

# The Religion Curriculum P-12

## Archdiocese of Brisbane



**Religious Education Services**

Religion Curriculum P-12 Scope & Sequence

Scope and Sequence Chart			Religion Curriculum P-12	
Strand	Sub Strand	Prep	Year 1	Year 2
BELIEFS	Trinity: God, Jesus the Christ, Spirit	<p><i>Religious Knowledge and Deep Understanding</i> There is one God, the source of truth and love, who is creator of all. God's presence is revealed in the goodness of creation.</p> <p><i>Skills</i> Listen and respond to the two creation stories in Genesis (Genesis 1:1–2:4a and Genesis 2:4b–9; 15–25). Make links between God and the natural world. Share their ideas about God and creation. <i>BETR1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Jesus called people, including 'the twelve', to share in his mission and ministry.</p> <p><i>Skills</i> Identify the nature of Jesus' mission and ministry (e.g. healing, teaching, forgiving). Name key people in Gospel passages, including 'the twelve', whom Jesus called to share in his mission and ministry. <i>BETR3</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Jesus lived a truly human life. His mission and ministry was to preach and bring about the Kingdom of God, including through his teaching, healing, and forgiving.</p> <p><i>Skills</i> Identify the purpose and nature of Jesus' mission and ministry as depicted in some Gospel stories. Describe the effect of Jesus' mission and ministry on the lives of key characters in some Gospel stories. <i>BETR4</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i> Christians believe that Jesus suffered, died and rose again.</p> <p><i>Skills</i> Listen and respond to the Easter story in the Gospels, including Mark 16:1-8. Share feelings and thoughts about the events, characters and messages in the Easter story. <i>BETR2</i></p>		
	Human Existence		<p><i>Religious Knowledge and Deep Understanding</i> God created human beings in God's own image, in order to form a loving relationship with them. God's plan is that people help each other to live safely and happily in community.</p> <p><i>Skills</i> Discuss ideas about God (including creator, forgiving, compassionate, caring, loving, listening). Identify and share the gifts God has given. Make a connection between their ideas of God (e.g. God is loving) and the way people live safely and happily in community (e.g. I/we can show love when I/we...).</p> <p><i>BEHE1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Human beings are called to be co-creators and stewards of God's creation.</p> <p><i>Skills</i> Identify ways in which human beings are called to be co-creators and stewards of creation (e.g. caring for the environment, responsible use of natural resources). Promote a specific action of caring for God's creation. <i>BEHE2</i></p>
World Religions	<p><i>Religious Knowledge and Deep Understanding</i> Jesus was a Jew. He lived in a Jewish family and Mary was his mother.</p> <p><i>Skills</i> Recognise stories from the New Testament that tell about Jesus' life as a Jew, such as the presentation in the temple (Luke 2:22-24; Luke 2:39-40) and the finding in the temple (Luke 2: 41-52). Investigate and report what Jewish families were like in the time of Jesus. <i>BEWR1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Jesus participated in the life of the Jewish community.</p> <p><i>Skills</i> Explore and record some aspects of Jewish daily life at the time of Jesus (including meal times, leisure times, observing the Sabbath, praying, food laws). <i>BEWR2</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> The Jewish people are a covenant people. Their relationship with God is expressed in their daily lives.</p> <p><i>Skills</i> Describe the Jewish understanding of covenant as agreement between God and the Jewish people. Record and report examples of how the covenant is lived in the daily lives of Jewish people today. <i>BEWR3</i></p>	

**Scope and Sequence Chart**

**Religion Curriculum P-12**

Strand	Sub Strand	Prep	Year 1	Year 2
<b>CHRISTIAN LIFE</b>	Moral Formation	<p><i>Religious Knowledge and Deep Understanding</i> Jesus taught key messages about love, compassion and forgiveness, including the parable of the Good Samaritan (Luke 10:29-37). Jesus taught that love of God and others is the greatest commandment. Christians are called to follow the teachings of Jesus.</p> <p><i>Skills</i> Share feelings and thoughts about some of Jesus’ key messages about love, compassion and forgiveness. Identify connections between Jesus’ key messages about love, compassion and forgiveness and their personal experience. <i>CLMF1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Christians believe God is creator and sustainer of life and all people have a responsibility to care for creation. Morality is about living in accordance with God’s plan for creation. God’s gift of the freedom to make choices is to be used responsibly.</p> <p><i>Skills</i> Recognise literal and inferred meaning in sacred stories about creation, including the second creation story (Genesis 2: 4b-8, 15-23) and Noah: a story of re-creation (Genesis 6:13-9:1). Make connections with personal experience when exploring Christian teaching about freedom to choose and how to use this freedom responsibly. <i>CLMF3</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Humans are called to acknowledge the sacredness of God and all creation, especially human life. The world is God’s gift to all generations; therefore care for all creation (stewardship) is a moral duty.</p> <p><i>Skills</i> Identify some inferred meanings (e.g. God created; all creation is sacred; humans are stewards of creation) of Judeo-Christian creation stories, including Genesis 1:1-2:4a; Genesis 2:4b-25 and Genesis 9:8-17). Compare and contrast their own actions and behaviours with the moral duty of caring for all creation as taught in the Judeo-Christian creation stories. <i>CLMF4</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i> According to Christian teaching, God created people as rational beings with the freedom to choose. Choices between good and bad, right and wrong involve the whole person – emotions, feelings and reasoning.</p> <p><i>Skills</i> Identify examples from scriptural texts, including the Ten Lepers (Luke 17:11-18), where people have the freedom to choose between good and bad, right and wrong. Explore the emotions, feelings and reasoning involved when people make choices between good and bad, right and wrong and make connections with their personal experiences. <i>CLMF2</i></p>		<p><i>Religious Knowledge and Deep Understanding</i> The loving relationship God offers to people is unconditional. Sin is made evident in the free choices that harm the individual and their loving relationships with God, with others and with all creation. Reconciliation involves admission of sin, saying sorry, asking for God’s help to change and seeking to heal relationships. There is no limit to God’s mercy and forgiveness.</p> <p><i>Skills</i> Identify behaviours and actions in some Scriptural texts, including Jesus teaches about forgiving others (Luke 17:3-4) and the Forgiving Father (Luke 15:11-31), that reveal aspects of God’s nature (e.g. loving, just, relational, forgiving, welcoming, merciful). Identify evidence of sin and the consequences of sin, using scenarios from the Gospels and/or from life experiences. Identify and analyse scenarios from the Gospels and/or from life experiences that illustrate the four elements of reconciliation (admit sin, say sorry, ask for God’s help to change and seek to heal relationships). <i>CLMF5</i></p>
	Mission and Justice	<p><i>Religious Knowledge and Deep Understanding</i> God’s plan is that people help each other to live safely and happily together. Societal laws are intended to be for the good of all.</p> <p><i>Skills</i> Identify connections between God’s plan for people to live safely and happily, as illustrated by Jesus’ teaching (e.g. The Golden Rule, Matthew 7:12 // Luke 6:31), and their personal experience (e.g. at school, home, community). Explore their feelings and thoughts about societal laws (e.g. classroom, playground, family, safety) being intended for the good of all, rather than to meet individual wants and needs. <i>CLMJ1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Based in Scripture, the Church teaches that all people are created in the image of God. The Church teaches that all people have dignity and natural rights and deserve respect, regardless of their religious, social or ethnic background.</p> <p><i>Skills</i> Communicate a personal response to the Church teaching that all people are created in the image of God. Make connections with personal experience when exploring Christian teaching about the dignity and natural rights of all people, regardless of their religious, social or ethnic background. <i>CLMJ2</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> God’s plan is that people respect all life, especially human life. All people have a responsibility to pursue peace and justice out of respect for human life and all creation.</p> <p><i>Skills</i> Identify and express ideas about scriptural texts that illustrate peaceful and just actions or relationships. Make connections between scriptural texts about respecting human life and all creation and their own life experiences. <i>CLMJ3</i></p>

Prayer and Spirituality	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Jesus prayed regularly and taught others how to pray. Prayer involves both talking and listening to God, either alone or with others. Believers pray with the help of word, music, action, silence, images, symbols and nature.</p> <p><i>Skills</i></p> <p>Identify some occasions when believers pray alone (personal prayer) and pray with others (communal prayer).</p> <p>Communicate an understanding of the language, gestures, purpose and context of the Sign of the Cross and Amen.</p> <p>Listen and respond to stories in the Gospels of Jesus praying and teaching others to pray, including teaching his disciples (Luke 11:1-4). Recognise elements that help believers pray. Participate with respect in a variety of prayer experiences (e.g. prayer circles, school prayer, thank you prayers).</p> <p><i>CLPS1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Jesus prayed regularly and taught others how to pray. Prayer involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature. Prayer in the Christian tradition, including Marian prayer, nurtures the spiritual life of believers.</p> <p><i>Skills</i></p> <p>Describe and explain the significance of some occasions when believers gather as community to pray (e.g. school feast day, Baptism, Sunday Mass, funerals, weddings, school prayer assemblies and liturgical celebrations).</p> <p>Participate with respect in a variety of personal and communal prayer experiences, including Grace and Marian prayer.</p> <p><i>CLPS3</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Prayer for forgiveness requires admission of sin, saying sorry, asking God’s help to change and seeking to heal one’s loving relationships with God, with others and with all creation.</p> <p><i>Skills</i></p> <p>Communicate an understanding of the language, purpose, gestures and context of prayers for forgiveness including acts of contrition and Penitential Act (A, B, C). Participate with respect in a variety of personal and communal prayer experiences, including prayer for forgiveness.</p> <p><i>CLPS6</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Mary, Mother of Jesus, has been honoured in many ways by Christians both past and present (e.g. prayer, images, music). The Hail Mary is a Catholic prayer, using words of scripture (Luke 1:26-28; Luke 1:39-42) and developed over a long period of time.</p> <p><i>Skills</i></p> <p>Identify ways believers past and present have honoured Mary.</p> <p>Communicate an understanding of the language, purpose and context of the Hail Mary.</p> <p><i>CLPS4</i></p>	
	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including being silent and still, and lighting a candle) that helps believers prepare the body and the mind for meditative prayer and engage in the ‘work of meditation’.</p> <p><i>Skills</i></p> <p>Participate respectfully in meditative prayer. Identify and use practices that assist preparation for and engagement in meditative prayer.</p> <p><i>CLPS 2</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including closing eyes, and praying with beads and music) that helps believers prepare the body and the mind for meditative prayer and engage in the ‘work of meditation’.</p> <p><i>Skills</i></p> <p>Participate respectfully in meditative prayer. Identify and use practices that assist preparation for and engagement in meditative prayer.</p> <p><i>CLPS5</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including closing eyes, and praying with beads and music) that helps believers prepare the body and the mind for meditative prayer and engage in the ‘work of meditation’.</p> <p><i>Skills</i></p> <p>Participate respectfully in meditative prayer. Identify and use practices and spiritual exercises that assist in preparing and engaging in meditative prayer.</p> <p><i>CLPS7</i></p>

Strand	Sub Strand	Prep	Year 1	Year 2
CHURCH	Liturgy and Sacraments	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church has important ways of praying together through celebrations and rituals, marking special times in the life of believers (e.g. Baptism, Eucharist) and in the Church year (the liturgical seasons).</p> <p><i>Skills</i></p> <p>Identify celebrations and rituals that mark special times in the life of the Church community (e.g. Baptism, Eucharist, reconciliation, Christmas, Easter) and in the Church year (e.g. Lent, Holy Week, Easter, Pentecost, Ordinary Time, Advent and Christmas).</p> <p>Describe some ways in which members of the Church pray together during special celebrations and rituals (e.g. word, action, silence, music and symbol, patterns/repetition, special colours).</p> <p>Make connections between Church rituals and special times in the lives of believers (e.g. Baptism and welcome; reconciliation and forgiveness).</p> <p><i>CHLS1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Sacraments are sacred actions of the Church through which God is present. In the Sacraments of Baptism and Eucharist, words, actions and symbols are used to communicate God’s presence and action.</p> <p><i>Skills</i></p> <p>Identify words, actions and symbols used in the Sacrament of Baptism to communicate God’s presence and action (e.g. use of water, sign of the cross, anointing with oil, white garment, Baptismal promises, candle).</p> <p>Identify words, actions and symbols used in the Sacrament of Eucharist to communicate God’s presence and action (e.g. bread, wine, water, priest community gathered, table fellowship, the Word, sign of peace, sending forth).</p> <p><i>CHLS2</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Forgiveness involves reconciliation with God and each other and restores broken relationships. In the Sacrament of Penance, believers celebrate reconciliation with God and each other. The Sacrament of Penance continues Jesus’ healing ministry in the life of the community.</p> <p><i>Skills</i></p> <p>Identify and analyse scenarios from the Gospels, including the story of Zacchaeus (Luke 19:1-10), and from life experience that involve restoring broken relationships (reconciliation). Recognise and record ways in which believers celebrate reconciliation with God and with each other in the Sacrament of Penance.</p> <p>Make connections between Jesus’ healing ministry and the Church’s healing ministry in the Sacrament of Penance.</p> <p><i>CHLS3</i></p>
	People of God	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church building is a sacred place. Believers gather in the Church to pray, to be together and to celebrate various rituals (e.g. Baptism, Eucharist, Marriage).</p> <p><i>Skills</i></p> <p>Identify features of the Church building that mark it as a sacred place (e.g. religious art, artefacts, icons and symbols, sacred objects, special clothes, parish name, etiquette).</p> <p>Describe some ways in which believers gather in the Church to pray, to be together and to celebrate various rituals.</p> <p><i>CHPG1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Within a local parish community there are many different roles (e.g. priest, parishioner, liturgical ministries such as musicians and altar servers; parish groups such as family groups and prayer groups; parish ministries such as St Vincent de Paul and youth worker).</p> <p><i>Skills</i></p> <p>Compare the different roles that people have in the local parish community.</p> <p><i>CHPG2</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church community draws from the teachings and actions of Jesus (e.g. actions of Jesus: praying, forgiving and helping people in need; teachings of Jesus: love, justice and peace) to guide the way they live.</p> <p><i>Skills</i></p> <p>Identify key teachings and actions from Jesus’ life that guide the life of the Church community, including the parable of the Good Samaritan (Luke 10:25-37), the Greatest Commandment (Matthew 22:34-40) and Jesus heals a crippled woman (Luke 13:10-13).</p> <p>Make connections between the ways members of the Church community live today and some teachings and actions of Jesus.</p> <p><i>CHPG3</i></p>
	Church History			

