

## Religion – Level 5 - L-Edukazzjoni Reliġjuża – Il-5 Livell

| Subject Focus  | Learning Outcome  | Pages from Year 4 Book | Chapter from Year 4 Book |
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| <b>Subject Focus 1:</b><br><b>Community life, relationships and roles in communities of faith</b><br><br><b>Il-Mira/L-Aspett tas-Suġġett nr. 1:</b><br><b>Il-Ħajja fil-Komunità, ir-relazzjonijiet u r-rwoli fil-komunitajiet ta' fidi</b> | 1] I can:<br>- describe the meaning and relevance of a <b>social community</b> life, of a <b>faith community</b> and <b>religious group</b> and<br>- reflect upon the <b>key values</b> I need to develop in order to live harmoniously within such a community.<br><br>1] Kapaċi:<br>- Niddeskrivi t-tifsira u r-relevanza tal-ħajja f'komunità soċjali, fil-komunitajiet ta' fidi u f'dawk reliġjużi, u<br>- Nirrifletti fuq il-valuri prinċipali li għandi bżonn niżviluppa biex inkun nista' ngħix f'armonija f'dawn il-komunitajiet. | 5-6                    | 1.3                      |
|  |   | 11-17                  | 1.6 – 1.8                |
|  |   | 19-28                  | 2.1 – 2.5                |
|  |   | 75-76                  | 5.2                      |
|  |   | 111-118                | 7.2 – 7.5                |
| <b>Subject Focus 2:</b><br><b>Religion and Society</b><br><br><b>Il-Mira/L-Aspett tas-Suġġett nr. 2:</b><br><b>Ir-Reliġjon u s-Soċjetà</b>   | 1] I can reflect upon and describe the importance of <b>respecting and valuing diversity in our society</b> .<br><br>1] Kapaċi:<br>- nirrifletti u niddeskrivi l-importanza li nirrispetta u li nagħti valur lid-diversità fis-soċjetà tagħna.  | 7-8                    | 1.4                      |
|  |   | 13-14                  | 1.7                      |
|  |   | 29-30                  | 2.6                      |
|  |   | 37 - 40                | 3.1 - 3.2                |
|  |   | 73 - 76                | 5.1 - 5.2                |
|  |   | 87-88                  | 5.8                      |

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|  |  | 133-134   | 8.4       |
| <p><b>Subject Focus 3: Major World Religions - Selected Study</b></p> <p><b>Il-Mira/L-Aspett tas-Suġġett nr. 3: Ir-Reliġjonijiet il-Kbar tad-Dinja – Studju Magħżul</b></p>                          | <p>1] I can identify</p> <ul style="list-style-type: none"> <li>- which <b>religious group</b> makes use of <b>the Bible, the Torah and the Quran.</b></li> </ul> <p>1] Kapaċi:</p> <ul style="list-style-type: none"> <li>- insemmi liema gruppi reliġjużi jużaw <b>il-Bibbja, it-Torah u l-Koran.</b></li> </ul>   | 43 - 46   | 3.4 – 3.5 |
|  | <p>2] I can name</p> <ul style="list-style-type: none"> <li>- the <b>places of worship of the Christians/Catholics, of Jewish and Muslim faith communities</b> and develop respect for their significance.</li> </ul> <p>2] Kapaċi:</p> <ul style="list-style-type: none"> <li>- insemmi <b>l-postijiet ta’ qima tal-komunitajiet tal-fidi tal-Insara/Kattoliċi, tal-Lhud u tal-Musulmani</b> u jkolli rispett lejn dak li jfissru.</li> </ul>   | 133 - 134 | 8.4       |
| <p><b>Subject Focus 4: Beliefs, Traditions, Practices - World Religions, selected study.</b></p> <p><b>Il-Mira/L-Aspett tas-Suġġett nr. 4: It-Twemmin, it-Tradizzjonijiet u l-Prattika – ir-</b></p> | <p>1] I can describe</p> <ul style="list-style-type: none"> <li>- the meaning of a <b>symbol, identify and name Christian/Catholic, Jewish and Muslim symbols</b>, explaining their importance to their followers <i>for instance</i>:</li> <li>- <b>Christian symbols:</b> <i>the alpha and omega, the cross and the crucifix, and bread and wine or ashes (Ash Wednesday);</i></li> <li>- <b>Jewish symbols:</b> <i>Menorah, Star of David and the Tallit;</i></li> <li>- <b>Muslim symbols:</b> <i>The Kaaba, the Mosque, and the colour green, the crescent symbol.</i></li> </ul> | 43 - 44   | 3.4       |

