom to make choices responsibly. They engage with a variety of Old Testament texts to learn about God's presence in the lives of individuals and communities and make connections to their own experiences. They explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. They learn about the different roles in the local parish community. Students learn about the nature of Jesus' mission and ministry. They explore aspects of Jewish daily life at the time of Jesus. They listen to, view and read accounts from different Gospels of key events, places and characters in the life of Jesus and explore similarities and differences in these accounts. They explore the many ways in which Mary, Mother of Jesus, is honoured by Christians past and present and develop their understanding of the Hail Mary, a Catholic prayer honouring Mary. Students understand that prayer was an important part of Jesus' life and is important in the lives of believers. They continue to learn about ways in which believers pray, either alone or with others.

#### FOCUS

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<tr>
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<td>God's plan for creation</td>
<td>Prayer as a significant part of the life and ministry of Jesus</td>
<td>Old Testament texts</td>
<td>Words and actions used in the sacraments of Baptism and Eucharist</td>
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<tr>
<td>Stories of Marcellin Champagnat</td>
<td>Caring for the God's creation</td>
<td>The Hail Mary prayer honours Mary, the mother of Jesus</td>
<td>God's presence in the lives of individuals and communities</td>
<td>Gospel accounts of the life of Jesus</td>
</tr>
<tr>
<td>Marist Characteristics</td>
<td>Respect for the dignity and rights of all</td>
<td>Jewish daily life in the time of Jesus</td>
<td>Nature of Jesus’ mission and ministry</td>
<td>Church today?</td>
</tr>
<tr>
<td>School Prayer</td>
<td>Grac</td>
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</tbody>
</table>

#### CONNECTIONS TO AND ACHIEVEMENT STANDARDS

Students recognise some ways in which believers past and present honour Mary, Mother of Jesus. Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose.

They recognise the significance of prayer in Jesus' life and in the life of believers and participate in Grace prayer opportunities.

Students recognise some ways in which believers past and present honour Mary, Mother of Jesus, including praying the Hail Mary. They recognise the significance of prayer in Jesus’ life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer, Grace and the Hail Mary.

Students relate stories from some Old Testament texts that describe God’s presence in the lives of individuals and communities. They describe some aspects of Jewish daily life at the time of Jesus.

Students identify the nature of Jesus’ mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God’s presence and action.

#### FERTILE QUESTION

<table>
<thead>
<tr>
<th>How does St Marcellin help us learn about God’s love?</th>
<th>Who is God?</th>
<th>How do people pray at STM?</th>
<th>Who is Jesus?</th>
<th>How is the story of Jesus remembered in the Church today?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>CLP54 – Mary, Mother of Jesus</td>
<td>Sacred Text: STOC2 – God’s Presence</td>
<td>Church: CHLS2 – Sacraments of Baptism</td>
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<td></td>
<td>CLP55 – Meditative Prayer</td>
<td>Sacred Text:</td>
<td>Sacred Text:</td>
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<td>Sacred Text:</td>
<td>STOC2 – God’s Presence</td>
<td>STNT3 – Gospel Accounts</td>
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<td>StNT3 – Gospel Accounts</td>
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</tbody>
</table>

#### CORE CONTENT

- **Beliefs:**
  - BELTR3 – Jesus’ Mission and Ministry
  - BELHE2 – God’s Plan
  - CHLS2 – Sacraments of Baptism
  - CHLG2 – Church
  - CHPS2 – Religious Education

- **Christian Life:**
  - CLP53 – Personal and Communal Prayer
  - CLP54 – Mary, Mother of Jesus
  - CLP55 – Meditative Prayer

- **Sacred Text:**
  - STOC2 – Old Testament Texts
  - STOC2 – God’s Presence

- **Church:**
  - CHLS2 – Sacraments of Baptism

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St Thomas More, Sunshine Beach - Scope and Sequence – Year 1
| MANDATED SCRIPTURE | Second Creation Story  
Genesis 2: 4b-8, 15-23  
Noah: a story of recreation  
Genesis 6: 13-9: 1 | Annunciation to Mary  
Luke 1: 26-28  
Mary visits Elizabeth  
Luke 2: 41-47 | The Last Supper  
Mark 14: 22-25  
The Baptism of Jesus  
Mark 1: 9-11  
Jesus calls Peter, Andrew, James and John  
Matthew 4: 18-22  
Calling the Twelve  
Mark 3: 13-19 |
| SUPPLEMENTARY TEXTS | Living in Harmony  
Matthew 7:12  
Luke 6:31 | Praising Creation  
Isaiah 49:14-16  
Psalm 139:1-5  
Psalm 139:14-16  
Isaiah 49:14-16 | Simeon and Anna  
Luke 2:25-35  
Luke 2:36-38 | Finding Jesus in the Temple  
Luke 2:41-51  
Wedding at Cana:  
John 2:1-12  
Presentation in the Temple  
Luke 2:22-24  
Festival of the Booths:  
John 7:2-8  
Ruth:  
Ruth 1:1-19  
Esther:  
Esther 2:16-3:1-11, 4-8 | The Last Supper  
Matthew 26:26-30  
Luke 22:14-20  
The Baptism of Jesus  
Matthew 3:13-17  
Jesus ministers and heals  
Matthew 4:23-25  
Matthew 9:2-8  
Matthew 14:13-21  
Luke 5:17-26  
Luke 4:38-41 |
| PRAYER | Classroom Prayer rituals and symbols  
School Prayer  
Grace  
Meditative prayer practices including closing eyes.  
School Prayer  
Classroom prayer rituals | Grace  
Hail Mary  
Meditative prayer practices including closing eyes and music.  
School Prayer  
Classroom prayer rituals | Grace  
Hail Mary  
Meditative prayer practices including praying with music.  
School Prayer  
Classroom prayer rituals | Grace  
Hail Mary  
Meditative prayer practices including praying with beads.  
School Prayer  
Classroom prayer rituals |
| CELEBRATIONS | Opening School Liturgy  
Ash Wednesday Liturgy  
Year 1 Family Liturgy  
Holy Week Prayer Liturgies  
Holy Week Interactive Prayer Spaces  
Feast of Nano Nagle  
Champagnat Feast Day celebrations  
Feast of St Thomas More - Mass | Feast of St Mary of the Cross  
Grandparents’ Day  
All Saints’ Day Mass  
Feast of St Francis Xavier  
Advent and Christmas Liturgies  
Year 1 Liturgy |
| RELIGIOUS LIFE OF THE SCHOOL | Religious Identity and Culture – Exploring the tradition behind school ethos and Marist Charism – ICE3.2  
Prayer and Worship – Ritualising everyday life – establishing class and school prayer rituals and symbols PW1.1 | Religious Identity and Culture – Understanding and using school symbols for ritual and liturgy – ICE1.3, ICS3.3  
Incorporating school prayer into school prayer life – ICE1.4 | Prayer and Worship – Developing a ‘sense of the sacred’ in prayer time – PW2.8  
Immensing students in different prayer experiences – Marian prayer – PW2.3, PW2.6, PW2.7  
Awareness of the predictable patterns in prayer in school assemblies, prayer and liturgy – PW2.4  
Religious Identity and Culture – Exploring Marian prayers linked to school charism – ICE7.4  
Giving honour to the school charism and story by understanding Marian symbols and icons – ICE3.6, ICE3.7 | Prayer and Worship – Celebrating liturgy - Identifying behaviours, rituals and spaces associated with prayer assemblies, liturgies and masses PW2.1, PW2.2, PW2.3  
Awareness of the predictable patterns in prayer in school assemblies, prayer and liturgy – PW2.4  
Evangelisation and Faith Formation – Teaching students about witnessing the values and behaviours of the school – Grandparents’ Day celebrations – EPW2.3  
Prayer and Worship – Providing an opportunity to celebrate and actively participate in the liturgy of the word with focus on symbols, actions and gestures of sacraments – PW2.1, PW2.2, PW2.3  
Promote the use of the chapel as a sacred space – PW2.3  
Social Action and Justice – Action for Justice and hope – Charity Weak project, SVDP appeal - Making connections to Marist solidarity - EFG3.3  
Evangelisation and Faith Formation – What was Jesus’s message and what does it mean for us? – Using scripture texts to support Christian values – EFG3.1, EFG3.4 |
### Year Level Description