# SACRED TEXTS

	Old Testament	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians venerate the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer.</p> <p><i>Skills</i></p> <p>Use and display the Bible respectfully. Listen with respect as Scripture is proclaimed in prayerful settings.</p> <p>STOT1</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>For Christians, the Bible is a sacred book. The Old Testament describes how the people of Israel have reflected on God’s presence in their lives.</p> <p><i>Skills</i></p> <p>Make connections between the lives of people in Old Testament stories, including Moses (Exodus 3:8-17), and the ways in which God was active in their lives.</p> <p>STOT3</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Bible is a library of books. It is made up of two parts: the Old Testament and the New Testament.</p> <p><i>Skills</i></p> <p>Identify some features of text organisation, namely the titles ‘Old Testament’ and ‘New Testament’ and the Table of Contents, to locate some of the books containing familiar Bible stories.</p> <p>STOT4</p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Familiarity with characters, events and messages from some key Old Testament stories, including Joseph (Genesis 37:1-36, 39:1-6, 41:15-44, 41:53-57, 42–46) and David (1 Samuel 17:1-49), is a means of connecting Scripture and real life.</p> <p><i>Skills</i></p> <p>Listen and respond to Old Testament stories. Share feelings and thoughts about the events, characters and messages in some familiar Old Testament stories. Make links between some familiar Old Testament stories and their own experiences by sharing characters, events and messages that may be similar to or different from their own experiences.</p> <p>STOT2</p>		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church teaches that the Bible is an inspired account of God’s self-revelation. The Old Testament describes God’s relationship with the Jewish people. The Abraham and Sarah story is one example of how God relates with people (e.g. promise to Abraham and Sarah, Genesis 17:1-8; 15-19, 21-22).</p> <p><i>Skills</i></p> <p>Identify people, places, events and things in some Old Testament stories. Identify behaviours and actions in some Old Testament stories that reveal aspects of God’s nature (e.g. loving, just, relational, forgiving). Share and compare ideas and opinions with others about God’s relationship with people in Old Testament stories.</p> <p>STOT5</p>
	New Testament	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians venerate the Bible as a sacred book in many ways, including proclamation in prayer celebrations and meditative reflection in personal prayer.</p> <p><i>Skills</i></p> <p>Use and display the Bible reverently. Listen with reverence as Scripture is proclaimed in prayerful settings.</p> <p>STNT1</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Gospels of Matthew, Mark, Luke and John provide particular insights into the life and teaching of Jesus.</p> <p><i>Skills</i></p> <p>Identify key events, places and characters in the life of Jesus as revealed in Gospel passages, including Lost in the Temple (Luke 2:41-47); the baptism of Jesus (Mark 1:9-11); the Passover (Matthew 26:17-19) and the Last Supper (Mark 14:22-25). Identify similarities and differences between different Gospel accounts of key events, characters and teachings in the life of Jesus (e.g. birth, death, Jesus’ family, Jesus’ followers, meal stories, miracles).</p> <p>STNT3</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The New Testament consists of 27 books that proclaim the life and teaching of Jesus and the early Christian Church.</p> <p><i>Skills</i></p> <p>Identify some features of text organisation, namely the titles ‘Old Testament’ and ‘New Testament’ and the Table of Contents to locate some of the books depicting the life and teaching of Jesus (Gospels) and the early Christian Church (e.g. Acts of the Apostles, the letters).</p> <p>STNT4</p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Gospels tell the good news of Jesus. Familiarity with characters, events and messages from some key New Testament stories, including the birth of Jesus (Luke 2: 1-7; Matthew 1:18-25), is a means of connecting Scripture and real life.</p> <p><i>Skills</i></p> <p>Listen and respond to stories of and about Jesus in the Gospels. Share feelings and thoughts about the events, characters and messages in some familiar New Testament stories. Make links between some familiar New Testament stories and their own experiences by sharing characters, events and messages that may be similar to or different from their own experiences.</p> <p>STNT2</p>		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The life and teaching of Jesus is the primary source of God’s self-revelation in the New Testament.</p> <p><i>Skills</i></p> <p>Identify some teachings and actions of Jesus, including the parable of unforgiving servant (Matthew 18:21-35); Jesus heals two blind men (Matthew 20:29-34); and Jesus walks on the water John 6:16-21), that reveal aspects of God’s nature (e.g. father, loving, just, forgiving, welcoming, inclusive).</p> <p>STNT5</p>
			<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Knowledge of the historical, cultural and geographical context of the first century Mediterranean world assists the reader of the Gospels to better appreciate the life and times of Jesus.</p> <p><i>Skills</i></p> <p>Gather and record information about the</p>	

				<p>geographical, cultural and historical context of the first century Mediterranean world.</p> <p>Identify and place some of the key events and people of the first century Mediterranean world within a time sequence.</p> <p>Add contextual information (historical, geographical and/or cultural) about the first century Mediterranean world to familiar Gospel stories.</p> <p><i>STNT6</i></p>
Christian Spiritual Writings and Wisdom	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The writer of the first creation story in the Old Testament (Genesis 1:1-2:4a) repeatedly uses the statement “And God saw that it was good” to emphasise God’s special relationship with all of creation.</p> <p>Jesus’s wisdom challenged people about the way they were living (e.g. The Greatest Commandment: “Love the Lord your God with all your heart, all your soul and all your mind and love your neighbour as yourself.” Matthew 22:37–39).</p> <p><i>Skills</i></p> <p>Share feelings and thoughts about the goodness of God’s creation from their own experience.</p> <p>Make connections between some of Jesus’ wise statements and how these are expressed in a range of stories (e.g. personal stories, stories of the school’s founders, children’s literature, film, art).</p> <p><i>STCW1</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The wisdom of some Old Testament stories (e.g. Moses, Abraham, Noah, Joseph, Ruth, Jeremiah) helps people understand God’s presence in the lives of individuals and communities.</p> <p><i>Skills</i></p> <p>Make connections between important messages about God’s presence in the lives of individuals and communities in some Old Testament stories and their own experiences.</p> <p><i>STCW2</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The wisdom of the saints (e.g. St Francis of Assisi, St Clare of Assisi, St Therese of Lisieux, St Kevin of Glendalough) helps people understand about being co-creators and stewards of creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation.</p> <p><i>Skills</i></p> <p>Create print, visual or audio texts that draw on their own experiences, their imagination and information they have learnt from the wisdom of the saints about being co-creators and stewards of creation; the sacredness of all creation, especially human life; and forgiveness and reconciliation.</p> <p><i>STCW3</i></p>	

Strand	Sub Strand	Year 3	Year 4	Year 5	Year 6
BELIEFS	Trinity: God, Jesus the Christ, Spirit	<p><i>Religious Knowledge and Deep Understanding</i> Christians believe that Jesus is the Messiah and this is revealed through his presence and in his words, deeds and encounters with others.</p> <p><i>Skills</i> Identify some Scriptural texts in which Jesus is called 'Messiah', including the birth of Jesus the Messiah (Matthew 1:17-2:12). Communicate an understanding of the term 'Messiah' from Scripture. BETR5</p>	<p><i>Religious Knowledge and Deep Understanding</i> Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. Christians name this understanding of God as Trinity.</p> <p><i>Skills</i> Identify and explain Scriptural passages, including Matthew 3:13-17//Mark 9-11//Luke 3:21-23 (Jesus is baptized by John) that express God as Father, God as Son and God as Holy Spirit. BETR6</p>	<p><i>Religious Knowledge and Deep Understanding</i> The action of the Holy Spirit in the lives of believers is described in Scripture using a variety of titles (e.g. Spirit of God, Spirit of truth, Advocate) and images (e.g. oil, fire, wind).</p> <p><i>Skills</i> Identify some titles and images of the Holy Spirit found in Scripture, including 'Spirit of God' (1 Corinthians 2:9-15). Make connections between some titles and images of the Holy Spirit and the action of the Holy Spirit in the lives of believers. BETR7</p>	<p><i>Religious Knowledge and Deep Understanding</i> Jesus' relationship with God the Father and humanity is described in Scripture using a variety of titles and images (e.g. liberator, creator, Son of God, Son of Man, Messiah, Anointed One, Lamb of God, Bread of Life, Rabbi, Saviour).</p> <p><i>Skills</i> Locate and identify images in scripture, including John 1:35-51, that express different titles of Jesus. Explain how a title of Jesus describes his relationship to God the Father and/or humanity. BETR8</p>
	Human Existence	<p><i>Religious Knowledge and Deep Understanding</i> Christians believe that order and harmony arise from the diversity and interdependence of creation.</p> <p><i>Skills</i> Identify the diversity of God's created world. Explore some of the relationships that exist in the created world (e.g. sun and moon). Communicate an understanding of order and harmony in God's creation. BEHE3</p>	<p><i>Religious Knowledge and Deep Understanding</i> Christians believe that as God is relational in nature, so too people become fully human through the experience of community.</p> <p><i>Skills</i> Communicate an understanding of the concept of 'community'. Explain how living in community helps people reach their full potential. BEHE4</p>	<p><i>Religious Knowledge and Deep Understanding</i> Faith is shared and strengthened in the community of believers. The central and primary sharing of faith within the community of believers is the celebration of Eucharist.</p> <p><i>Skills</i> Identify ways in which people share faith within a community of believers (e.g. family, parish, school). Communicate an understanding of how the faith of people strengthens the faith of the community of believers. BEHE5</p>	<p><i>Religious Knowledge and Deep Understanding</i> Christians believe that faith is a virtue freely gifted by God. Faith is a free and personal response to God that is lived out in the life of the believer, including Jairus' daughter (Matthew 9:18-26//Mark 5:21-43//Luke 8:40-49).</p> <p><i>Skills</i> Identify and describe some characteristics of Christian faith as a gift of God (e.g. initiated by God (gift), the work of the Holy Spirit, conversion). Identify ways in which faith is lived out in the life of believers, personally and communally. BEHE6</p>
	World Religions	<p><i>Religious Knowledge and Deep Understanding</i> The Jewish people have a special relationship with God. This relationship is revealed through the stories, people and events recorded in the Torah, or written law.</p> <p><i>Skills</i> Identify stories, people and events recorded in the five books of the Torah, including God's promise to Jacob (Genesis 28:10-22). Describe God's relationship with the Israelites as revealed in key stories from the Torah. BEWR4</p>	<p><i>Religious Knowledge and Deep Understanding</i> Judaism is a dynamic religion. Groups within first century Palestine reflected the dynamic nature of Judaism.</p> <p><i>Skills</i> Compare and contrast features of Jewish worship in the world of first century Palestine. BEWR5</p>	<p><i>Religious Knowledge and Deep Understanding</i> Followers of Judaism live their relationship with God through their personal and communal worship.</p> <p><i>Skills</i> Identify features of a Synagogue and explain their importance in Jewish worship. Identify and explain practices associated with the observance of Sabbath. Make connections between the Sabbath rituals and prayers and the Jewish relationship with God. BEWR6</p>	<p><i>Religious Knowledge and Deep Understanding</i> The faith of Jewish believers is shared and strengthened through the commemoration of High Holy Days (Leviticus 23:1-44), including Rosh Hashanah, Yom Kippur, Pesach (Passover).</p> <p><i>Skills</i> Identify key elements of the High Holy Days (e.g. themes, messages, rituals). Make connections between the practices of the High Holy Days and the faith life of believers (e.g. atoning for sin, remembering key stories, reflecting on past actions). BEWR7</p>

**CHRISTIAN LIFE**

Strand	Sub Strand	Year 3	Year 4	Year 5	Year 6
	Moral Formation	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Scriptures provide a foundation for moral living, specifically the Decalogue, Beatitudes and the fruits of the Spirit. The Decalogue (Ten Commandments) is a guide for making moral decisions. Jesus’ teaching in the Beatitudes provides a basis for Christian morality. It does not abolish the Decalogue but fulfils it, making clearer what is required of one who loves God. The fruits of the Spirit enable Christians to live a moral life.</p> <p><i>Skills</i></p> <p>Identify the audience and purpose of the Beatitudes (Matthew 5:3-11; Luke 6:20-26). Identify the connection between The Decalogue (Ten Commandments) and Jesus’ teaching in the Beatitudes. Draw connections between scriptural foundations for moral living, specifically the Decalogue, Beatitudes and the fruits of the Spirit, and personal experience.</p> <p><i>CLMF6</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Morality is about choosing between right and wrong. Conscience is the human capacity to identify and make judgements about what is right and wrong. Sin is the human choice to live without the help of God. Sin is made evident in the free choices which result in actions that harm oneself and one’s loving relationships with God, with others and with all creation.</p> <p><i>Skills</i></p> <p>Distinguish between right and wrong choices in a variety of morally challenging situations. Explain how wrong choices harm oneself and one’s loving relationships with God, with others and with all creation.</p> <p><i>CLMF7</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Conscience is a judgement of reason that, as far as possible, takes into account the good of all. For Christians, conscience is formed by the Word of God (e.g. The Decalogue, Leviticus 19:1-3; 9-18, and Jesus’ moral teaching (The Beatitudes), Luke 6:20-36; Matthew 5:1-12), assimilated in faith and prayer and put into practice. Formation of conscience is assisted by the gifts of Holy Spirit, the witness and advice of others and the authoritative teaching of the Church. Moral choice involves both judgment and then acting according to that judgment.</p> <p><i>Skills</i></p> <p>Describe some key considerations in the formation of conscience for Christians. Develop and explain a reasoned judgement or informed moral choice by applying questions based on some key considerations in the formation of conscience.</p> <p><i>CLMF9</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>For Christians, the New Law as given by Jesus is a law of love, a law of grace and a law of freedom. Freedom, especially in moral and religious matters, is the right of every human person. For Christians, the freedom to choose is required by the New Law to take into account the good of all. Christians believe that God has given the gift of wisdom to humans (the natural law) which enables them to choose good and avoid evil.</p> <p><i>Skills</i></p> <p>Describe Jesus’ New Law, using examples from New Testament texts, including Matthew 5:17. Explain the significance of Jesus’ New Law for believers and for moral decision making. Make connections between the New Law of Jesus and possible implications for personal actions.</p> <p><i>CLMF10</i></p>
	Mission and Justice	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Jesus’ great commandment requires Christians to respect basic human rights and acknowledge responsibilities. Concern for the poor and disadvantaged is a key message in Scripture (including Luke 4:16-21) and church teaching.</p> <p><i>Skills</i></p> <p>Make connections between the concern for the poor and disadvantaged, found in Scripture and Church teaching, and the responsibility of Christians.</p> <p><i>CLMJ4</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians are called to be responsible stewards, caring for all of God’s creation. Caring for the environment is a moral issue for Christians.</p> <p><i>Skills</i></p> <p>Describe key features of stewardship according to Christian teaching. Apply the Christian moral duty of stewardship to environmentally friendly practices.</p> <p><i>CLMJ5</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Jesus makes charity (love) the new commandment: “As the Father has loved me, so have I loved you; abide in my love....” “This is my commandment, that you love one another as I have loved you” (John 15: 9 - 17). Charity is the source and goal of Christian practice. Christian charity calls people to go beyond existing laws to care for the wellbeing of others.</p> <p><i>Skills</i></p> <p>Distinguish between choices or actions that fulfil existing laws or obligations and those that respond to Jesus’ new commandment. Develop and explain a personal choice or action that demonstrates the application of Jesus’ new commandment of love.</p> <p><i>CLMJ6</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Spiritual and corporal works of mercy are foundational for understanding the Church’s teaching about concern for the common good. Works of mercy are charitable actions at the service of others. The spiritual works of mercy are: instructing, advising, challenging injustice, consoling, comforting, forgiving, bearing wrongs patiently and praying for the living and the dead. The corporal works of mercy are: feeding the hungry, giving drink to the thirsty, sheltering the homeless, visiting the sick and imprisoned, clothing the naked and burying the dead.</p> <p><i>Skills</i></p> <p>Identify expressions of the spiritual and corporal works of mercy. Make connections between the spiritual and corporal works of mercy, their scriptural</p>

				foundations (including Matthew 25:31-46), and the Church's teaching about concern for the common good. Reflect on and express their personal responses to the challenge to serve others through the works of mercy. <i>CLMJ7</i>
Prayer and Spirituality	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In the Christian tradition, essential forms of prayer, including prayers of thanksgiving and prayers of praise, nurture the spiritual life of believers. For Christians, a primary role of prayer is praise and thanksgiving to a God who knows and cares for each person individually. There are many examples of prayers of praise and thanksgiving in the Christian tradition, such as: psalms of praise and thanksgiving; words of praise and thanksgiving from Paul's letters; and doxologies, including Glory to the Father [Glory Be].</p> <p><i>Skills</i></p> <p>Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of thanksgiving and prayers of praise, including the Glory to the Father [Glory Be].</p> <p>Select and use an appropriate prayer structure (e.g. You Who Do Through) to demonstrate an understanding of the role of prayers of praise and prayers of thanksgiving for Christians.</p> <p><i>CLPS8</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In the Christian tradition, essential forms of prayer, including prayers of petition and intercession, nurture the spiritual life of believers. By prayers of petition, Christians seek forgiveness and turn back to God. Intercessions are prayers of petition in which Christians intercede for the needs of others (e.g. the community, the church, the world, leaders) as well as for themselves. Intercessions may take the form of a litany. A litany is a form of prayer in which a person makes fixed responses to a series of petitions.</p> <p><i>Skills</i></p> <p>Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of petition and intercession, including litanies. Create a prayer of petition or intercession, using an appropriate prayer structure, such as a litany, to demonstrate an understanding of the role of prayers of petition and prayers of intercession for Christians.</p> <p><i>CLPS10</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians past and present seek Mary's intercession through prayer because of her humanity and her role as mother of Jesus and mother of the Church. Marian prayer invites believers to a deeper relationship with Christ, draws them into the life of the Church and models a balance between prayer and action. In Marian prayers, including the Hail Mary and the Litany of Mary of Nazareth, there are two elements: praising God and entrusting cares and petitions to Mary.</p> <p><i>Skills</i></p> <p>Analyse and explain the elements and features of some Marian prayers (e.g. text structures, vocabulary, images; language patterns). Make connections between Marian spirituality and how believers pray, live and act. Create a Marian prayer using appropriate structure and elements.</p> <p><i>CLPS14</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In response to the request of his followers "Lord, teach us to pray as you do", Jesus gave them the Our Father or the Lord's Prayer (Luke 11:1-13; Matthew 6:5-15). The origins of The Lord's Prayer are deeply rooted in the Jewish tradition. The Our Father is a central prayer in Christianity and an integral part of Catholic liturgy. Seven petitions are identified in The Lord's Prayer:</p> <ol style="list-style-type: none"> <li>1. Hallowed be your name</li> <li>2. Your kingdom come</li> <li>3. Your will be done on earth as it is in heaven</li> <li>4. Give us this day our daily bread</li> <li>5. Forgive us our trespasses as we forgive those who trespass against us</li> <li>6. Lead us not into temptation</li> <li>7. Deliver us from evil</li> </ol> <p>The first three petitions praise God. The remaining four petitions present to God the needs of believers.</p> <p><i>Skills</i></p> <p>Compare different texts of The Lord's Prayer, including Scriptural references and traditional Christian versions. Identify the use of The Lord's Prayer in Catholic liturgy (e.g. Communion Rite; Baptism; The Anointing of the Sick). Investigate the origins of The Lord's Prayer (e.g. in Old Testament texts; Jewish prayer and ritual). Make connections between students' own experiences and the seven petitions of The Lord's Prayer.</p> <p><i>CLPS16</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In the Christian tradition, essential forms of prayer, including prayers of blessing, nurture the spiritual life of believers. Every blessing acknowledges and praises God's presence and prays for God's gifts for self and others.</p> <p><i>Skills</i></p> <p>Communicate an understanding of the features (e.g. language, purpose, structures, gestures, context) of prayers of blessing, including Psalm 148. Create a prayer of blessing for a particular purpose (e.g. grandparents' day, mothers' day, fathers' day, sick class member) using an appropriate prayer structure.</p> <p><i>CLPS11</i></p>		

	<p><i>Religious Knowledge and Deep Understanding</i>  Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including guided meditation and mindful listening) that help believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'.</p> <p><i>Skills</i>  Participate respectfully in meditative prayer.  Identify and use practices that assist preparation for and engagement in meditative prayer.</p> <p><i>CLPS9</i></p>	<p><i>Religious Knowledge and Deep Understanding</i>  Meditative prayer uses silence and stillness to assist believers to listen and talk to God. There is a range of practices (including praying with the help of colour and mandalas) that helps believers prepare the body and the mind for meditative prayer and engage in the 'work of meditation'.</p> <p><i>Skills</i>  Participate respectfully in meditative prayer.  Identify and use practices that assist preparation for and engagement in meditative prayer.</p> <p><i>CLPS12</i></p>	<p><i>Religious Knowledge and Deep Understanding</i>  Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices for preparing the body and the mind for meditative prayer, and engaging in the 'work of meditation'. Praying the Rosary is a meditative prayer in the Christian tradition.</p> <p><i>Skills</i>  Participate respectfully in meditative prayer, including The Rosary and mantras.  Identify and use practices that assist preparation for and engagement in meditative prayer, including praying with Rosary beads.</p> <p><i>CLPS15</i></p>	<p><i>Religious Knowledge and Deep Understanding</i>  Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices for preparing the body and the mind for meditative prayer and engaging in the 'work of meditation', including prayer journaling. The Examen is a meditative prayer in the Christian tradition.</p> <p><i>Skills</i>  Participate respectfully in meditative prayer, including The Examen.  Identify and use practices that assist preparation for and engagement in meditative prayer, including prayer journaling.</p> <p><i>CLPS17</i></p>
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# CHURCH

Liturgy and Sacraments	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Through the Sacraments of Initiation (Baptism, Confirmation and Eucharist), people become members of the Body of Christ, the Church community, and receive strength for the journey of life. Baptism is the first of the Sacraments of Initiation. In the Sacrament of Confirmation, words, actions and symbols are used to communicate God’s presence and action. Eucharist completes Christian initiation and provides nourishment for the spiritual life of believers.</p> <p><i>Skills</i></p> <p>Make connections between personal experiences of initiation (e.g. new class, new school, new team) and the experience of believers becoming members of the Church through the Sacraments of Initiation. Identify words, actions and symbols used in the Sacrament of Confirmation to communicate God’s presence and action (e.g. laying on of hands, sealing with oil, sign of peace, renewal of Baptismal promises, presence of the sponsor, discipleship, Holy Spirit).</p> <p><i>CHLS4</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Sacraments accompany the life journey of each believer. Through the Sacraments, God offers believers gifts of new life, healing and forgiveness, and nourishes and strengthens their faith by promising fulfilment of their deepest hopes and longings. Anointing of the Sick is one of the Sacraments of Healing. In this Sacrament, words, actions and symbols are used to communicate God’s healing of body and spirit. The Sacrament of Anointing of the Sick continues Jesus’ healing ministry in the life of the community.</p> <p><i>Skills</i></p> <p>Describe connections between the life journey of each believer and the Sacraments of the Church.</p> <p>Identify words, actions and symbols used in the Sacrament of Anointing of the Sick to communicate God’s healing of body and spirit (e.g. Scripture, laying on of hands, blessing with oil, prayer of thanks, sprinkling with holy water, Lord’s Prayer, presence of the priest).</p> <p>Make connections between Jesus’ healing ministry, including giving sight to a blind man at Jericho (Mark 10:46-52 // Luke 18:35-43), and the Church’s healing ministry in the Sacrament of Anointing of the Sick.</p> <p><i>CHLS5</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The key parts of the Catholic Rite of Confirmation are: calling on the Holy Spirit and the laying on of hands and the anointing with the oil of chrism together with the words ‘Be sealed with the Gift of the Holy Spirit’. The gifts of the Spirit (wisdom, understanding, right judgment, courage, knowledge, awe and wonder and reverence) guide believers and give them strength to live a spirit-filled life. The fruits of the Spirit (love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, self-control) are visible signs of God’s active love and work within and through believers as they live spirit-filled lives.</p> <p><i>Skills</i></p> <p>Describe the key parts of the Catholic Rite of Confirmation, identifying words, symbols, actions and significance in the lives of believers.</p> <p>Explain the meaning of some of the gifts of the Spirit and how these guide and give strength to believers today.</p> <p>Explain the meaning of some of the fruits of the Spirit (Galatians 5:22-23) and how they are visible signs of God’s active love and work in the lives of believers.</p> <p><i>CHLS7</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The word Eucharist means thanksgiving: believers give thanks for all that God has given, particularly the gift that is Jesus. The Mass is made up of the Liturgy of the Word and the Liturgy of the Eucharist. The Church teaches that in the celebration of Eucharist, Jesus is sacramentally present in four ways: the people gathered, in the Church’s minister, in the Word proclaimed, and most profoundly in the gifts of bread and wine which become the Body and Blood of Christ. In the Eucharist, believers remember and celebrate the life, death and resurrection of Jesus (the Paschal mystery). This is the focus or ‘theme’ of every Eucharistic liturgy. The saving events of the Paschal mystery are made present in the Eucharist through which believers are offered to share in the new life of Christ (1 Corinthians 10:16-17). Eucharist is memorial, sacrifice, prayer, nourishment and community. The Mass challenges believers to go out and live the good news that Jesus proclaimed.</p> <p><i>Skills</i></p> <p>Identify the parts of the Mass (e.g. Introductory Rite, Liturgy of the Word, Liturgy of the Eucharist, Communion Rite, Concluding Rite).</p> <p>Explain the different ways in which Jesus is sacramentally present in the Mass.</p> <p>Communicate an understanding of the key purposes of the Eucharist for believers (e.g. memorial, sacrifice).</p> <p><i>CHLS8</i></p>
	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Penance is one of the Sacraments of Healing which celebrates God’s love and mercy. It calls people to conversion and to forgiveness towards others. In the Sacrament of Penance, words, actions and symbols are used to communicate God’s love and forgiveness. Penance strengthens the spiritual life of believers and turns their hearts towards God.</p> <p><i>Skills</i></p> <p>Identify words, actions and symbols used in the Sacrament of Penance to communicate God’s love and forgiveness (e.g. prayer, reading from Scripture, confession of sin, sign of the cross, presence of the priest,</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church’s liturgical year is told through a framework of different seasons (Advent, Christmas, Lent, Easter, Pentecost, Ordinary Time), revealing the story of salvation and drawing inspiration from Jewish tradition. In liturgical celebrations, forms of sacred art (including music, visual arts, drama, dance, media) are used to inspire believers to prayer and a deeper understanding of the mystery of God. In liturgical celebrations, believers are encouraged to actively participate through action (e.g. sign of peace, genuflecting, sign of the cross), word (e.g. acclamations, responses, singing), posture (e.g. kneeling, bowing) and observing a</p>		

		words of absolution). Explain how the Sacrament of Penance calls believers to conversion and forgiveness of others (e.g. through words of Scripture, spiritual readings, the imposition of penance). <i>CHLS6</i>		reverent silence at appropriate times. <i>Skills</i> Make connections between some key celebrations of the Church's liturgical year and the story of salvation. Identify where, how and why forms of sacred art are used in liturgical celebrations. Identify ways in which believers actively participate in liturgical celebrations and interpret the meaning of these for believers. <i>CHLS9</i>
People of God	<i>Religious Knowledge and Deep Understanding</i> A diocese is a particular community of parishes usually within a defined geographical boundary under the leadership of the bishop. <i>Skills</i> Discuss what Catholics mean when they talk about a 'diocese'. Identify some key features of the local diocese/archdiocese (e.g. its location; the names of key buildings, bishop/archbishop, one or more parishes that belong to the diocese/archdiocese). Make connections between the role of the bishop and some of his important duties (e.g. as a teacher and a leader, the bishop writes letters/communicates with people in the diocese to teach them about special events; as a priest, the bishop celebrates Mass; as a leader of the diocese, he visits parishes). <i>CHPG4</i>	<i>Religious Knowledge and Deep Understanding</i> The practices of each Church community (including the parish and diocese) are modelled on the mission and ministry of Jesus. A variety of characteristics mark local Church communities, including: prayer and worship (Acts 2:42); proclaiming the Good News (Romans 10:14); building peaceful relationships (Romans 14:19); caring for the marginalised (1 Corinthians 12:26a); rejoicing in the achievements of one another (1 Corinthians 12:26b); seeking and offering forgiveness (Ephesians 4:32); supporting and encouraging one another (1 Thessalonians 5:11) and welcoming and creating a sense of belonging. <i>Skills</i> Make connections between the practices of Church communities and the mission and ministry of Jesus. Describe (using examples) the variety of characteristics that mark local Church communities. <i>CHPG5</i>	<i>Religious Knowledge and Deep Understanding</i> Mary is the mother of Jesus and of all Christians. Mary's role in the Church community (e.g. advocate, mother, helper) can be described using a variety of titles and images. New Testament texts reveal Mary's role as mother of Jesus and her role in the early church community. <i>Skills</i> Explain how some titles and images of Mary found in New Testament texts, including Luke 1:39-45, reveal her role as mother of Jesus and her role in the Church community. Compare different understandings of Mary as depicted in a variety of titles and images (e.g. from visual, multimedia and/or written texts). <i>CHPG6</i>	<i>Religious Knowledge and Deep Understanding</i> 'Communion of saints' is a term which describes the spiritual bond that exists, through Baptism, between all the members of the Church, living and dead. <i>Skills</i> Communicate an understanding of the term 'communion of saints'. <i>CHPG7</i>
Church History	<i>Year Level Focus: Community and Remembrance Religious Knowledge and Deep Understanding</i> Each parish is an important part of a diocese. An understanding of the history of a parish assists in exploring the history of the diocese to which it belongs. Part of this history is the story of the collaboration of the clergy, religious and laity so that people can hear the Gospel and know Jesus. <i>Skills</i> Pose a range of questions about the history of a parish and diocese. Identify and sequence people and events of historical significance in the story of a parish and diocese. Identify and explain an important example of change and of continuity in the story of a parish	<i>Year Level Focus: First Contacts (c.1788 CE – c.1850 CE) Religious Knowledge and Deep Understanding</i> The first Catholics in Australia preserved their faith in an environment of suspicion and conflict, mostly without the presence of priests. Official recognition and toleration ushered in a new era for Catholics in Australia. Catholic laity and clergy were among the first to recognise and respond to the impact of settlement and expansion on Aboriginal people. <i>Skills</i> Sequence some key people and events (secular and religious) of early colonial Australia (c.1788CE - c.1850CE) and recognise their	<i>Year Level Focus: Christianity in the Australian Colonies (c.1850 CE – c.1900 CE) Religious Knowledge and Deep Understanding</i> Pioneering Catholics overcame challenges to preserve the faith of their fathers and mothers. Catholics took their place in colonial Australian society (c.1850 CE - c.1900 CE). Being Catholic in a new, free society raised challenges. <i>Skills</i> Sequence some key people and events (religious and secular) in the Australian colonies (c.1850 CE - c.1900 CE) and recognise their significance in bringing about change. Develop historical narratives and descriptions about some	<i>Year Level Focus: The Catholic Church in a developing Australian nation (c.1900 CE to present) Religious Knowledge and Deep Understanding</i> Catholics helped form the new Australian nation (c.1900 CE to present). Catholics initially set themselves apart. A uniquely Australian Church emerged. New ways of being both Catholic and Australian were encouraged. <i>Skills</i> Sequence some key people and events (religious and secular) that contributed to the development of Australia as a nation (c.1900 CE to present). Locate information about the contribution or significance of Catholics to the shaping of the Church in Australia (c.1900 CE to present).

		<p>and diocese (e.g. spirituality of local Aboriginal and Torres Strait Islander peoples; ways of celebrating; liturgical space; roles in the liturgy, parish/diocesan groups).</p> <p>Develop an historical text (e.g. narrative) about a person or event of historical significance in the story of a parish and diocese, using terms denoting time.</p> <p><i>CHCH2</i></p>	<p>significance in bringing about change.</p> <p>Develop historical narratives about some key events and people's experiences in the early Church in Australia (c.1788 CE - c.1850 CE) using appropriate historical terms. Identify different points of view towards Aboriginal people in early colonial Australia (e.g. squatters, missionaries, free settlers, convicts, clergy).</p> <p><i>CHCH3</i></p>	<p>key events and people's experiences in the Church in the Australian colonies (c.1850 CE - c.1900 CE) using source materials and appropriate historical terms and concepts. Locate information about the contribution or significance of Catholics (laity, clergy, religious) to the shaping of particular communities, including Indigenous communities (c.1850 CE - c.1900 CE).</p> <p><i>CHCH4</i></p>	<p>Develop historical narratives and descriptions about some key events and people's experiences in the Church in Australia after Federation using source materials and appropriate historical terms and concepts. Identify and describe some examples of significant change and continuity in Australian Catholic identity and relationships with the wider society (c. 1900 CE to present).</p> <p><i>CHCH5</i></p>
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# SACRED TEXTS

Strand	Sub Strand	Year 3	Year 4	Year 5	Year 6
	Old Testament	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Old Testament scriptures, including Isaiah 49:15- 16, use many different images to portray God (e.g. fire, rain, potter, mother, refuge, sanctuary, lover). The Psalms are used in prayer, especially in praise of and thanksgiving to God.</p> <p><i>Skills</i></p> <p>Examine the textual features of Old Testament texts (e.g. language, form, use of images, words and phrases in the Psalms). Speculate on the human author's reasons for choosing a particular image to portray God.</p> <p>Communicate personal reactions to various images used to portray God in some Old Testament texts.</p> <p><i>STOT6</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The books of the Old Testament contain a variety of text types including historical narratives, sacred myths, poetry, legal codes and wise sayings. God's Word is revealed through an understanding of the books and text types of the Old Testament. The human author's choice of text type is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).</p> <p><i>Skills</i></p> <p>Identify typical stages and language features of various types of text in the Old Testament, including Genesis 1:1-2:4a, a sacred myth. Explain how knowledge of the typical stages and language features of an Old Testament text affects a reader's understanding of its message.</p> <p><i>STOT7</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Psalms of the Old Testament are a model for personal and communal prayer. There are three main forms of Psalms in the Old Testament: Psalms of lament (Sorrow), Psalms of thanksgiving and Psalms of praise (Hymns).</p> <p><i>Skills</i></p> <p>Identify some life experiences of the psalmists (e.g. awe and wonder, feelings of abandonment, despair and anger, fear of the future, threatened by enemies) as communicated in a variety of Psalms.</p> <p>Explore the relationship between the psalmist and God as revealed in a variety of Psalms (e.g. parent/child; protector; trust/doubt, praise, thanksgiving, dependence, humility, loyalty, grandeur of God).</p> <p>Use the Psalms as a model to create a personal or communal prayer.</p> <p><i>STOT9</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Key messages of Old Testament prophets are identified within their social, cultural and historical contexts.</p> <p><i>Skills</i></p> <p>Use a range of Biblical tools to analyse the social, cultural and historical contexts of some Old Testament prophets, including Samuel (1 Samuel 3:1-4:1a). Communicate an understanding of some key messages of Old Testament prophets, taking into account their context (e.g. repent and turn back to God, act justly, care for others in particular the poor and marginalised, observe the Law, God is compassionate and forgiving, God is always faithful).</p> <p><i>STOT10</i></p>
			<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Bible's referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things.</p> <p><i>Skills</i></p> <p>Identify some features of text organisation (namely book, chapter, verse, Table of Contents, Index, headings and subheadings) used to order and present information in the Bible.</p> <p>Use some features of text organisation to locate books, people, places and things in the Bible.</p> <p><i>STOT8</i></p>		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines) are used to assist in deepening awareness of Old Testament texts.</p> <p><i>Skills</i></p> <p>Investigate and evaluate the usefulness of a range of Biblical tools for deepening awareness of Old Testament texts.</p> <p><i>STOT11</i></p>
	New Testament	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>A knowledge of the cultural contexts of the Gospels assists the reader to better understand the life and teaching of Jesus.</p> <p><i>Skills</i></p> <p>Retrieve contextual information from written and digital texts to identify some aspects of the cultural contexts in which the Gospels were written.</p> <p>Begin to analyse gospel stories by drawing on a growing knowledge of the context in which the story was written in order to communicate thinking and understandings about the life and teaching of Jesus.</p> <p><i>STNT7</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Understanding God's Word is aided by an awareness of the books and text types of the New Testament. There are a variety of text types in the New Testament, each with particular textual features.</p> <p><i>Skills</i></p> <p>Identify typical stages and language features of various types of text in the New Testament (e.g. narratives, letters, parables, miracle stories).</p> <p>Explain how a knowledge of the typical stages and language features of a New Testament text affects a</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The contexts of the Gospel writers (e.g. purpose of the writer, time of writing, intended audience, point of view) shaped their Gospels. The context of the Gospel writer is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).</p> <p><i>Skills</i></p> <p>Compare and contrast parallel passages from the Gospels of Matthew and Luke, including the infancy narratives (Luke 1:26-38, Matthew 1:18-25; Luke 2:1-14, Luke 2:15-20,</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church teaches that the Holy Spirit guided the formation of the New Testament and the whole of Scripture. Inspiration means the human authors of Scripture, guided by the Holy Spirit and using their own knowledge and skills, revealed God's nature and teaching. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).</p> <p><i>Skills</i></p> <p>Use Biblical tools (e.g. concordance of the Bible, Biblical dictionary, Biblical commentary)</p>

		<p>reader's understanding of its message. <i>STNT9</i></p>	<p>Matthew 2:1-12, Matthew 2:13-15). Explore some features of Gospel texts (e.g. place, characterisation, vocabulary, dialogue, the narrative voice) that provide evidence of how the writers have shaped their Gospels for a particular community in a particular time and place. <i>STNT12</i></p>	<p>to search for and locate relevant New Testament references to the role of the Holy Spirit in guiding the formation of the New Testament. Locate evidence in some New Testament texts showing that the human authors used their own voice, knowledge and skills to reveal God's nature and teaching. <i>STNT14</i></p>
	<p><i>Religious Knowledge and Deep Understanding</i> The New Testament is a collection of text types (e.g. Gospels, the Acts of the Apostles, letters, other apostolic writings) which differ, depending on the intention and context of the human author. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). <i>Skills</i> Become familiar with typical structural stages and language features of various types of text in the New Testament (e.g. narratives, letters, parables). Speculate on the human author's reasons for using particular types of text. <i>STNT8</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> The use of different language features (images, characters, setting, and vocabulary) in retelling key parables from the New Testament, including the parable of the Good Samaritan (Luke 10:25-37), can assist the reader to make meaning of Scriptural teachings. <i>Skills</i> Identify and explain language features of parables, namely images, characters, vocabulary and settings. Experiment with changing particular aspects of key parables, namely images, vocabulary, setting and characters. Explore personal experiences and imagining to retell key parables from the New Testament, and apply the teaching to life. <i>STNT10</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> A range of Biblical tools (including timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines and Gospel parallels) is used to assist in deepening awareness of New Testament texts. <i>Skills</i> Investigate and evaluate the usefulness of a range of Biblical tools for deepening awareness of New Testament texts. <i>STNT13</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Gospel writers use many images and titles for Jesus. The Gospels and other New Testament texts (including Matthew 16:16-17, Acts 17:2-3, Acts 1:29-33,36) proclaim Jesus as fulfilling all of God's promises in the Old Testament, including Messiah, Son of Man, and Saviour. <i>Skills</i> Recognise a number of images and titles for Jesus in the Gospels and other New Testament texts. Make connections between Gospel texts and Old Testament texts. <i>STNT15</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i> The Bible's referencing system is structured according to book, chapter and verse. The contents and index of the Bible assist the reader to locate books, people, places and things. <i>Skills</i> Identify some features of text organisation (namely book, chapter, verse, Table of Contents, Index, headings and subheadings) used to order and present information in the Bible. Use some features of text organisation to locate books, people, places and things in the Bible. <i>STNT11</i></p>		
Christian Spiritual Writings and Wisdom	<p><i>Religious Knowledge and Deep Understanding</i> The wisdom of prayers attributed to the saints (e.g. The Deer's Cry/Breastplate of St Patrick) helps one understand God's relationship with people as individuals and as community. <i>Skills</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> The wisdom of St Paul helps people understand about living in community. <i>Skills</i> Identify some wise words from St Paul that help people understand about living in</p>	<p><i>Religious Knowledge and Deep Understanding</i> The wisdom of the saints, in particular St Mary of the Cross MacKillop, helps people understand about caring for the wellbeing of others and the faith of the community of believers. This wisdom guides</p>	<p><i>Religious Knowledge and Deep Understanding</i> The wisdom of Australian Catholic Christians, including lay people and religious orders (c.1900 CE to the present), helps people understand the work and movement of the Holy Spirit in this land (e.g. concern</p>

	<p>Identify the effect on listeners, viewers or readers of the words and images used in some spiritual writings of the saints (e.g. The Deer's Cry/Breastplate of St Patrick) to express important messages about God's relationship with people.</p> <p><i>STCW4</i></p>	<p>community.</p> <p>Make connections between the wisdom of St Paul about living in community and personal experiences (e.g. classroom, school, family, parish).</p> <p><i>STCW5</i></p>	<p>and gives strength to believers past and present.</p> <p><i>Skills</i></p> <p>Explain how the wisdom of the saints, in particular the letters written by St Mary of the Cross MacKillop, helps people past and present to understand about caring for the wellbeing of others and the faith of the community of believers.</p> <p><i>STCW6</i></p>	<p>for the common good; works of mercy; challenging injustice; developing new ways of living the Catholic faith in Australia).</p> <p><i>Skills</i></p> <p>Analyse and explain how some Australian Catholic Christians help people understand the work and movement of the Holy Spirit in this land through diverse expressions of wisdom (e.g. Khoa Do - film; George Mung Mung - art; Donna Mulhern - peaceful activism).</p> <p><i>STCW7</i></p>
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**Scope and Sequence Chart**

**Religion Curriculum P-12**

Strand	Sub Strand	Year 7	Year 8	Year 9	Year 10
<b>BELIEFS</b>		<p><i>Religious Knowledge and Deep Understanding</i> The Creeds of the apostolic and ancient Churches, including the Apostles Creed and Nicene Creed, expressed the Christian understanding of God. Through the Creeds, Christians are linked with the faith of believers throughout history.</p> <p><i>Skills</i> Explore contextual information (e.g. historical, social, cultural) about the Creeds of the apostolic and ancient Churches. Distinguish statements of belief within the Creeds of the apostolic and ancient Churches that express a Christian understanding of God (e.g. God as Creator, Trinity, Mystery). <i>BETR9</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Christians believe that the mission of Jesus is continued in the world and in the Church through the activity of the Holy Spirit.</p> <p><i>Skills</i> Investigate ways in which the Church is present and active in the world today (e.g. at a local, regional and global level) and how this work of the Church continues the mission of Jesus and the action of the Holy Spirit. <i>BETR10</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> The Incarnation, Resurrection and Ascension of Jesus are foundational beliefs of Christianity. The Incarnation teaches that Jesus is fully human and fully divine. The resurrection of Jesus confirms his divinity and reveals God’s gift of eternal life to all. The Catholic Church teaches that Jesus’ risen body, bearing the marks of crucifixion, ascended into heaven.</p> <p><i>Skills</i> Identify the foundational beliefs of Christianity as expressed across a range of core Christian texts, including scriptural texts (Romans 1:1-7; 1 Corinthians 15:1-11; Acts 1:1-12 and John 9:1-39). Express ideas about the relevance and consequences of these foundational beliefs of Christianity for believers today (e.g. sacredness of human life, Church’s teaching authority, commitment to continuing Jesus’ mission to bring about the Kingdom). <i>BETR12</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Christians believe God’s unending love and mercy for humanity were revealed to the people of Israel and expressed fully through the person of Jesus.</p> <p><i>Skills</i> Identify and explore the message of the prophets (including Isaiah 49:1-7, 8-13) that revealed God’s unending love and mercy to the people of Israel. Select appropriate textual evidence from New Testament writings (including Ephesians 2:4-10, 1 John 4:4-12, Colossians 3:12) that reveal God’s unending love and mercy. Use scriptural references (including Matthew 9:35-36 // Mark 6:32-34) to provide a reasoned explanation of the Christian belief that God’s mercy and love is expressed fully through the person of Jesus. <i>BETR13</i></p>
	Human Existence	<p><i>Religious Knowledge and Deep Understanding</i> The Decalogue (Exodus 20:1-20) affirms the relationship between God and humankind. It describes a way of life faithful to God’s love.</p> <p><i>Skills</i> Illustrate how the Decalogue describes a way of life faithful to God’s love. Explain the relationship between God and humankind that is revealed in the Decalogue. <i>BEHE7</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Scripture recounts God’s saving plan for all creation. Christians believe that God’s saving plan was accomplished through the life, death and resurrection of Jesus Christ. Believers become part of God’s saving plan through their faith and actions.</p> <p><i>Skills</i> Make connections between scriptural texts and the Christian belief in God’s saving plan. Use examples from scripture, including Romans 1:1-7, to explain how God’s saving plan is revealed in the life, death and resurrection of Jesus. Describe how the faith and actions of believers show God’s saving plan for creation. <i>BEHE8</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> God created a world in a state of journeying to its ultimate perfection. The experience of sin throughout human history points to the presence of good and evil in an imperfect world.</p> <p><i>Skills</i> Identify examples of good and evil co-existing throughout human history. Make connections between the experience of sin throughout human history, God’s gift of free will to humanity and the imperfect nature of God’s created world. Express ideas about the experience of sin in the world, using evidence identified in sources. <i>BEHE9</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> The mystery of God is ultimately beyond human language, concepts and stories. God is neither male nor female, but is pure spirit transcending all creation. Human beings have an understanding of God through their experience of the created world.</p> <p><i>Skills</i> Identify and explain how the mystery of God can be named and understood through the experience of the created world. Evaluate the possibilities and limitations of human language and concepts in expressing the mystery of God. <i>BEHE10</i></p>
	World Religions	<p><i>Religious Knowledge and Deep Understanding</i> The monotheistic religions (Christianity, Judaism and Islam) share common beginnings of faith which are found in the patriarchs, Moses and the prophets.</p>	<p><i>Religious Knowledge and Deep Understanding</i> Although there is a strong connection between the ‘People of the Book’, there are distinct differences among their core beliefs and practices. Initiation rituals in the Abrahamic religions</p>	<p><i>Religious Knowledge and Deep Understanding</i> Christianity, Judaism and Islam are monotheistic religions that share a belief in the one God (Allah, God, G*d). The three monotheistic religions have divergent understandings of God</p>	<p><i>Religious Knowledge and Deep Understanding</i> The religions of the world contribute valuable insights into the idea of God or the ‘Other’. The core beliefs and practices of the major world religions (Christianity, Islam, Judaism, Hinduism and</p>

	<p><i>Skills</i> Analyse and explain the ways in which Christianity, Judaism and Islam are connected through the stories of the patriarchs, Moses and the prophets, including Genesis 17:1-22 (Abraham and Sarah) and Exodus 13:17-14:30 (Moses). <i>BEWR8</i></p>	<p>begin the journey of faith for believers. <i>Skills</i> Identify similarities and differences in the core beliefs of the monotheistic religions. Recognise key elements in the birth rituals of the Christian, Jewish and Islamic faith traditions. Describe how the initiation rituals of the three religions act as the foundation for the faith journey. <i>BEWR9</i></p>	<p>that are reflected in their beliefs and practices. <i>Skills</i> Explain why Christianity, Judaism and Islam can be defined as monotheistic religions. Examine and discuss the understanding of God/Allah/G*d in the monotheistic traditions that is reflected in the core beliefs and practices of the religion. <i>BEWR10</i></p>	<p>Buddhism) reflect this mystery of God/Other which is beyond human understanding. <i>Skills</i> Identify the core beliefs of the major world religions and the religious practices that reflect these beliefs. Interpret how the importance of the founding figures is reflected in the celebrations of the world religions, including Islam, Buddhism or Hinduism. Explain how the diversity of the beliefs and practices of the major world religions reflects the human understanding of God or the 'Other'. <i>BEWR11</i></p>
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Strand	Sub Strand	Year 7	Year 8	Year 9	Year 10
	Moral Formation	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Moral choice involves both discernment and judgement and acting according to that judgment. Doing good and avoiding evil is the basic principle of acting according to a properly formed conscience. Sin is a personal act with personal accountability. Sin also has a social dimension as each individual's sin in some way affects others.</p> <p><i>Skills</i></p> <p>Examine sources (e.g. Church teaching, Word of God, contemporary media, human wisdom) to explain the basic principle of acting according to a properly formed conscience. Explain the relationship between personal accountability and the social dimension of sin.</p> <p><i>CLMF11</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Grace is the gift of God that enables people to overcome sin; to love, believe and hope in God and grow in goodness. The Church names this work of grace 'justification'. Virtues are attitudes and dispositions that guide people to 'do good and avoid evil'. In Christian teaching, the cardinal (pivotal) virtues are prudence, justice, fortitude and temperance. Living a virtuous life - 'doing good' – requires knowledge and understanding, practice and perseverance.</p> <p><i>Skills</i></p> <p>Interpret the meaning of 'living a virtuous life', using a variety of sources (e.g. Scripture, including Matthew 5 and 1 Corinthians 13:1-13; Church documents; Christian spiritual writings). Create a text (e.g. poetry, visual art, song lyrics, script, psalm) to explain how the cardinal virtues can guide people to 'do good and avoid evil' in contemporary contexts.</p> <p><i>CLMF12</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Respect for each person, as created in the image of God and as a reflection of God, is expressed through moral behaviour towards oneself and others. Two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities, provide guidelines for developing a healthy understanding of one's personal identity and of human relationships.</p> <p><i>Skills</i></p> <p>Analyse and evaluate different perspectives on the dignity of the human person and human rights and responsibilities. Make judgements about behaviour towards one self and others, based on two key principles of Catholic social teaching, namely respect for the dignity of the human person and human rights and responsibilities.</p> <p><i>CLMF13</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Conscience is a judgement of reason that guides and provokes a person to do good and to avoid evil in a given context. Each person is obliged to follow their conscience which requires careful and lifelong formation. Conscience formation for Christians entails not only consideration of facts, but is guided by prayer and reflection on the Word of God, the life and teaching of Christ, the witness and advice of others, and the authoritative teaching of the Church. Judgements of conscience need to be reviewed. This interiority (i.e. moral mindfulness) is necessary as life often distracts people from any reflection, self-examination or introspection.</p> <p><i>Skills</i></p> <p>Explain how the formation of conscience for Christians is guided by prayer and reflection on the Word of God, the life and teaching of Christ, the witness and advice of others, and the authoritative teaching of the Church. Articulate and justify a response to a contemporary moral issue, guided by key considerations in the formation of conscience for Christians.</p> <p><i>CLMF14</i></p>
	Mission and Justice	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Concern for the good of the community is a basic principle of Christian morality. According to Church teaching, personal gifts are meant to be at the service of others and of the common good. The good of the community can be protected and promoted in a variety of ways.</p> <p><i>Skills</i></p> <p>Analyse the Church's teaching about the common good. Investigate and present a variety of ways of protecting and promoting the common good. Explore ways of serving the common good using personal gifts and talents.</p> <p><i>CLMJ8</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living Tradition to respond to emerging moral questions. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. A consistent theme in Catholic social teaching is that the good of people be the criterion in making moral judgments about social and economic structures.</p> <p><i>Skills</i></p> <p>Define Catholic social teaching. Identify ways in which the Church communicates its social teaching (e.g. encyclicals, weekly teaching, social media, websites, pastoral letters, parish and school newsletters, homilies). Analyse and evaluate judgements about social and economic structures (e.g. scientific and technological advances, social communication, globalisation), informed by the Church's social teaching.</p> <p><i>CLMJ9</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about scientific and technological advances. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. The principles of Catholic social teaching, especially promotion of peace, stewardship, and common good, provide guidelines for scientific and technological advancement.</p> <p><i>Skills</i></p> <p>Apply principles of Catholic social teaching to particular real world examples of scientific and technological advances. Present an argument, informed by principles of Catholic social teaching, that expresses an opinion, justifies a position, and makes a judgement about an issue related to scientific and technological advancement.</p> <p><i>CLMJ10</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Assisted by the Holy Spirit, the Church draws on the teaching of Jesus and its living tradition to respond to emerging moral questions about economic structures and development. Catholic social teaching proposes principles for reflection, provides criteria for judgment and gives guidelines for action. The principles of Catholic social teaching, especially participation, economic justice, global solidarity and development, preferential option for the poor, stewardship, and subsidiarity, provide guidelines for just economic order and development. Christians believe that human work shares in God's creative activity. Work enables each person to use their talents to serve the human community. Employment without discrimination and for a just wage is each person's moral right.</p> <p><i>Skills</i></p> <p>Explain different viewpoints, attitudes and perspectives about particular examples of economic order and structure (e.g. access to employment, conditions of labour, discrimination in the workforce) through the development of</p>

				cohesive and logical arguments, informed by the principles of Catholic social teaching. Articulate their own understanding of the nature and purpose of human work, informed by the principles of Catholic social teaching. <i>CLMJ11</i>
Prayer and Spirituality	<p><i>Religious Knowledge and Deep Understanding</i> Prayer in the Christian tradition, including formal prayers such as Sign of the Cross, Our Father and Hail Mary, nurtures the spiritual life of believers.</p> <p><i>Skills</i> Participate with respect in a variety of personal and communal prayer experiences. <i>CLPS18</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Prayer in the Christian tradition, including the ancient monastic prayer of The Liturgy of the Hours, nurtures the spiritual life of believers. The Liturgy of the Hours follows a prescribed pattern of Psalms, Scripture and intercessions, and is prayed at set times throughout the day. Believers pray on behalf of others and with others.</p> <p><i>Skills</i> Participate with respect in a variety of personal and communal prayer experiences, including prayers from The Liturgy of the Hours. <i>CLPS20</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Believers pray, drawing on the richness of scripture, the Catholic tradition and the wider Christian tradition, including the prayers and writings of Christian spiritual fathers and mothers (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco, Mary MacKillop) to nurture their spiritual life. Believers pray for forgiveness and healing, including the Penitential Act.</p> <p><i>Skills</i> Participate with respect in a variety of personal and communal prayer experiences, including prayers for forgiveness and healing. Analyse and explain the features of prayers from the Catholic and wider Christian traditions, including the prayers and writings of Christian spiritual fathers and mothers (e.g. language, vocabulary, images, purpose, context, structures, patterns, style). Identify and discuss the relevance of prayers from the Catholic and wider Christian traditions for people today. Create a response that draws on prayers from the Catholic and wider Christian traditions, using the creative arts (dance, drama, media, music or the visual arts). <i>CLPS22</i></p>	<p><i>Religious Knowledge and Deep Understanding</i> Believers pray for justice, for peace and for the environment, including The Prayer of St Francis, The Canticle of Creation and The Magnificat. The Prayer of St Francis is a prayer for peace. In a world often troubled by war and violence, it calls us to be instruments of Christ's peace and love. The Magnificat (Luke 1:46-55) is Mary's song of hope in God's salvation and justice for all. The Canticle of Creation is a prayer of praise for the creator God.</p> <p><i>Skills</i> Participate with respect in a variety of personal and communal prayer experiences, including prayers for justice, peace and the environment. Analyse and explain the features of prayers from the Catholic and wider Christian traditions, including The Prayer of St Francis, The Magnificat, and The Canticle of Creation (e.g. language, vocabulary, images, purpose, context, structures, patterns, style). <i>CLPS24</i></p>
	<p><i>Religious Knowledge and Deep Understanding</i> Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices (including silence and stillness, and praying with icons and images) for preparing the body and the mind for meditative prayer, and engaging in the 'work of meditation'. Christian iconography expresses in images the same Gospel message that Scripture communicates by words. Praying with scripture is a form of meditative prayer in the Christian tradition. There are a variety of ways to pray with scripture, including Lectio Divina (Benedictine tradition) and Ignatian Meditation.</p> <p><i>Skills</i> Participate respectfully in</p>	<p><i>Religious Knowledge and Deep Understanding</i> Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices (including centred breathing and attending to posture) for preparing the body and the mind for meditative prayer and for engaging in the 'work of meditation'. Praying with scripture is a form of meditative prayer in the Christian tradition. There are a variety of ways to pray with scripture, including Augustinian Prayer and Franciscan Contemplative prayer. All forms of vocal and meditative prayer are intended to lead believers to contemplation. Contemplative prayer is the simple awareness of the presence of God. It is prayer without words</p>	<p><i>Religious Knowledge and Deep Understanding</i> Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices (including praying with labyrinths) for preparing the body and the mind for meditative prayer, and for engaging in the 'work of meditation'. Christian Meditation is a particular form of meditative prayer drawn from the Christian tradition. It is 'prayer of the heart' which takes place in silence, with the aid of a mantra. The World Community for Christian Meditation recommends the use of the mantra 'mara-na-tha' (a word from Aramaic, the language of Jesus, meaning Come Lord). All forms of vocal and meditative prayer are intended to lead</p>	<p><i>Religious Knowledge and Deep Understanding</i> Meditative prayer uses silence and stillness to assist believers to listen and talk to God. Believers use a range of practices (including praying with the help of nature) for preparing the body and the mind for meditative prayer, and for engaging in the 'work of meditation'. Lectio of Nature is a form of meditative prayer in the Christian tradition. All forms of vocal and meditative prayer are intended to lead believers to contemplation. Contemplative Prayer is the simple awareness of the presence of God. It is prayer without words or images. Centering Prayer provides a way of enriching and nurturing the spiritual life of believers.</p> <p><i>Skills</i> Participate respectfully in</p>

	<p>meditative prayer, including praying with scripture. Identify and use practices that assist in preparing for and engaging in meditative prayer, including silence and stillness and praying with icons and images.</p> <p><i>CLPS19</i></p>	<p>or images.</p> <p><i>Skills</i> Participate respectfully in meditative prayer, including praying with scripture. Identify and use practices that assist preparing for and engaging in meditative prayer, including centred breathing and attending to posture.</p> <p><i>CLPS21</i></p>	<p>believers to contemplation. Contemplative prayer is the simple awareness of the presence of God. It is prayer without words or images.</p> <p><i>Skills</i> Participate respectfully in meditative prayer, including Christian Meditation. Identify and use practices that assist preparation for and engagement in meditative prayer, including praying with labyrinths.</p> <p><i>CLPS23</i></p>	<p>meditative prayer, including Lectio of Nature. Identify and use practices that assist preparing for and engaging in meditative prayer, including praying with the help of nature. Explain how Centering Prayer nurtures the spiritual life of believers in a contemporary context.</p> <p><i>CLPS25</i></p>
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Strand	Sub Strand	Year 7	Year 8	Year 9	Year 10
	Liturgy and Sacraments	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church’s liturgical year is told through a framework of different seasons (Advent, Christmas, Lent, Easter, Pentecost, Ordinary Time) that help believers reflect on Christ’s Paschal mystery (the life, death and resurrection of Jesus). Each season focuses on a particular aspect of Christ’s Paschal mystery and its meaning for believers today.</p> <p><i>Skills</i></p> <p>Explain the meaning of the Church’s liturgical year and each of the different liturgical seasons (e.g. key messages, themes, rituals, colours, symbols). Analyse and compare different cultural interpretations and expressions of Christ’s Paschal mystery.</p> <p>Identify and explore ways in which resources (e.g. an ordo, symbols, colours, incense, candles) are used to bring meaning to the different rituals celebrating various liturgical seasons.</p> <p><i>CHLS10</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Baptism is the basis of the whole Christian life and a common bond that unites all Christians. Through Baptism, people become members of the Body of Christ, the Church, and are called to hear God’s word in faith and to respond by participating in the ongoing mission of Jesus. Baptism (infant, adult, full immersion, RCIA) uses words, actions and symbols to celebrate the gift of God’s saving action and welcome people into the Christian community.</p> <p><i>Skills</i></p> <p>Investigate commonalities of Baptism across different Christian denominations.</p> <p>Examine how Baptism makes a difference to the way in which a person is called to live their life.</p> <p>Identify and explain the significance of the words, actions and symbols used in Baptism (e.g. immersion/pouring of water symbolises the gift of God’s saving action in the lives of people).</p> <p><i>CHLS12</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Sacraments of Healing (Penance and Anointing of the Sick) call believers to conversion and loving trust in God’s healing grace. Through the Sacraments of Healing, the Christian community continues Jesus’ healing, care and compassion. Celebration of the Sacrament of Penance has changed over the centuries but has retained the same basic elements. In the Christian life, there are three forms of penance (prayer, fasting and almsgiving) which assist believers to reconcile themselves with God and others. Prayer, fasting and almsgiving encourage and strengthen believers and turn their hearts towards God and the needs of others.</p> <p><i>Skills</i></p> <p>Examine and explain the significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers.</p> <p>Describe how Jesus’ healing, care and compassion (Mark1:29-31; Mark1:40-50; Luke 5:12-16) are continued today through the Sacraments of Healing.</p> <p>Identify patterns of change and continuity over time in the celebration of the Sacrament of Penance.</p> <p>Examine and explain the significance of the three forms of penance in the lives of believers.</p> <p><i>CHLS14</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Eucharist draws on historical and scriptural foundations, including the Last Supper (1 Corinthians 11:23-28) and sacrifice. The Eucharist recalls Jesus’ example of service and love (John 13:1-20), and those who share the Eucharist are sent out to carry on Jesus’ mission in the world. The Eucharist is a means of reconciliation and forgiveness of sins as expressed through prayers and actions in the Mass (e.g. penitential rite, Eucharistic prayer and prayers before communion, sign of peace). Eucharist is the primary and indispensable source of nourishment for the spiritual life of believers.</p> <p><i>Skills</i></p> <p>Analyse and summarise some of the key historical and scriptural foundations for the Eucharist. Explain some ways in which those who share the Eucharist commit themselves to carry on Jesus’ mission in the world.</p> <p>Explore the prayers and actions in the Mass that express reconciliation and forgiveness. Prepare a case for the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers.</p> <p><i>CHLS15</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church recognises seven Sacraments as drawn from the life of Jesus and continuing his ministry: Baptism, Confirmation, Eucharist, Penance, Anointing of the Sick, Marriage, Holy Orders. The Church specifies the rituals, ministers and norms for celebrating each Sacrament. All Sacraments, as celebrations of the worshipping community, express and support the journey of faith. Initiation into the Christian community is accompanied by the sacramental rituals of Baptism, Confirmation and Eucharist.</p> <p><i>Skills</i></p> <p>Make connections between the Sacraments of the Church and the life and ministry of Jesus. Outline some specifications required by the Church for celebration of the Sacraments. Illustrate how life experiences are expressed and celebrated through each of the Sacraments (e.g. Baptism - belonging, welcoming). Explain the significance of the symbols, actions and words used in the Sacraments of Initiation: Baptism, Confirmation and Eucharist.</p> <p><i>CHLS11</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The term ‘liturgy’ (from the Greek ‘leitourgia’) is used to describe the official, public worship of the Church, including the Sacraments and Liturgy of the Hours (the Divine Office). The Liturgy of the Hours is prayed at morning, noon, evening and night time and follows a set pattern of Psalms, Scripture and intercessions. Liturgy is always a public, communal activity which involves the full, conscious and active participation of believers. Believers participate in the action of the liturgy by responding, singing, listening and using gestures. Well-planned liturgy requires knowledge, skill and prayerful reflection to draw believers’ attention to the Scriptures, the rituals, the prayers, the music and the rich silence.</p> <p><i>Skills</i></p> <p>Define the term ‘liturgy’.</p> <p>Express and explain a point of view about different ways to promote the full, conscious and active participation of believers in liturgy.</p> <p>Outline the particular pattern followed in the Liturgy of the Hours.</p> <p><i>CHLS13</i></p>		

