



Religion Overview

	Term 1	Term 2	Term 3	Term 4
Prep	<p>God created the world How do we live in the world today? Explore how the world was created. Where would we find that story in the Bible? Students explore the story of Creation in Genesis 1 and engage in literacy activities and drama activities.</p> <p>Introduce students to the story of Easter and the Liturgical season of lent.</p>	<p>Sharing stories How do we live in our school community? What is our school community like? What do we do together in our classroom in our school? Rules, covenants, prayer, church building, celebrations and rituals.</p> <p>What are the stories that we share in our school community? We are a catholic school so we share stories from the Bible. The stories in the bible tell us what God is like.</p>	<p>Lessons What do the stories of the Bible tell us about making good choices? Students explore Jesus' message of love, compassion and forgiveness. How do we make good choices in our lives? People get to choose right or wrong.</p>	<p>Jesus had a family How is the birth of Jesus remembered in the Church? Explore the infancy narratives. Liturgical year – season of Advent.</p>
Religious Identity and Culture	<p>Religious Identity and Culture ICE1.6 Participation in class liturgy and assembly. ICE1.5 Celebrate Lent and Holy Week. ICS1.3 Introduction of Sacred place in classroom.</p>	<p>Religious Identity and Culture ICE1.6 Participation in class liturgy and assembly. ICE1.5 Celebrate Resurrection. ICE1.6 Indigenous celebrations – NAIDOC week and Sorry day. ICS1.1 Prayer roster for students to set up sacred space. ICS1.1 Participate in liturgy in the Prayer Garden.</p>	<p>Religious Identity and Culture ICE1.6 Participation in class liturgy and assembly. Use class prayer book for class prayer. ICE1.5 Celebrate St Kieran's day – share our story. ICS1.3 Students lead class prayer.</p>	<p>Religious Identity and Culture ICE1.6 Participation in class liturgy and assembly. ICE1.7 Create a Nativity Play and sing Christmas Carols. ICC1.3 Celebrate Christmas in different cultures. ICS1.1 Visit sacred places in other areas of the school.</p>

Evangelisation & Faith Formation	Evangelisation & Faith Formation EFW1.3 Celebrate religious unity by having a member of Hindu community speak to students.	Evangelisation & Faith Formation PWR2.1 Prayer Walk around the school.	Evangelisation & Faith Formation EFW3.1 Visit from Parish Priest EFW1.1 Celebrate Catholic Education week.	Evangelisation & Faith Formation EFW3.3 Donate items for St Vincent de Paul baskets.
Prayer and Worship	Prayer and Worship PWL2.1 Participate in mass / liturgy. PWP2.1 Teachers explicitly explain prayers such as sign of peace and blessing to students. PWP3.2 Model Meditation practices.	Prayer and Worship PWR2.1 Variety of prayer experiences such as communal prayer – Grace, School Prayer PWR1.5 Recognise birthday celebrations. PWP2.9 Experience God's presence through art. PWL2.4 Organise Mother's Day liturgy for whole school. PWP3.2 Participate in Meditation	Prayer and Worship PWL3.1 Support families engaging in the sacramental program through prayer. PWL2.4 Lead Father's Day Liturgy for whole school. PWR2.2 Prayer garden – prayer session with parents. PWP3.2 Participate in weekly Meditation.	Prayer and Worship PWL2.4 Participate in Masses PWL2.1 Farewell Buddies at Graduation liturgies. PWP3.2 Participation in Prayer walk. PWP3.2 Continue participation in weekly Meditation.
Social Action and Justice	Social Action and Justice SJS1.1 Induction morning for new parents and families. SJS2.1 Caritas K's club. Buddy system SJA3.3 Harmony Day - March 21 celebrations.	Social Action and Justice SJA3.2 St Kieran's Grandparents' Day celebrated with students. SJS3.5 Engage with Buddy system	Social Action and Justice SJS3.5 Continue interaction with Buddy program. SJA1.4 World Peace Day - Sept 21 celebration.	Social Action and Justice SJS3.5 Continue interaction with Buddy system. SJA3.2 Christmas Concert with community members.
Year 1	Christian Living How can we be created in the image of God? Who is God and how can we know about God? How can we know about God? What is God's plan for us?	How do stories of the past tell us about God? How do the stories of different people help us to know what God is like? What are the stories of the past? Jesus Mission and Ministry What is the story of Jesus? What did he say? What did he do?	How can the Sacraments help us know what God is like? What other Sacraments remember the story of Jesus? How can the Sacraments help us understand what God is like?	How do we remember Mary? Who was Mary? How do we know about Mary the mother of Jesus? How do believers remember and pray with Mary?

