



## Overview of RE Learning Cycles

### Prep

#### **How do believers follow God's plan?**

Students communicate their ideas, feelings and thoughts about God. They communicate God's plan that people help each other to live safely and happily together for the good of all.

#### **Who is Jesus?**

Students listen and respond to stories about Jesus in the Gospels that tell of Jesus' life as a Jew.

#### **What do the Gospels tell about the Risen Lord?**

Students listen to, read and view stories that tell of Jesus' suffering, death and resurrection.

#### **Why do believers pray?**

Students 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. They recognise ways in which believers pray either alone or with others. Students listen and respond to stories that tell of Jesus praying and teaching others to pray.

#### **How did Mary MacKillop show us how to be a good neighbour?**

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.

#### **Who created the world?**

Students communicate the goodness of God's creation and identify connections between some Old Testament stories, the goodness of God's creation and their personal experience.

#### **Who is Jesus' family?**

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

#### **Why do believers celebrate Christmas?**

Students 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 including the Christmas Season.



# Overview of RE Learning Cycles

## Year One

### **How do believers follow God's plan?**

Students identify how people live safely and happily in community and in loving relationship with God. Students make connections to personal experience to explain ways of living in accordance with God's plan for creation.

### **How is Jesus present through the Sacraments?**

Students 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.

### **How do Old Testament stories show God's presence and action in the lives of the people?**

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

### **How do believers follow God's plan for creation?**

Students make connections to personal experience to explain ways of living in accordance with God's plan for creation. They explain how people can responsibly use God's gift of freedom to make choices to care for all creation. They also 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.

### **What did Jesus' daily life look like?**

Students describe some aspects of Jewish daily life at the time of Jesus. They identify the nature of Jesus' mission and ministry.

### **What is Jesus' mission and ministry?**

Students identify the nature of Jesus' mission and ministry. They identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus.

### **How do believers honour Jesus' mother, Mary?**

Students recognise the significance of prayer in Jesus' life and in the lives of believers. They 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. Students recognise ways in which believers past and present honour Mary, the Mother of Jesus including praying the Hail Mary.



# Overview of RE Learning Cycles

## Year Two

### **How can we respect God's creation?**

Students recognise the sacredness of God and all creation, including human life. They suggest ways to pursue peace and justice out of respect for human life and creation. They also identify ways in which humans respond to the call to be co-creators and stewards of God's creation.

### **How can believers nurture their relationships?**

Students recognise ways in which believers nurture their relationship with God, with others and with all of creation. They also recognise choices that harm an individual and their loving relationships with God, others and all of creation.

### **How do believers nurture their relationships through prayer?**

Students recognise ways in which believers nurture their relationship with God, with others and with all of creation through prayer. They explain ways in which believers seek to heal relationships with God, others and all of creation through reconciliation. They also participate with respect in a variety of meditative prayer practices including centred breathing and attending to posture. Students participate with respect in a variety of personal and communal prayer experiences, especially prayers for forgiveness including acts of contrition and Penitential Act. They recognise that prayer and the wisdom of the Saints help the believer to nurture their relationship with God, others and all creation.

### **How is God's nature revealed in the Bible?**

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 also analyse teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature.

### **How is Jesus' healing ministry lived out today through the Sacrament of Reconciliation?**

Students make connections between Jesus' teachings and actions and the way members of the Church community live today. They make connections between Jesus' healing ministry and the Church community's celebrations of the Sacrament of Penance.

### **How do Jesus' teachings guide the ways Church community members live today?**

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.



# Overview of RE Learning Cycles

## Year Three

### **How can I live a moral life?**

Students recognise how the Scriptures provide a foundation for living a moral life. They identify respect for basic human rights as a foundation for living a moral life. They also identify an acknowledgement of responsibility, in particular for the poor and disadvantaged as part of living a moral life.

### **How is there order and harmony in God's creation?**

Students express ideas about God's relationship with people as individuals and communities. They 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.

### **Who is the Messiah?**

Students communicate ideas about the life and teachings of Jesus. They discuss ideas about the Christian belief that Jesus is the Messiah.

### **What are Jesus' teachings in the New Testament?**

Students communicate ideas about the life and teachings of Jesus. They locate and use information about cultural contexts in which the Gospels were written. They also locate and use information about text types by the human authors of the New Testament texts.

### **What are the different images of God in the Old Testament?**

Students express ideas about God's relationship with people as individuals and communities. They 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. They also express 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.

### **What strengthens our Church community?**

Students demonstrate an understanding of the significance 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 also explain ways that the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen the members of the Church community.

