



Religious Education Curriculum P-12

ARCHDIOCESE OF BRISBANE



Prep Year

The following table provides an overview of the core and complementary texts for this year level and identifies biblical themes, people and text types. NRSVCE is the recommended translation of the text by BCE. CEV and NABRE are also useful translations depending on a school's context.

Biblical themes: creation, water, covenant, prayer, hope, being responsive to the needs of all	
Bible people: Abraham and Sarah, Isaac, Moses, Joseph, David, Jesus, family of Jesus	
Bible text types: Sacred myths, covenant stories, healing stories, parables, narratives	
CORE TEXTS	COMPLEMENTARY TEXTS
Introducing stories of creation (<i>explicit connections to BETR1, STCW1, STOT2</i>)	
<p>The first creation story in Genesis – Genesis 1:1-2:4a</p> <p>The second creation story in Genesis – Genesis 2:4b-9; 15-25</p>	<p>God's care for creation – Matthew 6:25-34</p>
<p>The purpose of teaching the text:</p> <p>The story of creation is actually multiple stories from different times and different authors highlighting various elements of this overarching story. These stories are rich in meaning and provide religious truths rather than scientific or historical truths. Therefore, these stories are sacred myths (they tell truth about God rather than telling scientific truth). Genesis 1 highlights God as creator and human beings as made in the image of God. In Matthew's Gospel Jesus teaches about creation (God's care for creation and the goodness of creation, which includes humans).</p>	
<p>Questions that may assist students to create meaning from the text:</p> <ul style="list-style-type: none"> • <i>As no one has ever seen God, what special stories do you think we might find in the Bible?</i> • <i>What can we learn about God and creation from this story?</i> • <i>What can we learn about how God wants our world to be?</i> • <i>What can we learn about how God wants people to live?</i> • <i>Why do you think God would want people to live that way?</i> • <i>Why do you think we have different stories about creation in the Bible?</i> • <i>At our school, do we have just one story or do we have lots of different stories about our school?</i> • <i>How could each story help people to understand something special about our school?</i> • <i>Did all the Bible authors live at the same time?</i> • <i>Why do you think different Bible authors wrote different stories?</i> • <i>As Jesus would have grown up learning the stories of creation from the book of Genesis, what do you think Jesus learnt about God from these stories?</i> 	

Achievement Standard:

Students communicate 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.

Old Testament people (*explicit connections to STOT2*)

The stories of Old Testament characters who became special people of faith in the midst of life's challenges.

The story of Abraham and Sarah (and the birth of Isaac).

Abraham is called by God - [Genesis 12:1-9](#)

Abraham's covenant with God - [Genesis 15:1-6](#)

The birth of Isaac - [Genesis 21:1-3; 6-7](#)

The story of Joseph

Joseph is sold into slavery - [Genesis 37:1-36](#)

Joseph is placed in charge of Potiphar's household - [Genesis 39:1-9](#)

Joseph interprets dreams for Pharaoh -

[Genesis 41:15-44](#)

The people became hungry and Pharaoh sent them to Joseph - [Genesis 41:53-57](#)

Joseph helps his brothers - [Genesis 42:1-25](#)

Joseph brings his father and brothers to Egypt - [Genesis 47:1-12](#)

The story of David

The story of David - [1 Samuel 17:1-35; 37-49](#)

David, the youngest son, is anointed - [1 Samuel 16:1-13](#)

The story of Moses as a baby being saved - [Exodus 2:1-10](#)

The purpose of teaching the text: The Story of Abraham and Sarah

The story of Abraham and Sarah is foundational in the Old Testament, as Abraham is called by God to become the leader and ancestor of all Jewish people. Faith often comes from living in a family. For Jewish and Christian people (and Islamic people), Abraham and Sarah are seen as the parents of faith. Abraham is the first person to whom God spoke. Sarah is the woman mentioned most in the Bible. Isaac becomes an important Old Testament character and needs to be identified as the son of Abraham and Sarah.

Questions that may assist students to create meaning from the text:

- *How does God speak in our lives today?*
- *What is God asking us to do?*
- *How do we feel when unexpected events happen in our lives?*
- *What can we learn about God, faith and the unpredictable nature of family life through the story of the birth of Isaac?*
- *I wonder if the baby in this story will grow up to be someone special for the Jewish people?*

The purpose of teaching the text: The Story of Joseph

The story of Joseph shows us that families can experience breakdowns in relationships, but relationships can also be restored. For Jewish and Christian people Joseph's story serves to explain why the Israelites were in Egypt prior to the Exodus. Joseph's story demonstrates both strengths and challenges of family life.

Questions that may assist students to create meaning from the text:

- *How can we find God through our family life and our daily life?*
- *Through Joseph, God shows love and care for Joseph's family.*
- *Who shows us God's love and care in our lives?*

The purpose of teaching the text: The Story of David

The story of David, the shepherd boy, defeating the Philistine's champion, Goliath, is a story of bravery and courage in the face of insurmountable odds. This is a story of Israel being a small nation surrounded by large powerful nations, yet Israel is favoured by God. This story fits in with the story of the Passover where Israel is favoured over Egypt and the story of David, the youngest member of his family being favoured over his older brothers. This is an ongoing theme through the Bible, where God favours the poor, marginalised and unimportant over the powerful, wealthy and influential. David grows up to become a King of Israel.

Questions that may assist students to create meaning from the text:

- *When was there a time when I was brave?*
- *Have I ever felt God's power helping me? Why might God think I'm important?*
- *Why might God want me to stand up for people who are feeling powerless?*

Achievement Standard:

To identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation.

Prayer (explicit connections to CLPS1, STNT2, BEWR1)

The story of Jesus teaching his disciples to pray - [Luke 11:1-4](#); [Matthew 6:1-14](#)

Jesus gave thanks - [Matthew 15:36](#)
Jesus prays - [Mark 1:35](#); [Luke 3:21-22](#)
Jesus praised God - [Matthew 11:25-26](#)

The purpose of teaching the text:

Two different Gospel authors telling the story of Jesus teaching the 'Our Father' to his disciples. Stories of Jesus are presented in four different books called Gospels. Matthew shapes his version of Jesus' prayer for his Jewish community. Luke shapes his version of Jesus' prayer for his Gentile community.

Questions that may assist students to create meaning from the text:

- *Why might different authors tell the same story in different ways?*
- *What can we learn about Jesus' life from these stories?*
- *What can we learn about prayer from these stories?*

Achievement Standard:

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.

Stories about Jesus in the Gospels *(explicit connections to STNT2, BEWR1)*

The stories of the birth of Jesus - [Luke 2:1-7](#)
[Matthew 1:18-25](#)

The story of the visit of the shepherds to Jesus -
[Luke 2:8-20](#)
The story of the visit of the Magi -
[Matthew 2:1-12](#)

The purpose of teaching the text:

Two different Gospel authors tell very different stories about the birth of Jesus. Luke sets his story against the background of the Roman Empire and Matthew sets his story against the background of the Jewish expectation of a Messiah.

Questions that may assist students to create meaning from the text:

- *What are these two different authors trying to tell their communities about the meaning of Jesus' birth?*
- *What does Jesus mean for our school community today?*
- *Why are we still celebrating the birth of Jesus at Christmas?*

Achievement Standard:

Students listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew; his mother Mary, his family and friends.

Jesus' teachings that challenged people *(explicit connections to CLMF1, STNT2, CLMJ1, STCW1)*

Good Samaritan - [Luke 10: 25-37](#)
The Golden Rule - [Matthew 7:12](#); [Luke 6:31](#)
The Greatest Commandment -
[Matthew 22:36-39](#); [Mark 12:28-31](#)
The Ten Lepers - [Luke 17:11-18](#)

The Greatest Commandment -
[Matthew 22:34-39](#)

The purpose of teaching the text:

The story Jesus told of the Good Samaritan demonstrates Jesus' teachings about compassion, love and forgiveness. This is a story about stereotypes, demonstrated even by the title of the story (which has been added by an editor later). This is not a story about helping our friends and those we like and want to spend time with. This is a story that challenges people to respond to everyone in need, especially the people we would never choose to spend time with.

Both the stories of The Golden Rule and the Greatest Commandment provide examples of Jesus' teaching about the importance of inclusion and looking out for the needs of the 'other' rather than only being mindful of my friends and my own needs. The Greatest Commandment links loving God with loving neighbour.

Questions that may assist students to create meaning from the text:

- *Who would you see as needing compassion in our world today?*
- *Why is it important to forgive others?*
- *What could I do to help care for the needs of others, especially those who are forgotten by many people?*
- *How do I include others when I am at school, and at home?*

Achievement Standard:

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.

The death and resurrection of Jesus *(explicit connections to BETR2, STNT2, BEWR1)*

The death of Jesus - [Luke 23:44-49](#); [Matthew 27:45-56](#)

Jesus' Resurrection - [Matthew 28:1-10](#); [Luke 24:1-12](#); [Mark 16: 1-8](#)

The resurrection of Jesus - [John 20:1-10](#)

The purpose of teaching the text:

Matthew and Luke give different accounts of the death of Jesus, but similar accounts of the resurrection of Jesus. Matthew is telling the story for a Jewish community, depicts the centurion reacting to the death of Jesus by proclaiming that Jesus is the son of God. Luke, telling the story for a Gentile community, depicts the centurion reacting to the death of Jesus by proclaiming that he must have been an innocent man. Trial by torture was common in the Roman world, and for someone to suffer this pain calmly was seen to be a sign of their innocence.

In the two resurrection stories similar themes are continued. The resurrection stories are stories of hope, that no matter how difficult life is, God's love can still break through. Sometimes in our lives, we will experience times of great sadness. The stories of the death and resurrection of Jesus help people remember that God is still with us even in our darkest moments. No matter how much we suffer, God's love can still break through.

Questions that may assist students to create meaning from the text:

- *Why would anyone tell a sad story about Jesus?*
- *Why don't people just tell happy stories about Jesus?*
- *Does everyone experience sadness in their lives sometimes?*
- *How could the stories of Jesus' death and resurrection help people today? (E.g. when people experience sadness; when people experience the death of someone they love.)*
- *Why do we still talk about something that happened such a long time ago?*
- *What connection is there between the stories of Jesus' death and resurrection and the celebration of Easter (and Easter eggs) today?*

Achievement Standard:

Students listen and respond to stories of and about Jesus in the Gospels that tell of Jesus' life as a Jew; his mother Mary, his family and friends; of Jesus praying and teaching others to pray; and of his suffering, death and resurrection.

Go to the online curriculum platform for greater detail to unpack the Year Level Scripture