



Year Prep 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Fertile Question	<i>How can we speak to God?</i>	<i>How can I choose to live like Jesus?</i>	<i>Who is God?</i>	<i>What do Jesus stories tell us about his life?</i>
Achievement Standard	Students understand that prayer helps believers to follow the teachings of Jesus to live according to God's plan. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature. They participate with respect in a variety of these prayer experiences including the Sign of the Cross and Amen and meditative prayer practices especially silence and stillness and lighting a candle. 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.	Students recognise 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 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. They 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 family and friends; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection.
Deep Learning	Understand that prayer helps believers to follow the teachings of Jesus, to live according to God's plan.	Recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.	Communicate their ideas, feelings and thoughts about God	Listen and respond to stories of and about Jesus in the Gospels.
Surface Learning	<p>CYCLE A: Recognise ways in which believers pray using words, music, actions, silence, images, symbols and nature. Participate respectfully in a variety of prayer experiences including the Sign of the Cross and Amen and meditative prayer practices especially silence, stillness and lighting a candle.</p> <p>CYCLE B: Recognise ways in which believers pray either alone or with others.</p> <p>CYCLE C: Describe ways in which believers pray together during special celebrations and rituals that mark important times in the lives of believers and in the Church Year</p> <p>CYCLE D: Listen and respond to stories that tell of Jesus' suffering death and resurrection. * Stand-alone unit Week 10 T1</p>	Relate examples of people having the freedom to choose between good and bad, right and wrong.	<p>CYCLE A: Communicate the goodness of God's creation</p> <p>CYCLE B: Communicate God's plan that people help each other to live safely and happily together for the good of all.</p> <p>CYCLE C: Identify connections between some Old Testament stories and goodness of God's creation and their personal experience.</p>	<p>CYCLE A: Listen and respond to stories that tell of Jesus praying and teaching others to pray.</p> <p>CYCLE B: Listen and respond to stories that tell of Jesus' life as a Jew.</p> <p>CYCLE C: Listen and respond to stories that tell of Jesus' mother Mary, his family and friends</p>

Religion Learning Concept Map

Stories of and about God and Jesus

Prep

DEEP LEARNING

Communicate their ideas, feelings and thoughts about God.

Listen and respond to stories of and about Jesus in the Gospels.

Recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.

Understand that prayer helps believers to follow the teachings of Jesus, to live according to God's plan.



SURFACE LEARNING

Communicate the goodness of God's creation.

Communicate God's plan that people help each other to live safely and happily together for the good of all.

Listen and respond to stories that tell of Jesus' life as a Jew.

Listen and respond to stories that tell of Jesus' mother Mary, his family and friends.

Listen and respond to stories that tell of Jesus praying and teaching others to pray.

Listen and respond to stories that tell of Jesus' suffering death and resurrection.

Relate examples of people having the freedom to choose between good and bad, right and wrong.

Identify connections between some Old Testament stories and goodness of God's creation and their personal experience.

Recognise ways in which believers pray either alone or with others.

Recognise ways in which believers pray using words, music, actions, silence, images, symbols and nature.

Participate respectfully in a variety of prayer experiences including the Sign of the Cross and Amen and meditative prayer practices especially silence, stillness and lighting a candle.

Describe ways in which believers pray together during special celebrations and rituals that mark important times in the lives of believers and in the Church Year.



