

# RELIGIOUS EDUCATION CURRICULUM

## ACHIEVEMENT STANDARDS: PREP – YEAR 6.

### Prep Year Achievement Standard

By the end of Prep, 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. They identify connections between some [Old Testament](#) stories and their personal experience, including the experience of the goodness of creation. They 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; of Jesus praying and teaching others to pray; and of his suffering, death and [resurrection](#). They 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 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, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen. 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

### Year 1 Achievement Standard

By the end of Year 1, 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 relate stories from some [Old Testament](#) texts that describe God's presence 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.

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. They 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.

## Year 2 Achievement Standard

By the end of Year 2, students analyse some teachings and actions of Jesus depicted in [New Testament](#) texts that reveal aspects of God's nature. They discuss their ideas about God's relationship with the Jewish people as described in some [Old Testament](#) stories. Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' teachings and actions and the way members of the Church community live today.

Students recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings 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. They recognise choices that harm an individual and their loving relationships with God, with others and with all creation. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They recognise that prayer and the [wisdom](#) of the saints help the believer to nurture their relationship with God, with others and with all creation. They participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and prayers for forgiveness

## Year 3 Achievement Standard

By the end of Year 3, 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; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; 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. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the [Messiah](#).

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 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 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. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.

## Year 4 Achievement Standard

By the end of Year 4, 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 New Testament and explain how a reader uses this knowledge to better understand God's Word. They 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.

Students explain the significance of community for Christians. They connect ideas about living in community from different texts (including the [Decalogue](#) and the [wisdom](#) of St Paul) 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). They explain how free choices result in actions that affect the individual and their community. They 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. They participate respectfully in a variety of prayer experiences, including meditative prayer and prayers of blessing, petition and intercession.

## Year 5 Achievement Standard

By the end of Year 5, students identify many ways in which faith is shared and strengthened in communities of believers, past and present. 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. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. They describe 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 describe ways in which believers live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices. 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. 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 the 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.

## Year 6 Achievement Standard

By the end of Year 6, students analyse information from a variety of texts, including [New Testament](#) texts and the [wisdom](#) of Australian Catholic Christians, to explain the action of the Holy Spirit in the lives of believers. They select and use evidence from Scriptural texts to show how these texts describe Jesus' relationship with God the Father and with humanity, including the proclamation of Jesus as fulfilling God's promises in the [Old Testament](#).

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](#). They 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 demonstrate an understanding of the term 'communion of saints'. They explain the significance of personal and communal prayer, including the Our Father and The Examen, and the use of spiritual exercises, including reflective prayer journaling and praying with the icons of the saints, for the spiritual life of believers. They participate respectfully in a variety of these personal and communal prayer experience and spiritual exercises.

**Catholic Education, Archdiocese of Brisbane (2013) Religious Education.**