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| <p><b>Reliġjonijiet fid-dinja, studju magħżul.</b></p>  | <p>1] Kapaċi:</p> <ul style="list-style-type: none"> <li>- nidentifka t-tifsir ta' simbolu u nsemmi u nidentifika simboli Nsara/Kattolici, Lhud u Musulmana u nispjega l-importanza tagħhom għal dawk li jemmnu fihom.</li> <li>- <i>Is-Simboli Nsara: l-alfa u l-omega, is-salib u l-kurċifiss, il-ħobż u l-inbid u l-irmied (L-Erbgħa tal-Irmied jew Ras ir-Randan);</i></li> <li>- <i>Is-Simboli Lhud: Il-Menorah, l-Istilla ta' David u t-Tallit;</i></li> </ul> <p><i>Is-Simboli Musulmani: il-Kagħba (il-Kaaba), il-Moskea, u l-kulur aħdar, u s-simbolu tan-nofs qamar.</i></p> |                            |                                 |
| <p><b>Subject Focus 5: Connectedness with myself, others and God</b></p> <p><b>Il-Mira/L-Aspett tas-Suġġett nr. 5: L-Għaqda: miegħi nnifsi, mal-oħrajn u m'Alla</b></p> | <p>1] I can</p> <ul style="list-style-type: none"> <li>- practice <b>silence for short periods</b> and thus develop in me:</li> <li>- <b>the value and attitude of listening, of respect and connectedness to myself, others and God.</b></li> </ul> <p>1] Kapaċi</p> <ul style="list-style-type: none"> <li>- nitharreg fis-<b>silenzju għal mument qosra</b> u hekk niżviluppa fiha l-<b>valur u l-attitudni li nitgħallem nisma', nirrispetta u jkolli kuntatt miegħi nnifsi, mal-oħrajn u ma' Alla.</b></li> </ul>   | <p>73-89</p> <p>91-107</p> | <p>5.1-5.8</p> <p>6.1 – 6.8</p> |
|   | <p>2] I can write short <b>prayers, praying for myself and others, whilst acknowledging that when I pray, I am speaking with God.</b></p> <p>2] Kapaċi:</p> <ul style="list-style-type: none"> <li>- nikteb <b>talbiet qosra biex nitlob għalija nnifsi u għall-oħrajn, waqt li nagħraf li meta nkun qed nitlob, inkun qed nitkellem ma' Alla.</b></li> </ul>  | <p>41-42</p>               | <p>6.6</p>                      |

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|   | 3] I can <b>mindfully attend to and describe what is happening within me and around me.</b>              | 31-35<br>47-48<br>53 | 2.7 – 2.8<br>3.6<br>3.8 Attivita |
|   | 3] Kapaċi <b>niddeskrivi u nkun konxju/konxja ta' dak li qed jiġri ġo fija u madwari.</b>                | 55-56<br>69-70       | 4.1<br>4.8                       |
| <b>Subject Focus 7:<br/>Word of God -<br/>The Bible</b><br><br><b>Il-Mira/L-Aspett<br/>tas-Suġġett nr. 7:<br/>Il-Kelma t'Alla –<br/>Il-Bibbja</b> | 1] I can show respect and esteem for <b>the dignity of the Bible</b> as the written Word of God.         | 9-10                 | 1.5                              |
|   | 1] Kapaċi:<br>- nuri rispettu u stima lejn <b>il-Bibbja bħala l-Kelma t'Alla</b> miktuba.                |                      |                                  |
|   | 2] I can <b>search and use the Holy Scripture (Children's Bible).</b>                                    | 45 - 46              | 3.5                              |
|   | 2] Kapaċi:<br>- <b>nfittex u nuża l-Iskrittura Mqaddsa (il-Bibbja għat-Tfal).</b>                        |                      |                                  |
|   | 3] I can name <b>the four evangelists, their symbols and meaning.</b>                                    | 9 – 10               | 1.5                              |
|   | 3] Kapaċi nsemmi <b>l-erba' evanġelisti, is-simboli u t-tisira tagħhom.</b>                              |                      |                                  |
|   | 4] I can relate to <b>the image of the Good Shepherd as found in Psalm 23 and in the Gospels.</b>        | 127 – 130            | 8.1 – 8.2                        |
|   | 4] Kapaċi:<br>- nirrelata <b>mal-immaġini tar-Ragħaj it-Tajjeb kif insibuh f'Salm 23 u fl-Evanġelji.</b> |                      |                                  |

