

PRAYER

Purpose of the Scope and Sequence

- ◆ To provide a point of reference to assist in programming effectively in accordance with the requirements of the curriculum
- ◆ To ensure continuity from kindergarten to Year 6
- ◆ To visually demonstrate the range of prayer and prayer experiences within the Religious Education Curriculum
- ◆ To support daily prayer routine, the Catholic prayer life of the school and the Religious Education Curriculum

Principles

- ◆ Teachers have a shared responsibility for fostering the prayer life of the students at school.
- ◆ Students have the opportunity to develop a prayer life that builds and sustains their relationship with God, with the environment and with others.
- ◆ We learn to pray by praying. Students learn to pray through the experience of prayer. Teachers help the students to pray by praying with them and providing regular opportunities for prayer including spontaneous prayer.
- ◆ Routine times for prayer are important. Regular times of prayer need to be established, e.g. morning prayer, prayer before and after lunch, prayer at the end of the day and prayer which occurs within each unit.
- ◆ Within Religious Education, there are many opportunities to invite students to pray. These prayers offer students the opportunity to pray the prayers of their hearts and to experience silence, stillness, movement, ritual and symbol.
- ◆ Teachers can establish simple rituals for bringing students together, e.g. sitting in a circle, lighting a candle and/or singing a familiar hymn or refrain. Introducing the prayer time with words from the liturgy, e.g. “Let us pray” or “Let us give thanks to the Lord our God” will help students to become familiar with these words when they hear them in the church.
- ◆ By engaging in the prayers of the liturgy, students will be more confident to participate actively in the Mass.
- ◆ The Religious Education Curriculum introduces students to Scripture stories and psalms and to liturgical ritual, symbol and action. ‘Telling the story’ provides a language for prayer. The form and words from Scripture and the liturgy can be used in prayer, e.g. lines from psalms, “The Lord is my Shepherd”. Suggestions for prayer are provided in the units.
- ◆ The Word should also be proclaimed from the Bible. Reading a short passage of the story from the Bible provides a focus for prayer.
- ◆ Students learn through movement, which is also an important part of liturgical action. Prayer with movement includes simple hand or body actions and praying with hands raised or joined. Simple processions provide movement, even when not all students are involved.
- ◆ Formal Prayers are best taught by praying them regularly. Suggested formal prayers are in the ‘Our Prayers’ section at the back of the *To Know Worship and Love* student books. Formal prayers are also known as Prayers of the Tradition.
- ◆ Teachers encourage the students to share their prayers at home with their family.

Teacher Notes

- ◆ Prayers marked with an asterisk should be committed to memory from K-6.
- ◆ In some units only part of a prayer is in the teaching/learning. These parts need to be situated within the context of the whole prayer.