St John’s Grammar Junior School

RAVE POLICY
Religious and Values Education

Revised: 2003, 2005 To be Revised: 2007
RATIONALE

Religious and Values Education at St John’s Grammar is an academic program based on the inquiry approach towards learning. All subjects in the academic curriculum inform students and develop their understanding of life and the world in which they live. Religious and Values Education within the academic curriculum gives students the opportunity to hear, explore and reflect on the Word of God in an atmosphere of honesty and openness and thus to appreciate the Christian understanding of life and the world in which they live.

We believe that children learn developmentally and as such, it is imperative that certain units are revisited at a more sophisticated level in line with the concept of a spiral curriculum.

It is recognised that where possible, integration across the six strands of Religious and Values Education and with other key learning areas will occur.

We recognise that learning is a journey and that students require both the time, space and encouragement to investigate and question as they formulate their beliefs. As an Anglican school we acknowledge that whilst beliefs are not to be imposed, the students are encouraged to search for meaning and truth within a Christian framework.

We believe in providing a safe and nurturing learning environment to support children in their endeavours.

The development of our students is complemented by RAVE as an academic program, active participation in the School Chapel services and in the pastoral care in which we all take responsibility.

OUTCOMES

The Religious and Values Education Curriculum is a six strand approach based on the five strands proposed by Dr Peter Vardy. The strands and their respective outcomes are:

(1) The Bible
   - To develop the student’s knowledge and understanding of the Bible and its use and relevance for Christians today
(2) The Church
   - To explore the history of the Church and specifically the development of the Anglican tradition
(3) Philosophy and Beliefs
   - To introduce students to central areas in the Philosophy of Religion such as the existence of God the nature of truth etc.
(4) Ethics
   - To provide students with values education that is both theoretically based and issues related
(5) World Religions
   - To introduce students to an appreciation and understanding of alternative faith perspectives
(6) Prayer and Meditation
To provide students with an appreciation of the value of silence and an alternative perspective on life to materialism

ASSESSMENT

Assessment is an integral part of the learning process. The major purpose of assessment in Religious and Values Education is to determine the student’s level of understanding. It is not to be seen as a measure of the degree of faith development but rather an expression of their interpretation of the concepts being explored.

Assessment practices will include:
• teacher observation and questioning
• completion of worksheets
• role plays
• assignments / projects
• group activities (oral and written)
CURRICULUM
SCOPE AND SEQUENCE

PRE-SCHOOL

The Bible
• hear simplified versions of Bible stories e.g. David, Joseph, Daniel, Jesus at the wedding, The Ten Silver Coins, The Little Gate, The Rich Farmer.
• Hear stories of Lent, Easter, Christmas

The Church
• Participate in Chapel services each term
• Participates in the festivals of the Church; Lent, Easter, Advent.
• Interaction with the Chaplain
• Learn a variety of age appropriate Christian songs

Philosophy / Beliefs
• Talk about love
• Liken God’s love to parental love
• Talk about the equality of God’s love – all are loved
• Foster an awareness of eternal life

Ethics
• Develop a sense of self worth and belonging
• Develop a sense of ‘others’
• Develop an understanding of co-operation
• Develop an understanding of kindness and consideration

Prayer and Meditation
• We can communicate with God
• Establish daily routines for prayers of thanksgiving and intercession
• Appreciate quiet times, rest relocation, contemplation and tranquility
• Begin to appreciate music as a means of expression of the spiritual being

World Religions
• Awareness of a respect for other cultures and religions
• Share indigenous spirituality stories.
• Hear about Christianity
Possible Cluster Units:

- Manners – Chapel, Chaplain, Prayer
- Who am I – Jesus
- Making Choices, Story of Creation... Prayer
- What is honesty, People Jesus Met – Golden Rule
- Holy Week – Easter Means New Life
- Christmas Story

The Bible

- Learn about the major divisions of the Bible: Old and New Testament
- Tell and dramatise selected Bible stories (link with current resources)

Old Testament

- Stories Jesus heard, Noah, Moses in bulrushes, Jonah, David and Goliath

New Testament

- Stories Jesus told: the sower and the seed, the lost coin
- Jesus
- The disciples of Jesus
- Mary and Martha
- Christmas: gifts, wisemen, shepherds
- Easter symbols: cross, chicken, egg the meaning of new life
- Develop simple vocabulary linking Bible stories and the school’s behaviour management plan e.g. forgiveness, caring, jealousy, sharing etc. class rules