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.

### Connections to and Achievement Standards

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>The teachings and actions of Jesus</td>
<td>Choices affect our relationships with God and creation</td>
<td>Old Testament stories</td>
<td>Teachings and actions of Jesus</td>
</tr>
<tr>
<td></td>
<td>Church communities today</td>
<td>Justice and peace</td>
<td>God’s relationship with the Jewish people</td>
<td>Miracles in the New Testament</td>
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<tr>
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<td>Wisdom of the saints</td>
<td>Sacrament of Penance</td>
<td>Creation and Stewardship</td>
<td>Meditative prayer experiences</td>
</tr>
<tr>
<td><strong>Connections to and Achievement Standards</strong></td>
<td>Choices affect our relationships with God and creation</td>
<td>Sacred prayer and prayers for forgiveness</td>
<td>Students discuss their ideas about God’s relationship with the Jewish people as described in some Old Testament stories.</td>
<td>Students pose questions about the life and times of Jesus and use sources provided to answer these questions.</td>
</tr>
<tr>
<td>Students recognise that prayer and the wisdom of the saints can nurture their relationship with God.</td>
<td>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.</td>
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<td>Students recognise that prayer and the wisdom of the saints help the believer to nurture their loving relationships with God, with others and with all creation. They make connections between Jesus’ teachings and actions and the way members of the Church community live today.</td>
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### Fertile Question

- **How does the story of St Marcellin Champagnat help me at STM?**
- **How do the teachings of Jesus continue to live in our local church community?**
- **What does God teach us about love and forgiveness?**
- **How can we be responsible stewards of God’s creation?**
- **What do the miracles of Jesus teach us about God’s love?**

### Core Content

- **Church:**
  - CHPG3 – People of God
  - CHCH1 – Church History
  - CHPG3 – People of God
  - CHPS7 – Liturgy and Sacraments

- **Beliefs:**
  - BEWR3 – God and the Jewish people
  - BETM4 – Trinitarian: God, Jesus the Christ, Spirit

- **Christian Life:**
  - CHLS3 – Sacrament of Penance
  - CHPG3 – People of God
  - CLMF5 – Moral Formation
  - CLPS6 – Relationships with God

- **Sacred Text:**
  - STNT6 – Liturgy and Sacraments
  - STOT4 – Old and New Testament

- **Church:**
  - CHLS3 – Sacrament of Penance
  - CHPG3 – People of God

- **Beliefs:**
  - BETR3 – God and the Jewish people

- **Christian Life:**
  - CLMF5 – Moral Formation
  - CLPS6 – Relationships with God

- **Sacred Text:**
  - STNT6 – Liturgy and Sacraments
  - STOT4 – Old and New Testament

- **Church:**
  - CHLS3 – Sacrament of Penance
  - CHPG3 – People of God

- **Beliefs:**
  - BEHE2 – Humans and God’s creation

- **Sacred Text:**
  - STCW5 – Wisdom of the saints
  - STOT5 – God’s self-revelation in Old Testament

- **Christian Life:**
  - CLMF4 – Sacredness of God and creation
  - CLMJ3 – People respect all life

- **Sacred Text:**
  - STNT5 – God’s self-revelation in New Testament
**Mandated Scripture**

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<td><strong>The Greatest Commandment</strong></td>
<td>Matthew 22: 34-40</td>
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<tr>
<td><strong>Promise to Abraham and Sarah</strong></td>
<td>Genesis 17: 1-8, 15-19, 21-22</td>
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<tr>
<td><strong>Parable of the Unforgiving Servant</strong></td>
<td>Matthew 18: 21-35</td>
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<tr>
<td><strong>Jesus Teaches About Forgiving Others</strong></td>
<td>Luke 17: 3-4</td>
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<tr>
<td><strong>The Forgiving Father</strong></td>
<td>Luke 15: 11-32</td>
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<tr>
<td><strong>Judeo-Christian Creation Stories</strong></td>
<td>Genesis 1:1-2, 4a, Genesis 2:4b-25</td>
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<td><strong>God’s Agreement with Noah</strong></td>
<td>Genesis 9:8-17</td>
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<tr>
<td><strong>Jesus Heals Two Blind Men</strong></td>
<td>Matthew 20: 29-34</td>
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<tr>
<td><strong>Jesus Heals a Crippled Woman</strong></td>
<td>Luke 13: 10-13</td>
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<td><strong>Jesus Walks on Water</strong></td>
<td>John 6: 16-21</td>
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**Supplementary Texts**

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<td><strong>Moses The Two Tablets of The Covenant</strong></td>
<td>Exodus 31:18</td>
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<tr>
<td><strong>The Call Of Levi</strong></td>
<td>Mark 2: 13-17</td>
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<td><strong>Welcome to the table</strong></td>
<td>Luke 14: 7-14</td>
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<tr>
<td><strong>Pharisee and Tax Collector</strong></td>
<td>Luke 18: 9-14</td>
</tr>
<tr>
<td><strong>Jesus Forgives a Loving Woman</strong></td>
<td>Luke 7: 36-50</td>
</tr>
<tr>
<td><strong>The lost Coin</strong></td>
<td>Luke 15: 8-10</td>
</tr>
<tr>
<td><strong>Creation</strong></td>
<td>Psalm 24: 1-2, Psalm 50:10-12</td>
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<tr>
<td><strong>Justice</strong></td>
<td>Micah 6:8</td>
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<tr>
<td><strong>Jesus in the Synagogue</strong></td>
<td>Mark 6: 1-6</td>
</tr>
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**Prayer**

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td><strong>School Prayer</strong></td>
<td>Meditative prayer practices – centred breathing and prayer labyrinth</td>
</tr>
<tr>
<td><strong>Prayers for forgiveness including Acts of Contrition and Penitential Act</strong></td>
<td>Meditative prayer practices including mindful listening</td>
</tr>
<tr>
<td><strong>Marian Prayers – Link with school charism</strong></td>
<td>Prayers for forgiveness - Act of Contrition and Penitential Act</td>
</tr>
<tr>
<td><strong>Meditative Prayer practices including centred breathing, mindful listening and praying with beads</strong></td>
<td>Meditative Prayer practices including centred breathing, mindful listening and praying with beads</td>
</tr>
<tr>
<td><strong>Hail Mary prayer</strong></td>
<td>All Saints’ Day Mass</td>
</tr>
</tbody>
</table>

**Celebrations**

<table>
<thead>
<tr>
<th>Type</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opening School Liturgy</strong></td>
<td>Ash Wednesday Liturgy</td>
</tr>
<tr>
<td><strong>Holy Week Prayer Liturgies</strong></td>
<td>Holy Week Interactive Prayer Spaces</td>
</tr>
<tr>
<td><strong>Grandparents’ Day</strong></td>
<td>Feast of St Mary of the Cross</td>
</tr>
<tr>
<td><strong>Feast of Nano Nagle</strong></td>
<td>Feast of the Assumption Mass</td>
</tr>
<tr>
<td><strong>Year 2 prayer Liturgy</strong></td>
<td>Feast of St Thomas More - Mass</td>
</tr>
</tbody>
</table>

**Religious Life of the School**

<table>
<thead>
<tr>
<th>Type</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prayer and Worship</strong></td>
<td>Promoting elements associated with the Marist Charism – ICE1.1</td>
</tr>
<tr>
<td><strong>Religious Identity and Culture</strong></td>
<td>Incorporating school prayer into school prayer life – ICE1.4</td>
</tr>
<tr>
<td><strong>Social Action and Justice</strong></td>
<td>Praying and action for Justice – Caritas focus stories – SJ62.1</td>
</tr>
<tr>
<td><strong>Evangelisation and Faith Formation</strong></td>
<td>Inviting clergy and parish staff to share information about their roles – EFV3.1</td>
</tr>
<tr>
<td><strong>Prayer and Worship</strong></td>
<td>Prayerful use of sacred and reflective spaces – ICS1.1, ICS1.4</td>
</tr>
<tr>
<td><strong>Religious Identity and Culture</strong></td>
<td>Awareness of the predictable patterns in prayer in school assemblies, prayer and liturgy – PWP2.4</td>
</tr>
<tr>
<td><strong>Social Action and Justice</strong></td>
<td>Understanding and using school symbols for liturgy and prayer – ICE1.3</td>
</tr>
<tr>
<td><strong>Evangelisation and Faith Formation</strong></td>
<td>Praying and action for Justice – Caritas focus stories – SJ62.1</td>
</tr>
<tr>
<td><strong>Prayer and Worship</strong></td>
<td>Celebrating days of religious significance to the community – ICE1.5</td>
</tr>
<tr>
<td><strong>Religious Identity and Culture</strong></td>
<td>Using prayers associated with school charism in life of community – ICE1.4</td>
</tr>
<tr>
<td><strong>Social Action and Justice</strong></td>
<td>Exploring Marian prayers linked to school charism – ICE1.4</td>
</tr>
<tr>
<td><strong>Evangelisation and Faith Formation</strong></td>
<td>Opportunities for students to develop an expressive spiritual awareness through visual and media arts – EFV3.1</td>
</tr>
<tr>
<td><strong>Social Action and Justice</strong></td>
<td>Action for Justice and hope - Charity Week project, SVDP appeal - Making connections to Marist solidarity – EFV3.3</td>
</tr>
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**Scope and Sequence**

- St Thomas More, Sunshine Beach - Scope and Sequence – Year 2
# St Thomas More - Sunshine Beach

