

TREASURES

New and Old

Matthew 13:52



Supplement to Treasures New and Old

*Religious Education in Catholic Schools
of the Archdiocese of Canberra and Goulburn*





Acknowledgements

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FOREWORD



"I received from the Lord what I also handed on to you" (1 Cor 11:23). These words of the Apostle Paul point to one of the most fundamental duties of the Church in every age: to pass on the treasures of the faith which we have received from Christ. This is especially true of the young. We have a fundamental duty to pass on to them the treasures of the Catholic faith because they have a fundamental right to hear the Good News of Jesus which is the key that unlocks the door to a life that is fully human, a life that is bigger than death.

Certainly among my many tasks as bishop, there is none I take more seriously than the apostolic task of teaching in the name of the Lord. That is why, when I became Archbishop, I set myself to know in detail a resource like *Treasures New and Old* which is intended to support the teachers of the faith in a culture often unwelcoming to what the Church believes.

It seemed to me, and others agreed, that it would be good to review *Treasures New and Old* after some years of use in order to make it a still richer and stronger resource for the Archdiocese. I was also keen that the review explore whether the curriculum of *Treasures New and Old* might be made compatible with textual resources like *To Know, Worship and Love*. This was prompted not by a lack of confidence in *Treasures New and Old*, but by the pastoral and pedagogical sense that teachers of the faith could be helped if the curriculum were combined with appropriate texts. Beneath this there lay the still deeper conviction that these days teachers of the faith need all the help they can get in the effort to pass on the treasures of the Catholic faith to the young.

I am grateful that the review of *Treasures New and Old* has reached this point of maturity and to all those who have worked hard in the review process. I look forward now to seeing how the reviewed curriculum might accommodate textual resources like *To Know, Worship and Love*, and I look forward still more to the day when we can offer the young the very best of pedagogical resources so that they may come to know Jesus, to love Him and to sing with all of us the Church: "To Him who loves us and freed us from our sins by His blood...be glory and dominion for ever. Amen" (Rev 1:6).

Yours sincerely in Christ.



†Mark B. Coleridge

Archbishop of Canberra and Goulburn
25 May 2009

INTRODUCTION



In 2007 the Bishops of NSW and the ACT identified Catholic schools as ‘one of the jewels in the crown of the Catholic community in our area’ and reminded us of the expectations of the Catholic community that our schools develop young people ‘of character and faith whose individual gifts are nurtured to their highest potential so they can contribute effectively to Church, society and culture’. The Bishops invited us to recommit to Catholic schooling in a changing world by ensuring that our schools:

- are truly Catholic in their identity and life
- are centres of the new evangelisation
- enable our students to achieve high levels of religious literacy and practice
- are led and staffed by people who will contribute to these goals.¹

This was echoed by Benedict XVI at a meeting with Catholic educators in Washington in April 2008.

Clearly, then, Catholic identity is not dependent upon statistics. Neither can it be equated simply with orthodoxy of course content. It demands and inspires much more: namely that each and every aspect of your learning communities reverberates within the ecclesial life of faith. Only in faith can truth become incarnate and reason truly human, capable of directing the will along the path of freedom. In this way our institutions make a vital contribution to the mission of the Church and truly serve society. They become places in which God’s active presence in human affairs is recognized and in which every young person discovers the joy of entering into Christ’s ‘being for others’.²

The new challenges being presented to Catholic schools from a pluralistic and complex world and a changing Church may be met with a renewed sense of mission.

Over the years, I have often repeated the summons to the new evangelization. I do so again now, especially in order to insist that we must rekindle in ourselves the impetus of the beginnings and allow ourselves to be filled with the ardour of the apostolic preaching which followed Pentecost. This passion will not fail to stir in the Church a new sense of mission... a new apostolic outreach. Christianity, while remaining completely true to itself, with unswerving fidelity to the proclamation of the Gospel and the tradition of the Church, will also reflect the different faces of the cultures and peoples in which it is received and takes root.⁴

This document is a product of this context. As a supplement, it is part of, and builds on, *Treasures New and Old*. Like the good householder in Matthew’s Gospel who ‘brings out of his treasure what is new and what is old’ (Matthew 13:52), it draws on the past, reasserts essential truths and uses contemporary approaches to curriculum and pedagogy to ensure the place of Religious Education in the broader curriculum. As Pope Benedict XVI reminds us, ‘Not even the greatest values of the past can be simply inherited; they must be claimed by us and renewed.’³

A handwritten signature in black ink that reads 'Moira Najdecki'.

Moira Najdecki

Director of Catholic Education
Archdiocese of Canberra and Goulburn

THE PURPOSE OF THE CURRICULUM IN A CATHOLIC SCHOOL

The purpose of the curriculum in a Catholic School is to develop each student ...

... as a person

Curriculum in a Catholic school provides the foundation for each student's intellectual, physical, social, emotional, moral and spiritual development, enabling them to discover and develop their capabilities and talents through a balanced education of the whole person created in the image of God.

The person of each individual human being ... is at the heart of Christ's teaching: This is why the promotion of the human person is the goal of the Catholic school.

Coming of the Third Millennium ⁵

... as a learner

Curriculum in a Catholic school is Christ-centred, fostering within the learner knowledge, attitudes and values that are life giving and transformative, promoting the search for meaning and truth.

The various school subjects do not present only knowledge to be attained, but also values to be acquired and truths to be discovered.

The Catholic School ⁶

... as a community member

Curriculum in a Catholic school prepares students with the knowledge, understandings, skills and values to be active, informed citizens inspired by the reign of God to participate in the life of the Church and serve in the social and economic life of the wider community.

... the Catholic School can be of such service in developing the mission of the People of God and in promoting dialogue between the Church and the community at large to the advantage of both ...

The Catholic School on the Threshold of the Third Millennium ⁷

... and as a contributor to society

Curriculum in a Catholic school is based on a vision of society which develops students as critical thinkers, problem solvers, innovators, and people of justice. It supports students to apply their faith, knowledge and skills to their relationships, their experiences beyond school and to contribute to the local, national and global society.

Catholic schools seek to contribute to the creation of an Australian Community that is highly educated, skilled and cultured with an ability to promote and embrace a critical analysis of social issues, the expansion of knowledge and the pursuit of truth. ... Education ... is also very much a public good whose benefits enhance the whole community. Catholic schools emphasise the contribution of education to the common good of the Australian community.

Australian Catholic Schools ⁸

THE GOAL OF RELIGIOUS EDUCATION IN CATHOLIC SCHOOLS

All parts of the Religious Education curriculum - 'all learning which is planned, guided and implemented by the school' - are designed to ensure that:

the student knows, understands and values the living faith tradition and mission of the Catholic Church.

This lies at the heart of Catholic Education, defining its culture, its curriculum and its classroom-based Religious Education programs which aim to:

- develop an appreciation of the love of God revealed through the person of Jesus Christ, the wonders of God's creation and the dignity of the human person;
- promote growth in self-knowledge and in knowledge of the life, faith tradition and mission of the Catholic Church;
- increase understanding of the nature of religion and of different religions;
- foster skills of reflection, discernment, critical thinking, judging and deciding how to act in accordance with conscience;
- develop the capacity to critique the surrounding culture in the light of the Catholic Faith and Tradition.⁹

Religious Education aims to develop students' religious literacy in the light of the Catholic tradition, so that they develop as people, learners, community members and contributors to society. Religious Education promotes the development of the knowledge, skills and values which students need to participate as active lifelong learners within Church and community contexts. Students are actively involved in constructing understandings of the Catholic tradition as well as acknowledging other religious traditions, the nature of religion and its place in life and Australian society.



RELIGIOUS EDUCATION SYLLABUS

T*reasures New and Old* originally used seven or eight content strands across each developmental stage, and linked key concepts with the *Catechism of the Catholic Church*. Units of work were chosen and sequenced by teachers who then supplemented content with additional units for Sacramental preparation and Lent / Easter and Advent / Christmas. This document simplifies the syllabus structure by organising the content and key values into four strands which incorporate Sacramental and liturgical content where appropriate. The refined content strands are as follows:



God and God's Creation is concerned with how understandings of God and the created world shape Christian beliefs, Church teachings and Church practice. In this strand students have opportunities to explore and clarify personal and social values of respect, cooperation, responsibility and fairness.

Jesus and Discipleship is concerned with making meaning of Scriptural texts in order to understand what it means to be a disciple of Jesus. In this strand students have opportunities to explore and clarify personal and social values of compassion, service, and forgiveness.

Church in the World is concerned with how the mystery of God in the world has been understood and expressed by the Church and the implications it has for contemporary living. In this strand students have opportunities to explore and clarify personal and social values of truth, integrity and justice.

Prayer and Celebration is concerned with Sacraments of the Church, prayer, ritual and spirituality and how these are expressed in Church and other contexts. In this strand students have opportunities to develop wellbeing and to explore and clarify personal and social values of peace, freedom and tolerance.

Each of these strands makes an equivalent contribution to the key learning area of Religious Education. At unit level the syllabus identifies what the students will learn about and what they will learn to do.



IMPLEMENTATION OF RELIGIOUS EDUCATION

The Archdiocese of Canberra and Goulburn provides a supportive ecclesial and educational context for Religious Education and *Treasures New and Old* expresses our strong identity and sense of shared purpose. This supplement seeks to add a set of core materials that meet the needs of all Archdiocesan schools in a changing environment. In addition it provides some material that has been developed in response to the different approaches taken by governments in the ACT and NSW.



The Archdiocese of Canberra and Goulburn is unique in that it crosses the border between ACT and NSW. Recent decisions in the education department of each jurisdiction have had a direct effect on how Religious Education is implemented in the ACT and NSW.

In NSW the Department of Education developed a series of Foundation Statements for Years K-6, which set out a clear picture of the knowledge, skills and understanding that each student should develop at each stage of primary school. Foundation Statements do not add new content or concepts to the K-6 curriculum, but outline the nature and scope of learning in Kindergarten to Year 6 in all Key Learning Areas. In response, a group of Catholic dioceses in NSW developed a set of *Foundation Statements for Religious Education*. While these describe the knowledge, skills and understandings at each stage of the primary Religious Education syllabus, they are not student outcomes, but rather provide a focus for teacher reflection about what students may be like at the end of each stage. They have been used in our Archdiocese for some time.

To provide NSW teachers with the materials they need to plan, deliver and assess Religious Education in their particular context, this supplement:

- matches the *Foundation Statements in Religious Education* (K-6) with *Treasures New and Old*
- sequences learning in stages
- codes learning outcomes in stages.

In 2007 the ACT Department of Education published its first curriculum framework, *Every Chance to Learn*.¹¹ This document is structured around twenty-five Essential Learning Achievements which describe what is essential for students to know, understand, value and be able to do. It frames its learning sequences around what a student learns about and what s/he learns to do.

To provide ACT teachers with the materials they need to plan, deliver and assess Religious Education in their particular context, this document:

- includes an additional Essential Learning Achievement, ELA 26
- sequences learning in band and year levels
- codes learning in year levels
- outlines Markers of Progress for each band of development.

SHARED CHRISTIAN PRAXIS

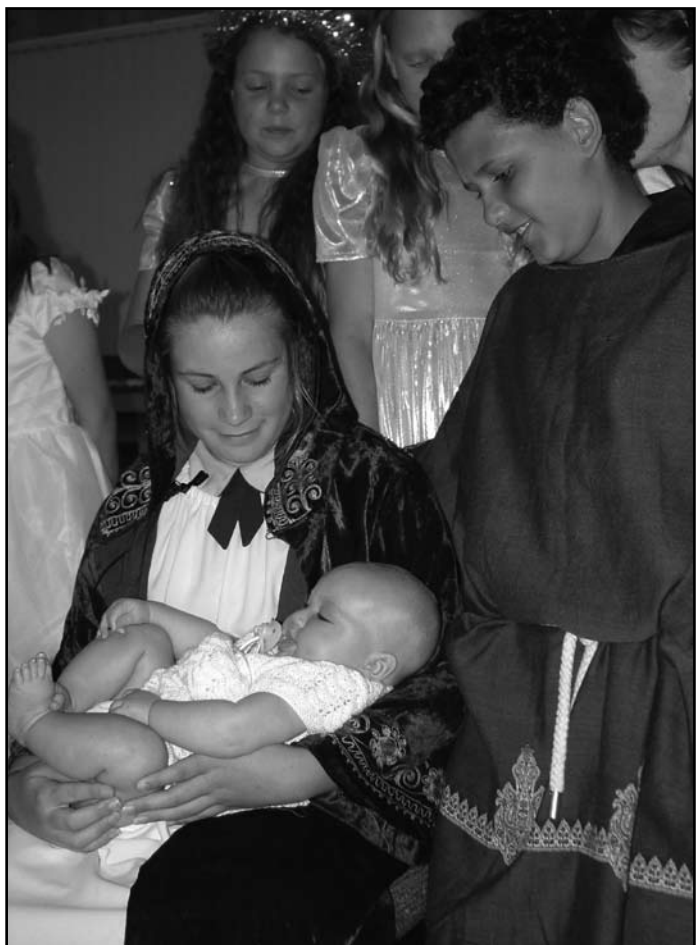
T*reasures New and Old* identifies a range of approaches and strategies to ensure the quality of teaching and learning in Religious Education programs. Initiatives in Queensland and NSW can enrich our understanding of quality pedagogy, planning and assessment.

The *Quality Teaching Framework*¹² identifies the elements of pedagogy that have demonstrated positive effects on learning outcomes for all students and clusters them under three dimensions, Intellectual Quality; Quality Learning Environment; and Significance.

Schools in the Archdiocese are aware of the Quality Teaching Framework and the Catholic Education Office has developed a plan for its implementation in all schools by 2011.

Teachers and schools, led by executive teams, will continue to refine their approach to planning, teaching, learning, assessment and evaluation in order to ensure that Religious Education is dynamic, rigorous and purposeful.

Shared Christian Praxis remains the framework for teaching and learning in Religious Education. It places the learner at the centre of all activity and engages students in a cycle of reflection and action. Units of work are developed at school level and written using the praxis approach as outlined in the Core Document. Quality units of work and assessment tasks are exchanged between colleagues to cultivate professional dialogue and good practice.



SCOPE & SEQUENCE

| | GOD & GOD'S CREATION | JESUS & DISCIPLESHIP | Church IN THE WORLD | PRAYER & CELEBRATION |
|----|---|--|--|--|
| | is concerned with how understandings of God and the created world shape Christian beliefs, Church teachings and Church practice. In this strand students have opportunities to explore and clarify personal and social values of respect, cooperation, responsibility and fairness. | is concerned with making meaning of Scriptural texts in order to understand what it means to be a disciple of Jesus. In this strand students have opportunities to explore and clarify personal and social values of compassion, service, and forgiveness. | is concerned with how the mystery of God in the world has been understood and expressed by the Church and the implications it has for contemporary living. In this strand students have opportunities to explore and clarify personal and social values of truth, integrity and justice. | is concerned with Sacraments of the Church, prayer, ritual and spirituality and how these are expressed in Church and other contexts. In this strand students have opportunities to explore and clarify personal and social values of peace, freedom, wellbeing and tolerance. |
| K | LOVING GOD Recognises and describes God's presence in others. | JESUS' FAMILY Identifies Jesus as the Son of God. | Church AS FAMILY Identifies communities where God's love is experienced. | HEART PRAYER Identifies prayer and ritual as special ways to be with God. |
| 1 | CREATOR GOD Identifies creation as an expression of God's love in the world. | CARING JESUS Retells stories about Jesus. | Church AS COMMUNITY Describes how the Church heart celebrates God's love. | PATTERNS OF PRAYER Identifies patterns of prayer and ritual. |
| 2 | WONDROUS GOD Describes some experiences of God present in themselves. | JESUS' FORGIVENESS Describes the relationship between the Jesus story and the Sacrament of Penance. | FAITHFUL Church Describes the nature of Baptism. | COMMUNITY PRAYER Describes the Sacrament of Penance as a celebration of God's love and forgiveness. |
| 3 | THE WORD OF GOD Identifies Scripture as the Word of God. | JESUS' STORIES Identifies parables as stories to guide our choices. | Church OF SERVICE Identifies the Church as a community of faith. | SACRAMENTAL PRAYER Identifies the Mass as a celebration of the life, death and resurrection of Jesus. |
| 4 | GOD'S EARTH Explains the stewardship of creation. | JESUS' COMMANDMENT Identifies guideposts for Christian living. | Church OF THE SPIRIT Describes the power of the Holy Spirit in the lives of Christians. | SEASONAL PRAYER Describes elements of the liturgical cycle. |
| 5 | RECONCILING GOD Identifies opportunities and actions to build peace and justice. | JESUS' MISSION Describes the mission of Jesus for the Jewish people and for us. | ChurchES OF THE WORLD Identifies common elements of a number of religions. | PRAYER & SCRIPTURE Describes the relationship between prayer and Scripture. |
| 6 | GOD REVEALED Identifies ways God is revealed among us. | JESUS IN THE GOSPELS Identifies the place of the Gospels in the Catholic tradition. | LIVING Church Describes the influence of faith on individuals and communities throughout history. | PRAYER & ACTION Explains the relationship between the Sacrament of Confirmation and Christian service. |
| 7 | GOD OF STEWARDSHIP Investigates a range of cultural expressions of God's stewardship of creation. | JESUS IN HISTORY Examines the historical and cultural influences on Jesus of Nazareth. | CATHOLIC Church Identifies and describes essential features of Catholic belief. | WAYS OF PRAYING Identifies the influence of culture on spirituality and prayer. |
| 8 | GOD OF COVENANT Describes the relationship of God and God's people in the Old Testament. | JESUS THE TEACHER Investigates how the first disciples provide models for modern day disciples. | EARLY Church Explores significant changes in Christianity in the early Church. | PRAYER & SACRAMENTALITY Explores the place of Sacraments in the life of the Christian community. |
| 9 | GOD OF THE PROPHETS Examines the role of prophecy in the Christian tradition. | JESUS IN LUKE Identifies the message of Jesus as recorded in Luke's Gospel. | Church HISTORY Investigates significant historical events which have shaped the Australian Church. | PRAYER & EUCHARIST Explains the significance of the Eucharist in the life of the Catholic community. |
| 10 | GOD OF LIFE Articulates a Christian understanding of suffering and death. | JESUS & DISCIPLESHIP Explores the relationship between Jesus' action and the call to right relationships and social action. | Church & OTHER FAITHS Investigates a range of religious beliefs. | PRAYER & SPIRITUALITY Explores how the Catholic tradition contributes to personal spirituality. |

GOD & GOD'S CREATION

| <i>Learn About</i> | <i>Learn To</i> |
|---|--|
| KINDERGARTEN <ul style="list-style-type: none"> • God as loving Creator • God's love for everyone • God's desire for love to be shared • God's love experienced through the love of others | Loving God <ul style="list-style-type: none"> • Identify relationships as source of God's love • Name God as the source of all love • Describe events that indicate God's presence in others • Talk about and listen to experiences of love |
| YEAR 1 <ul style="list-style-type: none"> • God's presence in the world • God's gifts of creation • Places that express the creative power of God | Creator God <ul style="list-style-type: none"> • Name ways that God is present in the world • Creatively represent God's gifts of creation • Identify the wonder of God's creation experienced through the senses |
| YEAR 2 <ul style="list-style-type: none"> • God's creative love revealed through each person • God given gifts and talents • God's invitation to respond to other people with love | Wonderous God <ul style="list-style-type: none"> • Name the ways God is revealed through individual choices • Identify personal gifts and talents and the gifts and talents of others • Present ways to respond to others with love |
| YEAR 3 <ul style="list-style-type: none"> • God's love revealed through Scripture • The Bible as the Word of God • Stories of God's call and people's response | The Word Of God <ul style="list-style-type: none"> • Explore and reflect on ways that God is revealed through Scripture • Discuss the messages of Scripture • Identify ways that the message of Scripture stories relate to life |
| YEAR 4 <ul style="list-style-type: none"> • The interdependence of all things in creation • The world's need for healing • The call to be trustworthy and wise stewards of creation | God's Earth <ul style="list-style-type: none"> • Identify elements of the interdependence of creation • Locate and research examples of local environmental damage • Devise ways to respond to the call to stewardship |
| YEAR 5 <ul style="list-style-type: none"> • God's love and life active in the world • Sacred stories of the Indigenous people of Australia • God's call to reconciliation | Reconciling God <ul style="list-style-type: none"> • Explore stories of God's presence in the world in the Hebrew Scriptures. • Identify and describe Aboriginal ways of view and caring for the environment. • Research and identify issues related to reconciliation in Australia |
| YEAR 6 <ul style="list-style-type: none"> • God revealed through Jesus • The Holy Spirit inspiring Christians as co-creators • The three persons of the Trinity • The Kingdom of God as revealed by Jesus | God Revealed <ul style="list-style-type: none"> • Examine different images of God • Read and respond to a variety of Scripture passages • Develop and communicate an understanding of how God is revealed • Explore images of God in the arts |
| YEAR 7 <ul style="list-style-type: none"> • God, the loving Creator, who reaches out in covenant relationships and gifts the world with God's Spirit • Creation stories, religious myths and Aboriginal spirituality • The damage caused through sin • The ways the Holy Spirit is active in renewing creation | God Of Stewardship <ul style="list-style-type: none"> • See the work of God's Spirit in creation • Compare the scientific and biblical accounts of creation and recognise the expression of religious truths • Research and explain Aboriginal views of the stewardship of the land • Describe the responsibilities of Christians as co-creators and respond in a local context |
| YEAR 8 <ul style="list-style-type: none"> • The development of the relationship between God and the people in the Hebrew Scriptures • How the Bible reveals the nature of God's covenant with God's people • The covenant with Abraham & Sarah and Moses on Sinai | God Of Covenant <ul style="list-style-type: none"> • Identify the way God's people heard and responded to God's call in the Hebrew Scriptures • Identify individuals in the Hebrew Scriptures who responded to God's call • Locate and explain the meaning of related Biblical passages |
| YEAR 9 <ul style="list-style-type: none"> • What the experiences of the biblical prophets reveal about the nature of God • How the Hebrew prophets challenge people to keep the demands of the covenant • How modern-day prophets live out God's call to justice and compassion | God Of The Prophets <ul style="list-style-type: none"> • Identify images of God in the prophetic literature • Communicate central messages and themes of Hebrew prophets • Research and explain how people can be the 'Face of God' • Identify ways individuals can respond with justice to issues in the world |
| YEAR 10 <ul style="list-style-type: none"> • God's call to life through the experience of joy, hope and suffering • God's life-giving grace received through the gift of the Holy Spirit in life, the Church and the world • How others have contemplated death and the after-life | God Of Life <ul style="list-style-type: none"> • Recognise God's grace in the human experience of suffering • Articulate life-giving responses to experiences of death and dying • Value the dignity of human life • Explore a range of cultural expressions of suffering & death |