<p>Religious Identity and Culture</p>	<p>Religious Identity and Culture ICS1.1 Class liturgy and/or assembly. ICS 1.3 Creating a Sense of the Sacred - Introduction to Sacred space within the classroom ICSI.4 Creating Holy Week Art ICE2.3 Creation of Class Vision – promote inclusion and sense of belonging Christian community.</p>	<p>Religious Identity and Culture ICS1.1 Class liturgy and/or assembly. ICE3.5 Using symbols associated with the school’s charism. ICS1.3 Sacred Space within classroom ICCI.3 Indigenous celebrations – NAIDOC Week and Sorry Day.</p>	<p>Religious Identity and Culture ICS1.1 Class liturgy and/or assembly. ICE3.4 Celebrating St Kieran’s Day – Share Our Story ICE1.5 Celebrating Catholic Education Week ICE3.4 Develop activities to understand the school charism</p>	<p>Religious Identity and Culture ICS1.1 Class liturgy and/or assembly. ICE1.5 Celebrating Advent and Christmas ICE2.4 World Teacher’s Day</p>
<p>Evangelisation & Faith Formation</p>	<p>Evangelisation & Faith Formation EFG1.3 Reflecting on how we live in Lent and change our heart on the journey to Easter. Celebrating Lent and Holy Week EFF3.4 Develop a spiritual awareness through the creative arts eg Easter art.</p>	<p>Evangelisation & Faith Formation EFG2.3 Meeting pastoral needs of students and families EFW2.3 Living gospel in everyday life EFG1.4 Activities to develop understanding of the Rosary and its place in the lives of Catholics.</p>	<p>Evangelisation & Faith Formation EFG1.4 Use Restorative Justice practices to develop a culture of forgiveness and reconciliation in the classroom.</p>	<p>Evangelisation & Faith Formation EFW3.3 Witness to the wider community through collection of items for SVP Christmas Hampers.</p>
<p>Prayer and Worship</p>	<p>Prayer and Worship PWP1.1 Grace before meals PWP1.4 Afternoon prayer PWP3.1 Meditation (weekly & daily in Holy Week) PWP2.9 Prayer walk for Easter – viewing artwork. PWP1.4 Prayers of thanksgiving</p>	<p>Prayer and Worship PWP1.1 Used in Class Prayer - Thanksgiving prayer book. PWL2.2 Reflection experience – where is God in our environment? Celebrating Resurrection PWR1.5 Celebrating Birthdays PWP1.1 Rosary PWP1.1 Grace before meals PWP1.2 Afternoon prayer PWP1.3 Meditation PWR1.2 Mother’s day liturgy and prayer for mothers.</p>	<p>Prayer and Worship PWR1.5 Celebrating Birthdays PWP1.1 Grace before meals PWR2.1 Afternoon prayer PWP3.2 Meditation PWR1.2 Father’s Day Liturgy</p>	<p>Prayer and Worship PWR1.5 Celebrating Birthdays PWP1.1 Grace before meals PWR2.1 Afternoon prayer PWP3.2 Meditation PWP3.3 Experimenting with different ways to pray e.g. beads, music, silence, songs, bible PWP3.1 Creating a prayer mat</p>

Social Action and Justice	Social Action and Justice SJS Rice Day SJS2.1 Caritas Fundraising SJR2.4 Harmony Day SJS Action for Justice SJA2.3 Caring for the Environment SJR1.5 Engaging with local environmental projects as parts of the curriculum	Social Action and Justice SJR2.4 ANZAC Day SJR2.4 World Red Cross Day SJR2.3 National Sorry Day SJA2.2 Raising awareness of ecological issues. SJR2.5 Utilising the power of story to assist reflection on social justice issues and themes	Social Action and Justice SJA1.4 Making MJR real-life (modelling action of Jesus) SJR2.4 World Peace Day	Social Action and Justice SJS2.1 Christmas Concert SJA1.5 Christmas hampers
Year 2	All the world is sacred “How can we be stewards of God’s Earth and create loving relationships with others?” “How can I share the messages of creation in my world?” Students are called to be co-creators and stewards of God’s creation. They explore the creation story to understand the idea of covenant as a relationship with God and creation. Students can then pursue and carry out an action plan to care for human life and God’s creation.	Clues from the Past “What do the stories of Jesus mean to our community today?” Students explore the life and time of Jesus using the three worlds of the text. They examine teachings and actions of Jesus in the new testament. Students explore the ministry of Jesus and the Kingdom of God. Students make connections to the way people live in the church and community today.	Saying Sorry and Forgiving Others “How can we create a world of peace?” Students explore the Sacrament of Penance as celebrated in the church, act of contrition and Penitential act. Students recognise choices that harm loving relationships and ways to heal these relationships through reconciliation.	A Covenant People “How can the story of Abraham and Sarah help us understand covenant?” Students explore the story of Abraham and Sarah in Genesis and connect to the way Jewish people remember Covenant. They explore God’s relationship as described in the Old Testament.
Religious Identity and Culture	Religious Identity and Culture ICS1.1 Lead Pastoral Parents liturgy Participate in In-Class Ash Wednesday Liturgy Participate in Holy Week Prayer Walk	Religious Identity and Culture ICS1.1 Lead Resurrection Liturgy Participate in ANZAC Day Participate in Mother’s Day Liturgy	Religious Identity and Culture ICS1.1 Participate in Catholic Education Week Class Liturgy. Lead Father’s Day Liturgy	Religious Identity and Culture ICS1.1 Participate in Class liturgy / mass and/or assembly. Participate in World Teacher’s Day

Evangelisation & Faith Formation	Evangelisation & Faith Formation EFG1.4 Developing an understanding of the marginalised by participating in Rice Day EFG1.4 Raising funds for Caritas	Evangelisation & Faith Formation EFF1.1 Communicating explicitly the school values and beliefs through newsletters linked to class learning.	Evangelisation & Faith Formation EFF1.1 Connection between Jesus and contemporary people through Strength Through Caring Cards EFW1 Participate in NAIDOC Week	Evangelisation & Faith Formation EFW3.3 Donate to St Vincent de Paul Christmas Hampers
Prayer and Worship	Prayer and Worship PWL2.2 Leading whole school liturgies Commissioning Pastoral Parents Participation in different forms of prayer. PWP2.1 Modelling and explaining gestures used in prayer celebrations.	Prayer and Worship PWR2.2 Promoting the use of sacred spaces to experience silence and stillness e.g. Prayer tree space. PWP2.2 Participate in daily class prayer such as prayer circles, grace, sign of peace and blessings to students. PWP3 Praying for people in need in the school community	Prayer and Worship PWP1.1 Using a variety of traditional prayers during liturgies and mass. PWP2.2 Lead prayers in classrooms PWP2.9 Making use of the arts to enhance prayer experiences.	Prayer and Worship PWL2.2 Preparing students for full and reverent participation in liturgy and sacrament. PWR2.2 Regular visits to the Prayer Garden to pray PWL3.1 Participate in Sacrament of Reconciliation
Social Action and Justice	Social Action and Justice SJA2.1 Taking action in the school community to promote sustainability of God’s creation. SJS1.4 Implementing policies and practices that nurture generosity of spirit across the school. SJA2.1 Fostering environmentally friendly practices SJR1.3 Ensuring that peaceful reflection is part of the regular practice of service and action.	Social Action and Justice SJS1.1 Promoting respectful communication and interaction between members of the school community. SJR1.1 Encouraging reflective processes that promote reconciliation.	Social Action and Justice SJS3.3 Establishing Just process of discernment and critical judgement when making decisions.	Social Action and Justice SJS3.5 Developing and accessing school wide programs that focus on improving and maintaining quality relationships.

<p>Year 3</p>	<p>Who is God?</p> <ul style="list-style-type: none"> To understand that God can be described and represented in different ways- a potter, mother, Creator To describe God’s presence and action in daily life through an experience of the created world To develop an understanding of the purpose and use of the Psalms. <p>Focus questions:</p> <p>Who can help us understand who God is and how do they do it?</p> <p>This unit focuses on the Old Testament, and the stories and prayers, including Psalms. Students will read about and view pictures depicting God in different ways. Students will read and identify key messages and meanings in these stories and prayers, and consider images of God.</p>	<p>How is the life and message of Jesus remembered in the Sacraments of the Church?</p> <ul style="list-style-type: none"> To understand that the Local Faith Community is comprised of significant people, events and features To describe the importance of the Sacraments of the Initiation To develop an understanding of the actions and symbols, and religious significance of the Sacraments of Initiation <p>Focus questions:</p> <p>What is the significance of the Sacraments of Initiation- how do they welcome and strengthen members of a Church community?</p> <p>What is the importance of significant people, events and features of the Catholic Church?</p> <p>This unit focuses on the Sacraments of Initiation- Baptism, Confirmation and Communion. Students will identify the main symbols and actions of each Sacrament of Initiation and gain an understanding of how these Sacraments welcome and strengthen members within a</p>	<p>How should we live?</p> <ul style="list-style-type: none"> To understand that there are moral ways of living To describe how the Decalogue and Beatitudes outline moral ways of living To develop an understanding of the purpose of the Decalogue and Beatitudes <p>Focus questions:</p> <p>What is the importance of the Decalogue and Beatitudes in present day?</p> <p>This unit focuses on the Decalogue and Beatitudes. Students will gain an understanding that there are moral ways of living. They will become familiar with the Decalogue and the Beatitudes, and will consider ways that these can be relevant in guiding moral ways of living in the present.</p>	<p>How is the story of Jesus’ birth remembered in the Church?</p> <ul style="list-style-type: none"> To understand the importance of Jesus’ birth within the Church To describe how the story of Jesus’ birth is relevant when exploring the concept of Jesus as Messiah To develop an understanding of how the story of Jesus’ birth is present within the church <p>Focus questions:</p> <p>What is the importance of Jesus’ birth and how is it remembered in the church?</p> <p>This unit focuses on the story of Jesus’ birth. Students will also explore the concept of Jesus the Messiah. They will consider the importance of Jesus’ birth, and become familiar with how it is remembered in the Church. Students will also explore the cultural context of the Gospel, by reading different Gospels that discuss the birth of Jesus and the concept of Jesus the Messiah.</p>
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		Church community. Students will also look at the hierarchy of the Catholic Church and gain an understanding of significant people within a parish and diocese, with particular emphasis on the role of a Bishop.		
Religious Identity and Culture	<p>Religious Identity and Culture</p> <p>ETHOS AND CHARISM (ICE) ICE1 Embedding ethos and charism ICE1.1- Promoting elements associated with the ethos and charism of the school through the use of Strength through Caring cards ICE1.4- Incorporating prayers associated with the school's charism through saying the St Kieran's school prayer during daily prayer time and through participation in mass and assembly</p> <p>SENSE OF THE SACRED (ICS) ICS1 Creating a sense of the sacred ICS1.3- Establishing and maintaining sacred and reflective spaces in classrooms through the use of a class prayer mat and the set up and use of a Sacred Space in the classroom ICS1.4 - Providing opportunities</p>	<p>Religious Identity and Culture</p> <p>ETHOS AND CHARISM (ICE) ICE1 Embedding ethos and charism ICE1.4- Incorporating prayers associated with the school's charism through saying the St Kieran's school prayer during daily prayer time and through leading and participating in class liturgy, mass and assembly</p> <p>AUTHENTIC CHRISTIAN COMMUNITY (ICC) ICC2 Building quality relationships ICC2.5- Building a culture of care and concern across the school through raising awareness through Scripture ICC2.6- Acknowledging connections with the wider church community by partnering with the parish and local church through the Sacramental Program for the Sacrament of Confirmation</p>	<p>Religious Identity and Culture</p> <p>ETHOS AND CHARISM (ICE) ICE1 Embedding ethos and charism ICE1.4- Incorporating prayers associated with the school's charism through saying the St Kieran's school prayer during daily prayer time and through leading and participating in class liturgy, mass and assembly ICE1.5- Celebrating days of religious significance to focus upon the school's ethos and charism through celebrating St Kieran's Day ICE3 Communicating the ethos and charism ICE3.1- Researching and communicating the history and heritage of the school to enhance understanding of its ethos, charism and Catholic identity through celebrating St Kieran's Day</p> <p>AUTHENTIC CHRISTIAN COMMUNITY (ICC) ICC2 Building quality relationships ICC 2.2- Developing a community</p>	<p>Religious Identity and Culture</p> <p>ETHOS AND CHARISM (ICE) ICE1 Embedding ethos and charism ICE1.4- Incorporating prayers associated with the school's charism through saying the St Kieran's school prayer during daily prayer time and through leading and participating in class liturgy, mass and assembly</p> <p>SENSE OF THE SACRED (ICS) ICS1 Creating a sense of the sacred ICS1.3- Maintaining sacred and reflective spaces in classrooms through the use of a class prayer mat and the set up and use of a Sacred Space in the classroom ICS1.4 - Providing opportunities for students to explore God's presence through art by exploring images of God as Messiah</p>