## Religious Education - Scope and Sequence - Year 3

<table>
<thead>
<tr>
<th>YEAR LEVEL DESCRIPTION</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
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<tbody>
<tr>
<td><strong>In Year 3, students develop their understanding of God’s relationship with people as individuals and community, and the presence and action of God in daily life experiences as they engage with a variety of texts (including key stories form 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 lay 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.</strong></td>
<td><strong>Symbols on School Crest</strong>  - Marcellin Champagnat’s mission and ministry  - Significant people, events and features of the local parish and diocese</td>
<td><strong>Prayers of Praise</strong>  - Different forms of Prayer for Christians  - Meditative Prayer practices</td>
<td><strong>God’s presence and action in daily life experiences</strong>  - Cultural contexts of New Testament Texts  - Order and harmony in God’s Creation</td>
<td><strong>Images of God in Old Testament scriptures</strong>  - The scriptures as a foundation for living a moral life</td>
<td><strong>Cultural contexts of New Testament texts</strong>  - Life and teachings of Jesus  - Jesus as Messiah  - Sacraments of Initiation</td>
</tr>
<tr>
<td><strong>FOCUS</strong></td>
<td>Students describe significant people within the diocese, past and present, including the religious and lay. Students use prayers attributed to the Saints to express their ideas about God’s relationship with people as individuals and communities. Students 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 participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise. Students select and use information, ideas and events in texts to express their ideas about 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. 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). 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 describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and lay. Students 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. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the Church community.**</td>
<td><strong>Symbols on School Crest</strong>  - Marcellin Champagnat’s mission and ministry  - Significant people, events and features of the local parish and diocese</td>
<td><strong>Prayers of Praise</strong>  - Different forms of Prayer for Christians  - Meditative Prayer practices</td>
<td><strong>God’s presence and action in daily life experiences</strong>  - Cultural contexts of New Testament Texts  - Order and harmony in God’s Creation</td>
<td><strong>Images of God in Old Testament scriptures</strong>  - The scriptures as a foundation for living a moral life</td>
</tr>
<tr>
<td><strong>CONNECTIONS TO AND ACHIEVEMENT STANDARDS</strong></td>
<td>Students describe significant people within the diocese, past and present, including the religious and lay. Students use prayers attributed to the Saints to express their ideas about God’s relationship with people as individuals and communities. Students 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 participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise. Students select and use information, ideas and events in texts to express their ideas about 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. 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). 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 describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and lay. Students 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. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation and Eucharist) welcome and strengthen members of the Church community.</td>
<td><strong>Symbols on School Crest</strong>  - Marcellin Champagnat’s mission and ministry  - Significant people, events and features of the local parish and diocese</td>
<td><strong>Prayers of Praise</strong>  - Different forms of Prayer for Christians  - Meditative Prayer practices</td>
<td><strong>God’s presence and action in daily life experiences</strong>  - Cultural contexts of New Testament Texts  - Order and harmony in God’s Creation</td>
<td><strong>Images of God in Old Testament scriptures</strong>  - The scriptures as a foundation for living a moral life</td>
</tr>
<tr>
<td><strong>FERTILE QUESTION</strong></td>
<td>How does the example of our school saints help me as a member of the STM community?</td>
<td>How can different types of prayer enhance my life?</td>
<td>Who was Jesus and what can I learn from his life and actions?</td>
<td>How do I belong to our Catholic community?</td>
<td>How do the Sacraments help me know more about Jesus as Messiah?</td>
</tr>
</tbody>
</table>
| **MANDATED SCRIPTURE** | Prayers of thanksgiving and praise  
Psalm 23 (Psalm 28:1, 6-9) | The life and teaching of Jesus  
Jesus’ Mission  
Luke 4: 16-21 | Moral living  
The Beatitudes  
(Matthew 5: 3-11; Luke 6: 20-26) | Jesus the Messiah:  
The Birth of Jesus the messiah  
Matthew 1: 17-2: 12 |
| **SUPPLEMENTARY TEXTS** | Last Supper  
(Matthew 26:26-30)  
Luke 22:14-20 | Fruits of the Spirit  
Galatians 5:14, 22-23 | Meditative prayer practices, including guided meditation and mindful listening | Baptism of Jesus  
(Luke 3: 1-22)  
Matthew 3:13-17 |
| **PRAYER** | School prayer | Prayers of praise  
Glory Be  
Meditative prayer practices, including guided meditation-prayer Labyrinth | Prayers of thanksgiving  
Meditative prayer practices, including guided meditation and mindful listening | Meditative prayer practices, including guided meditation and praying with prayer beads |
| **CELEBRATIONS** | Opening school liturgy | Project compassion  
Ash Wednesday Liturgy  
Easter celebrations  
Holy week Prayer spaces | Easter – Resurrection liturgy  
Year 3 Liturgy of the Word  
Feast Day celebrations – Champagnat Day, St Thomas More, Nano Nagle | Catholic Education Week  
Grandparents’ Day  
St Mary of the Cross (MacKillop) Feast Day  
Assumption of Mary – School Mass |
| **RELIGIOUS LIFE OF THE SCHOOL** | Prayer and Worship  
Using predictable patterns for prayer across school celebrations and assemblies – PWP2.1, PWP2.4  
Religious Identity and Culture  
Promoting elements associated with the Marist Charism – ICS1.1  
Incorporating school prayer into school prayer life – ICE1.4 | Prayer and Worship  
Using a variety of traditional prayers and meditative prayer practices – PWP1.1, PWP1.2  
Incorporating appropriate symbols for class prayer times – PWP3.3  
Religious Identity and Culture  
Making prayerful use of sacred spaces within the school and parish – ICS1.1, ICS1.3  
Social Action and Justice  
Praying and action for Justice – Caritas focus stories – SJ2.1 | Prayer and Worship  
Establishing clear expectations and practices for the celebration of reverent prayer and liturgy – PWL2.1  
Religious Identity and Culture  
Celebrating days of religious significance to the community – ICS1.5  
Evangelisation and Faith Formation  
Celebrating religious diversity and inclusive practices within the school community – EPF2.2  
Social Action and Justice  
Supporting environmentally friendly practices – SJ2.1, SJ2.2 | Prayer and Worship  
Providing voluntary opportunities for prayer – PWP3.4  
Religious Identity and Culture  
Recognising and celebrating everyday moments in student’s sacramental journey – ICC2.4  
Evangelisation and Faith Formation  
Opportunities for students to represent images of God through music and visual arts – EPF3.1  
Social Action and Justice  
Promoting peaceful relationships within the school – sharing with buddies – SJ1.4 |
| | | | | |
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, petition and intercession to facilitate an appreciation of the significance of these forms of prayer for Christian communities.