JESUS & DISCIPLESHIP

| <i>Learn About</i> | <i>Learn To</i> |
|--|--|
| KINDERGARTEN <ul style="list-style-type: none"> • God's love for me because I am precious and unique • Jesus growing up as a member of a family • Mary as the mother of Jesus • Jesus as the Son of God | Jesus' Family <ul style="list-style-type: none"> • Discuss qualities of friendship • Name some of Jesus' friends • Identify some stories of Jesus, including the Easter and Christmas stories • Identify ways in which Jesus was like us |
| YEAR 1 <ul style="list-style-type: none"> • God's invitation to care for myself and others • How my choices affect others • Jesus' ministry to the sick and the outcast | Caring Jesus <ul style="list-style-type: none"> • Reflect on and express key messages from Jesus' ministry • Reflect on how my actions affect others • Listen to, enact and retell stories from the Scriptures |
| YEAR 2 <ul style="list-style-type: none"> • Jesus' teachings about healing, forgiveness and reconciliation • Jesus' love and forgiveness around sinful choices • What it means to follow Jesus in making loving choices and taking responsibility • The Gospels as stories that teach about Jesus | Jesus' Forgiveness <ul style="list-style-type: none"> • Name actions appropriate to discipleship • Respond to the message of stories recorded in the Bible • Identify the loving choices Mary made • Recall stories of God's invitation and people's responses |
| YEAR 3 <ul style="list-style-type: none"> • The parables as stories that teach about living like Jesus • The ongoing presence of Jesus in community • Ways to respond to Jesus' teaching | Jesus' Stories <ul style="list-style-type: none"> • Retell a parable • Talk about experiencing Jesus through relationships • Relate stories from the New Testament to their lives |
| YEAR 4 <ul style="list-style-type: none"> • The Ten Commandments as reminders of the call to respect, love and compassion • Jesus' commandment to love one another • The Beatitudes • The Church's role in teaching us how to honour the commandment | Jesus' Commandment <ul style="list-style-type: none"> • Recall the Ten Commandments • Recall stories from Scripture where Jesus showed love for others • Explore how the Commandments are lived out • Describe the features of a Christian life |
| YEAR 5 <ul style="list-style-type: none"> • Jesus as part of the Jewish tradition • The Old Testament as part of the story of the Jewish people • Jesus' understanding of his mission shaping his life, death and resurrection • Jesus identification with the poor, the lonely and the outcast | Jesus' Mission <ul style="list-style-type: none"> • Describe the role of selected figures in the Jewish tradition, including Mary • Outline key events in the history of the Jewish people • Articulate ways that Jesus exercised His mission and identified with the poor, the lonely and the outcast. |
| YEAR 6 <ul style="list-style-type: none"> • The four Gospels as central to the prayer and teaching of the Church • The Gospel challenge to live Christian lives • Jesus' commitment to service and justice • Genres and contexts in Biblical studies | Jesus In The Gospels <ul style="list-style-type: none"> • Explore the authorship of the Gospels • Compare & contrast Gospel stories • Determine the characteristics of a marginalised group • Formulate an action plan for a disciple of Jesus |
| YEAR 7 <ul style="list-style-type: none"> • The historical, social, political and religious contexts in which Jesus of Nazareth lived • Jewish traditions • How Jesus revealed who God is and how God wants us to live | Jesus In History <ul style="list-style-type: none"> • Locate and effectively use a range of Bible-based resources to access information about the life and times of Jesus Christ • Sequence key events in the life of Jesus • Identify situations where Jesus' teaching could be applied in their life |
| YEAR 8 <ul style="list-style-type: none"> • How Jesus lived according to his values • Mary, as the first disciple, is an example to others • How the teachings of Jesus can be applied to a contemporary setting and challenge people to discipleship | Jesus The Teacher <ul style="list-style-type: none"> • Identify the Beatitude values in the life of Jesus • Identify examples of how Jesus challenged those around Him • Explore the nature of Mary's discipleship • Locate and describe examples of contemporary responses to the teaching of Jesus |
| YEAR 9 <ul style="list-style-type: none"> • How Jesus Christ is understood and portrayed in many different ways in the Christian tradition • How Luke portrays Jesus as a model of commitment to social justice • Jesus compassion for the poor and oppressed | Jesus In Luke <ul style="list-style-type: none"> • Identify the distinct features of Luke's portrait of Jesus • Apply Luke's portrait of the 'Compassionate Jesus' to the challenge of living justly in a contemporary context • Plan and implement a social justice project |
| YEAR 10 <ul style="list-style-type: none"> • The saving work of God through the mystery of Jesus' life, death and resurrection • Christian decision-making • The role of conscience in moral decision-making • Models of social action in the Church | Jesus And Discipleship <ul style="list-style-type: none"> • Reflect on Jesus Christ's message of salvation in the Gospel as one of conversion, hope, liberation and love for all • Apply models of Christian decision making to a moral issue • Explore individual and collaborative approaches to social action |

Church IN THE WORLD

| <i>Learn About</i> | <i>Learn To</i> |
|---|---|
| KINDERGARTEN | Church As Family |
| <ul style="list-style-type: none"> The Church's call to be God's family: a believing, welcoming, caring and celebrating community The school as part of God's family The school within the parish | <ul style="list-style-type: none"> Gather information about families Recall information about the local parish Explore the relationships between family, school and parish |
| YEAR 1 | Church As Community |
| <ul style="list-style-type: none"> The Church as a community that celebrates God's love The role of the priest and people in the Church | <ul style="list-style-type: none"> Recognise ways we show love as a community Distinguish the main features of a Church building Recognise that people gather to share aspects of their lives |
| YEAR 2 | Faithful Church |
| <ul style="list-style-type: none"> Becoming a member of the Church through the Sacrament of Baptism The Church as a community that listens and responds to the Good News of Jesus Parish ministries as expressions of Baptism | <ul style="list-style-type: none"> Name symbols and actions that are part of the celebration of Baptism Recall the story of the baptism of Jesus Describe the role and functions of some parish ministries |
| YEAR 3 | Church Of Service |
| <ul style="list-style-type: none"> Using personal gifts to serve the community The Church as a community of believers The Holy Spirit as the ongoing loving presence of Jesus The story of the local parish | <ul style="list-style-type: none"> Identify personal gifts Recognise the gifts of others Name characteristics of a believing community Discuss contributions of the parish to the local community Listen to parishioners describe their commitment to the life of the parish |
| YEAR 4 | Church Of The Spirit |
| <ul style="list-style-type: none"> The Pentecost story The call to build a better world for all people Ways of participating in the Church | <ul style="list-style-type: none"> Share stories of people who have been inspired to act differently Describe the features of a Christian life Find ways that the Church is a sign of hope, reconciliation and service to the world Describe ways in which the Holy Spirit is active in the community of believers |
| YEAR 5 | Churches Of The World |
| <ul style="list-style-type: none"> God's Holy Spirit present in different ways in all religious traditions How faith communities celebrate their beliefs and traditions The Church as witness to Christian unity | <ul style="list-style-type: none"> Explore other ways that religious traditions gather as communities Research the ways different faith communities celebrate their beliefs Compare and contrast the key beliefs and traditions of other religious groups |
| YEAR 6 | Living Church |
| <ul style="list-style-type: none"> The living faith of the early Christians Key figures in establishing the Church after Pentecost The local Church community, led by the Bishop, and its commitment to the mission of the universal Church The modern Church as a faith community inspired by the Holy Spirit | <ul style="list-style-type: none"> Describe the characteristics of the life and faith of early Christian communities Research the lives and evaluate the contributions of key figures in the early Church Creatively represent the structure of the modern Church |
| YEAR 7 | Catholic Church |
| <ul style="list-style-type: none"> The Scriptural foundation of the Catholic faith Core beliefs of the Catholic faith as expressed in the Creed Sacramental celebrations in the Catholic Church How schools give witness to Catholic beliefs and traditions God's calls to appreciate the beliefs of others and to respect religious freedom | <ul style="list-style-type: none"> Recognise and analyse the variety of text types or literary forms contained in the Catholic bible Identify core beliefs of Catholics Explain the relationship between the Sacraments and the important moments of a Christian life Explore the charism of the school community |
| YEAR 8 | Early Church |
| <ul style="list-style-type: none"> The spread of Christianity from its Jewish roots out into the Gentile world through successive generations How individuals in the early Church responded to the challenges and opportunities for proclaiming the gospel Common features of the call to discipleship and their relevance for contemporary Christian living | <ul style="list-style-type: none"> Explain how Christianity spread into the Gentile world through successive generations Describe and analyse the way individuals have responded to the teaching of Jesus Respond to the challenges and opportunities to live the Gospels |
| YEAR 9 | Church History |
| <ul style="list-style-type: none"> The split between the Church of the East and the West The Reformations How the story of the Australian Church inspires participation in the life of the universal Church | <ul style="list-style-type: none"> Analyse the causes which led to a shift in Church teaching Identify points of divergence among Christians from differing backgrounds Describe some of the significant historical figures from the time of the Reformations Investigate the development of the Australian Church, its structures and role in society |
| YEAR 10 | Church & Other Faiths |
| <ul style="list-style-type: none"> Church statements relating to justice issues including religious tolerance Religious diversity in Australia Ecumenism promoting Christian unity Interfaith dialogue between Christian and other religions | <ul style="list-style-type: none"> Articulate the Church's perspective on aspects of social justice Identify key features of the major world religions practised in Australia Discover similarities and differences between the Catholic faith and other religions, both Christian and other than Christian Investigate ways individuals contribute to Christian unity and interfaith understanding |

PRAYER & CELEBRATION

| <i>Learn About</i> | <i>Learn To</i> |
|---|---|
| KINDERGARTEN <ul style="list-style-type: none"> Prayer as a special way of being with God Sacred space Liturgical celebration The liturgical year and its connection to events in the life of Jesus | Heart Prayer <ul style="list-style-type: none"> Talk to and listen to God Participate reverently in liturgies Make the sign of the cross Sing age-appropriate hymns Identify Christmas and Easter as celebrations of the birth, death and resurrection of Jesus |
| YEAR 1 <ul style="list-style-type: none"> Prayer as patterns of ritual, symbol, celebration and silence Prayer as a way of thanking God Prayer from Scripture | Patterns Of Prayer <ul style="list-style-type: none"> Participate in liturgical celebrations using rituals and symbols Formulate simple oral and written prayers of thanks Recite the Lord's Prayer and Hail Mary Identify liturgical colours |
| YEAR 2 <ul style="list-style-type: none"> Prayer as a means of strengthening relationship with God The Sacraments as special celebrations in the life of the Church Penance as a way of celebrating reconciliation with God and with others | Community Prayer <ul style="list-style-type: none"> Describe symbols that represent God's presence in the Sacraments Reflect upon and recount examples of forgiveness and healing Participate appropriately in liturgies of reconciliation and the Sacrament of Penance Engage in spontaneous and structured prayer |
| YEAR 3 <ul style="list-style-type: none"> Baptism, Eucharist and Confirmation as the Sacraments of Initiation Celebrating Jesus' presence in the Mass How the community remembers what Jesus did - offering sacrifice, giving thanks, sharing a meal and being called to service Jesus' experience of prayer within the Jewish tradition | Sacramental Prayer <ul style="list-style-type: none"> Name the Sacraments of Initiation and their symbols Name the different ways Jesus is present in the Mass Participate appropriately in celebrations of the Eucharist Recite formal prayers associated with Eucharistic and non-Eucharistic liturgy Identify how and when Jesus prayed |
| YEAR 4 <ul style="list-style-type: none"> Honouring and celebrating Mary through prayers, feasts and seasons of the Church's liturgical year The community growing in relationship with God through prayer and liturgy God's faithfulness and goodness as celebrated through the liturgical seasons | Seasonal Prayer <ul style="list-style-type: none"> Recall some key Scripture references to Mary Plan and participate in liturgical celebrations to honour Mary Reflect on the role of prayer in developing a relationship with God Name the liturgical seasons |
| YEAR 5 <ul style="list-style-type: none"> The Scriptures as a rich source for personal and communal prayer Various kinds of prayer: thanksgiving, petition, praise, sorrow and adoration How prayer is expressed in different ways through music, movement and meditation Patterns of prayer and worship in different faith communities | Prayer & Scripture <ul style="list-style-type: none"> Use Scripture for prayer Formulate oral and written prayers for different purposes Incorporate music, movement and meditation in class prayer and liturgy Describe patterns of prayer and worship in a different faith community |
| YEAR 6 <ul style="list-style-type: none"> The Sacrament of Confirmation celebrating and sealing the presence of the Holy Spirit The connection between the Sacraments and ministry How the Sacramental Church nourishes and celebrates key moments in life | Prayer & Action <ul style="list-style-type: none"> Name the seven Sacraments and their connections to everyday life Identify rituals and responses associated with the Sacrament of Confirmation Identify ways the gifts of the Holy Spirit are active in everyday life Identify some ways that prayer and worship have changed over time |
| YEAR 7 <ul style="list-style-type: none"> The different ways people express spirituality in a multicultural society Prayer as the habit of being in the presence of God and in communion with God The variety of ways that people pray How the spirituality of Indigenous Australians enriches prayer | Ways Of Praying <ul style="list-style-type: none"> Communicate an understanding of spirituality Identify different types of prayer and ways of praying Explore Scriptural examples of personal, communal and liturgical prayer Incorporate aspects of different spiritualities and ways of praying into class prayer |
| YEAR 8 <ul style="list-style-type: none"> How Sacraments developed to enrich the shared life of the Christian community The history, symbols and rituals associated with Sacraments How Sacraments call people to prayer, fellowship and action in the community The Sacramentality of God | Prayer & Sacramentality <ul style="list-style-type: none"> Describe the significance of liturgical symbols and actions Locate and analyse the Scripture stories which are the basis of the Sacraments Plan and participate in Sacramental and liturgical experiences Describe the connection between the Sacraments and the every day action of believers |
| YEAR 9 <ul style="list-style-type: none"> Structural and communal aspects of the Eucharistic celebration The significant place of Scripture in the celebration and living out of Eucharist The place of the Eucharist in the contemporary Church The rights and responsibilities of the Eucharistic community | Prayer & Eucharist <ul style="list-style-type: none"> Articulate the relationship between the Eucharist and the everyday action of believers who are called to reconcile, renew and serve Explain the meaning of liturgical symbols and action Develop a liturgical celebration integrating appropriate symbols, art and music |
| YEAR 10 <ul style="list-style-type: none"> Sacraments and liturgical action as expressions of an ongoing relationship with God The place of personal and communal prayer and traditional forms of Catholic prayer People of prayer e.g. saints. Prayer and ministry groups of the Church | Prayer & Spirituality <ul style="list-style-type: none"> Identify how a mature spiritual life can be enriched by the Sacraments and prayer Examine the expression of spirituality in various media Investigate the influence of prayer in the lives of saints, religious, lay and Church communities. Explore the role of prayer and ministry groups within the local Church and the community |

KINDERGARTEN

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| K | Unit | Loving God |
| | Strand | God & God's Creation |
| | Outcome | Recognises and describes God's presence in others. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God as loving Creator • God's love for everyone • God's desire for love to be shared • God's love experienced through the love of others | | <ul style="list-style-type: none"> • Identify relationships as a source of God's love • Name God as the source of all love • Describe events that indicate God's presence in others • Talk about and listen to experiences of love |

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| K | Unit | Jesus' Family |
| | Strand | Jesus & Discipleship |
| | Outcome | Identifies Jesus as the Son of God. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's love for me because I am precious and unique • Jesus growing up as a member of a family • Mary as the mother of Jesus • Jesus as the Son of God | | <ul style="list-style-type: none"> • Discuss qualities of friendship. • Name some of Jesus' friends. • Identify some stories of Jesus, including the Easter and Christmas stories • Identify ways in which Jesus was like us. |

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| K | Unit | Church as Family |
| | Strand | The Church in the World |
| | Outcome | Identifies communities where God's love is experienced. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The Church's call to be God's family: a believing, welcoming, caring and celebrating community. • The school as part of God's family • The school within the Parish | | <ul style="list-style-type: none"> • Gather information about families • Gather information about the local parish • Explore the relationships between family, school and parish |

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| K | Unit | Heart Prayer |
| | Strand | Prayer and Celebration |
| | Outcome | Identifies prayer and ritual as special ways to be with God. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Prayer as a special way of being with God • Sacred space • Liturgical celebration • The liturgical year and its connection to events in the life of Jesus | | <ul style="list-style-type: none"> • Talk to and listen to God • Participate reverently in liturgies • Sing age-appropriate hymns • Identify Christmas and Easter as celebrations of the birth, death and resurrection of Jesus |

YEAR ONE

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| 1 | Unit | Creator God |
| | Strand | God & God's Creation |
| | Outcome | Identifies creation as an expression of God's love in the world. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's presence in the world • God's gifts of creation • Places that express the creative power of God | | <ul style="list-style-type: none"> • Name ways that God is present in the world • Creatively represent God's gifts of creation • Identify the wonder of God's creation experienced through the senses |

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| 1 | Unit | Caring Jesus |
| | Strand | Jesus & Discipleship |
| | Outcome | Retells stories about Jesus. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's invitation to care for myself and others • How my choices affect others • Jesus' ministry to the sick and the outcast | | <ul style="list-style-type: none"> • Reflect on and express key messages from Jesus' ministry • Reflect on how my actions affect others • Listen to, enact and retell stories from the Scriptures |

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| 1 | Unit | Church as Community |
| | Strand | Church in the World |
| | Outcome | Describes how the Church celebrates God's love. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The Church as a community that celebrates God's love • The role of the priest and people in the Church | | <ul style="list-style-type: none"> • Recognise ways we show love as a community • Distinguish the main features of a Church building • Recognise that people gather to share aspects of their lives |

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| 1 | Unit | Patterns of Prayer |
| | Strand | Prayer & Celebration |
| | Outcome | Identifies patterns of prayer and ritual. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Prayer as patterns of ritual, symbol, celebration and silence • Prayer as a way of thanking God • Prayer from Scripture | | <ul style="list-style-type: none"> • Participate in liturgical celebrations using rituals and symbols • Formulate simple oral and written prayers of thanks • Recite the Lord's Prayer and Hail Mary • Identify liturgical colours |

YEAR TWO

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| 2 | Unit | Wondrous God |
| | Strand | God & God's Creation |
| | Outcome | Describe some experiences of God present in themselves |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's creative love revealed through each person • God given gifts and talents • God's invitation to respond to other people with love | | <ul style="list-style-type: none"> • Name the ways God is revealed through individual choices • Identify personal gifts and talents and the gifts and talents of others • Present ways to respond to others with love |

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| 2 | Unit | Jesus' Family |
| | Strand | Jesus & Discipleship |
| | Outcome | Describes the relationship between the Jesus story and the Sacrament of Penance |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Jesus' teachings about healing, forgiveness and reconciliation • Jesus' love and forgiveness around sinful choices • What it means to follow Jesus in making loving choices and taking responsibility • The Gospels as stories that teach about Jesus | | <ul style="list-style-type: none"> • Name actions appropriate to discipleship • Respond to the message of stories recorded in the Bible • Identify the loving choices Mary made • Recall stories of God's invitation and people's responses |

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| 2 | Unit | Faithful Church |
| | Strand | Church in the World |
| | Outcome | Describes the nature of Baptism |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Becoming a member of the Church through the Sacrament of Baptism • The Church as a community that listens and responds to the Good News of Jesus • Parish ministries as expressions of Baptism | | <ul style="list-style-type: none"> • Name symbols and actions that are part of the celebration of Baptism • Recall the story of the baptism of Jesus • Describe the role and functions of some parish ministries |

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| 2 | Unit | Community Prayer |
| | Strand | Prayer & Celebration |
| | Outcome | Describes the Sacrament of Penance as a celebration of God's love and forgiveness. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Prayer as a means of strengthening relationship with God • The Sacraments as special celebrations in the life of the Church • Penance as a way of celebrating reconciliation with God and with others | | <ul style="list-style-type: none"> • Describe symbols that represent God's presence in the Sacraments • Reflect upon and recount examples of forgiveness and healing • Participate appropriately in liturgies of reconciliation and the Sacrament of Penance • Engage in spontaneous and structured prayer |

YEAR THREE

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| 3 | Unit | The Word of God |
| | Strand | God & God's Creation |
| | Outcome | Identifies Scripture as the Word of God. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's love revealed through Scripture • The Bible as the Word of God • Stories of God's call and people's response | | <ul style="list-style-type: none"> • Explore and reflect on ways that God is revealed through Scripture • Discuss the messages of Scripture • Identify ways that the message of Scripture stories relate to life |

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| 3 | Unit | Jesus' Stories |
| | Strand | Jesus & Discipleship |
| | Outcome | Identifies parables as stories to guide our choices. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The parables as stories that teach about living like Jesus • The ongoing presence of Jesus in community • Ways to respond to Jesus' teaching | | <ul style="list-style-type: none"> • Retell a parable • Talk about experiencing Jesus through relationships • Relate stories from the New Testament to their lives |

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| 3 | Unit | Church of Service |
| | Strand | Church in the World |
| | Outcome | Identifies the Church as a community of faith. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Using personal gifts to serve the community • The Church as a community of believers • The Holy Spirit as the ongoing loving presence of Jesus • The story of the local parish | | <ul style="list-style-type: none"> • Identify personal gifts • Recognise the gifts of others • Name characteristics of a believing community • Discuss contributions of the parish to the local community • Listen to parishioners describe their commitment to the life of the parish |

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| 3 | Unit | Sacramental Prayer |
| | Strand | Prayer & Celebration |
| | Outcome | Identifies the Mass as a celebration of the life, death and resurrection of Jesus. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Baptism, Eucharist and Confirmation as the Sacraments of Initiation • Celebrating Jesus' presence in the Mass • How the community remembers what Jesus did - offering sacrifice, giving thanks, sharing a meal and being called to service • Jesus' experience of prayer within the Jewish tradition | | <ul style="list-style-type: none"> • Name the Sacraments of Initiation and their symbols • Name the different ways Jesus is present in the Mass • Participate appropriately in celebrations of the Eucharist • Recite formal prayers associated with Eucharistic and non-Eucharistic liturgy • Identify how and when Jesus prayed |

YEAR FOUR

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| 4 | Unit | God's Earth |
| | Strand | God & God's Creation |
| | Outcome | Explains the stewardship of creation. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The interdependence of all things in creation • The world's need for healing • The call to be trustworthy and wise stewards of creation | | <ul style="list-style-type: none"> • Identify elements of the interdependence of creation • Locate and research examples of local environmental damage • Devise ways to respond to the call to stewardship |

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| 4 | Unit | Jesus' Commandment |
| | Strand | Jesus & Discipleship |
| | Outcome | Identifies guideposts for Christian living. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The Ten Commandments as reminders of the call to respect, love and compassion • Jesus' commandment to love one another • The Beatitudes • The Church's role in teaching us how to honour the commandments | | <ul style="list-style-type: none"> • Recall the Ten Commandments • Recall stories from Scripture where Jesus showed love for others • Explore how the Commandments are lived out • Describe the features of a Christian life |

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| 4 | Unit | Church of the Spirit |
| | Strand | Church in the World |
| | Outcome | Describes the power of the Holy Spirit in the lives of Christians. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The Pentecost story • The call to build a better world for all people • Ways of participating in the Church | | <ul style="list-style-type: none"> • Share stories of people who have been inspired to act differently • Describe the features of a Christian life • Find ways that the Church is a sign of hope, reconciliation and service to the world • Describe ways in which the Holy Spirit is active in the community of believers |

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| 4 | Unit | Seasonal Prayer |
| | Strand | Prayer & Celebration |
| | Outcome | Describes elements of the liturgical cycle. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Honouring and celebrating Mary through prayers, feasts and seasons of the Church's liturgical year • The community growing in relationship with God through prayer and liturgy • God's faithfulness and goodness as celebrated through the liturgical seasons | | <ul style="list-style-type: none"> • Recall some key Scripture references to Mary • Plan and participate in liturgical celebrations to honour Mary • Reflect on the role of prayer in developing a relationship with God • Name the liturgical seasons |

YEAR FIVE

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| 5 | Unit | Reconciling God |
| | Strand | God & God's Creation |
| | Outcome | Identifies opportunities and actions to build peace and justice. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's love and life active in the world • Sacred stories of the Indigenous people of Australia • God's call to reconciliation | | <ul style="list-style-type: none"> • Explore stories of God's presence in the world in the Hebrew Scriptures. • Identify and describe Aboriginal ways of view and caring for the environment. • Research and identify issues related to reconciliation in Australia |

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| 5 | Unit | Jesus' Mission |
| | Strand | Jesus & Discipleship |
| | Outcome | Describes the mission of Jesus for the Jewish people and for us. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Jesus as part of the Jewish tradition • The Old Testament as part of the story of the Jewish people • Jesus' understanding of his mission shaping his life, death and resurrection • Jesus identification with the poor, the lonely and the outcast | | <ul style="list-style-type: none"> • Describe the role of selected figures in the Jewish tradition, including Mary • Outline key events in the history of the Jewish people • Articulate ways that Jesus exercised His mission and identified with the poor, the lonely and the outcast. |

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| 5 | Unit | Churches of the World |
| | Strand | Church in the World |
| | Outcome | Identifies common elements of a number of religions. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's Holy Spirit present in different ways in all religious traditions • How faith communities celebrate their beliefs and traditions • The Church as witness to Christian unity | | <ul style="list-style-type: none"> • Explore other ways that religious traditions gather as communities • Research the ways different faith communities celebrate their beliefs • Compare and contrast the key beliefs and traditions of other religious groups |

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| 5 | Unit | Prayer & Scripture |
| | Strand | Prayer & Celebration |
| | Outcome | Describes the relationship between prayer and Scripture. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The Scriptures as a rich source for personal and communal prayer • Various kinds of prayer: thanksgiving, petition, praise, sorrow and adoration • How prayer is expressed in different ways through music, movement and meditation • Patterns of prayer and worship in different faith communities | | <ul style="list-style-type: none"> • Use Scripture for prayer • Formulate oral and written prayers for different purposes • Incorporate music, movement and meditation in class prayer and liturgy • Describe patterns of prayer and worship in a different faith community |

YEAR SIX

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| 6 | Unit | God Revealed |
| | Strand | God & God's Creation |
| | Outcome | Identifies ways God is revealed among us. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God revealed through Jesus • The Holy Spirit inspiring Christians as co-creators • The three persons of the Trinity • The Kingdom of God as revealed by Jesus | | <ul style="list-style-type: none"> • Examine different images of God • Read and respond to a variety of Scripture passages • Develop and communicate an understanding how God is revealed • Explore images of God in the arts |

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| 6 | Unit | Jesus in the Gospels |
| | Strand | Jesus & Discipleship |
| | Outcome | Identifies the place of the Gospels in the Catholic tradition. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The four Gospels as central to the prayer and teaching of the Church • The Gospel challenge to live Christian lives • Jesus' commitment to service and justice • Genres and contexts in Biblical studies | | <ul style="list-style-type: none"> • Explore the authorship of the Gospels • Compare & contrast Gospel stories • Determine the characteristics of a marginalised group • Formulate an action plan for a disciple of Jesus |

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| 6 | Unit | Living Church |
| | Strand | Church in the World |
| | Outcome | Describes the influence of faith on individuals and communities throughout history. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The living faith of the early Christians • Key figures in establishing the Church after Pentecost • The local Church community, led by the Bishop, and its commitment to the mission of the universal Church • The modern Church as a faith community inspired by the Holy Spirit | | <ul style="list-style-type: none"> • Describe the characteristics of the life and faith of early Christian communities • Research the lives and evaluate the contributions of key figures in the early Church • Creatively represent the structure of the modern Church |

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| 6 | Unit | Prayer & Action |
| | Strand | Prayer & Celebration |
| | Outcome | Explains the relationship between the Sacrament of Confirmation and Christian service. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The Sacrament of Confirmation celebrating and sealing the presence of the Holy Spirit • The connection between the Sacraments and ministry • How the Sacramental Church nourishes and celebrates key moments in life | | <ul style="list-style-type: none"> • Name the seven Sacraments and their connections to everyday life • Identify rituals and responses associated with the Sacrament of Confirmation • Identify ways the gifts of the Holy Spirit are active in everyday life • Identify some ways that prayer and worship have changed over time |

YEAR SEVEN

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| 7 | Unit | God of Stewardship |
| | Strand | God & God's Creation |
| | Outcome | Investigates a range of cultural expressions of God's stewardship of creation. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God, the loving Creator, who reaches out in covenant relationships and gifts the world with God's Spirit • Creation stories, religious myths and Aboriginal spirituality • The damage caused through sin • The ways the Holy Spirit is active in renewing creation | | <ul style="list-style-type: none"> • See the work of God's Spirit in creation • Compare the scientific and biblical accounts of creation and recognise the expression of religious truths • Research and explain Aboriginal views of the stewardship of the land • Describe the responsibilities of Christians as co-creators and respond in a local context |

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| 7 | Unit | Jesus in History |
| | Strand | Jesus & Discipleship |
| | Outcome | Examines the historical and cultural influences on Jesus of Nazareth. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The historical, social, political and religious contexts in which Jesus of Nazareth lived • Jewish traditions • How Jesus revealed who God is and how God wants us to live | | <ul style="list-style-type: none"> • Locate and effectively use a range of Bible-based resources to access information about the life and times of Jesus Christ • Sequence key events in the life of Jesus • Identify situations where Jesus' teaching could be applied in their life |