	<p>for students to explore God's presence through art by depicting images of God as a Shephard and through Easter art</p> <p>ICS2 Enhancing the religious culture</p> <p>ICS2.4- Incorporating student art and religious iconography into school communal spaces to reflect the liturgical seasons through the Holy Week Prayer Walk where each student participated in creating a class art piece for Lent</p>	<p>SENSE OF THE SACRED (ICS)</p> <p>ICS1 Creating a sense of the sacred</p> <p>ICS1.3- Maintaining sacred and reflective spaces in classrooms through the use of a class prayer mat and the set up and use of a Sacred Space in the classroom</p>	<p>culture that is committed to reconciliation and quality relationships in Class Liturgy and through Scripture</p> <p>ICC2.5- Building a culture of care and concern across the school through raising awareness during Diabetes Awareness Week (July) through raising awareness and supporting students in our community</p> <p>SENSE OF THE SACRED (ICS)</p> <p>ICS1 Creating a sense of the sacred</p> <p>ICS1.3- Maintaining sacred and reflective spaces in classrooms through the use of a class prayer mat and the set up and use of a Sacred Space in the classroom</p>	
<p>Evangelisation & Faith Formation</p>	<p>Evangelisation & Faith Formation</p> <p>LIVING THE GOSPEL (EFG)</p> <p>EFG1 Creating a Christ-centred environment</p> <p>EFG1.1- Evaluating the effectiveness of the ways in which Jesus Christ is presented and interpreted in the life of the school through participation in the Prayer Walk during Holy Week and through participating in class liturgy, mass and assembly</p> <p>EFG1.2- Planning for prayer and worship in the school that is</p>	<p>Evangelisation & Faith Formation</p> <p>LIVING THE GOSPEL (EFG)</p> <p>EFG3 Celebrating the Good News</p> <p>EFG3.4- Familiarising the community with a range of Christian writings and writers who celebrate joy and hope in life and present the gospel message in engaging ways through Scripture</p> <p>WITNESS TO THE WIDER COMMUNITY (EFW)</p> <p>EFW3 Making connections</p>	<p>Evangelisation & Faith Formation</p> <p>LIVING THE GOSPEL (EFG)</p> <p>EFG3 Celebrating the Good News</p> <p>EFG3.1- Identifying and using scriptural texts to promote and support the Christian values of the school through celebrating St Kieran's Day</p> <p>EFG3.4- Familiarising the community with a range of Christian writings and writers who celebrate joy and hope in life and present the gospel message in engaging ways through Scripture</p>	<p>Evangelisation & Faith Formation</p> <p>LIVING THE GOSPEL (EFG)</p> <p>EFG1 Creating a Christ-centred environment</p> <p>EFG1.2- Planning for prayer and worship in the school that is Christ-centred and strongly connected to the Cycles of the Liturgical Year through celebrating Advent and Christmas</p> <p>EFG3 Celebrating the Good News</p> <p>EFG3.4- Familiarising the community with a range of Christian writings and writers who celebrate joy and hope in life and present the gospel message</p>

	<p>Christ-centred and strongly connected to the Cycles of the Liturgical Year through celebrating Lent and Easter</p> <p>SPIRITUAL FORMATION (EFF) EFF3 Seeking creative expressions EFF3.1- Providing opportunities for students to develop and express spiritual awareness through the arts by representing Easter through Visual Art</p>	<p>EFW 3.1- Inviting clergy to participate in the significant events in the classroom through Fr. Modestus speaking to the students about the Sacrament of Confirmation</p>		<p>in engaging ways through Scripture</p>
<p>Prayer and Worship</p>	<p>Prayer and Worship</p> <p>CHRISTIAN PRAYER (PWP) PWP1 Drawing on the tradition PWP1.1- Teaching and using a variety of traditional prayers and devotions for individual and communal use such as Glory Be PWP2 Nurturing prayer life PWP2.1- Modelling gestures used in prayer celebrations through the use of the Sign of Cross during class and whole school prayer times PWP2.2- Scheduling time to allow for the preparation of students to enhance their participation in prayer experiences through daily class prayer, where all students are given the opportunity to make a silent or vocal prayer PWP2.3- Teaching students</p>	<p>Prayer and Worship</p> <p>CHRISTIAN PRAYER (PWP) PWP2 Nurturing prayer life PWP2.1- Modelling gestures used in prayer celebrations through the use of the Sign of Cross during class and whole school prayer times PWP2.2- Scheduling time to allow for the preparation of students to enhance their participation in prayer experiences through daily class prayer, where all students are given the opportunity to make a silent or vocal prayer PWP3 Providing a variety of experiences PWP3.1- Immersing students in diverse experiences of prayer in the classroom through prayer circles, engaging in the school</p>	<p>Prayer and Worship</p> <p>CHRISTIAN PRAYER (PWP) PWP2 Nurturing prayer life PWP2.1- Modelling gestures used in prayer celebrations through the use of the Sign of Cross during class and whole school prayer times PWP2.2- Scheduling time to allow for the preparation of students to enhance their participation in prayer experiences through daily class prayer, where all students are given the opportunity to make a silent or vocal prayer PWP3 Providing a variety of experiences PWP3.1- Immersing students in diverse experiences of prayer in the classroom through prayer circles, engaging in the school prayer, and meditation and contemplation</p>	<p>Prayer and Worship</p> <p>CHRISTIAN PRAYER (PWP) PWP1 Drawing on the tradition PWP1.2- Identifying appropriate times and occasions for different forms and expressions of prayer through the differentiation of class prayer and prayers during assemblies, liturgies and masses PWP2 Nurturing prayer life PWP2.1- Modelling gestures used in prayer celebrations through the use of the Sign of Cross during class and whole school prayer times PWP2.2- Scheduling time to allow for the preparation of students to enhance their participation in prayer experiences through daily class prayer, where all students are given the opportunity to make a silent or vocal prayer</p>

	<p>how to identify and use scriptural texts during prayer and worship in the classroom through looking at Prayers of Thanksgiving and Praise</p> <p>PWP3 Providing a variety of experiences</p> <p>PWP3.1- Immersing students in diverse experiences of prayer in the classroom through prayer circles, engaging in the school prayer, and meditation and contemplation</p> <p>PWP3.3- Incorporating appropriate symbols when developing prayer experiences through the use of a candle during prayer and placing natural materials on the class prayer space</p> <p>RITUATLISING EVERYDAY LIFE (PWR)</p> <p>PWR2 Using prayer rituals in the school</p> <p>PWR2.1- Including prayer rituals in the day-to-day procedures and routines through daily morning prayer</p> <p>PWR2.4- Incorporating simple ritual into classroom prayer through prayer circles (lighting of candle, saying school prayer, and individual prayers)</p>	<p>prayer, and meditation and contemplation</p> <p>PWP3.3- Incorporating appropriate symbols when developing prayer experiences through as the use of a candle during prayer, placing natural materials on the class prayer space</p> <p>CELEBRATION OF LITURGY AND SACRAMENTS (PWL)</p> <p>PWL3 Celebrating Sacraments</p> <p>PWL3.2- Supporting students and families engaged in sacramental preparation and celebration through recognition and prayer by discussing student engagement in the preparation and celebration of the Sacrament of Confirmation and contemplating this in class prayer</p> <p>RITUATLISING EVERYDAY LIFE (PWR)</p> <p>PWR2 Using prayer rituals in the school</p> <p>PWR2.1- Including prayer rituals in the day-to-day procedures and routines of school life through daily morning prayer</p> <p>PWR2.4- Incorporating simple ritual into classroom prayer through prayer circles (lighting of candle, saying school prayer, and individual prayers)</p>	<p>PWP3.3- Incorporating appropriate symbols when developing prayer experiences through as the use of a candle during prayer, placing natural materials on the class prayer space</p> <p>RITUATLISING EVERYDAY LIFE (PWR)</p> <p>PWR2 Using prayer rituals in the school</p> <p>PWR2.1- Including prayer rituals in the day-to-day procedures and routines of school life through daily morning prayer</p> <p>PWR2.4- Incorporating simple ritual into classroom prayer through prayer circles (lighting of candle, saying school prayer, and individual prayers)</p>	<p>PWP3 Providing a variety of experiences</p> <p>PWP3.1- Immersing students in diverse experiences of prayer in the classroom through prayer circles, engaging in the school prayer, and meditation and contemplation</p> <p>PWP3.3- Incorporating appropriate symbols when developing prayer experiences through as the use of a candle during prayer, placing natural materials on the class prayer space</p> <p>RITUATLISING EVERYDAY LIFE (PWR)</p> <p>PWR2 Using prayer rituals in the school</p> <p>PWR2.1- Including prayer rituals in the day-to-day procedures and routines of school life through daily morning prayer</p> <p>PWR2.4- Incorporating simple ritual into classroom prayer through prayer circles (lighting of candle, saying school prayer, and individual prayers)</p>
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<p>Social Action and Justice</p>	<p>Social Action and Justice</p> <p>JUSTICE IN THE SCHOOL COMMUNITY (SJS) SJS2 Praying for Justice SJS2.1- Integrating a justice focus into class room through drawing on resources from Caritas</p> <p>ACTION FOR JUSTICE (SJA) SJA1 Applying Catholic social teaching SJA1.3- Implementing practices within the school that nurture a generosity of spirit through Ks for Caritas and through the use of Strength through Caring cards</p> <p>SJA2 Caring for the environment SJA2.1- Fostering environmentally friendly practices through the use of recycle paper bins</p> <p>SJA3 Learning through service SJA3.2- Designing and creating activities that promote better understanding between generational groups through interviewing an older person</p> <p>REFLECTION ON ACTION FOR JUSTICE (SJR) SJR1 Promoting critical discernment SJR1.2- Critically reflecting on</p>	<p>Social Action and Justice</p> <p>ACTION FOR JUSTICE (SJA) SJA2 Caring for the environment SJA2.1- Fostering environmentally friendly practices through the use of recycle paper bins</p> <p>REFLECTION ON ACTION FOR JUSTICE (SJR) SJR1 Promoting critical discernment SJR1.2- Critically reflecting on everyday practices within the school that fail to uphold the dignity of individuals through students’ reflecting on own behaviours when it has failed to uphold the dignity of another individual</p> <p>SJR2 Building a culture of reflection SJR2.1- Encouraging reflective processes that promote reconciliation through students resolving conflict where necessary and participating in meditation SJR2.3- Ensuring that prayerful reflection is part of the regular practice through daily prayer and meditation SJR2.5- Utilising the power of story to assist reflection on social justice and themes</p>	<p>Social Action and Justice</p> <p>ACTION FOR JUSTICE (SJA) SJA2 Caring for the environment SJA2.1- Fostering environmentally friendly practices through the use of recycle paper bins</p> <p>REFLECTION ON ACTION FOR JUSTICE (SJR) SJR1 Promoting critical discernment SJR1.2- Critically reflecting on everyday practices within the school that fail to uphold the dignity of individuals through students’ reflecting on own behaviours when it has failed to uphold the dignity of another individual</p> <p>SJR2 Building a culture of reflection SJR2.1- Encouraging reflective processes that promote reconciliation through students resolving conflict where necessary and participating in meditation SJR2.3- Ensuring that prayerful reflection is part of the regular practice through daily prayer and meditation</p>	<p>Social Action and Justice</p> <p>ACTION FOR JUSTICE (SJA) SJA2 Caring for the environment SJA2.1- Fostering environmentally friendly practices through the use of recycle paper bins</p> <p>REFLECTION ON ACTION FOR JUSTICE (SJR) SJR1 Promoting critical discernment SJR1.2- Critically reflecting on everyday practices within the school that fail to uphold the dignity of individuals through students’ reflecting on own behaviours when it has failed to uphold the dignity of another individual</p> <p>SJR2 Building a culture of reflection SJR2.1- Encouraging reflective processes that promote reconciliation through students resolving conflict where necessary and participating in meditation SJR2.3- Ensuring that prayerful reflection is part of the regular practice through daily prayer and meditation</p>
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	<p>everyday practices within the school that fail to uphold the dignity of individuals through students reflecting on own behaviours when it has failed to uphold the dignity of another individual</p> <p>SJR2 Building a culture of reflection</p> <p>SJR2.1- Encouraging reflective processes that promote reconciliation through students resolving conflict where necessary and participating in meditation</p> <p>SJR2.3- Ensuring that prayerful reflection is part of the regular practice through daily prayer and meditation</p>	through Scripture		
Year 4	<p>What does it mean to be community?</p> <p>The significance of community for Christians and ideas about living in community through exploration of Decalogue and wisdom of St Paul. Early Church communities in Australia and contemporary Church communities. Stewardship of Creation. Practices and characteristics of contemporary parishes and dioceses.</p>	<p>How do we live in community?</p> <p>Free choice and actions within the community. How are the messages and actions of Jesus lived in the church community today? Sacraments of Anointing of the sick and Penance. Creating prayers of blessings, petition and intercession and understanding their significance for Christian communities.</p>	<p>How do the different stories and texts in the Old Testament help us understand God?</p> <p>The books of the Old Testament contain a variety of text types including historical narratives and sacred myths. Understanding of text types in the Old Testament helps a reader to better understand God's word. The Bible's referencing system helps us to locate books, people and places in the bible.</p>	<p>How do the stories of the New Testament help us to understand who Jesus is?</p> <p>The books of the New Testament contain a variety of text types such as parables, miracle stories and narratives. Understanding the text types in the New Testament, as well as the world behind the text and world of the text, helps a reader better understand God's word. The Bible's referencing system helps us to locate books, people and places in the bible.</p>

				<p>How do Christians explain what God is like?</p> <p>They recognise the Christian understanding of Trinity as seen in scripture passages that recount the actions of God the father, Jesus the Son and the Holy Spirit.</p>
<p>Religious Identity and Culture</p>	<p>Religious Identity and Culture ICS1.1: Class liturgy / mass and/or assembly. ICE1.1: Reflection on Our Class Vision and Mission. ICE2.3: Vision and Mission in every classroom. ICS1.3: Students design Sacred Space in classroom.</p>	<p>Religious Identity and Culture ICS1.1: Participate in Class liturgy / mass and/or assembly. ICE3.6: Understanding of new Iconography eg new prayer garden, (see photo) new St Kieran’s mosaic, murals promote ethos. ICC2.4: Assemblies used to recognise and celebrate key events in lives of community member’s e.g. new babies, birthday’s, significant events.</p>	<p>Religious Identity and Culture ICS1.1: Participate in Class liturgy / mass and/or assembly. ICE1.3: Iconography around school in St Kieran’s Unit. ICE3.6: Engaging with iconography in the new prayer garden, and St Kieran’s mosaic, murals. ICC2.6: Connected to wider church community e.g. welcoming Year 4 class from Sacred Heart.</p>	<p>Religious Identity and Culture ICC2.4: Assemblies used to recognise and celebrate key events in lives of community members such as birthdays, Advent ICS1.3: Students arrange Sacred Space in classroom for prayer.</p>
<p>Evangelisation & Faith Formation</p>	<p>Evangelisation & Faith Formation EFW3.2: Participation in masses, liturgies and whole school prayer. EFF3.1: Providing opportunities for students to express spiritual awareness through the arts – eg music, dance in liturgies, and art in relation to our Easter Prayer Walk.</p>	<p>Evangelisation & Faith Formation EFW3.2: Participation in masses, liturgies and whole school prayer.</p>	<p>Evangelisation & Faith Formation EFW1.1: Building collaborative relationships with parish at joint celebrations – Combined Catholic Education Week liturgy with Sacred Heart, combined parish celebration.</p>	<p>Evangelisation & Faith Formation EFW3.2: Participation in masses, liturgies and whole school prayer. EFW2.4: St Kieran’s School is present in the local community.</p>

<p>Prayer and Worship</p>	<p>Prayer and Worship PWP2.7: Develop a culture of prayer through writing prayers of intercession, litanies and blessing to use during our class prayer times. PWP2.4: Using predictable patterns in prayer for instance looking at specific format of Mass when leading the school Mass and prayer assembly. PWP1.3: School calendar – Explicit discussion of liturgical season and feasts. PWL2.1/ PWL2.2/PWL2.4: Clear expectations about practices for liturgy.</p>	<p>Prayer and Worship PWL3.1: Regular Mass attendance and Penance in school. PWR2.5: Daily reflection on where they saw Jesus that week.</p>	<p>Prayer and Worship PWP2.7: Develop a culture of prayer, using the school prayer book during our morning session, using prayer garden for class liturgies and morning prayer. PWP2.7: Discuss iconography around school and explain significance in St Kieran’s Day unit.</p>	<p>Prayer and Worship PWP1.3: School calendar – Experience of liturgical season and feasts.</p>
<p>Social Action and Justice</p>	<p>Social Action and Justice Sjr2.3: Ensure that prayerful reflection is a regular part of service and action in our daily class prayer. S/S1.3: Support new students – Pastoral parents call new families to make them welcome. S/S2.1: Integrate a justice focus into RE unit and prayer assemblies, Messages Assembly. Experience Rice Day in support of Caritas as part of Lent. SJA1.5: In Lenten unit, promote the resource of peace agencies such as Caritas.</p>	<p>Social Action and Justice S/S3.3: Apply Christian stewardship to policies around the school and wider community including use of paper, sustainability practises such as reducing electricity consumption. SJA2.1/SJA2.2: Foster environmentally practices in school and community through raising awareness and classroom responsibilities.</p>	<p>Social Action and Justice Sjr2.3: Reflective prayer is a regular part of class liturgies.</p>	<p>Social Action and Justice Sjr2.3: Prayerful reflection is a regular part of service and action eg staff prayer, class prayer. SJA1.5: Promote the resources of peace agencies such as St Vincent de Paul through collection of items for hamper.</p>

Year 5	<p>Core Content Area One Focus/Question: What is faith?</p> <p>Core Content Area Two Focus/Question: How do we as a Catholic school share our faith?</p> <p>Core Content Area Three Focus/Question: How can the psalms share the faith of people?</p> <p>Faith is shared and strengthened in communities of believers, past and present. The significance of personal and communal prayer and worship, including Eucharist, Psalms and Sabbath rituals and prayers. The psalms of the Old Testament are a model for personal and communal prayer and there are three main forms of psalms.</p>	<p>Core Content Area One Focus/Question: What is the story of Mary?</p> <p>Core Content Area Two Focus/Question: How is the image of Mary portrayed through the different gospels?</p> <p>Core Content Area Three Focus/Question: How do we express what we know about Mary from scripture through our own faith beliefs?</p> <p>Gospel writers shaped their Gospels for particular communities. The contexts of the Gospel writer influenced their writing. Explore the three worlds of the texts in the infancy narratives and other New Testament texts e.g. passion narratives. Identify features of Gospel texts that provide evidence of how the writers have shaped their Gospels for particular communities. Mary Mother of Jesus and Mary mother of the Church; Marian prayers, rosary, litanies. The story of Mary in scripture and Mary's role in the Church community.</p>	<p>Core Content Area One Focus/Question: What was Jesus' message?</p> <p>Core Content Area Two Focus/Question: How have people lived Jesus' message in the community?</p> <p>Core Content Area Three Focus/Question: How can Jesus' message challenge me today?</p> <p>Believers live according to Jesus' new commandment of charity (love) and make and act upon informed moral choices. Formation of conscience with the Decalogue and Beatitudes as guiding scripture. Develop and explain a personal choice or action that demonstrates how Jesus' teaching can apply to the world today e.g. linked to school and classroom rules, actions in the local community. Wisdom of the Saints – Mary MacKillop. Locate and record information about the contribution of pioneering Catholics in Australia to the preservation of faith and the shaping of particular communities, including indigenous communities.</p>	<p>Core Content Area One Focus/Question: Who or what is the Holy Spirit?</p> <p>Core Content Area Two Focus/Question: How is the Holy Spirit remembered in the faith life of the Church?</p> <p>Core Content Area Three Focus/Question: How can the Holy Spirit move in the world today?</p> <p>The action of the Holy Spirit is described in scripture using a variety of title. The Sacrament of Confirmation remembers the action of the Holy Spirit – words, symbols and actions. Gifts and fruits of the Spirit and the action of the Holy Spirit in the lives of believers.</p>
Religious Identity and Culture	Religious Identity and Culture ICC1.5: Providing companioning programs through buddies	Religious Identity and Culture 1CC2.2: Developing a culture that is committed to reconciliation, quality relations	Religious Identity and Culture ICE3.1: Researching and communicating the history and heritage of the school to enhance	Religious Identity and Culture ICC1.6: Infusing the Gospel into leadership programs for students

	ICC1.3: Celebrating the cultural diversity of the school	and promoting intercultural understanding ICS1.3: Establishing reflective spaces in classrooms and around the school	understanding of its ethos charism and Catholic identify. ICS1.2: Examining the purpose of our existing art to tell the story of St Kieran	ICS2.4: Student art and religious art displayed in foyer to reflect religion
Evangelisation & Faith Formation	Evangelisation & Faith Formation EFG2.1: Using restorative justice to develop Christian culture through social program	Evangelisation & Faith Formation EFG1.2: Co-Constructing prayer and worship for class masses EFW2.2: Developing ways of meeting the pastoral needs of students and families through pastoral care sessions PWP1.1: Teaching and using a variety of prayer for individual and communal use PWP3.1: Immerse students in diverse experiences of prayer	Evangelisation & Faith Formation EFW1.2: Inviting students to participate in retreat experiences in retreat and reflection days at St Stephens	Evangelisation & Faith Formation EFF1.2: Provide faith formation experiences for potential students leaders at camp
Prayer and Worship	Prayer and Worship PWP2.5: Involving students in the creation of prayer for use in school celebrations PWL2.1: Developing clear expectations and practices for the relevant celebration of liturgy Find time for students to participate in prayer experiences Establish a culture that creates a sense of the Sacred during class prayer times Commissioning liturgies Prayer rituals are a part of everyday classroom life	Prayer and Worship PWI3.1: Providing opportunities for the celebration of the Sacrament of Eucharist and Penance in the school PWP1.1: Teaching and using a variety of prayer for individual and communal use PWP3.1: Immerse students in diverse experiences of prayer Rosary said in prayer garden Meditation Use of Sacred Space and Peace Garden to prayer	Prayer and Worship PWP2.5: Involving students in the creation of prayer for use in school celebrations Teach students to use scriptural texts in prayer and worship Use music to enhance class prayer Plan Mass Prepare students for full and reverent participation in liturgies Seek creative ways in which the students can enhance liturgies	Prayer and Worship Rosary said in prayer garden Provide a wide experience of prayers Use appropriate symbols in class prayer Provided voluntary opportunities for prayer during class time

