



## Year 5 - Scope and Sequence

### ***How do we Build Community and Deepen our Faith through God's Word and Action?***

Throughout the year students will be actively engaged in the following religion units. These units are not taught in this sequenced order. The Class Teacher will advise parents, at the beginning of each term, in the Term Overview Letter, which units are being taught.

#### **My Story, Our Story**

*What is my story and what is the story of St Patrick's Catholic School?*

Students share their own story, highlighting any connection to faith.

Students observe what makes their school and class special. They observe ways in which the school community gathers together for prayer and rituals for special celebrations, such as the Opening Liturgy, Ash Wednesday and Holy Week liturgies. They learn about the church as a sacred place and the Bible as a sacred book for believers. They are introduced to classroom prayer and learn the Sign of the Cross.

#### **Jesus' Life and Family**

*How did Mary shape the life of Jesus and believers?*

Students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They 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 Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

### **Jesus' Teaching**

*How am I challenged to live by Jesus' message today?*

Students use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.

### **Ways to Pray**

*What is the significance of prayer for a Christian community?*

Students describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers). They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.

### **Community of Believers**

*How has the wisdom of the saints influenced the lives of believers over time?*

Students describe the significance of wisdom of the saints, including St Mary of the Cross MacKillop, for communities of believers. They locate and record information about the contribution of pioneering Catholics in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities.

## **Celebrations, Sacraments & Rituals**

*What significance do Confirmation and the Holy Spirit hold for Catholics?*

Students 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. They make and act upon informed moral choices.

## **Life, Death and Resurrection**

*How do the Gospel writers differ in the way they depict the death of Jesus?*

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

## **Advent/Christmas**

*How do the Gospel writers differ in the way they depict the birth of Jesus?*

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