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| 7 | Unit | Catholic Church |
| | Strand | Church in the World |
| | Outcome | Identifies and describes essential features of Catholic belief. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The Scriptural foundation of the Catholic faith • Core beliefs of the Catholic faith as expressed in the Creed • Sacramental celebrations in the Catholic Church • How schools give witness to Catholic beliefs and traditions • God's calls to appreciate the beliefs of others and to respect religious freedom | | <ul style="list-style-type: none"> • Recognise and analyse the variety of text types or literary forms contained in the Catholic bible • Identify core beliefs of Catholics • Explain the relationship between the Sacraments and the important moments of a Christian life • Explore the charism of the school community |

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| 7 | Unit | Ways of Praying |
| | Strand | Prayer & Celebration |
| | Outcome | Identifies the influence of culture on spirituality and prayer. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The different ways people express spirituality in a multicultural society • Prayer as the habit of being in the presence of God and in communion with God • The variety of ways that people pray • How the spirituality of Indigenous Australians enriches prayer | | <ul style="list-style-type: none"> • Communicate an understanding of spirituality • Identify different types of prayer and ways of praying • Explore Scriptural examples of personal, communal and liturgical prayer • Incorporate aspects of different spiritualities and ways of praying into class prayer |

YEAR EIGHT

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| | Unit | God of Covenant |
| 8 | Strand | God & God's Creation |
| | Outcome | Describes the relationship of God and God's people in the Old Testament. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The development of the relationship between God and the people in the Hebrew Scriptures • How the Bible reveals the nature of God's covenant with God's people • The covenant with Abraham & Sarah and Moses on Sinai | | <ul style="list-style-type: none"> • Identify the way God's people heard and responded to God's call in the Hebrew Scriptures • Identify individuals in the Hebrew Scriptures who responded to God's call • Locate and explain the meaning of related Biblical passages |

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| | Unit | Jesus The Teacher |
| 8 | Strand | Jesus & Discipleship |
| | Outcome | Investigates how the first disciples provide models for modern day disciples. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • How Jesus lived according to His values • Mary, as the first disciple, is an example to others • How the teachings of Jesus can be applied to a contemporary setting and challenge people to discipleship | | <ul style="list-style-type: none"> • Identify the Beatitude values in the life of Jesus • Identify examples of how Jesus challenged those around Him • Explore the nature of Mary's discipleship • Locate and describe examples of contemporary responses to the teaching of Jesus |

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|---|---------|--|
| | Unit | Early Church |
| 8 | Strand | Church in the World |
| | Outcome | Explores significant changes in Christianity in the early Church. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The spread of Christianity from its Jewish roots out into the Gentile world through successive generations • How individuals in the early Church responded to the challenges and opportunities for proclaiming the gospel • Common features of the call to discipleship and their relevance for contemporary Christian living | | <ul style="list-style-type: none"> • Explain how Christianity spread into the Gentile world through successive generations • Describe and analyse the way individuals have responded to the teaching of Jesus • Respond to the challenges and opportunities to live the Gospels |

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|---|---------|---|
| | Unit | Prayer & Sacramentality |
| 8 | Strand | Prayer & Celebration |
| | Outcome | Explores the place of Sacraments in the life of the Christian community. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • How Sacraments developed to enrich the shared life of the Christian community • The history, symbols and rituals associated with Sacraments • How Sacraments call people to prayer, fellowship and action in the community • The Sacramentality of God | | <ul style="list-style-type: none"> • Describe the significance of liturgical symbols and actions • Locate and analyse the Scripture stories which are the basis of the Sacraments • Plan and participate in Sacramental and liturgical experiences • Describe the connection between the Sacraments and the every day action of believers |

YEAR NINE

| | | |
|---|---------|---|
| 9 | Unit | God of the Prophets |
| | Strand | God & God's Creation |
| | Outcome | Examines the role of prophecy in the Christian tradition. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • What the experiences of the biblical prophets reveal about the nature of God • How the Hebrew prophets challenge people to keep the demands of the covenant • How modern-day prophets live out God's call to justice and compassion | | <ul style="list-style-type: none"> • Identify images of God in the prophetic literature • Communicate central messages and themes of Hebrew prophets • Research and explain how people can be the 'Face of God' • Identify ways individuals can respond with justice to issues in the world |

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| 9 | Unit | Jesus In Luke |
| | Strand | Jesus & Discipleship |
| | Outcome | Identifies the message of Jesus as recorded in Luke's Gospel. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • How Jesus Christ is understood and portrayed in many different ways in the Christian tradition • How Luke portrays Jesus as a model of commitment to social justice • Jesus compassion for the poor and oppressed | | <ul style="list-style-type: none"> • Identify the distinct features of Luke's portrait of Jesus • Apply Luke's portrait of the 'Compassionate Jesus' to the challenge of living justly in a contemporary context • Plan and implement a social justice project |

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| 9 | Unit | Church History |
| | Strand | Church in the World |
| | Outcome | Investigates significant historical events which have shaped the Australian Church. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The split between the Church of the East and the West • The Reformations • How the story of the Australian Church inspires participation in the life of the universal Church | | <ul style="list-style-type: none"> • Analyse the causes which led to a shift in Church teaching • Identify points of divergence among Christians from differing backgrounds • Describe some of the significant historical figures from the time of the Reformations • Investigate the development of the Australian Church, its structures and role in society |

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| 9 | Unit | Prayer & Eucharist |
| | Strand | Prayer & Celebration |
| | Outcome | Explains the significance of the Eucharist in the life of the Catholic community. |
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Structural and communal aspects of the Eucharistic celebration • The significant place of Scripture in the celebration and living out of Eucharist • The place of the Eucharist in the contemporary Church • The rights and responsibilities of the Eucharistic community | | <ul style="list-style-type: none"> • Articulate the relationship between the Eucharist and the everyday action of believers who are called to reconcile, renew and serve • Explain the meaning of liturgical symbols and action • Develop a liturgical celebration integrating appropriate symbols, art and music |

YEAR TEN

| | | |
|----|---------|---|
| | Unit | God of Life |
| 10 | Strand | God & God's Creation |
| | Outcome | Articulates a Christian understanding of suffering and death. |

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| Learn About | | Learn To |
| <ul style="list-style-type: none"> • God's call to life through the experience of joy, hope and suffering • God's life-giving grace received through the gift of the Holy Spirit in life, the Church and the world • How others have contemplated death and the after-life | | <ul style="list-style-type: none"> • Recognise God's grace in the human experience of suffering • Articulate life-giving responses to experiences of death and dying • Value the dignity of human life • Explore a range of cultural expressions of suffering & death |

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| | Unit | Jesus & Discipleship |
| 10 | Strand | Jesus & Discipleship |
| | Outcome | Explores the relationship between Jesus' action and the call to right relationships and social action. |

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| Learn About | | Learn To |
| <ul style="list-style-type: none"> • The saving work of God through the mystery of Jesus' life, death and resurrection • Christian decision-making • The role of conscience in moral decision-making • Models of social action in the Church | | <ul style="list-style-type: none"> • Reflect on Jesus Christ's message of salvation in the Gospel as one of conversion, hope, liberation and love for all • Apply models of Christian decision making to a moral issue • Explore individual and collaborative approaches to social action |

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| | Unit | Church & Other Faiths |
| 10 | Strand | Church in the World |
| | Outcome | Investigates a range of religious beliefs. |

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| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Church statements relating to justice issues including religious tolerance • Religious diversity in Australia • Ecumenism promoting Christian unity • Interfaith dialogue between Christian and other religions | | <ul style="list-style-type: none"> • Articulate the Church's perspective on aspects of social justice • Identify key features of the major world religions practised in Australia • Discover similarities and differences between the Catholic faith and other religions, both Christian and other than Christian • Investigate ways individuals contribute to Christian unity and interfaith understanding |

| | | |
|----|---------|---|
| | Unit | Prayer & Spirituality |
| 10 | Strand | Prayer & Celebration |
| | Outcome | Explores how the Catholic tradition contributes to personal spirituality. |

| | | |
|--|--|--|
| Learn About | | Learn To |
| <ul style="list-style-type: none"> • Sacraments and liturgical action as expressions of an ongoing relationship with God • The place of personal and communal prayer and traditional forms of Catholic prayer • People of prayer e.g. saints. • Prayer and ministry groups of the Church | | <ul style="list-style-type: none"> • Identify how a mature spiritual life can be enriched by the Sacraments and prayer • Examine the expression of spirituality in various media • Investigate the influence of prayer in the lives of saints, religious, lay and Church communities. • Explore the role of prayer and ministry groups within the local Church and the community |

TREASURES NEW AND OLD IN NSW SCHOOLS

In Catholic schools classroom-based Religious Education stands beside other key learning areas and is planned, taught, learned and assessed in similar ways. All schools in the Archdiocese share a common scope and sequence of content and use a common approach, but there are some differences between the curriculum frameworks developed by the ACT and NSW education departments. This supplement provides a clear picture of units that will be taught in all Archdiocesan schools and in addition it seeks to assist teachers in each sector by describing Religious Education content in the same ways that other subjects are described in each jurisdiction.

These tables identify the Religious Education syllabus strands (and codes) as God and God's Creation (G), Jesus and Discipleship (J), Church in the World (C); and Prayer and Celebration (P).

They include the unit title and nominate the key idea in each strand at stage level.

Unit Outcomes are coded by strand and stage level and Foundation Statements up to Stage 3 follow unit level information.

| | REG GOD & GOD'S CREATION | REJ JESUS & DISCIPLESHIP | REC Church IN THE WORLD | REP PRAYER & CELEBRATION |
|----------|---|-----------------------------|----------------------------|--------------------------------|
| E | REGK | REJK | RECK | REPK |
| A | LOVING GOD | JESUS' FAMILY | Church AS FAMILY | HEART PRAYER |
| R | Recognises and describes | Identifies Jesus as the Son | Identifies communities | Identifies prayer and ritual |
| L | God's presence in others. | of God. | where God's love is | as special ways to be with |
| Y | | | experienced. | God. |
| S | Students respond to the wonder of God's creation. They express an understanding that God is with them and are able to communicate that they are created and loved by God. They engage with scripture stories and recognise the Bible as the Sacred Scripture of the Christian community. They identify Mary as the Mother of Jesus. | | | |
| T | Students recognise key signs, and symbols of the Catholic tradition. They communicate a growing familiarity with its rituals. | | | |
| A | Students communicate some knowledge about Jesus and how he related to people. | | | |
| G | Students recognise that prayer is listening and talking to God. They participate in praying formal and informal prayers. | | | |
| E | | | | |
| 1 | | | | |

In any given year, four units are taught, one from each strand. There is flexibility around the sequence of units and decisions will be made each year at school level about which unit is taught in a term.