### **What is the significance of prayer for Christians?**

Students express ideas about God's relationship with people as individuals and communities. 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 also express ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including prayers attributed to the Saints. Students 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.



# Overview of RE Learning Cycles

## Year Four

### **How do people's actions affect the community?**

Students explain the significance of community for Christians. They explain how free choices result in actions that affect the individual and their community.

### **What is the significance of the Sacraments in the life of the community?**

Students explain how practices and characteristics of contemporary parishes and dioceses are modelled on the mission and ministry of Jesus. Students 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.

### **How does the Bible help believers understand God's word?**

Students explain how a reader uses knowledge of the Bible to better understand God's word. They identify a variety of different books and text types in the Old Testament and New Testament.

### **What is the significance of the Jewish community?**

Students explain the significance of community for Christians. Connect ideas from different texts and experiences of the Jewish community in first century Palestine including the Decalogue and the wisdom of St Paul.

### **What is the significance of Early Church communities?**

Students explain the significance of community for Christians. They connect ideas from different texts and experiences of the early Church communities in Australia (c.1788 CE - c.1850 CE) and contemporary Church communities.

### **What is the Trinity?**

Students recognise the Christian belief that God, as Trinity, is relational in nature. They identify and explain some Scripture passages that express God as Father, Son and Holy Spirit.

### **What is the significance of prayer for the community?**

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 the significance of these prayer forms for Christian communities. They also create prayers of blessing, petition and intercession using appropriate structures.



# Overview of RE Learning Cycles

## Year Five

### **How are believers influenced by the Golden Rule?**

Students identify ways that faith is shared and strengthened in communities of believers past and present. They describe ways in which believers live according to Jesus' new commandment of charity (love).

### **How does the Holy Spirit rock the lives of believers?**

Students explain the action of the Holy Spirit in the lives of believers. They describe ways in which believers make and act upon informed moral choices. They also analyse information from a variety of texts, including Scriptural reference to the Holy Spirit. Students analyse the words, symbols and actions of the Catholic rite of Confirmation.

### **How did the Gospel writers shape their Gospels to suit their communities?**

Students use the 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.

### **How do Christians and Jewish people worship?**

Students describe the significance of personal and communal prayer and worship. They describe the significance of Eucharist, Psalm and Sabbath rituals for the lives of believers.

### **How have the Saints and pioneering Catholics strengthened communities of believers?**

Students identify ways that faith is shared and strengthened in communities of believers past and present. 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. They also describe the significance of the wisdom writings of the Saints including St Mary of the Cross for communities of believers.

### **How do believers honour Mary through prayer?**

Students describe the significance of personal and communal prayer and worship. They 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 and praying with Rosary beads.

### **Who is Mary, the mother of Jesus?**

Students examine Mary's roles as the mother of Jesus and mother of the Church. They use features of Gospel texts to show how Gospel writers shaped their Gospels for particular communities. They analyse elements and features of some Marian prayers including the Hail Mary, the Litany of Mary of Nazareth and the Rosary. They also describe the role of Marian prayer in the lives of believers past and present.



# Overview of RE Learning Cycles

## Year 6

### **How can believers live out their faith guided by the works of mercy and Jesus' new law?**

Students identify and describe many ways in which faith is lived out in the lives of believers past and present. They explain the significance of Jesus' New Law for the way believers live their faith. They also examine the spiritual and corporal works of mercy.

### **What is Jesus' relationship with God?**

Students explain how scriptural texts describe Jesus' relationship with God the Father and humanity. They 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.

### **How can believers celebrate their faith?**

Students identify and describe the commemoration of High Holy Days by Jewish believers. They identify and describe the Church's liturgical year and the celebration of Eucharist. They identify and describe many ways in which faith is lived out in the lives of believers past and present.

### **How can believers live out their faith?**

Students identify and describe many ways in which faith is lived out in the lives of believers past and present. They identify and describe how Catholics in a developing Australian nation (c. 1900 CE to present) live their faith. They also analyse the key messages and contexts of some Old Testament prophets.

### **How is the Holy Spirit present in the lives of the believers?**

Students explain the action of the Holy Spirit in the lives of believers. They demonstrate an understanding of the term 'communion of saints'. They also analyse information from a variety of texts including New Testament texts and the wisdom of Australian Catholic Christians.

### **How can believers celebrate their faith through prayer?**

Students identify and describe many ways in which faith is celebrated in the lives of believers past and present. They 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. They also participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices.