



Religious Education Curriculum P-12

ARCHDIOCESE OF BRISBANE



Year Three

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: Covenant, God's faithfulness and love, images of God, Messiah, Gospel themes, prayer, gathering to remember, celebrate (and continue the mission of Jesus)	
Bible people: Abraham, David, Isaac and Rebekah, Jacob and Esau, Moses, Isaiah, Jesus, Peter, Cornelius, Paul, Mary, Joseph, King Herod, the Magi	
Bible text types: Narratives, song, Gospels, myths and legends, prophecy, letters, the Acts of the Apostles	
CORE TEXTS	COMPLEMENTARY TEXTS
God's relationship with the Jewish people (<i>explicit connection to BEWR4</i>)	
The birth of Jacob and Esau - Genesis 25:19-28 Esau sells his birthright - Genesis 25:29-34 God's Promise to Jacob - Genesis 28:10-22	Jacob blessed by Isaac - Genesis 27:1-45 Jacob's name is changed to Israel - Genesis 32:23-32 Moses leads the people out of Egypt - Exodus 5:1-3 ; 12:31-33 ; 14:5-31 God's promise to Isaac - Genesis 26:23-25 The birth of Isaac - Genesis 21:1-3,5-8
Purpose of teaching the text: Jacob and Esau (pronounced "eesaw") depict a story of rivalry, favouritism, deceit and faith. In order to understand God's promise to Jacob, it is essential to understand key moments in the story of Jacob and Esau. God works through each generation when each person is at a point of readiness to respond, and God's presence never leaves any generation or individual. God does not necessarily choose people who have lived justice or forgiveness. God can choose anyone ready to respond. Jacob tries to trick God, and then he tries to bargain with God. However, in the story of the Jewish people, Jacob becomes the father of the Twelve tribes of Israel.	
Questions that may assist students to create meaning from the text: <ul style="list-style-type: none">• Why might there be stories in the Bible of siblings who fight and argue with each other?• What can we learn about the strengths and weaknesses of the characters in these stories?• Why might God still try to communicate with Jacob, after everything he has done?• What can we learn about God through the stories of Jacob and Esau?• What could this reveal about God's relationship with us?• What hope could these stories bring to our lives (e.g. family life, relationship with God)?	

Achievement Standard:

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

The life and teachings of Jesus *(explicit connections to CLMJ4, STNT7)*

Scripture that Jesus would have known and reflected on

- [Isaiah 61:1-2](#)

Jesus' Mission -

[Luke 4:16-21](#)

A letter from Paul about a key event in

Jesus' life -

[1 Cor 11:23-26](#)

Jesus' Love Commandment -

[John 15:12-13](#); [Matthew 7:12](#); [Luke 6:31](#)

Jesus' Mission - [Luke 7:18-23](#)

Jesus celebrates the Passover meal

[Mark 14:22-25](#); [Matthew 26:26-28](#); [Luke 22:15-20](#)

Jesus suffers and dies on the cross - [Matthew 26:58-](#)

[68](#) [Mark 15:27-31](#); [Luke 23:33-43](#)

The resurrection of Jesus - [Mark 16:1-8](#); [Matthew 28:1-10](#);

[Luke 24:1-11](#)

Purpose of teaching the text:

The Gospel authors convey Jesus as a person whose life was driven by his vision for how God wants the world to be and how God wants people to live. Jesus' life and teaching was about justice, prayer, authentic love and forgiveness. Jesus challenged people about how they lived their life and this challenge continues today. This learning focus provides students with an opportunity to synthesise what they have learnt about Jesus in the early years, to develop a more comprehensive understanding of 'the' story of Jesus as told by four different Gospel authors.

Questions that may assist students create meaning from the text:

- *Why might there be differences between stories about Jesus?*
- *When you think about how Jesus lived his life, what do all Gospel authors appear to agree on?*
- *What do you think is more important for the Gospel authors – to write stories about what actually happened or to write stories that can provide important meaning for their communities?*
- *What is the difference between a photograph and a painting?*
- *If a photograph can only provide historical details at that moment in time and a painting provides deep meaning from the artist's perspective, are the Gospels more like photographs or paintings?*
- *If you were an artist, how would you paint a story about Jesus to give meaning to our school community today?*

Achievement Standard:

Students communicate ideas about the life and teaching of Jesus. They locate and use information about the cultural contexts in which the Gospels were written and the text types used by the human authors of the New Testament to communicate their ideas, including the Christian belief that Jesus is the Messiah.

Living a moral life *(explicit connections to CLMF6, CLMJ4)*

The Beatitudes - [Matthew 5:3-11](#); [Luke 6:20-26](#)

The Ten Commandments - [Exodus 20:1-17](#); [Deuteronomy 5:1-21](#)

God's agreement with Moses and the people/Ten

commandments - [Exodus 1:3-8](#); [Exodus 20:1-17](#);

[Romans 13:8-10](#)

The fruits of the Spirit - [Galatians 5:14, 22-23](#)

Messages of concern for the poor and disadvantaged - [Deuteronomy 15:11](#); [Isaiah 58:6-7](#)
 Inclusion - [Luke 14:13-14](#)
 Martyrdom of Stephen (discipleship is a challenge) - [Acts 6:8, 13-15](#); [7:54-8:1](#)
 Conversion of Paul - [Acts 9:1-19](#)
 Christian responsibilities - [Matthew 25:34-40](#); [1 John 3:17-18](#)
 People of prayer - [John 14:1](#)

Purpose of teaching the text:

The New Testament texts draw on multiple Old Testament texts in which God is depicted as one who will never abandon the poor and needy. Multiple New Testament references refer to many people being materially poor but rich in faith. These texts present imagery about what is authentic and important in God's eyes about the way that people live. Jesus draws on his Jewish understandings of how to live a moral life, and he restates the Commandments for his time. Differences between the Gospel accounts highlight differences between the authors and their own contexts. The Beatitudes are a proclamation of the coming of the Reign of God (which invests the values of the current reality).