The Church

- Introduce Jesus as the beginning of the Christian Church
- Learn about the life of Jesus
- Learn about weddings and baptisms within the Church
- Learn a variety of Christian songs
- Understand that St John’s is an Anglican School and the function of the Chapel

Philosophy / Beliefs

- Encourage children to question but understand that there are some things which we cannot explain—possibly explain death of a pet?
- Talk about God as our heavenly Father / Mother who created the Universe and lives within our hearts
- Discussion to understand, ‘Who am I?’
- Explore the concept of love
- Discover Jesus who helps us to understand what God is like and how much God loves us
- Talk about ‘life times’

Ethics

- Investigate the notion and importance of ‘belonging’
- Develop an awareness of the needs of others and how to care and share for others through practical opportunities
- Develop an understanding of fairness
- Develop an understanding of acceptable / unacceptable behaviour specifically focusing on manners
- Talk about helpful and hurtful behaviours
World Religions
• Learn about Christianity; places of worship, holy books, celebrations, special days and times
• Share indigenous spirituality stories
• Learn about selected religious people; St John, St Francis, St Peter, St Andrew

Prayer/Meditation
• What is prayer?
• What do we pray about?
• Where and when can we pray?
• Learn simple prayers of thanksgiving and intercession
• Learn simple relaxation methods in a quiet time in the Chapel, classroom or outdoors
• Appreciate the value of music to deepen a sense of the spiritual
• Explore the beauty of nature
YEARS 1 – 2

Possible cluster units:
- Bible as a special or sacred book – sacred stories from world religions
- Friendship – Jesus and the Apostles
- Sharing – Jesus the Healer – miracles
- Belonging – signs and symbols – Baptism
- Needs and wants – Illness and health, God, stillness and silence, prayer and reflection
- Special and Sacred objects, Christmas symbols and objects, prayers of praise and thanks

The Bible
- Revise the old and New Testaments as major divisions of the Bible and understand that it is a collection of books written by different authors at different times
- Tell and dramatise selected Bible stories

Old Testament
- Creation stories, Moses and plagues, Joseph, Ruth, Samuel, Daniel

New Testament
- The Gospels, Jesus the Teacher, parables Jesus taught (house on the rock/sand, loaves and fishes, the Good Samaritan, The Lost Sheep, The Mustard Seed
- Jesus and the Apostles
- Jesus and the miracles
- Learn that the Bible can be written in many different languages and come in different forms but the 'story' and the message remain the same

The Church
- Learn about the life of Jesus and the beginning of the Christian Church
- Paul takes Christianity to Rome
- Look at stories of how Jesus taught his disciples about God
- Discover how the Church helps within the community
- Develop an understanding that the Church has seasons with specific colours
- Learn about the events of Advent, Christmas, Easter and Holy Week
- Identify special days on the Church calendar
- Investigate the symbol of St John’s eagle
- Learn a variety of Christian songs / Hymns

Philosophy / Beliefs
- Consider the question of ‘Who am I?’
- Understand the difference between truth and lies
- Learn that the Christian Church is the gathering of different people from many cultures and backgrounds
Ethics
• Develop an awareness of difference between needs and wants
• Foster a commitment towards helping others within the community
• What is friendship?
• Sharing
• Use appropriate Biblical stories to explore the following: acceptable behaviours, the concepts of forgiveness and fairness, courage

World Religions
• Integrate stories into transdisciplinary themes where appropriate to show that there are different world religions
• Develop a sample awareness of Islam, Judaism and Christianity with a focus on celebrations, places of worship, holy books, beliefs, costumes
• Further develop an understanding of indigenous spirituality
• Learn about selected religious people: Mary McKillop, Mother Theresa, John Flynn

Prayer /Meditation
• Revise the purpose of prayer
• Learn simple prayers for a variety of purposes
• Investigate the meaning of ‘Amen’ and the reason for the Benediction
• Look at examples of when Jesus prayed (The Lord’s Prayer)
• Explore Bible stories in which God answers prayer e.g. Daniel in the Lion’s den, Paul in prison
• Learn to experience stillness and quiet in meditation and relaxation
• Express feelings through visual or creative arts especially using music
YEARS 3-4

Possible cluster units:
- ♣ What is truth – Jesus the teacher – parables
- ♣ Making choices – Environmental ethics – Wonder and awe of nature – creation
- ♣ Bullying – Kings Saul and David
- ♣ Special Places – key features of Church – Places of Worship – Stillness and Silence, Prayer and Reflection

• Respect – Holy Week – Easter
• Advent – Christmas

The Bible
- Engage in discussion and a range of creative activities which express the students’ growing understanding of the Bible
- Revisit and introduce new Bible stories to acquire a deeper understanding of background customs and ways of life of people in Biblical times
- Appreciate the difference between poetry and narrative.

Old Testament
- Creation story, Abraham, Saul, King David, religious lands, Moses the leader

New Testament
- The Gospels to develop a timeline of important events in the life of Jesus
- Jesus the teacher of parables (the Prodigal Son, Parable of the Talents, The Vine,
- The journeys of Paul
- Describe significant events in the Bible such as the Exodus, the death and resurrection of Jesus and make connections between these
- Begin to develop an appreciation of the ways in which the Bible can help Christians in their lives.

The Church
- Become familiar with the beginning of the Church as in the Acts of the Apostles
- Learn about Paul’s missionary journeys
- Research great churches of the world
- Recognise the variety of Christian denominations within Australia
- Identify the main features of worship and places of worship in the Anglican Church
- Learn about the features of Church buildings and visit Holy Innocents’ Church
- Look at the relevance of selected symbols used within the Church : stained glass windows, fish, cross, water, candles
- Develop an awareness of the rituals of the Christian Church e.g. Baptism, Holy Communion
- Learn to utilise creative arts such as music, song and drama in the preparation and conducting of worship services
**Philosophy / Beliefs**
- Focus on an understanding of ‘Who am I?’
- Investigate the rights of children / humans
- Continue to develop ideas about God with a deeper understanding of Biblical stories
- Ask questions and seek appropriate resources for answers to issues such as: Where / what is Heaven? What is religion? Compassion, Truth
- Recognise that stories have different layers of truth and meaning and explain if something has to be literally true for it to contain truth or deeper meaning.
- Appreciate the element of mystery in life and death and that there are no simple answers to some questions
- Recognise that Christians in different ages have written down basic beliefs of Christianity in creeds and students become familiar with the simple form of these
- Discuss in simple terms the significance of the life, death and resurrection of Jesus for people today

**Ethics**
- Making choices
- Develop a growing ability to listen to and respect the feelings and opinions of others
- Work collaboratively and value the contributions of others
- Understand what values are an identify particular values important in their family and school
- Learn about caring for themselves, others and the environment
- Develop a capacity to differentiate between fair and unfair behaviour
- Learn to identify ethical issues on television, film and video
- Justify the rightness or wrongness of certain actions
- Discuss issues of racism, bullying, unkindness and express how they feel
- Develop community service and reflection on this

**World Religions**
- Develop an awareness of the main beliefs in major world religions
- Become aware of and appreciate the religious and cultural observances of people in other religions, specifically Hinduism and Buddhism
- Places of Worship
- Learn about indigenous spirituality
- Learn about selected religious people: Martin Luther King, Joan of Arc, Mahatma Gandhi, Dalai Lama

**Prayer and Meditation**
- Learn about prayer as conversation with God and different forms of prayer e.g. thanksgiving, intercession, praise, adoration, confession, asking
- What are the Christian beliefs about prayer and the way God answers prayer?
- Explore the role of prayer in the life of Jesus
- Learn and discuss the meaning of The Lord’s Prayer
- Provide opportunities for relaxation and meditation in appropriate settings and using creative arts such as poetry and music.
- Develop a greater sense of peace and personal worth
- Reflect on experiences and talk about them with others
- Wonder and awe of nature
YEARS 5 - 6

The Bible
- Understand sub-divisions of the Bible: Law (Pentateuch), history of Israel and Judah, Psalms, wisdom literature, Apocalyptic, prophets, Gospels and Epistles

Old Testament
- Abraham, Moses and the Ten Commandments, Jonah / Nineveh

New Testament
- Acts of the Apostles, Jesus performed miracles, Jesus the person, Jesus the storyteller, Parables (The Ten Lepers, Feeding 5000, The Hidden Treasurer, Pearl of Great Wisdom
- Identify links between the Old and New Testaments
- Learn how to use and appreciate the relevance of the Bible in our everyday lives
- The Church
- Learn about the key personnel within the Anglican Church – Archbishop and the Synod of the Diocese of Adelaide
- Develop a deeper understanding of the forms of worship and participation in the Uniting Church
- Learn about the relevance of symbols within the Christian Church
- Explore the Christian tradition and rituals associated with Christmas, Easter, Pentecost, Trinity, Holy Communion, Baptism and Confirmation.
- Explore the history of Church music and choirs

Philosophy / Beliefs
- Who am I? – what does it mean to be a person?
- What is belief / faith?
- Discuss elements of the philosophy of religion e.g. the existence of God, innocent suffering, problem of evil, what is truth?
- Discuss issues of meaning, purpose and identity in relation to our own lives and experiences e.g. death, love
- Explore ways of looking at these issues within a Christian framework of beliefs

Ethics
- Explore values, especially core Christian values of love, justice, faith, hope and forgiveness
- Investigate issues such as racism, peace and conflict and environmental management in conjunction with the above
- Explore one’s own values
- Empathise with the view of others
- Justify the adoption of certain values as opposed to other
- Develop student service within the school and community

World Religions
- Explore the beginnings of the five principal world religions and consider their geographical spread
- Explore indigenous spirituality
- Investigate other world religions e.g. Shintoism, Taoism, Confucianism
- Learn about selected religious people – John Wesley, Nelson Mandela, Desmond Tutu, Pastor Doug Nicholls
- Appreciate the links between culture and religion
- Visit religious buildings and learn from people of other religious
Prayer / Meditation

- Consider the purpose of prayer as a relationship with God
- Look at how people pray individually or within a group
- Understand that God answers prayer according to His own will
- Investigate traditional Church prayers
- Learn to relax and meditate in ‘stillness’
- Express feelings in poetic form and prose
- Maintain a journal to record reflections
- Participate in a retreat in a natural setting to appreciate the wonder / awe of nature
APPENDIX

1. Unit Planners

The following unit planners were written by staff during 2005 with the support of John Reddan.

The unit planners are able to be used by staff to support your RAVE program from Years Reception – Year 6.

2. RAVE Useful Websites
1. APPENDIX

RECEPTION

Christian / Religious Studies Unit Planner
Title: Manners, Chapel – Chaplain, Prayer
Key Learning Areas: Ethics, Story of the Church, Meditation Prayer
Worship
Year Level: Reception
Teacher(s): Jo Hirst, Sophie Roxburgh, Alex Lockwood, John Reddan
Outcomes: Ethics EC1, Story of the Church EC4, EC5, Meditation Prayer Worship EC1, EC7

1. Outcomes / Objectives: For the students:
1. To develop an understanding of manners.
2. To identify different types of manners.
3. To understand and demonstrate manners that are appropriate in different contexts.
4. To understand that using good manners is a positive way of communicating with other people.
5. To define their understanding of a Chapel and that it can sometimes be referred to by other names (eg church, place of worship).
6. To identify the key features of a Chapel and describe its different functions (eg altar, s-g window, candles, cross, lectern, etc).
7. To understand the role of the Chaplain (Fr Gary – eg pastoral care, leads worship, etc).
8. To define their understanding of prayer (ie where and when … and how).
9. To list possible reasons why people pray (eg to ask, say thank you, say sorry for something, etc) ...
‘a problem shared is a problem halved’
10. To identify what places might be good places for praying.

2. Resources: Children’s books
- Piggy Book – Anthony Browne
- Lunch Around The World – Baer
- Interruptions – Bookshelf
- What’s The Magic Word Jack
- Wilfred Gordon M NEEDS
- Rosie’s Garden (book)
- Friendly Classrooms
- The Success Program – Getting Along

3. Key Questions:
1. What do manners look like / feel like / sound like?
2. Are there different types of manners?
3. What is a Chapel?
4. Where is a Chapel usually found?
5. How important is it to use good manners?
6. Does everyone have manners?
7. What are some different names for a Chapel (eg Place of worship)?
8. What is prayer?
9. When can we pray (eg services, weddings, dedications, etc)?
10. Why do you think people might pray (eg a quiet place, under a tree, on my bed, etc)?

4. Activities:
Student Work Samples: Students visit Chapel and re-draw / add features to their pictures / complete personal stained glass window … take digital images …

5. FY Chaplain (eg Place of worship) What do you see in a Chapel? What are they used for and why do you think they are there?
6. What can a Chapel be used for (eg services, weddings, dedications, etc)?
7. What is a Chaplain? What does he / she do?
8. What is prayer?
9. When can we pray (eg services, weddings, dedications, etc)?
10. Why do you think people might pray (eg a quiet place, under a tree, on my bed, etc)?
Students brainstorm prior knowledge of unit concepts … class focuses on one manner to reinforce each week … stickers and certificates to reinforce

1. Read to the students a picture book (eg Piggy Book) … discuss … students complete Y chart focusing on manners (ie looks like / feels like / sounds like)

