

## Religious Education Curriculum – Year 3-4

### God's people; Community; Community for Christians

Over the two-year cycle, the students will engage in the following units of work.  
The class teachers will advise which units are being covered via class updates.

<p><b>How can we live a 'good' life?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Identify respect for basic human rights as a foundation for living a moral life</li> <li>• Identify an acknowledgement of responsibility, in particular for the poor and disadvantaged, as part of living a moral life</li> <li>• 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</li> </ul> <p>What does Scripture say about making good decisions? By exploring the Decalogue and Beatitudes (and other texts), students recognise how Jesus' messages continue to be relevant for people today. They investigate how individuals and groups (within and beyond the parish) have put their faith into action in the world.</p>
<p><b>Who do you say Jesus is?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Discuss ideas about the Christian belief that Jesus is the messiah</li> <li>• Communicate ideas about the life and teachings of Jesus</li> <li>• Participate respectfully in a variety of prayer experiences</li> </ul> <p>If Jesus died, why do Christians celebrate the Easter story? What is there to celebrate? Students explore the understanding of Jesus as messiah, the messages of Jesus' life and his teachings. They share answers to the unit question, 'Who do you say Jesus is?'</p>
<p><b>How does the Old Testament reveal what God is like?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; and God's presence and action in daily life experiences</li> </ul> <p>How did the Jewish people of the Old Testament, feel God's presence? How can we know what God is like? Students explore images of God in the stories of the Old Testament (such as God as potter, mother, Creator) and in the Psalms. They learn about how Jesus would have grown up with stories from the Torah, highlighting the special relationship between the Jewish people and God.</p>
<p><b>How do we pray in community?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Identify prayers of thanksgiving and prayers of praise and demonstrate understanding of the significance of these forms of prayer for Christians</li> <li>• Participate respectfully in a variety of prayer experiences, including meditative prayer</li> </ul>

	<p>What is prayer? Why do people pray? What's the difference between personal and communal prayer? Students investigate the purpose of prayer; different types of prayer; and the significance of prayer for Christians.</p>
<p><b>How do we experience God in the created world?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Select and use information, ideas and events about order and harmony in God's creation to express ideas about God's presence and action in daily life experiences</li> <li>• Identify prayers of thanksgiving and prayers of praise and demonstrate understanding of the significance of these forms of prayer for Christians</li> </ul> <p>Students recognise God's presence and action in daily life through the created world. They identify the diversity of God's created world and the order and harmony of creation and link these to prayers of praise and thanksgiving. They explore the relationships that exist in the created world.</p>
<p><b>How can the Sacraments strengthen the Church?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Explain ways in which the Sacraments of Initiation welcome and strengthen members of the Church community</li> <li>• Describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity</li> </ul> <p>The Sacraments of Baptism, First Eucharist and Confirmation remember key stories in the life of Jesus, and through them, people are welcomed and strengthened in the Church community. Students explore the sights, sounds and actions of the Sacraments of Initiation and discover how members of the parish and Diocese support Sacraments in the Church community.</p>
<p><b>What does it mean to be a faith community?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Connect ideas about living in community from different texts and experiences of the Jewish community in first century Palestine</li> <li>• Connect ideas from different texts and experiences of the early Church communities in Australia and contemporary Church communities</li> <li>• Explain the significance of community for Christians</li> <li>• Use an appropriate structure to create prayers of blessing and demonstrate understanding of the significance of these prayer forms for Christian communities</li> </ul> <p>What can we learn from early Christian communities? How did Jewish communities live in first century Palestine? What rules do communities need? How did early Church communities in Australia live? And how are the messages and actions of Jesus lived in the Church today? Students explore the significance of community through a focused look at the Decalogue and the wisdom of St Paul and an historical lens.</p>

<p><b>How do we celebrate the Easter story as a faith community?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Use the Bible’s referencing system to locate books, people, places and things in the Bible</li> <li>• 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</li> <li>• Identify and explain some scriptural passages that express God as Father, Son and Holy Spirit</li> <li>• Explain the significance of community for Christians</li> <li>• Participate respectfully in a variety of prayer experiences</li> </ul> <p>Following the journey through the Church seasons of Lent and Easter to Pentecost, students participate in, and share reflections on, a range of personal and communal prayer experiences. They also search through the associated texts to identify how God is expressed as Father, Son and Holy Spirit.</p>
<p><b>How do we make sense of Bible texts?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Use the Bible’s referencing system to locate books, people, places and things in the Bible</li> <li>• Identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God’s Word</li> <li>• Recognise the Christian belief that God, as Trinity, is relational in nature</li> </ul> <p>How do readers find texts in the Bible? Why is the Bible called, ‘a library of books’? What types of writing can we find in the Bible? Students investigate the structure of the Bible to become familiar with the referencing system and variety of books and text types in the Old and New Testaments.</p>
<p><b>How can parables challenge us in community?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Connect ideas about living in community from different texts and experiences of the Jewish community in first century Palestine</li> <li>• Explain how free choices result in actions that affect the individual and their community</li> <li>• Locate books, people, places, events and objects using Bible referencing</li> <li>• Identify a variety of different text types in the New Testament</li> <li>• Explain the significance of community for Christians</li> </ul> <p>Where can we find parables? What are they? What lessons can we learn from them today? Students focus on the parables of the Good Samaritan and the Forgiving Father to extend their understanding of these New Testament texts and their messages for us as members of a local and global community.</p>

<p><b>Why is prayer important in a Christian community?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Use an appropriate structure to create prayers of blessing, petition, and intercession and demonstrate an understanding of the significance of these prayer forms for Christian communities</li> <li>• Participate respectfully in a variety of prayer experiences</li> </ul> <p>When do people pray and why? Students investigate the use of prayer across the school and parish by interviewing a range of people. They learn more about prayer and how prayer supports a faith community.</p>
<p><b>How can the Trinity help us to understand community?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Locate books, people, places, events and objects using Bible referencing.</li> <li>• Identify and explain some scriptural passages that express God as Father, Son and Holy Spirit</li> <li>• Recognise the Christian belief that God, as Trinity, is relational in nature</li> <li>• Explain the significance of community for Christians</li> </ul> <p>What is the Sign of the Cross? What does it mean? Students explore New Testament texts that express God as Father, Son and Holy Spirit. They share their own experiences of community</p>
<p><b>How can relationships be healed in community?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding about how the Sacraments of Anointing of the Sick and Penance continue Jesus’ mission and ministry in the life of the community</li> <li>• Connect ideas from different experiences of contemporary Church communities</li> <li>• Create prayers of petition and intercession using appropriate structures and demonstrate an understanding of these prayer forms for Christian communities</li> <li>• Participate respectfully in a variety of prayer experiences</li> </ul> <p>What did Jesus teach us about healing of body and spirit? What are the Sacraments of Healing? How do the Sacraments of the Church link to the life journey of each believer and what has this got to do with community? Students investigate the words, actions and symbols used in the Sacraments of Healing and in New Testament texts to make connections between Jesus’ mission and ministry and the Sacraments of the Church.</p>
<p><b>How is the story of Christmas told in the Bible?</b></p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• Use the Bible’s referencing system to locate books, people, places and things in the Bible</li> <li>• 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</li> </ul> <p>What stories of Christmas do we know? What stories of the first Christmas are shared around the world? Which stories come from the Bible? By exploring a range of Christmas ‘stories’, students learn more about the infancy narratives as a text type.</p>