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>CONNECTIONS TO AND ACHIEVEMENT STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the significance of community for Christians. They participate respectfully in prayer experiences.</td>
<td>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 explain how a reader uses this knowledge to better understand God’s Word. Recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some Scriptural passages that express God as Father, Son and Holy Spirit. Participate respectfully in a variety of prayer experiences, including meditative prayer. 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 New Testament and explain how a reader uses this knowledge to better understand God’s Word. Participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing. 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 New Testament and explain how a reader uses this knowledge to better understand God’s Word. Participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing. Connect ideas about living in different communities 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). Describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of 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. Participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of petition and intercession.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FERTILE QUESTION</th>
<th>CORE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does our Marist Charism support us in being a Christian community?</td>
<td>Characteristics of our Local Church Community CHPGS Wisdom writings STOT7 - STOWS Moral decision making CLMF7 - CLMF8 CLM5 Bible referencing systems STOT8 Trinity BETR6 - BEHE4 Types of text types in the New Testament STNT9 - STNT10 STNT11 Meditative Prayer CLPS12 CLPS11 Jewish Worship BEWRS Stewards of Creation CLM5</td>
</tr>
<tr>
<td>What do the Old Testament texts tell us about how our choices affect others?</td>
<td></td>
</tr>
<tr>
<td>Where do we find God’s Voice in Text?</td>
<td></td>
</tr>
<tr>
<td>How do the messages from the New Testament help me learn more about God?</td>
<td></td>
</tr>
<tr>
<td>How is the early Catholic Church in Australia like the Church of Jesus’ time?</td>
<td></td>
</tr>
<tr>
<td>Why is prayer important to communities?</td>
<td></td>
</tr>
</tbody>
</table>

St Thomas More, Sunshine Beach - Religious Education - Scope and Sequence – Year 4
| MANDATED SCRIPTURE | Church Community: Lives among the believers  
Acts 2:42-47; Acts 4:32-37 | Living in a loving relationship with God, others and all creation:  
The Ten Commandments  
Exodus 20:1-17  
Deuteronomy 5:1-21 | Old Testament text types:  
Sacred myths – First creation story  
(Genesis 1:1-2:4a) | Jewish community at the time of Jesus:  
The Good Samaritan  
Luke 10:25-37 | Giving Sight to a Blind Man at Jericho  
Mark 10:46-52  
Luke 18:35-43 | Jesus is baptized by John  
Matthew 3:13-17  
Mark 1:9-11  
Luke 3:21-23 |
| --- | --- | --- | --- | --- | --- | --- |
| SUPPLEMENTARY TEXTS | Incorporating school prayer into school  
Church Community  
Religious Identity and Culture  
Acts 2:42  
Marist  
Opening school liturgy  
prayer rituals  
Prayer and Worship  
prayer life  
School Prayer  
Marist characteristics  
Introduce Litanies  
Meditative prayer practices including praying with colour  
Our Father, Hail Mary – Explicit teaching  
Ash Wednesday Mass  
Year 4 Penance service  
Caritas Carnival - Project Compassion  
Holy week Interactive Prayer Spaces  
Holy Week Prayer Liturgies  
Easter – Resurrection  
Feast of Nano Nagle  
Champagnat Feast Day celebrations  
Feast of St Thomas More - Mass  
ANZAC Day  
Catholic Education Week  
Grandparents’ Day  
St Mary of the Cross (MacKillop) Feast Day  
Assumption of Mary – School Mass  
October – Month of the Rosary  
All Saints Day Mass  
Year 4 Mass  
Feast of St Francis Xavier  
Advent – Christmas  | The Forgiving Father (Two Sons)  
Luke 15:11-32  
The Sower  
Mark 4:10-13:19 | Ten Lepers  
Luke 17:11-18 | Cleansing a Leper  
Mark 1:40-45  
Luke 5:12-16 | Man by Pool of Bethesda  
John 5:1-9 | Two Blind Men at Jericho  
Matthew 20:29-34 |
| PRAYER | School Prayer  
Marist characteristics  
Introduce Litanies  
Meditative prayer practices including praying with colour  
Our Father, Hail Mary – revision  
Apostles Creed, Glory Be – Explicit teaching  | Meditative prayer practices including praying with colour and mantras  
Prayers of blessing  
Meditative prayer practices including praying with colour and mantras  | Meditative prayer practices including praying with colour and mantras  
Prayers of blessing  
Meditative prayer practices including praying with colour and mantras  | Litanies to Mary  
Prayers of petition and intercession  
Meditative prayer practices including praying with mantras and rosary beads  |  |
| CELEBRATIONS | Opening school liturgy  
Ash Wednesday Mass  
Year 4 Penance service  
Caritas Carnival - Project Compassion  
Holy week Interactive Prayer Spaces  
Holy Week Prayer Liturgies  
Easter – Resurrection  
Feast of Nano Nagle  
Champagnat Feast Day celebrations  
Feast of St Thomas More - Mass  
ANZAC Day  
Catholic Education Week  
Grandparents’ Day  
St Mary of the Cross (MacKillop) Feast Day  
Assumption of Mary – School Mass  
October – Month of the Rosary  
All Saints Day Mass  
Year 4 Mass  
Feast of St Francis Xavier  
Advent – Christmas  |  |
| RELIGIOUS LIFE OF THE SCHOOL | Prayer and Worship  
Developing and leading Classroom prayer rituals –PWP2.4  
Religious Identity and Culture  
Promoting elements associated with the Marist Charism – ICE1.1  
Incorporating school prayer into school prayer life – ICE1.4 | Prayer and Worship  
Opportunities for celebration of Penance – PWL3.1  
Religious Identity and Culture  
Understanding and using school symbols for ritual and liturgy – ICE1.3  
Social Action and Justice  
Praying for Justice – Caritas focus at assembly – SJ52.1  
Evangelisation and Faith Formation  
Connections to the parish community with sacramental preparation – EFW4.3 | Prayer and Worship  
Incorporating appropriate symbols for class prayer times – PWP3.3  
Religious Identity and Culture  
Providing opportunities to explore God’s presence through art – ICE1.4  
Evangelisation and Faith Formation  
Opportunities for students to develop spiritual awareness through music and visual arts– EFF3.1  | Religious Identity and Culture  
Making prayerful use of sacred spaces within the school and parish – ICE1.1, ICE1.3  
Evangelisation and Faith Formation  
Connections to the parish community with sacramental preparation – EFW4.3 | Prayer and Worship  
Development of class practices for reverent liturgy – PWP2.4  
Religious Identity and Culture  
Making prayerful use of sacred spaces within the school and parish – ICE1.1, ICE1.3  
Providing companionship to younger students through the buddy program – ICC1.5  
Evangelisation and Faith Formation  
Reflecting on how school traditions and practices connect with the Gospel – EFF2.3  | Prayer and Worship  
Opportunities for celebration of the Eucharist – PWL3.1  
Involving students in the creation of prayers for class mass – PHP2.5  
Evangelisation and Faith Formation  
Creating a culture of hope with outreach through Charity week and SVDP appeal – EFG1.4  
Prayer and worship that is Christ-centered and links to Marian prayers – EFG1.2  
Social Action and Justice  
Promoting social justice action through Charity week activities – SJ1A.5 |
# St Thomas More - Sunshine Beach

## Religious Education - Scope and Sequence - Year 5

### Year Level Description

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.