Year One 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Fertile Question	<p>How can we trust the Gospel accounts of Jesus mission and ministry if the accounts are different?</p> <p>How did being a Jewish man influence Jesus' mission and ministry?</p>	<p>What words, actions and symbols are used to show God's presence in our Churches?</p>	<p>How can my actions support God's plan for creation?</p>	<p>What's so significant about prayer?</p>
Achievement Standard	<p>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 describe some aspects of Jewish daily life at the time of Jesus.</p>	<p>Students relate stories from some Old Testament texts that describe God's presence and action in the lives of individuals and communities. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.</p>	<p>Students make connections to their personal experience when explaining ways of living in accordance with God's plan for creation. They identify how people live safely and happily in community and in loving relationship with God. They explain how to respect the dignity and natural rights of all people, to care for all creation by responsibly using God's gift of freedom to make choices.</p>	<p>Students recognise some ways in which believers past and present honour Mary, Mother of Jesus, including praying the Hail Mary. Students recognise the significance of prayer in Jesus' life and in the lives of believers and participate with respect in a variety of personal and communal prayer experiences including Grace and the Hail Mary and meditative prayer practices especially closing eyes, praying with beads and music.</p>
Deep Learning	<p>Identify the nature of Jesus' mission and ministry</p>	<p>Describe God's presence and action in the lives of individuals and communities</p>	<p>Make connections to personal experience to explain ways of living in accordance with God's plan for creation</p>	<p>Recognise the significance of prayer in Jesus' life and in the lives of believers</p>
Surface Learning	<p>CYCLE A: Identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus</p> <p>CYCLE B: Describe some aspects of Jewish daily life at the time of Jesus</p>	<p>CYCLE A: Identify words, actions and symbols used in the Sacrament of Baptism and Eucharist to communicate God's presence and action</p> <p>CYCLE B: Communicate stories from some Old Testament texts that describe God's presence and actions in the lives of individuals and communities</p>	<p>CYCLE A: Identify how people live safely and happily in community and in loving relationship with God</p> <p>CYCLE B: Explain how people can responsibly use God's gift of freedom to make choices to care for all creation</p> <p>CYCLE C: Explain how people can responsibly use God's gift of freedom to make choices to show respect for the dignity and natural rights of all people</p>	<p>CYCLE A: Recognise the significance of prayer in Jesus' life and in the lives of believers</p> <p>CYCLE B: Participate with respect in a variety of personal and communal prayer experiences including Grace, the Hail Mary and meditative prayer practices especially closing eyes and praying with beads and music</p> <p>CYCLE C: Recognise ways in which believers past and present honour Mary, the Mother of Jesus including praying the Hail Mary</p>

Religion Learning Concept Map

God's Presence and Action

Year 1

DEEP LEARNING

Make connections to personal experience to explain ways of living in accordance with God's plan for creation.

Describe God's presence and action in the lives of individuals and communities.

Identify the nature of Jesus' mission and ministry.

Recognise the significance of prayer in Jesus' life and in the lives of believers.

SURFACE LEARNING

Communicate stories from some Old Testament texts that describe God's presence and action in the lives of individuals and communities.

Identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.

Participate with respect in a variety of personal and communal prayer experiences including Grace and the Hail Mary and meditative prayer practices especially closing eyes and praying with beads and music.

Recognise ways in which believers past and present honour Mary, the Mother of Jesus including praying the Hail Mary.

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 care for all creation.

Explain how people can responsibly use God's gift of freedom to make choices to show respect for the dignity and natural rights of all people.

Identify some 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.

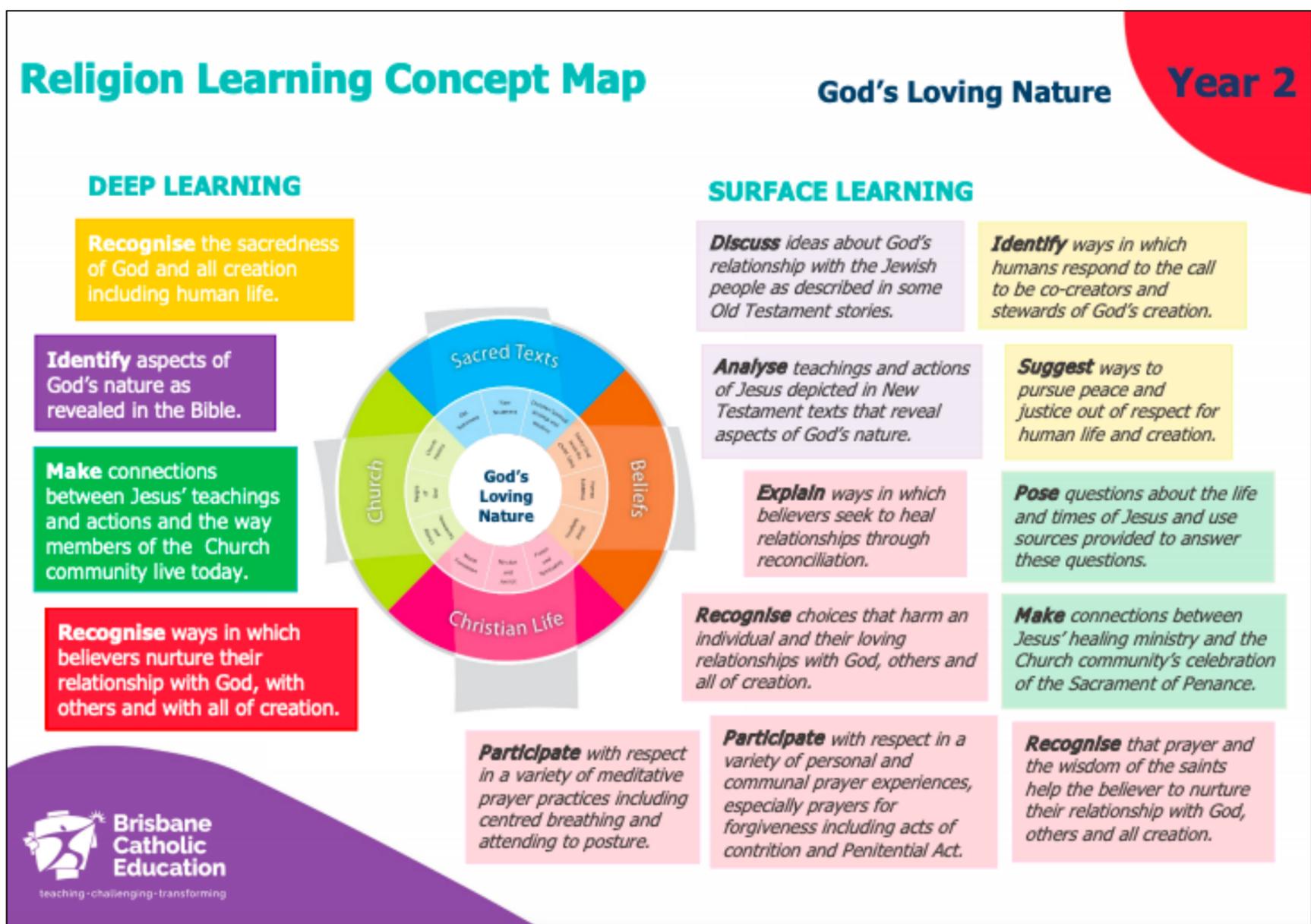




Year Two 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Fertile Question	<i>How are aspects of God's nature revealed in the Bible?</i>	<i>Who is Jesus and what were his teachings and actions?</i>	<i>How do we recognise the sacredness of God and all creation, especially human life?</i>	<i>How can I nurture my relationship with God, with others and with all of creation?</i>
Achievement Standard	Students identify aspects of God's nature as revealed in the Bible. They discuss ideas about God's relationship with the Jewish people as described in some Old Testament stories. They analyse teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.	Students make connections between Jesus' teachings and actions and the way members of the Church community live today. They pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' healing ministry and the Church community's celebration of the Sacrament of Penance.	Students recognise the sacredness of God and all creation including human life. They identify ways in which humans respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation.	Students recognise ways in which believers nurture their relationship with God, with others and with all of creation. They recognise choices that harm an individual and their loving relationships with God, others and all creation. They explain ways in which believers seek to heal these relationships through reconciliation. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, others and all creation. They participate with respect in a variety of personal and communal prayer experiences especially prayers for forgiveness including acts of contrition and Penitential Act. They participate with respect in a variety of meditative prayer practices including centred breathing and attending to posture.
Deep Learning	Identify aspects of God's nature as revealed in the Bible	Make connections between Jesus' teachings and actions and the way members of the Church community live today	Recognise the sacredness of God and all creation including human life	Recognise ways in which believers
Surface Learning	<p>CYCLE A: Discuss ideas about God's relationship with the Jewish people as described in some Old Testament stories</p> <p>CYCLE B: Analyse teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature</p>	<p>CYCLE A: Pose questions about the life and times of Jesus and use sources provided to answer these questions.</p> <p>CYCLE B: Make connections between Jesus' healing ministry and the Church community's celebrations of the Sacrament of Penance.</p>	<p>CYCLE A: Identify ways in which humans respond to the call to be co-creators and stewards of God's creation.</p> <p>CYCLE B: Suggest ways to pursue peace and justice out of respect for human life and creation.</p>	<p>CYCLE A: Recognise choices that harm an individual and their loving relationship with God, others and all of creation.</p> <p>Explain ways in which believers seek to heal relationships through reconciliation.</p> <p>CYCLE B: Recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, others and all creation.</p> <p>CYCLE C: Participate with respect in a variety of meditative prayer practices including centred breathing and attending to posture. Participate with respect in a variety of personal and communal prayer experiences, especially prayer for forgiveness including acts of contrition and Penitential Act.</p>