People of God	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Catholic Church in Australia comprises a number of geographical dioceses and archdioceses. There are a variety of roles and responsibilities within the leadership structure of the Catholic Church in Australia (i.e. deacon, priest, bishop, archbishop, cardinal). The Church in Australia is a member of a larger communion of churches in the Oceania region. Within the Australian Catholic Church, as well as across Oceania, local and regional churches are influenced by their different cultures and histories.</p> <p><i>Skills</i></p> <p>Identify and locate some Church communities belonging to the Catholic Church in Australia (dioceses, archdioceses and provinces) and to the wider Oceania region. Investigate the variety of roles and responsibilities within the leadership structure of the Catholic Church in Australia. Explain how particular cultural and historical influences have led to differences across church communities (e.g. liturgical practice, sacramental life, church architecture).</p> <p><i>CHPG8</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>All Christians are united through their baptism (Galatians 3.27-29) in the name of Jesus Christ and receive the gift of the Holy Spirit (Acts 2:38). The term ‘ecumenism’ (from the Greek Oikoumene meaning ‘of the whole inhabited earth’) refers to the movement which seeks to bring about the unity of all Christians. All Christians are called to give witness to the ecumenical spirit through praying and working for Christian unity throughout the world.</p> <p><i>Skills</i></p> <p>Define the term ‘ecumenism’. Identify and describe the heart of Christian unity (e.g. Baptism; beliefs that stem from the life, teachings and mission of Jesus Christ; symbols; rituals; action for social justice). Describe ways in which Christians give witness to the ecumenical spirit (e.g. actions for social justice; prayer; dialogue; acknowledging the shared wisdom of Christian traditions; learning about and understanding the traditions of the Christian communities; living gospel values).</p> <p><i>CHPG9</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>All lay people, through their baptism, share in a Christian vocation (Latin ‘vocatio’-‘calling’). A Christian vocation calls all people to develop to their fullest potential, so that they may be able to share their own individual gifts, talents, abilities and blessings as fully as possible, for the sake of others. Lay people witness to Jesus Christ by participating in his priestly, prophetic and kingly roles, and therefore bear responsibilities for mission and service. Lay people participate in the priestly work of Jesus Christ when prayer and worship are at the heart of their lives and when the Eucharist is the source and summit of their spirituality and their engagement with the world. Lay people participate in the prophetic work of Jesus Christ when they speak out against injustice, act to have human dignity respected and work for authentic freedom and mutual respect within family, workplace and in wider society. Lay people participate in the kingly work of Jesus Christ when they see whatever power and influence they have as an opportunity for Christian service and strive for social structures and processes that respect human dignity and promote authentic freedom. The kingly work of Jesus Christ is also enacted through lay participation in the leadership and governance structures of the Church.</p> <p><i>Skills</i></p> <p>Explain why lay people bear responsibilities for mission and service. Examine different ways that lay people participate in the priestly, prophetic and kingly work of Jesus Christ, providing contemporary examples of how they live their Christian vocation.</p> <p><i>CHPG10</i></p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Church’s authority has scriptural origins drawn from the life of Jesus, the community of Jesus’ original followers, and the ministry of the apostles in union with Peter. The Church’s authority, exercised through the college of bishops with the pope as the head, is a service directed to the teaching, pastoral support and leadership of all its members and to the Church’s mission in the world. Authoritative teaching to the whole Church comes from its ‘magisterium’ (Latin magister - teaching, instruction, advice).</p> <p><i>Skills</i></p> <p>Describe the nature of the Church’s authority as based on its scriptural origins, including Matthew 18:15-20. Explain different ways in which the Church’s authority is exercised.</p> <p><i>CHPG11</i></p>
	Church History	<p><b>Year Level Focus:</b></p> <p><i>The Origin and Establishment of the Church (c.6 BCE – c. 650 CE)</i></p>	<p><b>Year Level Focus:</b></p> <p><i>The Church in an Age of Challenge and Change (The Ancient World to the Modern World c.650 CE – c.1750 CE)</i></p>	<p><b>Year Level Focus:</b></p> <p><i>The Church’s Response to the Making of the Modern World (c.1750 CE – c.1918 CE)</i></p>
	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The beliefs, values and practices of early Church communities (c.6 BCE - c. 650 CE) were influenced by ancient Mediterranean societies such as Greece, Rome and Egypt. Recurring broad patterns of historical change (namely Construction: Searching for Unity, Order and Authenticity; Deconstruction: Challenges to</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In a time of great challenge and change (c.650 CE-c.1750CE), the Church had to respond to many internal and external threats to its physical existence, cultural influence, political control, social structure, roles and relationships and economic power. Recurring broad patterns of historical change (namely Construction:</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In a time of great challenge and change (c.1750 CE - c.1918 CE), the Church had to respond to many internal and external threats to its physical existence, cultural influence, political influence, social structure, roles and relationships and economic power. Recurring broad patterns of historical change (namely</p>	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In a time of great challenge and change (c.1918 CE to the present), the Church had to respond philosophically and theologically to unprecedented threats to both human ecology and environmental ecology from science, technology, materialism, consumerism and political ideologies. The Church’s philosophical and theological</p>

	<p>Unity, Order and Authenticity; Reconstruction: Restoring unity, order and authenticity) are evident in the story of the early Church as it came to understand its nature and role in the world.</p> <p><i>Skills</i> Sequence significant events and developments in the early Church (c.6BCE-c.650CE) within a chronological framework. Pose a key question and identify related questions to inform an inquiry about significant events and developments in the early Church (c.6BCE-c.650CE). Describe and explain change and continuity in the early Church (c.6BCE-c.650CE) and suggest reasons for changes, using appropriate historical terms and concepts and acknowledging their sources of information.</p> <p><i>CHCH6</i></p>	<p>Searching for Unity, Order and Authenticity; Deconstruction: Challenges to Unity, Order and Authenticity; Reconstruction: Restoring unity, order and authenticity) are evident in the story of the Church in a time of challenge and change (c.650CE-c.1750CE) as it was forced to question its nature and role in the world.</p> <p><i>Skills</i> Sequence significant events and developments in the Church (c.650CE-c.1750CE) within a chronological framework. Pose a key question and identify related questions to inform an inquiry about significant events or developments in the Church (c.650CE-c.1750CE). Describe and explain broad patterns of change and continuity in the Church (c.650CE-c.1750CE), using appropriate historical terms and concepts and acknowledging sources of information.</p> <p><i>CHCH7</i></p>	<p>Construction: Searching for Unity, Order and Authenticity; Deconstruction: Challenges to Unity, Order and Authenticity; Reconstruction: Restoring unity, order and authenticity) are evident in the story of the Church in a time of challenge and change (c.1750 CE - c.1918 CE) as it was forced to question its nature and role in the world.</p> <p><i>Skills</i> Sequence significant events and developments in the Church (c.1750 CE - c.1918 CE) within a chronological framework. Pose different kinds of questions to frame an historical inquiry about significant events or developments in the Church (c. 1750 CE -c.1918 CE). Explain, discuss and compare different historical interpretations (including their own) about the Church's past (c. 1750 CE - c.1918 CE), using historical terms and concepts and acknowledging sources of information.</p> <p><i>CHCH8</i></p>	<p>responses involved rethinking and reforming its cultural influence, political influence, social structure, roles and relationships, economic power and evangelising mission. Recurring broad patterns of historical change (namely: Construction: Searching for Unity, Order and Authenticity; Deconstruction: Challenges to Unity, Order and Authenticity; Reconstruction: Restoring unity, order and authenticity) are evident in the story of the Church in a time of challenge and change (c.1918 CE to the present) as it was forced to question its nature and role in the world.</p> <p><i>Skills</i> Sequence significant events and developments in the Church (c.1918 CE to the present) within a chronological framework. Analyse the causes and effects of these significant events and developments in the Church and explain their relative importance. Develop, evaluate and modify questions to frame an historical inquiry about significant events or developments in the Church (c.1918 CE to the present). Explain different interpretations (including their own) of the Church's past (c.1918 CE to the present), using historical terms and concepts, and acknowledging sources of information.</p> <p><i>CHCH9</i></p>
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# SACRED TEXTS

Strand	Sub Strand	Year 7	Year 8	Year 9	Year 10
	Old Testament	<p><b>Religious Knowledge and Deep Understanding</b> Contextual information (literary form, historical and cultural context and human author’s intention) assists the reader to gain deeper awareness of Old Testament texts. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).</p> <p><b>Skills</b> Sequence historical events and periods of Ancient Israel (e.g. prehistory, Patriarchs and Matriarchs, Exodus, Judges, Kings and Prophets, foreign domination) using historical terms and concepts (e.g. BCE, prehistory) and a range of sources (e.g. Bibles, Biblical commentaries). Identify and explore aspects of the cultural context of Old Testament texts (e.g. festivals and customs, purity laws, religious practices) using a range of Biblical tools (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines). <i>STOT12</i></p>	<p><b>Religious Knowledge and Deep Understanding</b> The theme of covenant, as unique relationship between God and God’s people, is central to understanding the Old Testament. Old Testament prophets used dramatic actions and challenging messages to call God’s people to be faithful to the Covenant.</p> <p><b>Skills</b> Analyse and examine language features and text structures of some Old Testament covenant narratives, including the Davidic covenant (2 Samuel 7:8-29) and the Post-exile covenant (Jeremiah 31:31-34), to identify common themes and features. Explore the relationship between the dramatic actions and challenging messages of some Old Testament prophets (e.g. Ezekiel, Jeremiah, Isaiah, Hosea). <i>STOT13</i></p>	<p><b>Religious Knowledge and Deep Understanding</b> Four sources combined to form the Pentateuch. They are: the Priestly source (P), Deuteronomist (D), the Elohist (E), and the Jahwist (J). Key themes of the Pentateuch include: creation, sin, covenant, law and promise, worship, and Chosen People.</p> <p><b>Skills</b> Research and examine the different textual features of the four primary sources for the stories and traditions in the Pentateuch (J, E, D, P). Analyse and examine selected texts from the Pentateuch, including creation stories (Genesis 1:1-2:4), the flood (Genesis 6:10-22; 7:11-16a, 18-21, 24; 8:1-5,7, 13a, 14-19), call of Abraham (Genesis 15:1-21), Passover (Ex 12:1-30), and escape from Egypt (Ex 13:17-14:31), to identify the four contributing authors (J, E, D, P) and the key themes). <i>STOT14</i></p>	<p><b>Religious Knowledge and Deep Understanding</b> Old Testament texts portray God using a variety of different titles, images and attributes (e.g. Creator, Lord, Divine Wisdom, Avenger, Judge, Rescuer, Searcher of Hearts, Supreme Governor, being eternal, immutable, invisible, incomprehensible, faithful companion, omniscient, All Holy, All Just, fire, rain, potter, mother, father, refuge, sanctuary, lover, shepherd, protector). These different portrayals of God need to be understood in their historical and cultural setting, taking into account each human author’s intention and message. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). An understanding of these Old Testament representations of God can help the reader appreciate their relevance and application for today.</p> <p><b>Skills</b> Locate and compare a range of Old Testament representations of God in different historical, social and cultural contexts. Explore and explain the representations of God by various human authors of the Old Testament in terms of their purpose and message. Reflect on, endorse or refute different Old Testament representations of God, in order to evaluate their application for a modern Australian context. <i>STOT15</i></p>
	New Testament	<p><b>Religious Knowledge and Deep Understanding</b> Contextual information (literary form, historical and cultural context and human author’s intention) assists the reader to gain deeper awareness of New Testament texts. The intention of</p>	<p><b>Religious Knowledge and Deep Understanding</b> The Acts of the Apostles provides one account of the preaching, achievements, and challenges of the earliest followers of Jesus after Pentecost. Some early followers of Jesus, as depicted in</p>	<p><b>Religious Knowledge and Deep Understanding</b> The Church teaches that application of Biblical criticism (including form criticism and narrative criticism) helps the reader better understand the purpose and message of Biblical</p>	<p><b>Religious Knowledge and Deep Understanding</b> Characteristics, themes and key doctrines of the early Church (e.g. resurrection, grace and justification, love, the law and faith and works, use of charisms, original sin and the Body of Christ)</p>

	<p>the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).</p> <p><i>Skills</i> Sequence historical events and periods of time (e.g. Greek occupation, Roman occupation, life of Jesus, the early Church, journeys of Paul, destruction of the Temple, chronology of New Testament writings) using historical terms and concepts (e.g. BCE, CE,) and a range of sources (e.g. Bibles, Biblical commentaries, historical sources - Greek, Roman, Jewish). Identify and explore aspects of the cultural context of New Testament texts such as: festivals and customs, including Passover (Exodus 12:1-4; Mark 14:12-26) and Weeks/Pentecost (Acts 2:1-4); purity laws and religious practices, including Sabbath (Mark 2:23-28); social structure and relationships between groups, using a range of Biblical tools (e.g. timelines, Biblical atlases, Biblical dictionaries, annotated Bibles, simple Biblical commentaries, online Bible search engines).</p> <p><i>STNT16</i></p>	<p>the Acts of the Apostles, continued Jewish practices as part of their way of imitating the life and teaching of Jesus.</p> <p><i>Skills</i> Identify and describe some key events in the life of the early Church as related in the Acts of the Apostles, including the birth of the Church at Pentecost (Acts 2:1-13). Identify examples of Jewish practices continued by the early Christians as described in the Acts of the Apostles.</p> <p><i>STNT18</i></p>	<p>texts. The miracle stories and parables have historical and cultural settings, as well as well-defined structures. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). Understanding, interpretation and use of Biblical texts by Christians have evolved over time.</p> <p><i>Skills</i> Investigate the main features of form criticism (classification of texts into text types, structure of texts, function of text in terms of intended audience) and narrative criticism (the story aspect of the text e.g. plot, setting, characters, literary techniques). Analyse text structures and language features of selected miracle stories and parables using form criticism and narrative criticism.</p> <p><i>STNT19</i></p>	<p>can be found in the writings of St Paul. The application of rhetorical criticism helps the reader better understand these characteristics, themes and key doctrines and appreciate their relevance and application for today.</p> <p><i>Skills</i> Investigate some techniques of rhetorical criticism evident in the writings of St Paul (e.g. repetition of the same word or phrase; stating ideas both negatively and positively; pretending doubt; statement or assertion followed by a supporting reason; use of rhetorical questions; hyperbole or exaggeration; metaphors and similes drawn from a variety of familiar contexts; combining two or more terms that are normally contradictory; use of examples from myth, nature and life; strings of parallel phrases). Identify some characteristics, themes and key doctrines of the early Church as found in Pauline writings (including Galatians 3:26-29; Galatians 5:13-26; 6:1-9; 1 Corinthians 13:1-13), by applying techniques of rhetorical criticism. Evaluate the moral and ethical positions represented in the writings of St Paul in terms of their relevance and application for today.</p> <p><i>STNT20</i></p>
	<p><i>Religious Knowledge and Deep Understanding</i> The Gospels are not simply eye witness accounts of the life of Jesus, but are post-resurrection texts intended for different audiences. Three stages can be distinguished in the formation of the Gospels: the life and teaching of Jesus, the oral tradition, and the written Gospels. Each Gospel depicts Jesus in a particular way. The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).</p> <p><i>Skills</i> Explore some features of Gospel texts (e.g. vocabulary, narrative voice) which suggest they are post-resurrection texts rather than simply eye witness accounts. Explain the relationship between text features and structures, and audience and purpose of each of the Gospels.</p> <p><i>STNT17</i></p>			
Christian Spiritual Writings and Wisdom	<p><i>Religious Knowledge and Deep Understanding</i> The writings and key messages of the founders of religious orders influence the way of life of religious communities (e.g. prayer life, apostolate, dress,</p>	<p><i>Religious Knowledge and Deep Understanding</i> The writings and key messages of significant reformers (c.650CE-c.1750CE), such as Catherine of Siena, Clare of Assisi and Thomas Aquinas, challenged the Church</p>	<p><i>Religious Knowledge and Deep Understanding</i> The inspired writings of various religious and lay leaders (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco, Elizabeth Seton and Mary</p>	<p><i>Religious Knowledge and Deep Understanding</i> Christian spiritual writings, in their many forms (e.g. blogs, personal journals, poetry, books, pastoral statements, conciliar documents), search for the mystery of God in</p>

