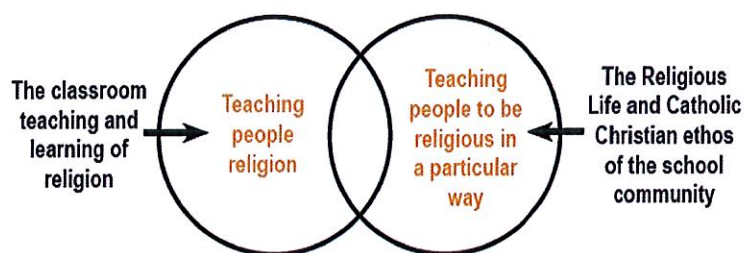


Religious Education for Website

Our School Motto is: "United in faith"

'....May they be brought to complete unity to let the world know that you sent me and have loved them even as you loved me....' John 17: 23

Vision Statement



We seek to build a learning community, enriched by diversity and united in faith for today, tomorrow and into the future. Through religious education and through the religious life of our school we aim to empower students to live the Gospel of Jesus Christ so that they live as successful, creative, confident, active and informed learners who can shape and enrich our changing world.

OLW Vision for Learners and Learning

The learner:

- knows what they are learning about, what to do to be successful & what their next steps in learning are;
- uses metacognitive strategies, creative & critical thinking;
- participates in feedback;
- feels connected to Our Lady of the Way Catholic school;
- is confident in pursuing their personal best no matter who they work with;
- has a sense of accomplishment and is socially and emotionally competent.

Mission Statement

Our school mission is to build a community that celebrates faith, learning and diversity.

COMMUNITY

We celebrate community by promoting a spirit of togetherness. We celebrate our faith by living Gospel Values.

FAITH

LEARNING

We celebrate learning by striving for excellence in a student-centred environment.

DIVERSITY

We celebrate diversity by embracing each person's unique identity and giftedness.

Our Vision

At Our Lady of the Way Catholic Parish Primary School we are committed to creating a vibrant Catholic learning community, acknowledging and celebrating diversity, enriched by and *united in faith*. Our four school pillars are Faith, Learning, Community and Diversity.

Underpinning the pillar of Faith is our "Good Faith Framework" which was derived directly from the Our Lady of the Way Parish Vision and Mission Statement. The components of our Good Faith framework are: Hospitality, Service, Scripture, Prayer, Forgiveness and Reconciliation. These components are addressed through school prayer assemblies each week in our 'Good Faith Day' and links are made to curriculum where possible.

School Prayer

Our Lady of the Way,
Lead us in our Christian mission.
Guide us through prayer to faith.
Teach us to honour the diversity in our community.
Inspire us as we learn each day.
Be with us as we walk together, united in faith.
Holy Spirit sisters, pray for us.
Our Lady of the way, pray for us.
Mary of the Cross, Pray for us.
Amen

Religion Curriculum

Our Lady of the Way school shares and promotes the Vision for Religious Education articulated by Brisbane Catholic Education to:

***'aspire to educate and form students who are challenged to live the Gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.'* (Religious Education, Archdiocese of Brisbane Curriculum, PE12)**

Our mission is to develop students as lifelong learners through a balanced curriculum enriched by Gospel values whilst empowering them to make a positive contribution to the community. The four strands of the Religion Curriculum (Sacred Texts, Beliefs, Church and Christian Life) are interrelated and their content is taught in an integrated way to develop our learners' religious literacy so that all may participate critically and effectively as lifelong learners within our faith communities and in society. We ensure the cross-curricula priorities and general capabilities of the curriculum are embedded in religious education planning and teaching.

The attached overviews provide the focus of Religion Curriculum units for each year level for the year.

Prep

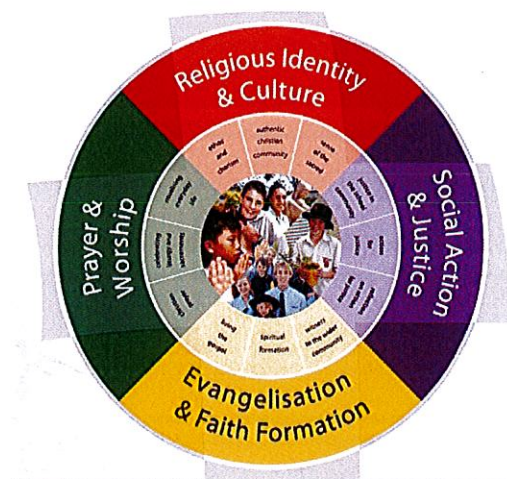
Year 1

Year 2

Year 3

Year 4
Year 5
Year 6

Religious Life of the School



The four components of the Religious Life of the School (Religious Identity and Culture; Evangelisation and Faith Formation; Prayer and Worship; and Social Action and Justice) are distinctive aspects of the way each member of our community lives their faith. Our aim is to provide opportunities for each person to develop a close personal relationship with God.

Religious Identity and Culture

Our Lady of the Way school has served the people of Petrie and surrounds for over 50 years. Our school has a rich tradition which is based on the charism of our Mary, Our Lady of the Way (Jesus' mother). We have a strong emphasis on *being a strong, brave disciple*. Our school history has been richly blessed by the dedication and hard work of the Holy Spirit sisters and the Mercy sisters. We have a strong relationship with the Our Lady of the Way Parish.

Our Marian Charism, is centred on Mary. Our dedication to Mary is modelled on Jesus' love for his mother, whom he gave to us (*"Woman, behold, your son." Then he said to the disciple, "Behold, your mother." John 19:26-27*).

Mary is a model for us of:

- **A person of religious faith** (*"I am the servant of the Lord. May it be done unto me according to Your word." Luke 1:38*).
- **One who ponders God's ways** (*"Mary kept all these things, reflecting on them in her heart." Luke 2:19*).
- **A person for others** (*"And she went with haste into the hill country where she greeted Elizabeth." Luke 1:39-40*).
- **A person who leads others to faith in Jesus** (*"Do whatever he tells you." John 2:5*).
- **A person who gathered in community and prayed with others** (*"All these [the Apostles] were constantly devoting themselves to prayer, together with certain women, including Mary the mother of Jesus, as well as his brothers." Acts 1:14*).

We ask Mary, through the Holy Spirit, to form us like Jesus, so we can continue his saving mission.

Evangelisation and Faith Formation

The school gives a very high priority and commitment to Evangelisation and Faith Formation. We aim to constantly nurture the spirituality of the students and the wider school community. The school's Good Faith framework is prominently displayed around the school to inspire people to enhance the understanding of the 'Faith' pillar of our school/ vision. We have many opportunities for our school community to make a difference and be informed and involved in issues of social justice.

Prayer and Worship

With Mary as our model, we strive to become faithful followers of Jesus. Prayer and worship is a central focus to our school community. We provide many opportunities for families to engage with the Catholic Christian tradition. Students attend a school Mass at least once or twice a term. All significant feast days, major celebrations of the Church's Liturgical Calendar and other major community events are celebrated with whole school Masses or Liturgies of the Word. As part of the weekly assembly, a class leads the laity prayer component and they follow a script that embraces the 'Good Faith' framework. Part of this service involves reading the mandated scripture text for their year level. Each classroom has developed a sacred space in collaboration with the students. Visible sacred icons and imagery are displayed throughout the school. Staff participate in prayer every Monday morning at staff briefing.

Social Action and Justice

We see community as a means of bringing people to faith in Jesus through and with Mary. Our students extend their classroom learning about Catholic social teaching with active participation and critical reflection on social justice initiatives. Resources are made available for teachers to support the Mission and Justice strand of the Religion Curriculum and the Social Action and Justice strand of the Religious Life of the School. Many activities are held throughout the school year, which attempt to develop a culture of care and concern for members of the broader community. These activities focus on raising awareness of issues as well as reaching out and providing assistance and support. Some examples are the school's mission activities which support Caritas, Catholic Mission and St Vincent de Paul. The School Fee Policy and School Fee Concession Policy ensure that no member of the community is excluded because of misfortune or disadvantage.

Parish Sacramental Program

Parents are the first and most important educators of their children (Declaration on Christian Education, 1968, Vatican II) and it is within the faith development of family and home that children come to a deeper realisation and practice of their faith. The school promotes and supports the participation of families in the Parish Sacramental programs for First Reconciliation, First Eucharist and Confirmation. These programs are run by the parish community and the liturgical celebrations for each of these sacraments are celebrated within the Parish. Parents are notified through letters and the school newsletter regarding sacramental preparation times and dates and can also easily access the Our Lady of the Way parish website through the Parent Portal.



During the year the Prep students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

Here is this place.

Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God's plan. They will 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.

The Easter Story

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.

How can I be like Jesus in my world?

Students will listen to, read and view stories of and about Jesus in the Gospels that tell of Jesus' teachings about love, compassion and forgiveness. They will learn that Christians believe God created people with the freedom to choose between good and bad, right and wrong. Students will read "The Good Samaritan" and "The Ten Lepers" and identify examples of times when people make these choices.

How can people know about God?

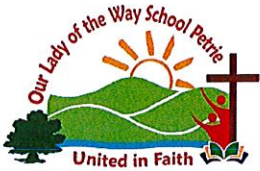
They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation. They recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, symbols and nature, and participate with respect in a variety of these prayer experiences, including meditative prayer, the Sign of the Cross, and Amen.

Why did God say it was good?

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.

Jesus and his family

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.



During the year the Year One students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

How does our community live Gods Dream?

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 to care for all creation and to responsibly use God's gift of the freedom to choose.

Lent/Holy Week/Easter

'Lent' is a very special time of the year where students explore the mission and ministry of Jesus through the events of Holy Week.

Why is the story of Mary so important to our school and parish community?

How do we find out more about Mary?

Students 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, and the Hail Mary.

What do the Old Testament stories mean for me today?

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

Who is the person Jesus?

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.

How can Sacraments help us understand Gods plan/dream?

Students identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action. They recognise the significance of prayer in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including meditative prayer and Grace.

Why are the Gospel accounts of the Christmas story different?

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



During the year the Year Two students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

How Can We Create a World of Peace?

How can we create a world of peace? Students will explore peaceful relationships with God, others and creation. They will be given the opportunity to explore Scriptural texts to discover Jesus' teachings, actions and aspects of God's nature and then make connections to their own lives.

What was the effect of Jesus' life and death on characters in the Gospel stories?

Students compare different versions of the Easter story and pose questions about the life and times of Jesus. They read Gospel stories and think about the people in these stories and how they were affected by Jesus in his life and after his death. They use sources provided to answer these questions.

How can I share the messages of creation in my world?

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. They develop their understanding of the loving relationship with God, with others and all creation.

How can the story of Abraham and Sarah help us understand covenant?

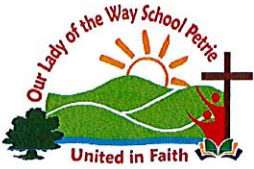
Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories and develop their understanding of the loving relationship with God and with others. They learn about the Jewish understanding of covenant as agreement between God and the Jewish people and describe how the covenant is lived in the daily lives of Jewish people today. Students explore communicating with God through different forms of prayer.

How can the stories of Jesus challenge me today?

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

How do the actions of Jesus guide/prepare our community on their Advent Journey?

Students pose questions about the life and times of Jesus and use sources provided to answer these questions. They engage with Biblical sources to find out more about the actions of Jesus to help us today.



During the year the Year 3 students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

How Can Jesus Challenge Our Community? Who Can We Aspire to?

Students 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. 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.

How Can We Celebrate the Story of Easter?

Students 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.

How Is the Life and Message of Jesus Remembered in The Sacraments?

Students 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.

How Can We Know What God Is Like?

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. 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.

How Can Creation Help Us Know What God Is Like?

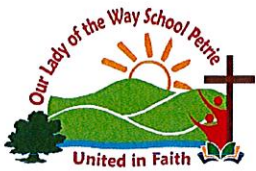
Students select and use information, ideas and events in texts (including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God's relationship with people as individuals and communities; God's presence and action in daily life experiences. They participate respectfully in a variety of prayer experiences, including meditative prayer, prayers of thanksgiving and prayers of praise.

The Good News! Who Do You Say the Messiah Is?

Students 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.

How do people remember Jesus in the Christmas season?

Students use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah.



During the year the Year 4 students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

What does it mean to be community?

Students investigate the significance of community for Christians and ideas about living in community through the exploration of Decalogue and the wisdom of St Paul.

How do we celebrate the Easter story?

Students identify a variety of books and text types in the New Testament and explain how a reader uses this knowledge to better understand God's Word.

How can parables challenge us today?

Students identify a variety of books and text types in the New Testament and explain how a reader uses this knowledge to better understand God's Word. They connect ideas about living in the community from different texts and from the experience of different communities, including Jewish communities in first century Palestine.

How can the trinity help us understand community?

Students recognize 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.

How can relationships be healed in our Community?

Students connect ideas about living in the 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). 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 understating of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences, including mediative prayer and prayers of blessing, petition and intercession.

How can the Old Testament help us to understand what God was like for communities?

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 explain how a reader uses this knowledge to better understand God's Word. Students explain the significance of community for Christians. They connect ideas about living in community from different texts.

How do the different Gospel versions of the infancy narratives help me to understand God's word?

Students identify a variety of books and text types in the New Testament and explain how a reader uses this knowledge to better understand God's Word.



During the year the year 5 students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

What does it mean to share faith?

Faith is shared and strengthened in communities of believers, past and present. Students broaden their appreciation of the significance of personal and communal prayer and worship, including Eucharist and Sabbath rituals and prayers.

How do believers share and strengthen faith in the Easter season?

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

How can confirmation help us understand the action of the Holy Spirit in the lives of believers?

The action of the Holy Spirit is described in scripture using a variety of titles. The Sacrament of Confirmation remembers the actions of the Holy Spirit – word, symbols and actions. Students learn about the Gifts and fruits of the Spirit and the action of the Holy Spirit in the lives of believers.

How did pioneering Catholics share and strengthen their faith in the early Australian community?

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.

How can Jesus' message challenge me today?

Students describe how believers live according to Jesus' new commandment of charity (love) and make and act upon informed moral choices. They explore formation of conscience with the Decalogue and Beatitudes as guiding scripture and develop and explain a personal choice or action that demonstrates how Jesus' teaching can apply to the world today.

How can the story of Mary help us understand faith today?

Students learn about Mary, mother of Jesus and Mary mother of the Church as understood in scripture and investigate gospel writers shaped their texts for particular communities. They learn about Marian prayers, including the rosary and the Litany of Mary of Nazareth. They develop their understanding of the story of Mary in scripture and Mary's role in the Church community.

How can we put into action our faith during Advent? 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.



During the year the Year 6 students will engage in the following units of work. Class teachers will advise which units are being covered in the Term Overview, distributed at the start of each term.

What does it mean to live faith?

Students identify and describe many ways in which faith is lived out in the lives of believers past and present. Christians believe faith is a virtue freely gifted by God. Students explore the idea of faith through the lens of scripture.

How can Prophets challenge us to live faith?

Students investigate the messages of Old Testament prophets and how their message of faith was influenced by their time and place. Students reflect on who might be prophets in the world today and how as leaders they can be a voice of challenge to the school community.

How do believers use the events of Holy week and Easter to be a 21st century Prophet?

Students 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.

How do we make sense of the Jesus of faith?

Jesus' relationship with God the Father and with humanity is described in scripture using a variety of titles and images. Students explore the historical Jesus and the Jesus of faith through investigating titles of Jesus that reflect Jesus as fulfilment of God's promises in the Old Testament, including Messiah, Son of Man, and Saviour.

How can we as a church community live faith today?

Jesus' law is a law of grace, of love, and of freedom. Students explain the significance of Jesus' New Law for the way believers live their faith today and in the Australian Church, past, present and future. Students examine the Spiritual and Corporal works of mercy which are foundational to the Church's teaching about concern for the common good.

How do believers live their faith across the year?

Students review their understanding of what faith is by exploring faith that is lived across the year in Christianity and Judaism. 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. Students gain an understanding of the liturgical year in the Catholic Church, Communion of Saints and the place of spiritual exercises in the daily life of believers.

How can we put into action our faith during advent?

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.