

Year 7 – 10 Religion Curriculum

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Year 7	Year 8	Year 9	Year 10	2019 Study of Religion Religion, rights and the nation state
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. (CHCH6)				Types and variety of Religion- State relationships

<p>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. (CHCH6)</p>	<p>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 to question its nature and role in the world. (STCW9)</p> <p>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. (STCW9)</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. (CHCH7)</p> <p>Pose a key question and identify related questions to inform an inquiry about significant events or developments in the Church (c.650CE-c.1750CE). (CHCH7)</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. (CHCH8)</p> <p>Pose different kinds of questions to frame an historical inquiry about significant events or developments in the Church (c. 1750 CE - c.1918 CE). (CHCH8)</p> <p>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. (CHCH8)</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. (CHPG11)</p> <p>Explain different ways in which the Church's authority is exercised. (CHPG11)</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.</p> <p>The Church's philosophical and theological responses involved rethinking and reforming its cultural influence, political influence, social structure, roles and relationships, economic power and evangelising mission. (CHCH9)</p> <p>Develop, evaluate and modify questions to frame an historical inquiry about significant events or developments in the Church (c. 1918 CE to the present). (CHCH9)</p> <p>Explain different interpretations (including their own) of the Church's past (c.1918 CE to the present), using historical terms and concepts, and</p>	<p>Ways Religion has interacted with the nation state</p>
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			<p>acknowledging sources of information. (CHCH9)</p> <p>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. (CLPS24)</p>	
<p>Sequence significant events and developments in the early Church (c.6BCE-c.650CE) within a chronological framework. (CHCH6)</p>	<p>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. (BETR10)</p>	<p>Explain how the writings and key messages of various religious and lay leaders (c.1750 CE-c.1918CE) inspired and empowered others to respond to the needs of the faithful. (STCW10)</p> <p>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. (CLMF13)</p> <p>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 technologic advancement (CLMJ10)</p>	<p>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. (CLMJ11)</p> <p>Articulate their own understanding of the nature and purpose of human work, informed by the principles of Catholic social teaching. (CLMJ11)</p>	<p>Impact on individuals, groups and society</p>

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<p>Analyse the Church’s teaching about the common good. (CLMJ8)</p>	<p>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. (CLMJ9)</p>	<p>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.) (BETR12)</p> <p>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. (CHPG10)</p>	<p>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. (CLMJ11)</p>	<p style="text-align: center;">Rights, religious rights, human rights</p>
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<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. (CLMJ8)</p>	<p>Christians believe that the mission of Jesus is continued in the world and in the Church through the activity of the Holy Spirit. (BETR10)</p> <p>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. (BEHE8)</p>	<p>The inspired writings of various religious and lay leaders (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco, Elizabeth Seton and Mary MacKillop) responded in new ways to the needs of the faithful, especially through education, works of charity, and health care (c.1750CE-c.1918CE). (STCW10)</p> <p>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. (BETR12)</p> <p>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). (BETR12)</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.</p> <p>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. (CLMF13)</p> <p>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</p>	<p>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 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. (STCW11)</p> <p>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. (BETR13)</p> <p>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. (BETR13)</p> <p>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. (BETR13)</p> <p>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. (BETR13)</p> <p>The principles of Catholic social teaching, especially participation, economic justice, global solidarity and development, preferential option for the poor, stewardship, and subsidiarity, provide guidelines</p>	<p>Religious writings on human life and human rights</p>
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		guidelines for scientific and technological advancement. (CLMJ10)	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. (CLMJ11)	
	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. (CLMJ9)	Analyse and evaluate different perspectives on the dignity of the human person and human rights and responsibilities.	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 cohesive and logical arguments, informed by the principles of Catholic social teaching. (CLMJ11)	Other perspectives on human rights