### Focus

- Symbols on School Crest
- St Thomas More
- Marist Characteristics
- Marcellin Champagnat
- St Thomas More school prayer

### Connections to and Achievement Standards

Students describe the significance of the wisdom of the Saints, (Marcellin Champagnat and St Thomas More) for communities of believers. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers.

Students describe ways in which believers live according to Jesus’ new commandment of charity (love), and make and act upon informed moral choices. They participate respectfully in a variety of personal and communal prayer experiences, including meditative prayer.

Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.

Students use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. 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.

Students identify many ways in which faith is shared and strengthened in communities of believers, past and present.

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.

### Fertile Question

- How does the wisdom of our school saints guide us?
- How do my words and actions affect others? Do I act justly? What was Jesus’ message?
- How can the Holy Spirit move my world?
- How are faith communities strengthened?
- What was it like to be in Catholic Colonial Australia? (1800-1900)
- How does Mary’s story of Faith continue across time and place?

### Core Content

**Christian Life:**
- CLMJ6 – Love one another

**Sacred Text:**
- STNT12 – Gospel Writers

**Beliefs:**
- BETR7 – Holy Spirit and the words, symbols and actions.

**Church:**
- CHLS7 – Catholic Rite of Confirmation

**Sacred Texts:**
- STOT12 – Gospel Writers
- STNT13 – Analyse information from a variety of texts

**Church:**
- CHCH4 – Pioneering Catholics
- STCW6 – Preservation of faith

**Sacred Texts:**
- CHPG6 – Mother of the Church

**Christian Life:**
- CLPS14 – Mary’s role as mother of Jesus

**Church:**
- CLPS15 – Meditative prayer
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<tr>
<th>MANDATED SCRIPTURE</th>
<th>SUPPLEMENTARY TEXTS</th>
<th>PRAYER</th>
<th>CELEBRATIONS</th>
<th>RELIGIOUS LIFE OF THE SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Charity:</td>
<td>The Beatiudes</td>
<td>School Prayer</td>
<td>Opening school liturgy</td>
<td>Prayer and Worship:</td>
</tr>
<tr>
<td></td>
<td>Matthew 5:1-12</td>
<td>Holy week prayer</td>
<td>Project compassion</td>
<td>Promoting elements associated with the Marist Charism – ICE1.1</td>
</tr>
<tr>
<td></td>
<td>Luke 6:20-36</td>
<td>Prayers for reconciliation</td>
<td>Ash Wednesday Mass</td>
<td>Developing and leading Classroom prayer rituals – PWR2.4</td>
</tr>
<tr>
<td>Formations of Conscience:</td>
<td>The Last Judgment</td>
<td>Marian Prayers</td>
<td>EASTER – Resurrection prayer</td>
<td>Social Action and Justice</td>
</tr>
<tr>
<td></td>
<td>Matthew 25:35-40</td>
<td>Hail Mary and Litany of Mary of Nazareth</td>
<td>Pentecost</td>
<td>Establishing just processes for classroom decision making – SJC2.3</td>
</tr>
<tr>
<td></td>
<td>1 John 4:20-21</td>
<td>Meditative prayer practices including mantras</td>
<td>ANDAZC day</td>
<td>Social Action and Justice</td>
</tr>
<tr>
<td></td>
<td>Jesus’ new commandment of love</td>
<td>Marian Prayers</td>
<td>Feast days for Nano Nagle, St Marcellin, Champagnat and St Thomas More</td>
<td>Establishing just processes for classroom decision making – SJC2.3</td>
</tr>
<tr>
<td></td>
<td>John 13:34-35</td>
<td>Meditative prayer practices including mantras</td>
<td>Year 5 Pentecost service</td>
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</tr>
<tr>
<td></td>
<td>Matthew 22:36-40</td>
<td>Prayers of blessing</td>
<td>Catholic Education Week</td>
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<tr>
<td></td>
<td>Romans 13:8-10</td>
<td>Meditative prayer practices including silence, stillness and prayer mantras</td>
<td>Grandparents’ Day</td>
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</tr>
<tr>
<td></td>
<td>Jesus Blesses Children</td>
<td>Marian Prayers</td>
<td>Year 5 Mass St Mary of the Cross</td>
<td>Establishing just processes for classroom decision making – SJC2.3</td>
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<tr>
<td></td>
<td>Luke 18:15-17</td>
<td>Marian Prayers including the Hail Mary, Litany of Mary of Nazareth and Rosary.</td>
<td>(Mackillop) Feast Day</td>
<td>Social Action and Justice</td>
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<tr>
<td>Mary’s song of praise to God</td>
<td>Gifts of the Spirit</td>
<td>Marian Prayers</td>
<td>Assumption of Mary Mass</td>
<td>Creating meaningful prayer spaces and experiences in the classroom setting – ICC3.5</td>
</tr>
<tr>
<td>Luke 1:46-56</td>
<td>Isaiah 11:1-3</td>
<td>Marian Prayers including the Hail Mary, Litany of Mary of Nazareth and Rosary.</td>
<td>Month of the Rosary</td>
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</tr>
<tr>
<td>The Shema</td>
<td>Fruits of the Spirit</td>
<td>Marian Prayers</td>
<td>All Saints Day</td>
<td>Creating meaningful prayer spaces and experiences in the classroom setting – ICC3.5</td>
</tr>
<tr>
<td>Deuteronomy 6:4-9, 11:13-21</td>
<td>1 Corinthians 12:6-12</td>
<td>Marian Prayers</td>
<td>Student leadership</td>
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<td>Numbers 15:37-41</td>
<td>Romans 12:3-8</td>
<td>Marian Prayers including the Hail Mary, Litany of Mary of Nazareth and Rosary.</td>
<td>Advent – Christmas</td>
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<td>Birth of Jesus</td>
<td>Ephesians 1:13-14</td>
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<tr>
<td>Luke 2:1-14</td>
<td>Colossians 1:7-12</td>
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</tr>
<tr>
<td>Visit of Shepherds</td>
<td>Psalms 30, 32, 34, 45-48, 75, 116, 118</td>
<td>Marian Prayers</td>
<td>Marian Prayers including the Hail Mary, Litany of Mary of Nazareth and Rosary.</td>
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<tr>
<td>Luke 2:15-20</td>
<td>Lamentation</td>
<td>Marian Prayers including the Hail Mary, Litany of Mary of Nazareth and Rosary.</td>
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<tr>
<td>Fruit of the Spirit</td>
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<td>Galatians 5:22-23</td>
<td>Thanksgiving</td>
<td>Marian Prayers including the Hail Mary, Litany of Mary of Nazareth and Rosary.</td>
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<td>The spirit of God</td>
<td>Psalms 30, 32, 34, 45-48, 75, 116, 118</td>
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<tr>
<td>Infancy narratives in the Gospels of Matthew and Luke</td>
<td>Announcement to Joseph</td>
<td>Marian Prayers including the Hail Mary, Litany of Mary of Nazareth and Rosary.</td>
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<td>Matthew 1:18-25</td>
<td>Litany of Mary of Nazareth</td>
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## St Thomas More - Sunshine Beach