2. Students brainstorm different manners … classify according to good and bad … students complete matching activity of pictures as good or bad manners … role play … Manners Rocket -students colour in rocket as a positive reinforcement strategy and when all rocket is coloured … reward (eg free time on play equipment)

3. Students discuss different manners from brainstormed list and identify which are particularly important at home and school … represent in two thought bubbles above child’s head (ie home / school). Students represent in carry bag full of manners those particularly appropriate at school … parents and child add to carry bag with manners particularly important at school … discuss findings

4. Students identify manners appropriate to a Chapel … students sketch (from memory) the outside and inside of a Chapel.

5. Students brainstorm questions they would like to find out about the Chapel and what Fr Gary does … students visit Chapel and re-draw / add features to their pictures … complete personal stained glass window … take digital images … discuss questions and key features with Chaplain

6. Students brainstorm prior knowledge of prayer … share and list known prayers … discuss findings … students complete What do I need to talk to God worksheet

7. Prayer Website – students investigate the what, who, how, where and why of prayer … http://www.request.org.uk/infants/prayer/prayer00.htm

8. Students identify a place in the school and at home that could be good for some quiet time and prayer – ie talking with God – list and represent

9. Read to the students a picture book where a character might well pray for another in the story (eg someone might be sick - First One Step Then Another) … students discuss reasons why people might pray (ie to ask, say thanks, say sorry, etc) and complete Prayer flower and / or prayer celebration

10. Students create a class prayer (eg Dear Jesus, Thank you for the friends we have in our class and the way we treat each other kindly, etc… Amen) Students create personal prayers (possible buddy activity) … compile into Class Prayer Book

5. Assessment:
Title: Manners, Chapel – Chaplain, Prayer

**Key Learning Area(s):** Ethics, Story of the Church, Meditation, Prayer, Worship

**Year Level:** Reception

**Teacher(s):** Jo Hirst, Sophie Roxburgh, Alex Lockwood, John Reddan

**Outcomes:** Ethics EC1, Story of the Church EC4, EC5, Meditation, Prayer, Worship EC1, EC7

**Proposed duration:**

1. **Outcomes / Objectives:** For the students:
   1. To develop an understanding of manners
   2. To identify different types of manners
   3. To understand and demonstrate manners that are appropriate in different contexts
   4. To understand that using good manners is a positive way of communicating with other people respectfully
   5. To define their understanding of a Chapel and that it can sometimes be referred to by other names (e.g., church, place of worship)
   6. To identify the key features of a Chapel and describe its different functions (e.g., altar, s-g window, candles, cross, lectern, etc)
   7. To understand and describe the role of a Chaplain (Fr Gary – eg pastoral care, leads worship, etc)
   8. To define their understanding of prayer / praying
   9. To identify places and times conducive to prayer (ie where and when … and how)
   10. To list possible reasons why people pray (eg to ask, say thank you, say sorry for something, etc … ‘a problem shared is a problem halved’)

2. **Resources:** Children’s books
   - Piggy Book – Anthony Browne
   - Lunch Around The World
   - Interruptions – Bookshelf series
   - What’s The Magic Word Jack
   - Rosie’s Garden (book)
   - Wilfred Gordon Macdonald Partridge – Mem Fox
   - A Child’s Book of Manners – Oxenbury
   - Book of manners – Babette Cole
   - Lunch Around The World – Baer

   Stimulus pictures (see Alex)
   - Stickers
   - Digital photos (Chapel)
   - Chaplain
   - Class rules Friendly Kids
   - Friendly Classrooms
   - The Success Program – Getting Along Gertie, Organised Ollie … soft toys and cards (see Jo)
   - Worksheets
   - Class Prayer book
   - Personal prayers
   - Prayer website – http://www.request.org.uk/infants/prayer/prayer00.htm
   - Children’s Prayer books – see Jill
   - Jump for Joy – CD (songs)
   - What do I need to pray sheet

3. **Key Questions:**
   1. What do manners look like / feel like / sound like?
   2. Are there different types of manners? What are they? 3. What types of manners do you use … at home / school / etc?
   4. Do you think it’s important to use good manners? Why / why not?
   5. What is a Chapel? What are some different names for a Chapel (eg Place of worship) What do you see in a Chapel? What are they used for and why do you think they are there?
   6. What can a Chapel be used for (eg services, weddings, dedications, etc)? 7. What is a Chaplain? What does he / she do?
   8. What is prayer? 9. When can we pray … how, where, why, etc? Are there some places that could be better than others for praying? Where? Why? (eg a quiet place, under a tree, on my bed, etc)
   10. Why do you think people might pray?