Social Action and Justice	Social Action and Justice Buddy program SJS2.1: Integrating a justice focus into prayer assemblies Celebrate Harmony day and encourage peaceful relationships Rice Day	Social Action and Justice Celebrate National Sorry Day and Naidoc Week Strength Through Caring Cards that identify quality relationships	Social Action and Justice Sleep out- Street Retreat Speaker about justice at Street Retreat SJS3.4: Applying Christian stewardship to the resources and environment of the school	Social Action and Justice Encourage a prayer response to justice issues in classroom prayer Organise the St Vincent de Paul Christmas Hampers
Year 6	How are the stories of Jesus and Mary shared across time and place?	How can Jesus' message challenge today?	What does it mean to be messenger in the world today?	How do people live their faith?
	<p>Core Content Area One Focus/Question: What is 'faith'?</p> <p>Core Content Area Two Focus/Question: How do believers live their faith?</p> <p>Core Content Area Three Focus/Question: How do people live their faith across the year?</p> <p>What is faith? Christians believe faith is a virtue freely gifted by God. The celebration of Eucharist and parts of the mass, including the Lord's Prayer support the faith life of Christians. The commemoration of the High Holy days in Judaism shares and strengthens the faith of believers. The liturgical year in the Catholic Church. Communion of Saints. The Lords Prayer.</p>	<p>Core Content Area One What is the story of Jesus?</p> <p>Core Content Area Two How is the image of Jesus portrayed through the different gospels?</p> <p>Core Content Area Three How do we express what we know about Jesus from scripture through our own faith beliefs?</p> <p>Jesus' relationship with God the Father and with humanity is described in scripture using a variety of titles and images. Titles of Jesus can reflect Jesus as fulfilment of God's promises in the Old Testament, including Messiah, Son of Man and Saviour.</p>	<p>Core Content Area One Focus/Question– What was Jesus' message?</p> <p>Core Content Area Two Focus/Question– How have people lived Jesus' message in the community?</p> <p>Core Content Area Three Focus/Question– How can Jesus' message challenge me today?</p> <p>The significance of Jesus' New Law for the way believers live their faith. Jesus' law of grace, of love and of freedom. The Spiritual and Corporal works of mercy are foundational to the Church's teaching about concern for the common good.</p>	<p>Core Content Area One Focus/Question– What is a prophet?</p> <p>Core Content Area Two Focus/Question– <i>How can I be a prophet in my world?</i></p> <p>Core Content Area Three Focus/Question– How do Jewish people remember the messages of the Hebrew Scriptures?</p> <p>Key messages and understanding of the social, cultural and historical contexts of the Old Testament prophets. Biblical tools, such as timelines, atlases and commentaries help the reader understand Old Testament texts.</p>

<p>Religious Identity and Culture</p>	<p>Religious Identity and Culture ECE1: Embedding Ethos and Charism ICC3.4: Practising social courtesies with visitors such as greeting people, introducing a visitor, welcoming a guest speaker ICS1.4: Provide opportunities for students to explore God’s presence through art at Easter</p>	<p>Religious Identity and Culture ICC2: Welcoming, encouraging supporting the participation of families in the life of the school through discussion at open days, Prep Orientation</p>	<p>Religious Identity and Culture ICE1.5: Celebrating days of religious significance for St Kieran’s Day ICC2.3: Presenting through dance and music traditional stories from Aboriginal cultural groups</p>	<p>Religious Identity and Culture ICE1.1: Using symbols associated with charism in ritual at leadership mass</p>
<p>Evangelisation & Faith Formation</p>	<p>Evangelisation & Faith Formation EFF1.2: Provide faith formation experiences for potential students leaders at Canberra EFW1.2: Inviting students to participate in retreat experiences in retreat and reflection days in Year 6 Retreat</p>	<p>Evangelisation & Faith Formation PWP1.1: Teaching and using a variety of prayer for individual and communal use PWP3.1: Immerse students in diverse experiences of prayer</p>	<p>Evangelisation & Faith Formation EFG1.2: Co-Constructing prayer and worship for class masses EFW2.2: Developing ways of meeting the pastoral needs of students and families through pastoral care sessions</p>	<p>Evangelisation & Faith Formation EFW2.2: Developing ways of meeting the pastoral needs of students and families through pastoral care sessions</p>
<p>Prayer and Worship</p>	<p>Prayer and Worship PWL2.1: Developing clear expectations and practices for the relevant celebration of liturgy Find time for students to patriate in prayer experiences Establish a culture that creates a sense of the Sacred during class prayer times Commissioning liturgies Prayer rituals are a part of everyday classroom life</p>	<p>Prayer and Worship PWP1.1: Teaching and using a variety of prayer for individual and communal use PWP3.1: Immerse students in diverse experiences of prayer Rosary said in prayer garden Meditation Use of Sacred Space and Peace Garden to prayer</p>	<p>Prayer and Worship PWP2.5: Involving students in the creation of prayer for use in school celebrations Teach students to use scriptural texts in prayer and worship Use music to enhance class prayer Plan Mass Prepare students for full and reverent participation in liturgies Seek creative ways in which the students can enhance liturgies</p>	<p>Prayer and Worship Rosary said in prayer garden Provide a wide experience of prayers Use appropriate symbols in class prayer Provided voluntary opportunities for prayer during class time Graduation – Rite of Passage</p>

Social Action and Justice	Social Action and Justice Buddy program SJS2.1: Integrating a justice focus into prayer assemblies Celebrate Harmony day and encourage peaceful relationships Rice Day	Social Action and Justice Year 6 students are peer mediators and mediate conflicts in the younger years Celebrate National Sorry Day and Naidu Week Strength Through Caring Cards that identify quality relationships	Social Action and Justice Sleep out- Street Retreat Speaker about justice at Street Retreat Foster environmental practices – Environmental Committee SJS3.4: Applying Christian stewardship to the resources and environment of the school	Social Action and Justice Encourage a prayer response to justice issues in classroom prayer Organise the St Vincent de Paul Christmas Hampers.
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