**Religious Education – Scope and Sequence – Year 6**

<table>
<thead>
<tr>
<th><strong>YEAR LEVEL DESCRIPTION</strong></th>
<th><strong>FOCUS</strong></th>
<th><strong>CONNECTIONS TO AND ACHIEVEMENT STANDARDS</strong></th>
<th><strong>FERTILE QUESTION</strong></th>
<th><strong>CORE CONTENT</strong></th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Students identify and describe many ways in which faith is lived out in the lives of believers both past and present. They analyse the key messages and contexts of some Old Testament prophets and explain the significance of Jesus' New Law for the way believers live their faith. They demonstrate an understanding of the term ‘communion of saints’.</td>
<td>Students analyse information from a variety of texts, including New Testament texts to explain the action of the Holy Spirit in the lives of believers. They analyse the effect of the Holy Spirit in the lives of believers and explain the significance of God's promises in the Old Testament.</td>
<td><strong>What is Justice?</strong></td>
<td><strong>Christian Life:</strong> CLMF10 – Jesus' New Law <strong>Church:</strong> CHLS9 – Liturgical Celebrations CHPG7 – Communion of Saints <strong>Sacred Text:</strong> STOT10 – Old Testament Prophets</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
<td>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including the commemoration of High Holy Days by Jewish believers, the Church’s liturgical year and the celebration of Eucharist. They explain the significance of personal and communal prayer, (including the Our Father and The Examen), and the use of meditative prayer practices (including prayer journaling), for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experiences and meditative prayer practices.</td>
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<td><strong>Why does the Catholic Church celebrate rituals?</strong></td>
<td><strong>Christian Life:</strong> CLPS16 – The Lord’s Prayer <strong>Beliefs:</strong> BEWR7 – Jewish believers <strong>Church:</strong> CHLS8 – Celebration of Eucharist</td>
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<td><strong>How has the Catholic Church contributed to the shaping of Australia?</strong></td>
<td><strong>Beliefs:</strong> BEHE6 – Faith Formation <strong>Christian Life:</strong> CLMJ7 – Works of Mercy CLPS17 – The Examen <strong>Church:</strong> CHCH5 – New Australian Nation <strong>Sacred Text:</strong> STCW7 – Australian Catholic Christians</td>
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<td><strong>Unit 4</strong></td>
<td>Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including the commemoration of High Holy Days by Jewish believers, the Church’s liturgical year and the celebration of Eucharist. They explain the significance of personal and communal prayer, (including the Our Father and The Examen), and the use of meditative prayer practices (including prayer journaling), for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experiences and meditative prayer practices.</td>
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<td><strong>What is God’s name?</strong></td>
<td><strong>Sacred Text:</strong> STOT11 – Old Testament texts STNT14 – Holy Spirit STNT15 – Gospel texts and images of Jesus <strong>Beliefs:</strong> BETR8 – Jesus’ relationship with God <strong>Church:</strong> CHCH5 – New Australian Nation <strong>Sacred Text:</strong> STCW7 – Australian Catholic Christians</td>
</tr>
</tbody>
</table>

**St Thomas More, Sunshine Beach – Scope and Sequence – Year 6**
### RELIGIOUS LIFE OF THE SCHOOL

#### Institution of the Eucharist
- 1 Corinthians 11:23-26
- Our Father – Luke 11:2-4
- Matthew 6:9-13

#### Spiritual and Corporal Works of Mercy
- Matthew 25:31-40
- Living faith: The woman with a haemorrhage Jairus' daughter
- Matthew 9:18-26
- Mark 5:21-43
- Luke 8:40-49

#### Jesus as Messiah, Son of Man and Saviour:
- Matthew 16:16-17
- Acts 17:2-3
- Acts 1:29-33,36

#### Call of Nathaniel and other disciples:
- John 1:35-51
- John 1:35-51

#### Old Testament prophets:
- Call of Samuel
- 1 Samuel 3:1-4:1a

#### Communion of Saints:
- Ephesians 1:1
- Ephesians 2:19
- Ephesians 3:1-21

#### Jesus' New Law:
- What did Jesus come to do?
- Matthew 5: 17

#### Recognising Faith formation experiences for student leaders

#### Developing and leading Student initiated justice project

#### Student Liturgy team members contribute to and support Whole school mass for opening of school year and Ash Meditative prayer practices including prayer journaling Significance of celebrations in the lives of believers: Observance of Holy days Leviticus 23:1-44

#### Leadership of liturgical celebrations Evangelization and Faith Formation Development of Class Prayer Rituals Creation of Class Morning Prayer