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|   | <p>5] I can identify <b>the person of Christ as the founder and guide of the Church.</b></p> <p>5] Kapaċi nidentifika l-persuna ta' Krisu bħala l-fundatur u l-gwida tal-Knisja.</p>  | <p>131 – 132<br/>135 – 136<br/>141 – 143</p>           | <p>8.3<br/>8.5<br/>8.8</p>         |
| <p><b>Subject Focus 8: Challenges in the light of Catholic Tradition and the Biblical message</b></p> <p><b>Il-Mira/L-Aspett tas-Suġġett nr. 8: Sfidi fid-dawl tat-Tradizzjoni Kattolika u l-messaġġ Bibbliku</b></p> | <p>1] I can retell</p> <ul style="list-style-type: none"> <li>- the <b>Christmas story</b> and reflect on both <b>the personal significance</b> and that <b>for humanity</b> as a whole, of the <b>birth of Jesus, Son of God and Mary.</b></li> </ul> <p>1] Kapaċi:</p> <ul style="list-style-type: none"> <li>- nirrakkonta <b>l-istorja tal-Milied</b> u nirrifletti fuq <b>it-tifsira għaliġa u għall-umanità kollha tat-twelid ta' Ġesù, l-Iben t'Alla u ta' Marija.</b></li> </ul>                  | <p>55 - 71</p>   | <p>4.1 – 4.8</p>                   |
|   | <p>2] I can narrate <b>the Passion and the Resurrection event.</b></p> <p>2] Kapaċi nirrakkonta <b>l-ġrajja tal-Passjoni u l-Qawmien mill-Mewt ta' Ġesù.</b></p>  | <p>117 - 125</p>                                       | <p>7.5 – 7.8</p>                   |
| <p><b>Subject Focus 9: Choosing role models</b></p> <p><b>Il-Mira/L-Aspett tas-Suġġett nr. 9: Nagħzlu Mudelli ta' Eżempji ta' Mġiba tajba</b></p>   | <p>1] I can explore the life of the following persons and discover <b>their love for Jesus, and for their neighbour, especially the poor and the sick.</b></p> <ul style="list-style-type: none"> <li>- <b>Saint Stephen;</b></li> <li>- <b>Saint Teresa of Calcutta;</b></li> <li>- <b>Eugenju Borg;</b></li> <li>- <b>Adelaide Cini.</b></li> </ul> <p>1] Kapaċi nesplora l-ħajja ta' dawn il-persuni u niskopri l-imħabba tagħhom għall-Ġesù u għal ta' madwarhom, speċjalment il-foqra u l-morda.</p> | <p>139 – 140<br/>149 – 150<br/>49 – 50<br/>51 - 52</p> | <p>8.7<br/>9.3<br/>3.7<br/>3.8</p> |

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|   | <ul style="list-style-type: none"> <li>- <b>San Stiefnu;</b></li> <li>- <b>Santa Tereza ta' Kalkutta;</b></li> <li>- <b>Eugenju Borg;</b></li> <li>- <b>Adelaide Cini.</b></li> </ul>   |           |           |
| <p><b>Subject Focus 10: Understanding moral language</b></p> <p><b>Il-Mira/L-Aspett tas-Sugġett nr. 10: Il-fehim tal-lingwa morali</b></p>  | <p>1] I can explain</p> <ul style="list-style-type: none"> <li>- the need for <b>relationships/friendship</b> and</li> <li>- the connection between <b>relationships and forgiveness.</b></li> </ul> <p>1] Kapaċi nispjega:</p> <ul style="list-style-type: none"> <li>- il-bżonn <b>tar-relazzjonijiet/ħbiberiji</b> u</li> <li>- r-rabta bejn <b>ir-relazzjonijiet u l-maħfra.</b></li> </ul> | 145 -148  | 9.1 - 9.2 |
| <p><b>Subject Focus 11-12: Maturing in education through the virtues</b></p> <p><b>Il-Mira/L-Aspett tas-Sugġett nr. 11-12: Il-Maturità fl-edukazzjoni permezz tal-virtujiet</b></p> | <p>1] I can discover</p> <ul style="list-style-type: none"> <li>- various ways how to <b>share with others.</b></li> </ul> <p>1] Kapaċi:<br/>niskopri modi differenti ta' <b>kif naqsam li għandi mal-oħrajn.</b></p>   | 151 - 160 | 9.4 - 9.8 |