Year Three 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Fertile Question	<i>Is prayer a direct telephone line to God?</i>	<i>How does a Church community create a sense of belonging?</i>	<i>How do the scriptures help me to live a moral life?</i>	<i>What's so cool about Jesus anyway?</i>
Achievement Standard	<p>CYCLE A: 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 prayers of thanksgiving, praise and the Glory Be and meditative prayer practices with mindful listening and guided meditation.</p> <p>CYCLE B: Students express their ideas about God's relationship with people as individuals and communities. They express their ideas about God's presence and action in daily life experiences by selecting and using 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. They express their ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events about order and harmony in God's creation.</p>	<p>Students demonstrate an understanding of the significance of Church community. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity.</p>	<p>Students recognise how the Scriptures provide a foundation for living a moral life. They identify respect for basic human rights and acknowledgement of responsibilities, in particular for the poor and disadvantaged.</p>	<p>Students communicate ideas about the life and teaching of Jesus. They locate and use information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament to communicate their ideas including the Christian belief that Jesus is the Messiah.</p>
Deep Learning	Express ideas about God's relationship with people as individuals and communities.	Demonstrate an understanding of the significance of the Church community.	Recognise how the scriptures provide a foundation for living a moral life?	Communicate ideas about the life and teachings of Jesus.
Surface Learning	<p>CYCLE A: Participate respectfully in a variety of prayer experiences, including prayers of thanksgiving, praise and the Glory Be and meditative prayer practices with mindful listening and guided meditation.</p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including from prayers attributed to the Saints</p> <p>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.</p> <p>CYCLE B: Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in text including key stories from the Torah.</p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including images of God by human authors in the Old Testament.</p> <p>Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events about order and harmony in God's creation.</p>	<p>CYCLE A: Explain ways that the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen the members of the Church community.</p> <p>CYCLE B: Describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity.</p>	<p>CYCLE A: Identify respect for basic human rights as a foundation for living a moral life.</p> <p>CYCLE B: Identify an acknowledgement of responsibility, in particular for the poor and disadvantaged, as part of living a moral life.</p>	<p>CYCLE A: Discuss ideas about the Christian belief that Jesus is the Messiah</p> <p>CYCLE B: Locate and use information about text types by human authors of New Testament texts.</p> <p>Locate and use information about cultural contexts in which the Gospels were written.</p>

Religion Learning Concept Map

God's People, Community Year 3

DEEP LEARNING

Communicate ideas about the life and teachings of Jesus.

Express ideas about God's relationship with people as individuals and communities.

Demonstrate an understanding of the significance of the Church community.

Recognise how the scriptures provide a foundation for living a moral life.

SURFACE LEARNING

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in text including key stories from the Torah.

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including images of God by human authors in the Old Testament.

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events about order and harmony in God's creation.