4. **Activities:**

   **Student Work Samples:** Students visit Chapel and re-draw / add features to
**Title:** Manners, Chapel – Chaplain, Prayer  
**Key Learning Area(s):** Ethics, Story of the Church, Meditation  
**Worship Year Level:** Reception  
**Teacher(s):** Jo Hirst, Sophie Roxburgh, Alex Lockwood, John Reddan  
**Outcomes:** Ethics EC1, Story of the Church EC4, EC5, Meditation  
**Prayer Worship EC1, EC7**

**Proposed duration:**

1. **Outcomes / Objectives:** For the students:  
   1. To develop an understanding of manners  
   2. To identify different types of manners  
   3. To understand and demonstrate manners that are appropriate in different contexts  
   4. To understand that using good manners is a positive way of communicating with other people respectfully  
   5. To define their understanding of a Chapel and that it can sometimes be referred to by other names (eg church, place of worship)  
   6. To identify the key features of a Chapel and describe its different functions (eg altar, s-g window, candles, cross, lectern, etc)  
   7. To understand and describe the role of a Chaplain (Fr Gary – eg pastoral care, leads worship, etc)  
   8. To define their understanding of prayer / praying  
   9. To identify places and times conducive to prayer (ie where and when … and how)  
   10. To list possible reasons why people pray (eg to ask, say thank you, say sorry for something, etc … ‘a problem shared is a problem halved’)

2. **Resources:** Children’s books  
   - Piggy Book – Anthony Browne  
   - Lunch Around The World  
   - Interruptions – Bookshelf series  
   - What’s The Magic Word Jack  
   - Rosie’s Garden (book)  
   - Wilfred Gordon Macdonald Partridge – Mem Fox  
   - A Child’s Book of Manners – Oxenbury  
   - Book of manners – Babette Cole  
   - Lunch Around The World – Baer  
   - Stimulus pictures (see Alex)  
   - Stickers  
   - Digital photos (Chapel)  
   - Chaplain Class rules  
   - Friendly Kids Friendly Classrooms The Success Program – Getting Along Gertie, Organised Ollie … soft toys and cards (see Jo)  
   - Worksheets  
   - Class Prayer book  
   - Personal prayers  
   - Prayer website - http://www.request.org.uk/infants/prayer/prayer00.htm  
   - Children’s Prayer books – see Jill Jump for Joy – CD (songs)  
   - What do I need to pray sheet

3. **Key Questions:**  
   1. What do manners look like / feel like / sound like?  
   2. Are there different types of manners? What are they?  
   3. What types of manners do you use … at home / school / etc?  
   4. Do you think it’s important to use good manners? Why / why not?  
   5. What is a Chapel? What are some different names for a Chapel (eg Place of worship) What do you see in a Chapel? What are they used for and why do you think they are there?  
   6. What can a Chapel be used for (eg services, weddings, dedications, etc)  
   7. What is a Chaplain? What does he / she do?  
   8. What is prayer?  
   9. When can we pray … how, where, why, etc? Are there some places that could be better than others for praying? Where? Why? (eg a quiet place, under a tree, on my bed, etc)  
10. Why do you think people might pray?

4. **Activities:**  
   - **Student Work Samples:** Students visit Chapel and re-draw / add features to their pictures … complete personal sain glass window … take digital images … discuss questions and key features with Chaplain Observation Checklists  
   - Anecdotal records

5. **Evaluation:**

**Title:** What is Love, Special and Sacred books  
**Key Learning Area(s):** Philosophy and Beliefs, Bible, World Religions, Meditation, Prayer and Worship  
**Year Level:** Years 1,2  
**Teacher(s):** Di Moyle, Robyn Templer, Liz Sokol, Alison Sutcliffe, John
YEARS 3/4

Christian / Religious Studies Unit Planner

Title: Manners, Chapel – Chaplain, Prayer
Key Learning Area(s): Ethics, Story of the Church, Meditation, Prayer
Worship
Year Level: Reception
Teacher(s): Jo Hirst, Sophie Roxburgh, Alex Lockwood, John Reddan
Outcomes: Ethics EC1, Story of the Church EC4, EC5, Meditation, Prayer, Worship EC1, EC7
Proposed duration:

1. Outcomes / Objectives: For the students:
   1. To develop an understanding of manners
   2. To identify different types of manners
   3. To understand and demonstrate manners that are appropriate in different contexts
   4. To understand that using good manners is a positive way of communicating with other people respectfully
   5. To define their understanding of a Chapel and that it can sometimes be referred to by other names (eg church, place of worship)
   6. To identify the key features of a Chapel and describe its different functions (eg altar, s-g window, candles, cross, lectern, etc)
   7. To understand and describe the role of a Chaplain (Fr Gary – eg pastoral care, leads worship, etc)
   8. To define their understanding of prayer / praying
   9. To identify places and times conducive to prayer (ie where and when … and how)
   10. To list possible reasons why people pray (eg to ask, say thank you, say sorry for something, etc … ‘a problem shared is a problem halved’)

2. Resources: Children’s books
   • Piggy Book – Anthony Browne
   • Lunch Around The World
   • Interruptions – Bookshelf series
   • What’s The Magic Word Jack
   • Wilfred Gordon MacDonald Partridge – Mem Fox
   • A Child’s Book of Manners – Oxenbury
   • Book of manners – Babette Cole
   • Lunch Around The World – Baer Stimulus pictures (see Alex)
   • Stickers Digital photos (Chapel) Chaplain Class rules Friendly Kids
   • Friendly Classrooms The Success Program – Getting Along Gertie, Organised Ollie … soft toys and cards (see Jo)
   • Worksheets Class Prayer book Personal prayers Prayer website -

3. Key Questions:
   1. What do manners look like / feel like / sound like?
   2. Are there different types of manners? What are they?
   3. What types of manners do you use … at home / school / etc?
   4. Do you think it’s important to use good manners? Why / why not?
   5. What is a Chapel? What are some different names for a Chapel (eg Place of worship) What do you see in a Chapel? What are they used for and why do you think they are there?
   6. What can a Chapel be used for (eg services, weddings, dedications, etc)
   7. What is a Chaplain? What does he / she do?
   8. What is prayer?
   9. When can we pray … how, where, why, etc?
   10. Why do you think people might
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<th>Teacher(s): Jo Hirst, Sophie Roxburgh, Alex Lockwood, John Reddan</th>
<th>Outcomes: Ethics EC1, Story of the Church EC4, EC5, Meditation Prayer Worship EC1, EC7</th>
<th>Proposed ( \text{duration:} )</th>
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YEARS 5/6

Christian / Religious Studies Unit Planner

Title: Manners, Chapel – Chaplain, Prayer

Key Learning Area(s): Ethics, Story of the Church, Meditation, Prayer, Worship

Year Level: Reception

Teacher(s): Jo Hirst, Sophie Roxburgh, Alex Lockwood, John Reddan

Outcomes: Ethics EC1, Story of the Church EC4, EC5, Meditation, Prayer, Worship EC1, EC7

Proposed duration:

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10. To list possible reasons why people pray (eg to ask, say thank you, say sorry for something, etc … ‘a problem shared is a problem halved’)

2. Resources: Children’s books

- Piggy Book – Anthony Browne
- Lunch Around The World
- Interruptions – Bookshelf series
- What’s The Magic Word Jack
- Rosie’s Garden (book)
- Wilfred Gordon Macdonald Partridge – Mem Fox
- A Child’s Book of Manners – Oxenbury
- Book of manners – Babette Cole
- Lunch Around The World – Baer Stimulus pictures (see Alex)
- Stickers
- Digital photos (Chapel)
- Chaplain Class rules
- Friendly Kids
- Classrooms The Success Program – Getting Along Gertie, Organised Ollie, … soft toys and cards (see Jo)
- Worksheets
- Class Prayer book
- Personal prayers
- Prayer website - http://www.request.org.uk/infants/prayer/prayer00.htm
- Children’s Prayer books – see Jill
- Jump for Joy – CD (songs)
- What do I need to pray sheet

3. Key Questions:

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Year Level: Reception

Teacher(s): Jo Hirst, Sophie Roxburgh, Alex Lockwood, John Reddan

Outcomes: Ethics EC1, Story of the Church EC4, EC5, Meditation, Prayer, Worship EC1, EC7

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4. Activities:
   • Student Work Samples: Students visit Chapel and re-draw / add features to their pictures … complete personal stain glass window … take digital images … discuss questions and key features with Chaplain Observation Checklists
   • Anecdotal records

6. Evaluation:

Title: What is Love, Special and Sacred books

Key Learning Area(s): Philosophy and Beliefs, Bible, World Religions, Meditation, Prayer and Worship