Shared Christian Praxis remains the preferred planning approach to Religious Education. Religious Education may be integrated with other key learning areas, but planning should ensure that all outcomes are covered and that there are clear pathways for student learning and assessment.

| | REG GOD & GOD'S CREATION | REJ JESUS & DISCIPLESHIP | REC Church IN THE WORLD | REP PRAYER & CELEBRATION |
|----------|--|--|--|--|
| S | REG1.1 CREATOR GOD Identifies creation as an expression of God's love in the world. | REJ1.1 CARING JESUS Retells stories about Jesus. | REC1.1 Church AS COMMUNITY Describes how the Church celebrates God's love. | REP1.1 PATTERNS OF PRAYER Identifies patterns of prayer and ritual. |
| | REG1.2 WONDEROUS GOD Describes some experiences of God present in themselves. | REJ1.2 JESUS' FORGIVENESS Describes the relationship between the Jesus story and the Sacrament of Penance. | REC1.2 FAITHFUL Church Describes the nature of Baptism. | REP1.2 COMMUNITY PRAYER Describes the Sacrament of Penance as a celebration of God's love and forgiveness. |
| A | Students name God as Father, Son and Holy Spirit. They are open and responsive to the presence of God in their lives, the lives of people, the Church and the whole of creation. They demonstrate growing familiarity with scripture stories and a reverence for the Bible. They recognise the role of Mary in the life of Jesus. | | | |
| G | Students identify and describe signs, symbols and rituals of the Catholic tradition and the key times of the Liturgical Year. They express an understanding of God as loving and forgiving. They communicate an understanding of being forgiving and relating in a Catholic celebrating community. They demonstrate a developing knowledge and understanding of the Sacraments of Initiation and the Sacrament of Penance. | | | |
| E | Students demonstrate developing knowledge and understanding of Jesus and his teachings. They articulate an understanding that following Jesus is living according to his message. They are able to describe Christian ways of relating to others. They identify holy people and saints as people who reflect God's goodness. | | | |
| 1 | Students recognise and describe the Church as a community of believers which gathers to pray and celebrate. They demonstrate familiarity with formal prayers. They experience and respond to a variety of prayers. They compose and pray formal and informal prayers. | | | |

| | REG GOD & GOD'S CREATION | REJ JESUS & DISCIPLESHIP | REC Church IN THE WORLD | REP PRAYER & CELEBRATION |
|----------|--|--|--|--|
| S | REG2.1 THE WORD OF GOD Identifies Scripture as the Word of God. | REJ2.1 JESUS' STORIES Identifies parables as stories to guide our choices. | REC2.1 Church OF SERVICE Identifies the Church as a community of faith. | REP2.1 SACRAMENTAL PRAYER Identifies the Mass as a celebration of the life, death and resurrection of Jesus. |
| | REG2.2 GOD'S EARTH Explains the stewardship of creation. | REJ2.2 JESUS' COMMANDMENT Identifies guideposts for Christian living. | REC2.2 Church OF THE SPIRIT Describes the power of the Holy Spirit in the lives of Christians. | REP2.2 SEASONAL PRAYER Describes elements of the liturgical cycle. |
| A | Students recognise that God is Father, Son and Holy Spirit. They explore the wonder and beauty of God's creation and investigate ways they can live in harmony with the world. They identify and explore beliefs and traditions which are founded on Scripture and expressed in the story of the Catholic Church. They examine the role of Mary in the life of Jesus. | | | |
| G | Students explain the importance of signs, symbol, rites and rituals within the celebration of the Eucharist. They communicate an understanding of ways of belonging and relating in a Catholic celebrating community. They recognise that these elements are used in sacramental celebrations within the Catholic community. They explore and describe the role and place of Sacraments and the Mass in their lives. | | | |
| E | Students identify that they are part of the Church which continues the mission of Jesus to reach out in justice to others. They explain that being Christian is living according to the message of the Scriptures, the Church's teaching and Tradition. They investigate the qualities of and response to God's call of Mary and the saints. They explore the personal challenges of responding to God. | | | |
| 2 | Students explore ways of praying in both formal and informal settings. They examine ways in which the liturgical life of the Church nourishes and challenges them to respond to the presence of God. They display an understanding of liturgical celebrations. | | | |

| | REG GOD & GOD'S CREATION | REJ JESUS & DISCIPLESHIP | REC Church IN THE WORLD | REP PRAYER & CELEBRATION |
|-------------|---|--|--|---|
| S T A | REG3.1 RECONCILING GOD Identifies opportunities and actions to build peace and justice. | REJ3.1 JESUS' MISSION Describes the mission of Jesus for the Jewish people and for us. | REC3.1 ChurchES OF THE WORLD Identifies common elements of a number of religions. | REP3.1 PRAYER & SCRIPTURE Describes the relationship between prayer and Scripture. |
| | REG3.2 GOD REVEALED Identifies ways God is revealed among us. | REJ3.2 JESUS IN THE GOSPELS Identifies the place of the Gospels in the Catholic tradition. | REC3.2 LIVING Church Describes the influence of faith on individuals and communities throughout history. | REP3.2 PRAYER & ACTION Explains the relationship between the Sacrament of Confirmation and Christian service. |
| G E 3 | <p>Students recognise that all of creation reflects the mystery of God. They propose and explain ways they might respond to the call to stewardship. They demonstrate an understanding of the Church as a faith community which is inspired by the Holy Spirit. They explore the Traditions, beliefs and history of the Catholic Church including Mary and the Saints. They identify, describe and analyse key events associated with the Paschal mystery as revealed in the Scriptures and celebrated in the sacramental life of the Church.</p> <p>Students demonstrate their understanding of the use of sign, symbol, ritual and tradition as celebrated in the Church community. They examine ways in which the liturgical life of the Church nourishes and challenges the Christian community in response to the presence of God. They explore the sacraments as key celebrations of the Christian mystery.</p> <p>Students explore their responsibility to continue the mission of Jesus by reaching out in love and justice. They reflect on and consider the implication of the message of the Scriptures, the Church's teaching and Tradition. They articulate how they use the gifts of the Holy Spirit to live a life of love and service. They evaluate and describe ways in which they can build the Kingdom of God.</p> <p>Students use a range of prayer techniques to explore their own relationship with God. They participate in a variety of prayers and prayer forms of the tradition using appropriate signs, symbol, rites and rituals. They explore the elements of liturgy and prayer through planning a variety of liturgical and prayer celebrations</p> | | | |

| | REG GOD & GOD'S CREATION | REJ JESUS & DISCIPLESHIP | REC Church IN THE WORLD | REP PRAYER & CELEBRATION |
|-------------|--|--|--|---|
| S T A | REG4.1 GOD OF STEWARDSHIP Investigates a range of cultural expressions of God's stewardship of creation. | REJ4.1 JESUS IN HISTORY Examines the historical and cultural influences on Jesus of Nazareth. | REC4.1 CATHOLIC Church Identifies and describes essential features of Catholic belief. | REP4.1 WAYS OF PRAYING Identifies the influence of culture on spirituality and prayer. |
| | REG4.2 GOD OF COVENANT Describes the expressions of God and God's people in the Old Testament. | REJ4.2 JESUS THE TEACHER Investigates how the first disciples provide models for modern day disciples. | REC4.2 EARLY Church Explores significant changes in Christianity in the early Church. | REP4.2 PRAYER & SACRAMENTALITY Explores the place of Sacraments in the life of the Christian community. |
| G E 4 | <p>Students recognise that all of creation reflects the mystery of God. They demonstrate an understanding of the Church as a faith community which is inspired by the Holy Spirit. They explore the Traditions, beliefs and history of the Catholic Church. They recall and describe key events associated with Jesus of Nazareth and the Paschal Mystery as revealed in the Scriptures and celebrated in the Sacramental life of the Church.</p> <p>Students explore the Sacraments as key celebrations of the Christian mystery. They identify significant changes in the early Church. They communicate an understanding of sign, symbol, ritual and tradition as celebrated in the Church community. They recognise responsibility to continue the mission of Jesus by reaching out in love and justice to people. They identify and explain appropriate actions of stewardship of the earth community. They evaluate ways in which they can build the Kingdom of God.</p> <p>Students recognise prayer is relationship with God. They explore ways of praying in both formal and informal settings and they can identify some cultural influences on prayer. They participate in a variety of prayers and prayer forms of the Tradition using appropriate signs, symbol, rites and rituals.</p> | | | |

| | REG GOD & GOD'S CREATION | REJ JESUS & DISCIPLESHIP | REC Church IN THE WORLD | REP PRAYER & CELEBRATION |
|-----------------------|--|---|---|---|
| S T A G E | REG5.1 GOD OF THE PROPHETS Examines the role of prophecy in the Christian tradition. | REJ5.1 JESUS IN LUKE Identifies the message of Jesus as recorded in Luke's Gospel. | REC5.1 Church HISTORY Investigates significant historical events which have shaped the Australian Church. | REP5.1 PRAYER & EUCHARIST Explains the significance of the Eucharist in the life of the Catholic community. |
| | REG5.2 GOD OF LIFE Articulates a Christian understanding of suffering and death. | REJ5.2 JESUS & DISCIPLESHIP Explores the relationship between Jesus' action and the call to right relationships and social action. | REC5.2 Church & OTHER FAITHS Investigates a range of religious beliefs. | REP5.2 PRAYER & SPIRITUALITY Explores how the Catholic tradition contributes to personal spirituality. |
| E | Students can identify the essential features of Catholic belief and identify significant events in Church history. They can describe the relationship between God and Gods' people across time from the Hebrew Scriptures, through the life of Jesus, in the early Church and in the contemporary world. | | | |
| 5 | Students can describe the development of the Church in Australia and some elements of the relationship between, faith and life. They demonstrate an understanding of the Catholic world view, particularly around the dignity of the human person, the option for the poor, social justice, stewardship of creation and beliefs about suffering, death and eternal life. | | | |
| | Students explain the significance of the Sacraments in the life of the Catholic community and understand the links between prayer and action. They identify and critically reflect on a range of spiritualities and are beginning to articulate their personal choices. | | | |

TREASURES NEW AND OLD IN ACT SCHOOLS

In Catholic schools classroom-based Religious Education stands beside other key learning areas and is planned, taught, learned and assessed in similar ways. All schools in the Archdiocese share a common scope and sequence of content and use a common approach, but there are some differences between the curriculum frameworks developed by the ACT and NSW education departments. This supplement provides a clear picture of units that will be taught in all Archdiocesan schools and in addition it seeks to assist teachers in each sector by describing Religious Education content in the same ways that other subjects are described in each jurisdiction.