#### What did Jesus come to do?
- Matthew 5:6,7
- Galatians 4: 1-7, 5:1
- Micah 6:8
- God’s Dream by Desmond Tutu and Douglas Carlton Abrams

#### Lord’s Prayer
- Development of Personal Prayer Rituals
- Meditative prayer practices including prayer journaling

#### Meditation, Mandalas and Mindfulness

#### Class Morning Prayer
- Parish Anointing Mass
- Whole school mass for opening of school year and Ash Wednesday Mass
- Penance Service

#### Core

#### Class Morning Prayer
- Mediation, Mandalas and Mindfulness
- Parish Anointing Mass
- Whole school mass
- Student designed Prayer Rituals

#### What did Jesus come to do?

#### Lord’s Prayer
- Development of Personal Prayer Rituals
- Meditative prayer practices including prayer journaling

#### Meditation, Mandalas and Mindfulness

#### Class Morning Prayer
- Parish Anointing Mass
- Whole school mass
- Student designed Prayer Rituals

#### Grandparents' Day
- Class Morning Prayer
- Meditation, Mandalas and Mindfulness
- Whole school mass
- Graduation Mass and ceremony
- End of Year Rituals

#### Preparation of Eucharist
- Student participation in Parish Anointing Mass – PWL2.2
- Opportunities for celebration of Penance – PWL3.1
- Developing and leading Classroom prayer rituals – PWL2.4
- Student Liturgy team members contribute to and support liturgical celebrations – PWL1.3, PWL2.5

#### Evangelization and Faith Formation
- Faith formation experiences for student leaders - Leadership Day EF1.1
- Spiritual development and awareness through the arts – Leadership of Holy week liturgies EF2.1
- Religious Identity and Culture
- Understanding and using school symbols for ritual and liturgy – ICE1.3
- Recognising and celebrating everyday moments – announcing birthdays and awards on assembly – ICC2.4
- Social Action and Justice
- Promoting the activities of social justice through Mini-Vinnies leaders – SJA1.5
- Encouraging peaceful and just relationships in the playground - Playground Guardians SJR1.4

#### Prayer and Worship
- Student participation in Parish Anointing Mass – PWL2.2
- Opportunities for celebration of Eucharist – PWL3.1
- Developing and leading Classroom prayer rituals – PWL2.4
- Student Liturgy team members contribute to and support liturgical celebrations – PWL2.5

#### Evangelization and Faith Formation
- Faith formation as part of camp experience - EFF1.4
- Religious Identity and Culture
- Celebrating Champaign Day – ICE1.5
- Companioning program for playground – Playground Guardians ICC1.5
- Promoting a spirit of Christian hospitality – ICC3.2
- Social Action and Justice
- Promoting the activities of social justice through Mini-Vinnies leaders – SJA1.5
- Encouraging peaceful and just relationships in the playground - Playground Guardians SJR1.4

#### Prayer and Worship
- Student participation in Parish Anointing Mass – PWL2.2
- Opportunities for celebration of Eucharist – PWL3.1
- Developing and leading Classroom prayer rituals – PWL2.4
- Student Liturgy team members contribute to and support liturgical celebrations – PWL2.5

#### Evangelization and Faith Formation
- Witness to school values at Grandparents' Day celebrations – EF2.3
- Religious Identity and Culture
- Companioning program for playground – Playground Guardians ICC1.5
- Recognising and celebrating everyday moments – announcing birthdays and awards on assembly – ICC2.4
- Social Action and Justice
- Promoting the activities of social justice through Mini-Vinnies leaders – SJA1.5
- Prayerful reflection through journaling and examen prayer – SJR2.3

#### Social Action and Justice
- Activities for social justice – leading the annual St Vincent de Paul Christmas appeal – SJA1.5

#### Religious Identity and Culture
- Promoting the activities of social justice through Mini-Vinnies leaders – SJA1.5
- Prayerful reflection through journaling and examen prayer – SJR2.3

#### Meditation, Mandalas and Mindfulness

#### Class Morning Prayer
- Meditation, Mandalas and Mindfulness
- Parish Anointing Mass
- Whole school mass
- Student designed Prayer Rituals

#### Grandparents' Day
- Class Morning Prayer
- Meditation, Mandalas and Mindfulness
- Whole school mass
- Graduation Mass and ceremony
- End of Year Rituals

#### Prayer and Worship
- Student participation in Parish Anointing Mass – PWL2.2
- Opportunities for celebration of Eucharist – PWL3.1
- Developing and leading Classroom prayer rituals – PWL2.4
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#### Evangelization and Faith Formation
- Witnessing to school values at Grandparents' Day celebrations – EF2.3
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#### Religious Identity and Culture
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### SUPPLEMENTARY TEXTS

#### What did Jesus come to do?
- Matthew 5:6,7
- Galatians 4: 1-7, 5:1
- Micah 6:8
- God’s Dream by Desmond Tutu and Douglas Carlton Abrams

#### Lord’s Prayer
- Development of Personal Prayer Rituals
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- Student participation in Parish Anointing Mass – PWL2.2
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#### Evangelization and Faith Formation
- Faith formation as part of camp experience - EFF1.4
- Religious Identity and Culture
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- Recognising and celebrating everyday moments – announcing birthdays and awards on assembly – ICC2.4
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- Promoting the activities of social justice through Mini-Vinnies leaders – SJA1.5
- Prayerful reflection through journaling and examen prayer – SJR2.3

#### Social Action and Justice
- Activities for social justice – leading the annual St Vincent de Paul Christmas appeal – SJA1.5

#### Religious Identity and Culture
- Promoting the activities of social justice through Mini-Vinnies leaders – SJA1.5
- Prayerful reflection through journaling and examen prayer – SJR2.3

### MANDATED SCRIPTURE

#### Old Testament prophets:
- Call of Samuel
- 1 Samuel 3:1-4:1a

#### Communion of Saints:
- Ephesians 1:1
- Ephesians 2:19
- Ephesians 3:1-21

#### Jesus' New Law:
- What did Jesus come to do?
- Matthew 5: 17

#### Recognising Faith formation experiences for student leaders

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- Whole school mass
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#### Religious Identity and Culture
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- Prayerful reflection through journaling and examen prayer – SJR2.3