

Religious Education Curriculum Year 1-2

God's loving nature, presence and action

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>What is God's plan for creation and how can we be a part of God's plan?</p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Make connections to personal experience when explaining ways of living in accordance with God's plan for creation • Identify how people live safely and happily in community and in loving relationship with God • Explain how people can responsibly use God's gift of freedom to make choices to show respect the dignity and natural rights of all people and care for all creation • Recognise the significance of prayer in the lives of believers and participate with respect in a variety of personal and communal prayer experiences <p>How can we set ourselves up for success as a group who will work and learn together? What does the bible teach that can help us? Students share stories and personal experiences that show how our choices impact others. They contribute to a class covenant.</p>
<p>Who is Jesus and what can we learn from the Easter story?</p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Identify the nature of Jesus' mission and ministry as well as some of the similarities and differences between gospel accounts of significant events, places and characters in the life of Jesus • Describe some aspects of Jewish daily life at the time of Jesus • Participate with respect in a variety of personal and communal prayer experiences <p>Students explore Jesus' mission and ministry through an exploration of Gospel stories about his life. They investigate aspects of Jewish daily life in the time of Jesus, including the importance of prayer. They compare different versions of the Easter story and participate in Holy Week liturgies and Easter celebrations. They reflect on how we are called to share in Jesus' mission and ministry.</p>
<p>How can the Sacraments help us understand God?</p>	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action • Recognise the significance of prayer in the life of believers • Participate with respect in a variety of personal and communal prayer experiences <p>Students learn about the Sacraments of Baptism and Eucharist. They explore the words, actions and symbols associated with the Sacraments and how they communicate God's presence. With an integrated focus on personal and communal prayer, students also learn about the different roles in the local parish community.</p>

What do the stories of the Old Testament tell us about God?	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities. • Participate with respect in a variety of personal and communal prayer experiences <p>Students explore the wisdom of some Old Testament stories and make connections between important messages about God's presence in people's lives in these stories and their own experiences. They are challenged to consider how God is present in themselves, in others and in all of creation.</p>
How do we remember Mary?	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Recognise ways in which believers past and present honour Mary, the Mother of Jesus, including praying the Hail Mary. • Identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. • Participate with respect in a variety of personal and communal prayer experiences, including the Hail Mary <p>Students explore the importance of Mary as the mother of Jesus. They investigate ways in which Catholics honour Mary (e.g. through prayer, images and music). Through the exploration of the Hail Mary prayer and Advent, students learn more about the story of Jesus and his mother.</p>
How can we create a world of love and peace?	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Analyse some teachings and actions of Jesus as depicted in New Testament texts, that reveal aspects of God's nature • Recognise the sacredness of God and human life • Draw on their own experiences to suggest ways to pursue peace and justice out of respect for human life • Recognise choices that harm an individual's relationship with God and with others • Make connections between Jesus' healing ministry and the Church community's celebration of the Sacrament of Penance • Participate with respect in a variety of prayer experiences, including meditative prayer and prayers of forgiveness <p>Why should I forgive? Students recognise God as loving and forgiving; identify choices that harm loving relationships; and investigate ways people seek to heal relationships through reconciliation. This will include learning about Catholic Christian traditions of the Sacrament of Penance and prayers for forgiveness.</p>
The journey from Ash Wednesday to Easter	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Analyse some New Testament texts to learn more about the Easter story • Identify some similarities and differences between Gospel accounts of significant events in the life of Jesus • Participate with respect in a variety of prayer experiences and meditative prayer practices

	<p>Why is it that Christians celebrate the Easter story? How does the Easter story get shared and remembered in the church? Students participate in class and school prayer services and events that mark the journey through Lent to Easter and reflect on how prayer can help to nurture one's relationship with God</p>
What can we learn from people of the Old Testament?	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Discuss their ideas about God's relationships with the Jewish people as described in some Old Testament Stories • Analyse some teachings and actions of Jesus depicted in the New Testament that reveals aspects of God's nature. • Pose questions about the life and times of Jesus and use sources provided to answer these questions • Make connections between Jesus' teachings and actions and the way members of the Church community today <p>What is a covenant? What does God promise His people? How does God want us to act? Students explore God's relationship with the Jewish people and make connections to their own lives.</p>
Who will care for God's creation?	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Recognise the sacredness of God and all creation • Identify ways in which humans respond to the call to be co-creators and stewards of God's creation • Recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation <p>How are we called to be co-creators and stewards of God's creation? Students look at the sacredness of life and their responsibilities. They explore how to nurture their relationships with God, others and creation. Links are made to school social justice projects.</p>
How can the stories of Jesus challenge me today?	<p>In this unit, students:</p> <ul style="list-style-type: none"> • Analyse some teachings and actions of Jesus depicted in the New Testament that reveals aspects of God's nature. • Pose questions about the life and times of Jesus and use sources provided to answer these questions • Make connections between Jesus' teachings and actions and the way members of the Church community today • Participate with respect in a variety of personal and communal prayer experiences <p>What did Jesus teach us about how to treat people? How did Jesus try to teach people about God? How do members of the Corpus Christi Church community continue these actions today? They participate in class and school prayer services and events that mark Advent and preparations for the celebrations of Christmas. They make connections to the lives of the saints and the way people live in community today.</p>