Participate respectfully in a variety of prayer experiences, including prayers of thanksgiving, praise and the Glory Be and meditative prayer practices with mindful listening and guided meditation.

Express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including from prayers attributed to the Saints.

Locate and use information about text types by human authors of New Testament texts.

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.

Locate and use information about cultural contexts in which the Gospels were written.

Discuss ideas about the Christian belief that Jesus is the Messiah.

Identify respect for basic human rights as a foundation for living a moral life.

Explain ways that the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen the members of the Church community.

Identify an acknowledgement of responsibility, in particular for the and poor and disadvantaged, as part of living a moral life.

Describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity.



Year Four 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Fertile Question	<i>Where do we find God in the text?</i>	<i>How is the mission of Jesus being lived out by the parish?</i>	<i>Why is community so important for Christians?</i>	<i>How does the Trinity have a relationship with you?</i>
Achievement Standard	Students explain how a reader uses knowledge of the Bible to better understand God's Word. They identify different books and text types in the Old and New Testament; use the Bible's referencing system to locate books, people, places, events and objects in the Bible.	Students explain how practices and characteristics of contemporary parishes and dioceses are modelled on the mission and ministry of Jesus. They demonstrate an understanding of how the celebrations of Anointing of the Sick and Penance continue Jesus' mission and ministry in the life of the community. 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. They participate respectfully in a variety of prayer experiences including prayers of blessing, petition, intercession and litanies. They participate respectfully in meditative prayer practices using praying with colour and mandalas.	Students explain the significance of community for Christians. They use different texts including the Decalogue and the wisdom of St Paul and investigate experiences of different communities including the Jewish communities in first century Palestine, early Church communities in Australia (c. 1788 CE - c. 1850 CE) and contemporary Church communities to connect ideas about the significance of community for Christians. They explain how free choices result in actions that affect the individual and their community.	Students recognise the Christian belief that God, as Trinity, is relational in nature. They identify and explain some Scriptural passages that express God as Father, Son and Holy Spirit.
Deep Learning	Explain how a reader uses knowledge of the Bible to better understand God's word	Explain how practices and characteristics of contemporary parishes and diocese are modelled on the mission and ministry of Jesus	Explain the significance of community for Christians	Recognise the Christian belief that God, as Trinity, is relational in nature.
Surface Learning	CYCLE A: Locate books, people, places, events and objects using Bible referencing. CYCLE B: Identify a variety of different books and text types in the Old Testament and New Testament	CYCLE A: 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. CYCLE B: Create prayers of blessing, petition and intercession using appropriate structures Participate respectfully in a variety of prayer experiences including prayers of blessing, petition, intercession and litanies. Participate respectfully in meditative prayer practices including praying with the help of colour and mandalas. Demonstrate an understanding of the significance of these prayer forms for Christian communities.	CYCLE A: Connect ideas from different texts and experiences of the Jewish community in 1st century Palestine including the Decalogue and the Wisdom of St Paul. CYCLE B: Connect ideas from different texts and experiences of the early Church community in Australia (c.1788 CE - c. 1850 CE) and contemporary Church communities. CYCLE C: Explain how free choices result in actions that affect the individual and their community.	CYCLE A: Identify and explain some scriptural passages that express God as Father CYCLE B: Identify and explain some scriptural passages that express God as Son CYCLE C: Identify and explain some scriptural passages that express God as Holy Spirit

Religion Learning Concept Map

Community for Christians Year 4

DEEP LEARNING

- Recognise the Christian belief that God, as Trinity, is relational in nature.
- Explain how a reader uses knowledge of the Bible to better understand God's word.
- Explain the significance of community for Christians.
- Explain how practices and characteristics of contemporary parishes and diocese are modelled on the mission and ministry of Jesus.

SURFACE LEARNING

- Locate books, people, places, events and objects using Bible referencing.
- Identify a variety of different books and text types in the Old Testament and New Testament.
- Create prayers of blessing, petition and intercession using appropriate structures.
- Demonstrate an understanding of the significance of these prayer forms for Christian communities.
- 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.
- Connect ideas from different texts and experiences of the Jewish community in first century Palestine including the Decalogue and the wisdom of St Paul.

