



St Joachim's Catholic School, Holland Park

Year 5 - Religion Unit Descriptions

During the year, the students will engage in the following units of work.

Class teachers will advise which units are being covered each term.

Focus Areas	Description	Achievement Standard Element Assessed
<i>The teachings of Jesus: Strengthening or challenging communities of believers today?</i>	<p>In this unit, students explore how faith is shared and strengthened in communities of believers. They investigate the Christian idea that conscience is a judgement of reason, taking the good for all, into account and is formed by the Word of God (The Decalogue) and Jesus' moral teaching (The Beatitudes).</p> <p>Students develop their understanding of the concept of charity as the goal of Christian practice, examining the sacred scripture of Jesus' new commandment of love, from the perspective of different gospel authors. Students develop and explain a choice or action within their own lives that demonstrates Jesus' new commandment of love.</p>	Students identify many ways in which faith is shared and strengthened in communities of believers, past and present. They describe ways in which believer live according to Jesus' new commandment of charity (love); and make and act upon informed moral choices.
<i>How does the Holy Spirit influence the lives of believers?</i>	Students investigate the variety of titles and images used to in Scripture to describe the action of the Holy Spirit in the lives of believers. They examine the key parts of the Catholic Rite of Confirmation, identifying the words, symbols and actions and their significance for believers. Students engage with the Gifts and Fruits of the Holy Spirit and explain how these give strength to, guide and work in the lives of believers; past and present. They are introduced to meditative prayer practices using mantras as a focus.	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 participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.
<i>Why do communities of believers worship and pray together?</i>	In this unit, students come to appreciate how faith is shared and strengthened in different communities of believers, particularly the significance of communal prayer and worship. They identify and explain the features of the synagogue and practices associated with prayer and worship for Jewish communities. Students compare these with the central and primary sharing of faith for Catholic believers; the celebration of Eucharist. They examine the purpose of the 3 main forms of Psalms in the Old Testament (Lament, Thanksgiving and Praise) and use these as a model for personal and communal prayer.	Students describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom / writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers. They participate respectfully in a variety of personal and communal prayer experiences, including Marian prayers and meditative prayer.



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<i>How did pioneering Catholics share and strengthen their faith in struggle?</i>	In this unit, students investigate ways in which communities of believers, in particular, pioneering Catholics in Australia, both preserved and strengthened their faith in times of challenge. They identify the contribution and/or significance of individuals in shaping particular communities, including Indigenous communities. They explain how the wisdom of the saints, in particular the writings of St Mary of the Cross MacKillop, helps people, past and present, to understand about caring for the well-being of others and the faith of the community of believers.	Students locate and record information about the contribution of pioneering Catholics (laity clergy, religious) in Australia (c.1850 CE – c.1900 CE) to the preservation of faith and the shaping of particular communities, including Indigenous communities. They describe the significance of personal and communal prayer and worship (including the Eucharist, the Psalms, Sabbath rituals and prayers) and the wisdom/writings of the Saints, including St Mary of the Cross MacKillop, for communities of believers.
<i>How is Mary, the mother of Jesus and the Church, the most significant woman of her time?</i>	Students investigate the qualities, titles and role of Mary, as the mother of Jesus and of all Christians. They identify some titles and images depicting Mary, found in New Testament texts, as well as those found in visual, written and multimedia texts, to explain her significance for Catholic Christian communities, past and present. Students learn about the significance of Marian prayers (the Rosary, Psalms of Praise & Thanksgiving) for believers, past and present, in praising God and entrusting cares and petitions to Mary, as mother of Jesus and mother of the Church.	Students examine Mary's role as mother of Jesus and mother of the Church. They analyse the elements and features of Marian prayers (including the Hail Mary and the Litany of the Mary of Nazareth) to describe the role of Marian prayer in the lives of believers past and present.
<i>Was Jesus really born in a stable? Where's the 'truth' in the infancy narratives?</i>	In this unit, students explore how the contexts of the Gospel writers shaped their Gospels. They use a range of Biblical tools, including timelines, biblical atlases, biblical dictionaries and commentaries to deepen their awareness of New Testament texts. They compare and contrast parallel passages from the Gospels of Matthew and Luke's Infancy narratives (purpose, intended audience and point of view) as well as some of the features (place, characterisation, vocabulary, dialogue and narrative voice) that provide evidence of how the writers have shaped their Gospels for a particular community, time and place.	Students use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities.