

Year One

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: care for creation, the symbolism of water, Jewish life and practice, discipleship, prayer	
Bible people: Noah, Moses, Joseph, David, Jesus, family of Jesus, John the Baptist, Zechariah and Elizabeth	
Bible text types: Sacred myths, covenant stories, poetry/song, narratives, Gospels	
CORE TEXTS	COMPLEMENTARY TEXTS
Exploring and expanding our understanding of stories of creation <i>(explicit connections to CLMF3, CLMJ2, BEHE1)</i>	
The story of the creation of humanity in Genesis - Genesis 1:26-27 ; Genesis 2: 4b-8; 15-23 A song about creation - Psalm 136:1-16 Jesus' teaching about creation (how we treat people) - Matthew 7:12 ; Luke 6:31	Creation Isaiah 49:14-16 Song about creation Psalm 139:13-16
The purpose of teaching the text: Story of creation of humanity These stories of faith (not history) convey rich meaning for all believers. God creates humans in God's own image. God then gives humans their vocation of caring for creation (which includes how we care for one another). God breathes life into the 'earth creature' and splits the 'earth creature' into two, thereby revealing the complementarity of male and female. God creates the 'earth creature' and in doing so gives humanity some commands. However, God does not force the 'earth creature' to abide by these commands but gives freedom of choice.	
Questions that may assist students to create meaning from the text: <ul style="list-style-type: none"> <i>Does it matter to God how humans live in our world?</i> <i>Does it matter to God how humans treat one another?</i> <i>What might respect and dignity look like in God's eyes?</i> 	
The purpose of teaching the text: Jesus' teaching about creation (how we treat people) The story of Jesus teaching 'The Golden Rule' is directly related to the stories of creation, because it touches on the obligation to care for all of creation. This includes all humanity.	

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

- *When we think of creation, what do we think about?*
- *What do these stories help us understand about how God wants us to treat other people? How do we treat one another well in our class?*
- *What could we do everyday that would make us a wonderful class to be in, because we always treat one another with dignity and respect?*
- *How would it feel to be in a class that did not believe in treating one another with dignity and respect?*
- *What does it look like / sound like / feel like to make responsible choices about the way we treat others and treat God?*

Achievement Standard:

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, they explain how to respect the dignity and natural rights of all people, to care for all creation by responsibly using God's gift of freedom to make choices.

Stories of Old Testament people that show God's presence and action in the lives of people

(explicit connections to STOT3, STCW2, CLMF3)

The story of Noah: a story of recreation -

[Genesis 6:13-9:1](#)

The story of Moses

The birth of Moses - [Exodus 2:1-10](#)

The call of Moses and Moses' relationship with

God - [Exodus 3:1-17](#)

The crossing of the sea of reeds -

[Exodus 14:10-31](#)

The story of Miriam who is described as a prophet and leader of the people -

[Exodus 15:19-21](#)

The purpose of teaching the text: Story of Noah

Noah's story highlights that sometimes humans choose not to live as God calls them to live, and aspects of creation then cease to thrive. However, God makes a new covenant once again with the people, for creation to flourish.

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

- *What could we do in our lives that would not be the way that God wants us to live?*
- *What happens in our lives when we choose not to live the way that God wants us to live?*
- *Does God leave us if we choose not to live the way that God wants us to live?*
- *If we could hear God's voice telling us about a new covenant God wanted to make with us, what might God say?*
- *What could be a sign for us that we promise to live the way that God wants us to live?*
- *What can we learn about God through this story?*

The purpose of teaching the text: Story of Moses

The Exodus story is one where the people move from fearing the Egyptians to seeing life through the eyes of faith, to "fear the Lord", which means to respect, honour and recognise the action of God in their lives. The Exodus story links back to the stories of Abraham and Sarah, and Joseph (taught in prep). The Exodus story also links back to the motif of water, where Moses is saved by being placed in the basket, and the story of creation where water figures prominently in God's creative process. Here too, God saves Moses via water. In Hebrew, the word 'basket' is also translated to mean the word 'ark', thus reminding us of the story of Noah as well. For Christians, these stories about water underpin our theology of water. In the Easter Saturday vigil, these readings are all utilised to prepare believers to renew their baptismal vows.

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

- Why might the story of Moses be a special story for people who believe in God?
- What do stories about Moses help people to understand about God?
- What does it mean to be a person of faith, in everyday life?
- Why might there be so many stories about water in the Bible?
- Do people of faith ever use water in their important celebrations? What could water mean / represent for people of faith?

Achievement Standard:

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

Sacraments of Baptism and Eucharist (*explicit connections to STNT3, CHLS2*)

The baptism of Jesus (*introduction to John the Baptist*) - [Mark 1:9-11](#); [Matthew 3:13-17](#)
The Last Supper - [Mark 14:22-25](#); [Luke 22:14-20](#)

The baptism of Jesus - [Luke 3:21-22](#)
The Last Supper - [Matthew 26:26-30](#)

The purpose of teaching the text:

These two stories touch on two of the key sacraments in Christian life, and reveal key symbolism used for sacramental celebrations today (water, bread, wine). These stories are similar but different in some respects, emphasising that Gospel authors are writing for different communities. The differences between stories may reflect the differences in faith practices in the communities of Mark, Matthew and Luke. From these stories and over time, the Church has developed uniform sacramental rituals that celebrate a person's entry into the Christian community, and one's ongoing relationship with the Church community and God.

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

- *What can we discover about Jesus from these stories?*
- *How might these stories be important for people of faith today?*
- *Why might people of faith use water, bread and wine for special celebrations in the church?*
- *What could it look like and feel like if every church community used different symbols for Baptism and Eucharist?*
- *Do we use any special symbols in our school? What meaning do these symbols have for us?*

Achievement Standard:

They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.

Jesus' mission and ministry (*explicit connections to BETR3, STNT3*)

The call of Peter, Andrew, James and John -
[Matthew 4:18-22](#); [Mark 3:13-19](#)

Jesus ministers and heals -
[Matthew 4:23-25](#); [Matthew 8:14-17](#);
[Matthew 9:28](#);
[Matthew 14:13-21](#); [Luke 5:17-26](#);
[Luke 4:38-41](#)

The purpose of teaching the text:

These stories tell us of the appointment of the twelve Apostles, who are called to be with Jesus as his companions and representatives. It is important to note the distinction between Apostles and disciples. Both are called to be companions of Jesus but Apostles are those who are commissioned and sent to be representatives of Jesus and exercise his authority, by preaching and healing. There are different ministries in the Church today. Some people are called to be Bishops, who exercise the authority of Apostles in our churches today. All of us are called to be representatives of Jesus in our lives.

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

- *Why did Jesus need people to help him in his mission and ministry?*
- *Has the mission and ministry of Jesus finished?*
- *How can we help in the mission of healing in our world today?*
- *If Jesus could walk into our classroom today, what would he ask us to do to make sure that his work continues today?*
- *What Gospel stories do we already know about Jesus, and do the four Gospel authors tell these stories identically?*
- *Why might different Gospel authors tell stories about Jesus that are not exactly the same?*

Achievement Standard:

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.

Jewish daily life in the time of Jesus (*explicit connections to STNT3, BEWR2, CLPS3*)

Jesus as a Jewish person - [Luke 4:16-21](#)

Jesus prayed and taught others to pray
- [Luke 11:1-4](#)
Jesus and his family celebrating the Passover in Jerusalem - [Luke 2:41-47](#)
Jesus and the Apostles celebrating Passover -
[Matthew 26:17-19](#)

Jesus' Presentation in the Temple -
[Luke 2:22-24](#)
Jesus and his disciples celebrating the Festival of the Booths - [John 7: 2-8](#)
Jesus teaches, heals and calls others to discipleship
- [Matthew 9:35-38](#)

The purpose of teaching the text:

These stories provide us with insights into the Jewish life that Jesus lived with his family and shared with his Apostles. Christianity has grown out of Second Temple Judaism, after the destruction of the Temple in Jerusalem in 70CE. Christianity adopted and adapted elements of Jewish faith practice. Some of the ritual actions and symbols from the Jewish festival of Passover have been incorporated into the Catholic celebration of Holy week and the celebration of the Eucharist.

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

- *What do we know about what Jesus celebrated with his family and friends?*
- *What do we know about Jesus living a Jewish life from Gospel stories?*
- *How do these stories connect to the way that believers celebrate Mass today?*

Achievement Standard: They describe some aspects of Jewish daily life at the time of Jesus.

Believers honour Mary, the mother of Jesus (*explicit connections to CLPS4, STNT3*)

Annunciation to Mary - [Luke 1:26-28](#)
Mary visits Elizabeth (*introduction to Zechariah*)
- [Luke 1:39-42](#)

Finding Jesus in Temple- [Luke 2:41-52](#)
Simeon and Anna - [Luke 2:25-35](#); [Luke 2:36-38](#)

Mary prays with the women and the family of Jesus
- [Acts 1:12-14](#)

The purpose of teaching the text:

In the Catholic tradition Mary has an important role as both the mother of Jesus and the symbol of the Church. For this reason, Catholics have a number of devotional practices that call upon Mary to pray for them. These texts are part of the Joyful Mysteries of the Rosary, a prayer that is prayed all around the world. This prayer reflects upon the life of Mary as an example of a follower of Jesus.

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

- *What can we learn about Mary through these stories?*
- *Why might Mary be important for people of faith today?*
- *How might people of faith remember and call on Mary today?*
- *Is it possible to call on someone who is no longer living among us as a human being?*
- *Why do believers pray to God and not Mary?*
- *What reminders of Mary or Mary's story do we have in our church and school today?*

Achievement Standard:

They recognise some ways in which believers past and present honour Mary the Mother of Jesus, including praying the Hail Mary.

Go to the online curriculum platform for greater detail to unpack the year level scripture.