DEEP LEARNING

- Identify and explain some scriptural passages that express God as Father, Son and Holy Spirit.
- Participate respectfully in a variety of prayer experiences including prayers of blessing, petition, intercession and litanies.
- Participate respectfully in meditative prayer practices including praying with the help of colour and mandalas.

SURFACE LEARNING

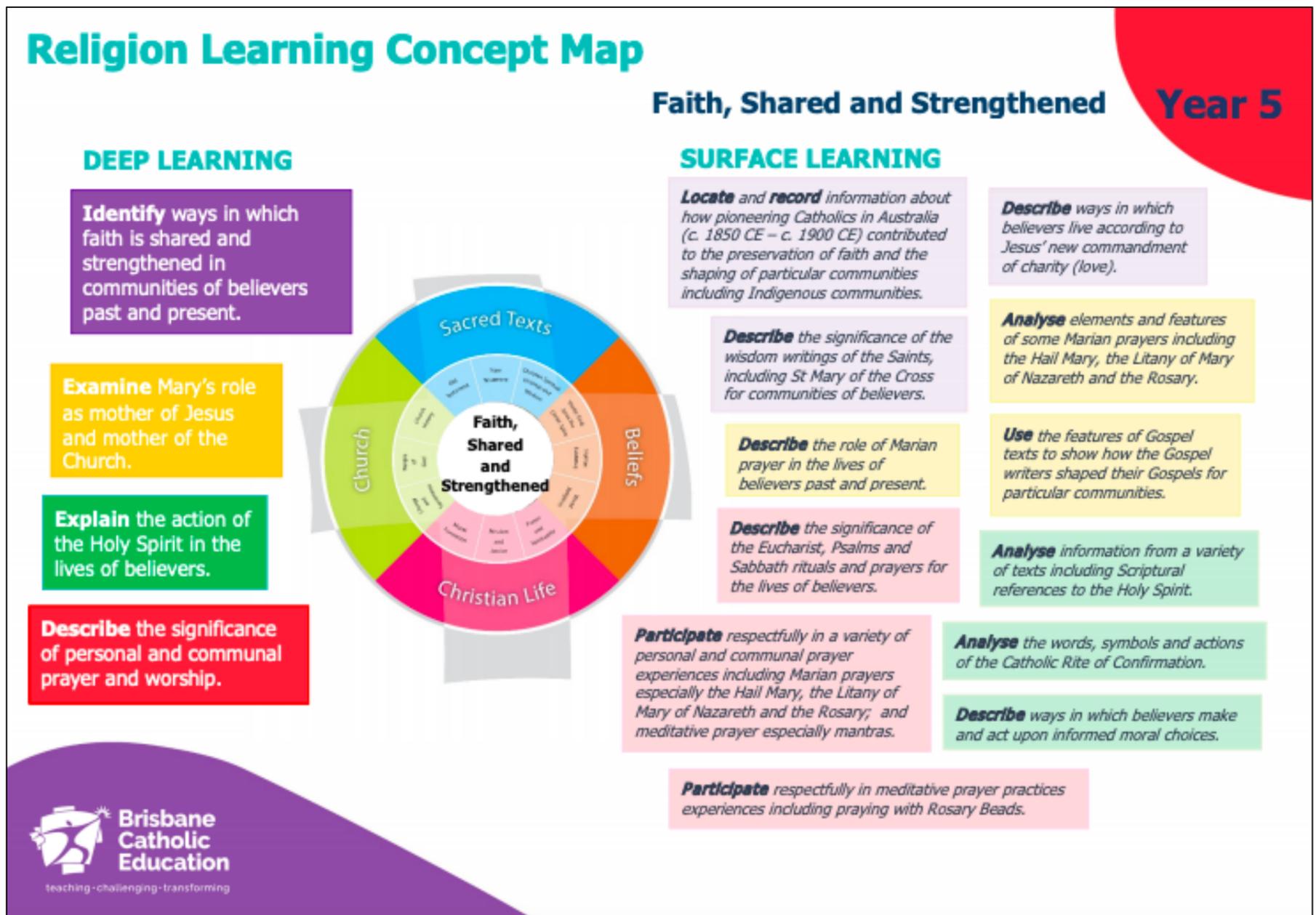
- Connect ideas from different texts and experiences of the early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities.
- Explain how free choices result in actions that affect the individual and their community.



Year Five 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Fertile Question	<p>Cycle A: Who am I called to be as a Christian believer?</p> <p>Cycle B: How does the actions of the Holy Spirit impact the lives of believers?</p>	<p><i>Does faith strengthen a community of believers?</i></p>	<p><i>Is prayer a direct line to God?</i></p>	<p><i>Is it possible for Mary to be the mother of Jesus and the Church?</i></p>
Achievement Standard	<p>Cycle A: Students describe ways in which believers live according to Jesus' new commandment of charity (love).</p> <p>Cycle B: Students explain the action of the Holy Spirit in the lives of believers. 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. They describe ways in which believers make and act upon informed moral choices.</p>	<p>Students identify ways in which faith is shared and strengthened in communities of believers, past and present.</p> <p>Students describe the significance of the wisdom writings of the saints including St Mary of the Cross MacKillop for communities of believers. They locate and record information about how pioneering Catholics in Australia (c. 1850 CE – c. 1900 CE) contributed to the preservation of faith and the shaping of particular communities including Indigenous communities.</p>	<p>Students describe the significance of personal and communal prayer and worship including the Eucharist, the Psalms, Sabbath rituals and prayers for the lives of believers. They participate respectfully in a variety of personal and communal prayer experiences including Marian prayers especially the Hail Mary, Litany of Mary of Nazareth and the Rosary; and meditative prayer especially mantras. They participate respectfully in meditative prayer practices including praying with Rosary beads.</p>	<p>Students examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of some Marian prayers including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth to describe the role of Marian prayer in the lives of believers past and present. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.</p>
Deep Learning	<p>Cycle A: Identify ways in which faith is shared and strengthened in communities of believers past and present.</p> <p>Cycle B: Explain the action of the Holy Spirit in the lives of believers.</p>	<p>Identify ways in which faith is shared and strengthened in communities of believers past and present.</p>	<p>Describe the significance of personal and communal prayer and worship.</p>	<p>Examine Mary's role as mother of Jesus and mother of the Church.</p>
Surface Learning	<p>Cycle A: Describe ways in which believers live according to Jesus' new commandment of charity (love).</p> <p>Cycle B: Analyse information from a variety of texts including Scriptural references to the Holy Spirit.</p> <p>Analyse the words, symbols and actions of the Catholic Rite of Confirmation. Describe ways in which believers make and act upon informed moral choices.</p> <p>Describe ways in which believers make and act upon informed moral choices.</p>	<p>CYCLE A: Locate and record information about how pioneering Catholics in Australia (c. 1850 CE – c. 1900 CE) contributed to the preservation of faith and the shaping of particular communities including Indigenous communities.</p> <p>CYCLE B: Describe the significance of the wisdom writings of the Saints, including St Mary of the Cross for communities of believers.</p>	<p>CYCLE A: Describe the significance of the Eucharist, Psalms and Sabbath rituals and prayers for the lives of believers.</p> <p>CYCLE B: Participate respectfully in a variety of personal and communal prayer experiences including Marian prayers especially the Hail Mary, the Litany of Mary of Nazareth and the Rosary; and meditative prayer especially mantras.</p> <p>Participate respectfully in meditative prayer practices experiences including prayer with Rosary Beads.</p>	<p>CYCLE A: Use the features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.</p> <p>CYCL B: Describe the role of Marian prayer in the lives of believers past and present.</p> <p>Analyse elements and features of some Marian prayers including the Hail Mary, the litany of Mary of Nazareth and the Rosary.</p>





Year Six 2022 Religious Education

Teaching and Assessment Map Unity College

	Term 1	Term 2	Term 3	Term 4
Fertile Question	<i>Expressing my faith, what's the point?</i>	<i>Why do people celebrate faith?</i>	<i>Who is God?</i>	<i>How is the Holy Spirit evident in the New Testament and Catholic and Uniting Christian Lives?</i>
Achievement Standard	Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present). They analyse the key messages and contexts of some Old Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy.	Students identify and describe many ways in which faith is celebrated 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 especially prayer journaling for the spiritual life of believers. They participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices.	Students explain how Scriptural texts describe Jesus' relationship with God the Father and with humanity by selecting and using evidence from Scriptural texts including the proclamation of Jesus as fulfilling God's promises in the Old Testament.	Students explain the action of the Holy Spirit in the lives of believers. They analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians. They demonstrate an understanding of the term 'communion of saints'.
Deep Learning	Identify and describe many ways in which faith is lived out in the lives of believers past and present.	Identify and describe many ways in which faith is celebrated in the lives of believers past and present	Explain how scriptural texts describe Jesus' relationship with God the Father and humanity	Explain the action of the Holy Spirit in the lives of believers.
Surface Learning	<p>CYCLE A: Explain the significance of Jesus' New Law for the way believers live their faith.</p> <p>CYCLE B: Examine the spiritual and corporal works of Mercy</p> <p>CYCLE C: Analyse the key messages and contexts of some Old Testament prophets.</p> <p>CYCLE C: Identify and describe how Catholics in a developing Australian nation (c. 1900 CE to present) live their faith.</p>	<p>CYCLE A: Identify and describe the commemoration of High Holy Days by Jewish believers.</p> <p>CYCLE B: Identify and describe the Church's liturgical year and the celebration of Eucharist</p> <p>CYCLE C: Explain the significance of personal and communal prayer for the spiritual life of believers including the Our Father and The Examen and the use of meditative prayer practices especially prayer journaling.</p> <p>Participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices</p>	<p>CYCLE A: Select and use evidence from Scriptural texts regarding God's promises in the Old Testament</p> <p>CYCLE B: Select and use evidence from Scriptural texts including the proclamation of Jesus as fulfilling God's promises in the Old Testament</p> <p>CYCLE C: Select and use evidence from Scriptural texts including the proclamation of Jesus as fulfilling God's promises in the Old Testament to describe Jesus' relationship with God</p>	<p>CYCLE A: Analyse information from a variety of texts including New Testament texts and the wisdom of Australian Catholic Christians.</p> <p>CYCLE B: Demonstrate an understanding of the term 'communion of saints'</p>

Religion Learning Concept Map

Stories of and about God and Jesus

Prep

DEEP LEARNING

Communicate their ideas, feelings and thoughts about God.

Listen and respond to stories of and about Jesus in the Gospels.

Recognise Jesus' teachings about love, compassion and forgiveness that challenged people about the way they were living.

Understand that prayer helps believers to follow the teachings of Jesus, to live according to God's plan.



SURFACE LEARNING

Communicate the goodness of God's creation.

Communicate God's plan that people help each other to live safely and happily together for the good of all.

Listen and respond to stories that tell of Jesus' life as a Jew.

Listen and respond to stories that tell of Jesus' mother Mary, his family and friends.

Listen and respond to stories that tell of Jesus praying and teaching others to pray.

Listen and respond to stories that tell of Jesus' suffering death and resurrection.

Relate examples of people having the freedom to choose between good and bad, right and wrong.

Identify connections between some Old Testament stories and goodness of God's creation and their personal experience.

Recognise ways in which believers pray either alone or with others.

Recognise ways in which believers pray using words, music, actions, silence, images, symbols and nature.

Participate respectfully in a variety of prayer experiences including the Sign of the Cross and Amen and meditative prayer practices especially silence, stillness and lighting a candle.

Describe ways in which believers pray together during special celebrations and rituals that mark important times in the lives of believers and in the Church Year.