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

- *How do the Beatitudes provide hope for people living in difficult circumstances?*
- *How do the Beatitudes communicate ideas about what is important to God?*
- *Why might the Gospel authors have included the Beatitudes?*
- *Why are there two different versions of the Beatitudes?*
- *How could we rewrite the Beatitudes for our time?*

Achievement Standard:

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

The significance of the Sacraments for the Church community *(explicit connection to CHLS4)*

The Lord's Supper-
[1 Cor 11:23-26](#)
 The Baptism of Gentiles - [Acts 10:44-48](#)

How the early Christian community lived in Jerusalem -
[Acts 2:43-47](#)
 One Spirit, One Baptism - [1 Cor 12:12-13](#)

Purpose of teaching the text:

The Baptism of Gentiles in Acts 10:44-48 (An introduction to Peter and Cornelius).
 In this text we find a distinction between believers of Jewish origin and believers who are Gentiles. Clearly, one of the questions that followers of Jesus had to answer was whether baptism was available for all believers? This text presents answers for a community who believed that one did not need to be Jewish to be a follower of Jesus.

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

- *What do you think the author (Luke) of Acts (The Acts of the Apostles) is trying to tell his community about baptism?*
- *How does this story depict an important issue in Luke's growing Christian community?*
- *What does this story help people to understand about why the Sacrament of Baptism is important today?*

Achievement Standard:

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

The significance of prayer for the Church community (CLPS8)

Song of the Angels (Gloria) - [Luke 2:1-14](#)

Our Father - [Matthew 6:9-15](#); [Luke 11:2-4](#)

Psalms of Praise - [Psalms 19, 65, 67, 100, 135, 145, 146, 147, 148, 150](#)

Psalms of Thanksgiving - [Psalms 9:1-4, 138](#)

Prayer at the start and end of Paul's letters -
[Ephesians 1:3-5](#); [Ephesians 3:20-21](#); [Philippians 1:3-4](#); [2 1 Corinthians 1:3-4](#); [Colossians 1:3](#)
[Romans 16:25-27](#); [Philippians 4:20](#)

Purpose of teaching the text:

In Luke's story of the birth of Jesus, the angels are the ones who announce the news. However, they do not simply make an announcement and leave, but they pray in song, a prayer of praise to God for this special moment.

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

- *What could the Church community learn about prayer from this story?*
- *Have you ever heard a prayer during Mass where everybody praises God, and it sounds similar to this prayer?*
- *What could we praise God for in our lives?*
- *How could we write our own prayers of praise?*

Achievement Standard:

They identify prayers of thanksgiving and prayers of praise including Glory to the Father [Glory Be] and demonstrate an understanding of the significance of these forms of prayer for Christians.

Jesus the Messiah (BETR5)

Promise of the Messiah - [Isaiah 9:6-7](#);
[Isaiah 11:1](#); [Isaiah 6:1-2](#); [Isaiah 35:4-6](#)

The birth of Jesus the Messiah -
[Matthew 1:17 - 2:12](#)

The purpose of John's Gospel
[John 20:30-31](#)

John asks about the Messiah - [Matthew 11:1-5](#)

Who do you say that I am? - [Matthew 16:13-20](#)

The Messiah is the son of David - [Matthew 22:41-46](#);
[Mark 12:35-37](#)

Jesus before the High Priest - [Matthew 26:57-68](#);
[Luke 23:1-5](#)

What should I do with Jesus who is called the Messiah? -
[Matthew 27:17-23](#)

Let the Messiah come down from the cross - [Mark 15:32](#);
[Luke 23:35](#)

Purpose of teaching the text:

The Jewish people in Old Testament times were oppressed. The belief that one day God would come to save the people from their lives of hardship is expressed in multiple ways throughout the Old Testament, and this belief provided strength for people in their daily lives. One belief expressed was that God would send someone to be the Messiah. Understandably, there are texts expressing that the Messiah would be a person who would rule with justice and bring peace into the world.

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

- *Why might a community of people long for a Messiah?*
- *What expectations did Jewish people have about a Messiah?*
- *Why might Christians believe that Jesus was the Messiah?*
- *Why might Jewish people not believe that Jesus was the Messiah?*
- *What do we long for in our world today?*
- *If Jesus was born in our time, what difference would we hope that Jesus could make in our world?*
- *How might we live and reflect what we hope for in our world?*

Achievement Standard:

They locate and use information about the cultural contexts in which the Gospels were written and the text types used by the human authors of the New Testament to communicate their ideas including the Christian belief that Jesus is the Messiah.

Images of God (STOT6)

"I will never forget you" - [Isaiah 49:15-16](#)

God as potter - [Isaiah 64:8](#)

God speaks to Moses on the mountain - [Exodus 19:16-19](#)

God speaks to Elijah - [1 Kings 19:11-13a](#)

God as parent - [Hosea 11:1-4](#)

Purpose of teaching the text:

There is no one image of God that portrays everything there is to know about God. This is because God is ultimately a mystery, never able to be fully explained. Therefore, it is important to draw on multiple images of God, as each image portrays something specific that the author wants to communicate about God. In the Old Testament, there are many images of God that convey important insights to help people understand more about God.

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

- *How do authors of the Old Testament portray God?*
- *What can each of these stories help us to understand about God?*
- *What do I imagine that God is like?*
- *What images of God could I use to communicate what I understand about God?*

Achievement Standard:

They express their 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; images of God used by the human authors of Old Testament scriptures; and [prayers attributed to the Saints](#).

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