Year Level: Years 1,2

Teacher(s): Di Moyle, Robyn Templer, Liz Sokol, Alison Sutcliffe, John
represent on Venn diagram and / or students represent who they are on collage / mural / shield / etc … discuss and share findings … identify similarities and differences that make us who we are

1. Students are introduced to the different facets of being a person (ie eg physical – what I can do, emotional – how I feel, social – how I like to spend my time, spiritual – things I believe, intellectual – things I know) … students represent on ‘Me Cube’ (in words, pictures) examples of each facet that represent themselves

2. Students in groups brainstorm some of their responsibilities and expectations they have in their lives. Students report back and match responses to different roles they might assume in their lives (eg son, student, brother, nephew, friend, grandchild, etc … put out bins – son, do homework – student, being patient - brother). Students discuss possible roles they might assume in future years and subsequent responsibilities that will accompany them … students represent some of these different responsibilities and roles in the form of a flip-back Babushka doll / cut-out concertina doll / chart etc. (including when I was two years old, when I started school, in Year 3, now as leaders of the school in Upper Primary … then project into the future – in middle school, when I leave school, etc)

3. Students complete a concept map using Inspiration … sub headings incorporating some of the key events in their life … identify (branch out ) those people and things that have influenced you at these times

4. Read to the students … Who was Jesus (Diana Marie Bohn) … discuss. Students research and complete a summary of the following questions: Where was he born? Where and when did he live? Who were his family? etc

5. Introduce students to the meaning of various values including courage, strength and resilience, compassion, remaining true to yourself, etc. Students in groups read stories of Jesus demonstrating such values … courage – Garden of Gethsemane, strength and resilience – questions of Pharisees and/ or being tempted in desert, compassion – Lazarus, Jairus’ daughter, remaining true to yourself – Pilate and in temple … report back and students match the story to the appropriate value … and perhaps complete comparison chart including demonstration of such values by Jesus, self and other figure (eg parent, Mother Teresa, Mandela, Michael Long, Adam Gilchrist, character form novel or movie (eg Shrek)

6. Students read appropriate stories demonstrating some of the different roles Jesus assumed in his life (eg son, teacher, friend, healer, leader, carpenter, saviour) … represent in wall mural

7. Students complete post unit understandings on Who am I - What it means to be a person and Jesus
2. APPENDIX

RAVE Websites

Jesus Jnr - http://juniors.theresite.org.uk/juniors_topicheads.php Miracles -
http://www.request.org.uk/main/bible/Bible01.htm Infants

RE Quest
- http://www.re-xs.uecs.ac.uk/ RE site - http://www.theresite.org.uk/Chaplain -
Symbols - http://home.rochester.rr.com/gocek/images/christie/ Christmas -
http://www.refuel.org.uk/curric/festivals/christmas/index.html Christmas -
http://atschool.eduweb.co.uk/carolrb/christmas/christmas1.html Islam -
http://www.gowilder.org.uk/re/Mosques
- http://atschool.eduweb.co.uk/sirrobhitch.suffolk/mosque/default.htm Qur'an
- http://www.gowilder.org.uk/re/quran/index.html 5 Pillars -
http://www.gowilder.org.uk/re/fivepillars/index.html Muslims -
http://www.gowilder.org.uk/re/muslim/index.html Faces of Jesus -
http://www.rejesus.co.uk/expressions/faces_jesus/index.html Meaning of life
Nativity - http://www.topmarks.co.uk/christianity/nativity/index.htm Prayer -
http://www.refuel.org.uk/curric/infant_topics/prayer/prayer/prayer.html Cathedral -
http://www.gowilder.org.uk/re/Death - http://re-xs.uecs.ac.uk/re/passage/death.htm Judaism for chn -
Places of Worship - http://re-xs.uecs.ac.uk/re/places/
RE Photo resources -
http://www.request.org.uk/teachers/resources/photos/photo_index.htm RE Jesus
http://www.refuel.org.uk/curric/infant_topics/jesus/jesus.html RE Easter
http://www.refuel.org.uk/curric/infant_topics/easter/index.html RE Easter story
http://www.topmarks.co.uk/christianity/easter/easter.htm RE Nativity

RE for Schools - http://re-xs.ucsm.ac.uk/ World Religions - http://www.world-faiths.com/ Worship -
hat/worship/worship01.htm RE Buddhism – www.buddhanet.net (see Buddhist studies – Primary) Eg
Buddhist stories – www.buddhanet.net/e-learning/buddhism/br1conts.htm