The new *ACT Curriculum Framework, Every Chance to Learn*¹³ outlines essential content for disciplinary and interdisciplinary learning. In Catholic schools there is an additional area of study, Religious Education, which this document describes in terms of an Essential Learning Achievement (Number 26) and an Overview, which outlines the scope of this discipline and Markers of Progress. Interdisciplinary learning will run across Religious Education as it does other Essential Learning Achievements. Shared Christian Praxis remains the preferred planning approach to Religious Education. Religious Education may be integrated with other key learning areas, but planning should ensure that essential content is covered and that there are clear pathways for student learning and assessment.

Essential Learning Achievement 26

The student knows, understands and values the living faith tradition and mission of the Catholic Church.

This Essential Learning Achievement is at the heart of Catholic Education, defining its culture, its curriculum and its classroom-based Religious Education programs.

The Catholic Church is the gathering of people who profess faith in the risen Jesus and who try to live their lives inspired by His message of justice and loving service. The Church's mission is to proclaim and spread the Gospel so that people might be renewed and transformed by personal encounter with Jesus.

Tradition refers to the living experience of the Christian community, a living faith believed, shared, and handed on. This is expressed in various ways: in the worship and Sacraments of the community, in Scripture, in definitions and statements of belief, in music and art, in theology, in various spiritualities and in the life stories of individuals and communities.

The purpose of this Essential Learning Achievement is to

- develop an appreciation of the love of God revealed through the person of Jesus Christ, the wonders of God's creation and the dignity of the human person;
- promote growth in self-knowledge and in knowledge of the life, faith tradition and mission of the Catholic Church;
- increase understanding of the nature of religion and of different religions;
- foster skills of reflection, discernment, critical thinking, judging and deciding how to act in accordance with conscience;
- develop the capacity to critique the surrounding culture in the light of Catholic Faith and Tradition.¹⁴

MARKERS OF PROGRESS

While these describe the knowledge, skills and understandings at each band of the Religious Education syllabus, they are not student outcomes, but rather provide a focus for teacher reflection about what students may be like at the end of each band of development.

EARLY CHILDHOOD BAND

By the end of the early childhood band of development, students are open and responsive to the wonder of God's presence in their lives, the lives of people, the Church and the whole of creation. They demonstrate growing familiarity with scripture stories and show a reverence for the Scriptures. They recognise the role of Mary in the life of Jesus. Students identify some symbols, signs and rituals of the Catholic tradition and the key times of the Liturgical Year. They express an understanding of God as loving and forgiving. They demonstrate a developing knowledge and understanding of the Sacraments of Initiation and the Sacraments of Penance. They communicate an understanding of being forgiving and relating in a Catholic celebrating community. Students demonstrate developing knowledge and understanding of Jesus and His teachings. They are able to identify Christian ways of relating to others. Students demonstrate an understanding and appreciation of the Church as a community which continues the mission of Jesus. They are familiar with some formal prayers and are able to compose and pray simple prayers.

LATER CHILDHOOD

By the end of the early childhood band of development students name God as Father, Son and Holy Spirit. They value the wonder and beauty of God's creation and name ways they can live in harmony with the world. They identify and explore beliefs and traditions which are founded on Scripture as the Word of God and expressed in the story of the Catholic Church. Students explore and describe the role and place of Sacraments and the Mass in their lives. They communicate an understanding of ways of belonging and relating in a Catholic celebrating community. Students recognise the call to respond to God in their lives and explore challenges related to this response. They identify that they are part of the Church which continues the mission of Jesus to reach out in justice to others. They understand that being Christian is living according to the message of the Scriptures as expressed through the Church's teaching and Traditions. They recognise and name the qualities of Mary and the saints and identify ways Mary and the saints responded to God. Students examine ways in which the liturgical life of the Church nourishes and challenges them to respond to the presence of God. They appreciate the importance of signs, symbol, rites and rituals within the Church. They recognise that Scripture, symbol, rites and rituals are used in celebrations within the Catholic community. They are developing a familiarity with liturgical celebrations.

EARLY ADOLESCENCE

By the end of the early adolescence band, students recognise that all of creation reflects the mystery of God. They demonstrate an understanding of the Church as a faith community which is inspired by the Holy Spirit. They explore the Traditions, beliefs and history of the Catholic Church. They recall and describe key events associated with Jesus of Nazareth and the Paschal mystery as revealed in the Scriptures and celebrated in the Sacramental life of the Church. Students explore the Sacraments as key celebrations of the Christian mystery. They identify significant changes in the early Church. They communicate an understanding of sign, symbol, ritual and tradition as celebrated in the Church community. They recognise responsibility to continue the mission of Jesus by reaching out in love and justice to people. They identify and explain appropriate actions of stewardship of the earth community. They evaluate ways in which they can build the Kingdom of God. Students recognise prayer is relationship with God. They explore ways of praying in both formal and informal settings and they can identify some cultural influences on prayer. They participate in a variety of prayers and prayer forms of the tradition using appropriate signs, symbol, rites and rituals.

LATER ADOLESCENCE

By the end of the later adolescent band students can identify the essential features of Catholic belief and identify significant events in Church history. They can describe the relationship between God and Gods' people across time from the Hebrew Scriptures, through the life of Jesus, in the early Church and in the contemporary world. They can describe the development of the Church in Australia and some elements of the relationship between, faith and life. They demonstrate an understanding of the Catholic world view, particularly around the dignity of the human person, the option for the poor, social justice, stewardship of creation and beliefs about suffering, death and eternal life. They explain the significance of the Sacraments in the life of the Catholic community and understand the links between prayer and action. They identify and critically reflect on a range of spiritualities and are beginning to articulate their personal choices.

SCOPE AND SEQUENCE

The table below identifies the syllabus strands (and codes) as God and God's Creation (G), Jesus and Discipleship (J), Church in the World (C); and Prayer and Celebration (P).

It includes the unit title and nominates the essential content in each strand by band level and year level. Within a band, a school developed scope and sequence may reorder units to suit local circumstances.

| | | ELA26G GOD & GOD'S CREATION | ELA26J JESUS & DISCIPLESHIP | ELA26C Church IN THE WORLD | ELA26P PRAYER & CELEBRATION |
|--------------------------|----|--|--|--|--|
| EARLY CHILDHOOD | K | 26GK LOVING GOD Recognises and describes God's presence in others. | 26JK JESUS' FAMILY Identifies Jesus as the Son of God. | 26CK Church AS FAMILY Identifies communities where God's love is experienced. | 26PK HEART PRAYER Identifies prayer and ritual as special ways to be with God. |
| | 1 | 26G1 CREATOR GOD Identifies creation as an expression of God's love in the world. | 26J1 CARING JESUS Retells stories about Jesus. | 26C1 Church AS COMMUNITY Describes how the Church celebrates God's love. | 26P1 PATTERNS OF PRAYER Identifies patterns of prayer and ritual. |
| | 2 | 26G2 WONDEROUS GOD Describes some experiences of God present in themselves. | 26J2 JESUS' FORGIVENESS Describes the relationship between the Jesus story and the Sacrament of Penance. | 26C2 FAITHFUL Church Describes the nature of Baptism. | 26P2 COMMUNITY PRAYER Describes the Sacrament of Penance as a celebration of God's love and forgiveness. |
| LATER CHILDHOOD | 3 | 26G3 THE WORD OF GOD Identifies Scripture as the Word of God. | 26J3 JESUS' STORIES Identifies parables as stories to guide our choices. | 26C3 Church OF SERVICE Identifies the Church as a community of faith. | 26P3 SACRAMENTAL PRAYER Identifies the Mass as a celebration of the life, death and resurrection of Jesus. |
| | 4 | 26G4 GOD'S EARTH Explains the stewardship of creation. | 26J4 JESUS' COMMANDMENT Identifies guideposts for Christian living. | 26C4 Church OF THE SPIRIT Describes the power of the Holy Spirit in the lives of Christians. | 26P4 SEASONAL PRAYER Describes elements of the liturgical cycle. |
| | 5 | 26G5 RECONCILING GOD Identifies opportunities and actions to build peace and justice. | 26J5 JESUS' MISSION Describes the mission of Jesus for the Jewish people and for us. | 26C5 ChurchES OF THE WORLD Identifies common elements of a number of religions. | 26P5 PRAYER & SCRIPTURE Describes the relationship between prayer and Scripture. |
| EARLY ADOLESCENCE | 6 | 26G6 GOD REVEALED Identifies ways God is revealed among us. | 26J6 JESUS IN THE GOSPELS Identifies the place of the Gospels in the Catholic tradition. | 26C6 LIVING Church Describes the influence of faith on individuals and communities throughout history. | 26P6 PRAYER & ACTION Explains the relationship between the Sacrament of Confirmation and Christian service. |
| | 7 | 26G7 GOD OF STEWARDSHIP Investigates a range of cultural expressions of God's stewardship of creation. | 26J7 JESUS IN HISTORY Examines the historical and cultural influences on Jesus of Nazareth. | 26C7 CATHOLIC Church Identifies and describes essential features of Catholic belief. | 26P7 WAYS OF PRAYING Identifies the influence of culture on spirituality and prayer. |
| | 8 | 26G8 GOD OF COVENANT Describes the expressions of God and God's people in the Old Testament. | 26J8 JESUS THE TEACHER Investigates how the first disciples provide models for modern day disciples. | 26C8 EARLY Church Explores significant changes in Christianity in the early Church. | 26P8 PRAYER & SACRAMENTALITY Explores the place of Sacraments in the life of the Christian community. |
| LATER ADOLESCENCE | 9 | 26G9 GOD OF THE PROPHETS Examines the role of prophecy in the Christian tradition. | 26J9 JESUS IN LUKE Identifies the message of Jesus as recorded in Luke's Gospel. | 26C9 Church HISTORY Investigates significant historical events which have shaped the Australian Church. | 26P9 PRAYER & EUCHARIST Explains the significance of the Eucharist in the life of the Catholic community. |
| | 10 | 26G10 GOD OF LIFE Articulates a Christian understanding of suffering and death. | 26J10 JESUS & DISCIPLESHIP Explores the relationship between Jesus' action and the call to right relationships and social action. | 26C10 Church Church AND OTHER FAITHS Investigates a range of religious beliefs. | 26P10 PRAYER & SPIRITUALITY Explores how the Catholic tradition contributes to personal spirituality. |

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