	<p>spiritual practices, beliefs, symbols, daily life).</p> <p><i>Skills</i> Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders.</p> <p><i>STCW8</i></p>	<p>to question its nature and role in the world.</p> <p><i>Skills</i> Identify the motives and actions of some significant reformers (c.650CE-c.1750CE) and the impact of their writings and key messages on the Church.</p> <p><i>STCW9</i></p>	<p>MacKillop) responded in new ways to the needs of the faithful, especially through education, works of charity, and health care (c.1750CE-c.1918CE).</p> <p><i>Skills</i> Explain how the writings and key messages of various religious and lay leaders (c.1750CE-c.1918CE) inspired and empowered others to respond to the needs of the faithful.</p> <p><i>STCW10</i></p>	<p>the midst of world events and the course of human history (c.1918CE to the present), such as war and peace, genocide and reconciliation, globalisation and community, consumerism and sufficiency, relativism and morality, development and ecology.</p> <p><i>Skills</i> Critique and evaluate Christian spiritual writings in their effort to search for the mystery of God in the midst of world events and the course of human history (c.1918CE to the present).</p> <p><i>STCW11</i></p>
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Strand	Sub Strand	Years 11 and 12
<b>BELIEFS</b>	Trinity: God, Jesus the Christ, Spirit	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians believe that Jesus freely embraced God’s work of salvation which was accomplished through his passion and death. Jesus’ obedience unto death on behalf of all people brought about the forgiveness of all sin. Christians believe redemption is that freedom from sin and freedom for life which God graciously gifts to the human person through Jesus Christ.</p> <p><i>Skills</i></p> <p>Analyse the connections between the passion and death of Jesus and the Christian belief of God’s work of salvation. Identify and describe the Christian belief that the paschal mystery of Jesus Christ provides ultimate meaning for human existence.</p> <p><i>BETR14</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians believe that the nature of God is revealed in the Old Testament. The divine name, “I Am Who Am”, is understood in the sense that God is the fullness of being, every perfection, without origin and without end. Christian tradition expresses the riches of the divine name in a variety of terms such as goodness, abounding in steadfast love, trustworthiness, constancy, truth and faithfulness.</p> <p><i>Skills</i></p> <p>Use appropriate textual evidence to explain the nature of God as revealed in Old Testament writings (e.g., God is great – Isaiah 40:12-17; God is one - Deuteronomy 6:4; God abounds in steadfast love and faithfulness – Exodus 34:6; God alone IS – Exodus 3:13-15). Explain how the variety of terms for God used in Christian tradition influences the ways in which Australians understand the nature of the divine.</p> <p><i>BETR15</i></p>
	Human Existence	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians believe that God is the source of all existence. God is revealed in the person of Jesus and through all of creation. Knowledge and understanding of God require both human reason and faith.</p> <p><i>Skills</i></p> <p>Explain what can be known about God as revealed through all of creation (e.g. loving Creator, providence, immanence, transcendence). Compare different ways humans come to a knowledge and understanding of God (e.g. through the person of Jesus, through the work of the Spirit, through human reason; through faith, through experience).</p> <p><i>BEHE11</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians believe that faith is an authentic and free human act made possible by grace. Faith seeks understanding; it is not contrary to reason.</p> <p><i>Skills</i></p> <p>Describe the characteristics of a Christian understanding of faith (i.e. faith as a grace; faith as a human act; faith and understanding; freedom of faith; necessity of faith; perseverance in faith). Make connections between the Christian understanding of faith and the personal, relational, and spiritual dimensions of human experience.</p> <p><i>BEHE12</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians believe that God created the human person in the image of God; as body animated by a spiritual soul. The body and soul are truly one. According to Catholic teaching, the human soul is individually created for each person by God, infused at the time of conception, and is immortal.</p> <p><i>Skills</i></p> <p>Express the Christian understanding of the human person as made in the image of God and animated by a spiritual soul. Apply Catholic teaching about the human soul to a contemporary issue (e.g. reproductive technology, euthanasia).</p> <p><i>BEHE13</i></p>
	World Religions	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The major world religions have a role in the quest for meaning and purpose in the lives of individuals and communities. Religious traditions, while distinct and different, share some distinguishing elements (e.g. attitudes, beliefs and practices) that have developed over time.</p> <p><i>Skills</i></p> <p>Research and examine distinguishing components of a religion (e.g. core beliefs, sacred texts, rituals, key figures, sacred space). Examine and discuss ways in which the spiritual writings of a religious tradition inform and form individuals, communities and traditions. Analyse the connections between ethical frameworks of a religious tradition and responses to contemporary issues. Explore ways in which religious traditions express their beliefs through ritual and daily living.</p> <p><i>BEWR12</i></p>

Strand	Sub Strand	Years 11 and 12
<b>CHRISTIAN LIFE</b>	Moral Formation	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christian moral teaching provides guidelines and limits regarding ethical and moral responses to global issues and challenges, such as justice, tolerance, reconciliation, peace, ecology, nonviolence, respect and appreciation for others.</p> <p><i>Skills</i></p> <p>Analyse and appraise the contribution of Christian moral teaching to global issues and challenges.</p> <p><i>CLMF15</i></p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christian teachings about good and evil (e.g. the concepts of sin, freedom, conscience, grace, virtues, human dignity and integrity, identity, rights and responsibilities, consequences) inform the personal, relational and spiritual dimensions of human existence.</p> <p><i>Skills</i></p> <p>Examine Christian teachings about good and evil and critically analyse their significance for personal integrity and the good of community.</p> <p><i>CLMF16</i></p>
	Mission and Justice	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Catholic social teaching proposes principles for reflection, provides criteria for judgment, and gives guidelines for action in response to social justice issues (e.g. world peace, environmental protection, political freedom, capital punishment, human rights, poverty, suffering, education, employment).</p> <p><i>Skills</i></p> <p>Examine and appraise the influence of Catholic social teaching on life and societal issues.</p> <p><i>CLMJ12</i></p>
	Prayer and Spirituality	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Prayer in the Christian tradition nurtures the spiritual life of believers. Vocal prayer, meditative prayer and contemplative prayer are ancient examples of this.</p> <p><i>Skills</i></p> <p>Analyse and appraise the significance of prayer in the Christian tradition (vocal, meditative and contemplative) in the lives of individuals and communities (e.g. spiritual and emotional needs, devotional life, personal search for meaning, cultural identity, personal and communal wellbeing).</p> <p><i>CLPS26</i></p>

Strand	Sub Strand	Years 11 and 12
CHURCH	Liturgy and Sacraments	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christian rituals embody beliefs that are expressed in structured actions or codified norms/rites. In the Catholic Church, the Sacraments of Commitment (Marriage and Holy Orders) give expression to the creative love of God, and call believers to a genuine relationship, service of others, and building up of the Christian community. For Christians, marriage is a covenant expressed as an intimate partnership of life and love between man and woman, intended by God in creation. Christian marriage presumes genuine freedom and understanding by both persons. In major Christian churches, the call to a ministry of word, liturgical and community leadership is ritualised through a variety of ceremonies and rites (e.g. ordination, endorsement and election). In the Catholic Church, through the Sacrament of Holy Orders, bishops, priests and deacons are ordained to make Christ's priesthood present through their service and leadership of God's people. Christian funerals express solidarity of the living and the dead (Communion of Saints). They combine prayer for the forgiveness of sin and for a merciful judgement; hope in resurrection; and gratitude for the blessings that came to others through the life of the deceased person.</p> <p><i>Skills</i></p> <p>Analyse some Christian rituals (e.g. Marriage, Holy Orders, funerals) using models of ritual analysis, to draw conclusions about the beliefs being expressed, and how they meet the spiritual and emotional needs of believers.</p> <p>CHLS16</p>
		<p><i>Religious Knowledge and Deep Understanding</i></p> <p>In major Christian traditions, some rituals are prepared according to formal principles and rubrics. These rituals are referred to as liturgy. Liturgical adaptation is provided for in Christian traditions to enable expression of the cultural diversity of believers and encourage their active participation.</p> <p><i>Skills</i></p> <p>Investigate examples of Christian liturgy (e.g. Eucharist, marriage, funerals) in order to identify some formal principles and rubrics applied.</p> <p>Critique examples of Christian liturgy for their capacity to express the cultural diversity of believers and encourage their active participation.</p> <p>CHLS17</p>
	People of God	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Christians believe they are called through Baptism (Latin vocatió - 'calling') to use their gifts in their profession, family life, Church and civic commitments in the service of God and for the sake of the greater common good. In the Christian tradition, the response to this call (one's vocation) involves choosing from the following four main states of life: that of a single person; a married person; a celibate member of a religious congregation (sister, brother, priest); an ordained minister (e.g. priest, deacon). For Catholic Christians, Sacraments of Commitment (Marriage and Holy Orders) are particular expressions of vocation and discipleship. Christians believe the Holy Spirit empowers them to live out Christ's mission in the world.</p> <p><i>Skills</i></p> <p>Investigate how and why Christians (individuals or groups, past or present) have used their gifts in the service of God and for the sake of the common good (e.g. social, political or ethical reform; defence of human rights; action for social justice; ecological stewardship).</p> <p>CHPG12</p>
Church History	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Awareness of history is an essential dimension of any study about religion. Historical knowledge is fundamental to understanding and appreciating the purpose, meaning and significance of religion in the lives of individuals and communities.</p> <p><i>Skills</i></p> <p>Investigate patterns of belief and religious traditions, and the ways in which these contribute to shaping and interpreting people's lives and experiences, past and present.</p> <p>Examine and account for significant continuity and change in religions in a variety of historical and cultural contexts.</p> <p>CHCH10</p>	

# SACRED TEXTS

Strand	Sub Strand	Years 11 and 12
	Old Testament	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Old Testament texts need to be understood in their proper historical and cultural contexts. Application of Biblical criticism (exegesis) to Old Testament texts enables a deeper understanding of the intentions of the human authors, and the recurring themes in the texts (e.g. covenant, liberation, preferential option for the poor, restoration, eschatology, parousia, judgement, hope, and redemption). The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). Old Testament texts are used by the Church to form and inform individuals, communities and traditions; assist personal and communal prayer; and provide insights into life and guidance for living (e.g. helping people to respond to global, ethical and justice issues and challenges).</p> <p><i>Skills</i></p> <p>Apply Biblical criticism to explore the particular political, cultural, literary, social and geographical contexts of Old Testament texts. Examine recurring themes in Old Testament texts in order to evaluate their capacity to impact on Australian culture and lifestyle.</p> <p><i>STOT17</i></p>
	New Testament	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>The Reign of God is the focus of Jesus' life and teaching. The early Church preached Jesus' life and teaching. New Testament texts need to be understood in their proper historical and cultural contexts. Application of Biblical criticism (exegesis) to New Testament texts enables a deeper understanding of the audiences and intentions of the human authors (e.g. the use of common sources by the human authors of synoptic Gospels). The intention of the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth). New Testament texts are used by the Church to form and inform individuals, communities and traditions; assist personal and communal prayer; and provide insights into life and guidance for living (e.g. helping people to respond to global, ethical and justice issues and challenges).</p> <p><i>Skills</i></p> <p>Use Biblical criticism to analyse and draw conclusions about similarities, differences and contradictions in the synoptic Gospels (e.g. considering the nature of each human author's community, theological perspectives, major themes and choice of source material). Examine stories about Jesus and his teachings and actions in New Testament texts (e.g. infancy narratives; miracles; Beatitudes; parables; passion, death and resurrection stories) in order to explore how Jesus' teachings might be used to evangelise, and to critique Australian culture and lifestyle.</p> <p><i>STNT21</i></p>
	Christian Spiritual Writings and Wisdom	<p><i>Religious Knowledge and Deep Understanding</i></p> <p>Contemporary Christian spiritual writings reflect the signs of the times in the light of the Gospel, and use a variety of mediums and modes of communication to reveal the mystery of God and of life.</p> <p><i>Skills</i></p> <p>Identify and describe how the mystery of God and of life is revealed through the message, mediums and modes of contemporary Christian spiritual writers.</p> <p><i>STCW12</i></p>