

Continuity of Learning: Years 7-12 RE and Study of Religion				
Year	Sacred Texts and religious writings	Religion and ritual	Religious ethics	Religion, rights and the nation state
7	STOT12; STNT16; STNT17; STCW8; BEHE7; BEWR8; CLPS19	STOT12; STNT16; STCW8; CHLS10; CHLS11; CHPG8; CLPS18; CLPS19	CLMF11; CLMJ8	CHCH8; CLMJ8
8	STOT13; STNT18; STCW9; BETR11; BEHE8; CHPG9; CLMJ9; CLPS20; CLPS21	STNT18; BEHE8; BEWR9; CHLS12; CHLS13; CHPG9; CLPS20; CLPS21	CLMF12; CLMJ9	STCW9; BETR10; BEHE8; CHCH7; CLMJ9
9	STOT14; STNT19; STCW10; BETR12; BEWR10; CLMJ10; CLPS20	BEWR10; CHLS14; CHPG10; CLPS22; CLPS23	STCW10; BEHE9; CHPG10; CLMF13; CLMJ10	STCW10; BETR12; CHPG10; CHCH8; CLMF13; CLMJ10
10	STOT15; STOT16; STNT20; BETR13; BEHE10; BEWR11; CHLS15; CHPG11; CLMF14; CLMJ11; CLPS24; CLPS25	BEHE10; BEWR11; CHLS15; CLPS24; CLPS25	STNT20; STCW11; CHPG11; CLMF14; CLMJ11; CLPS24	STCW11; BETR13; CHPG11; CHCH9; CLMJ11
11-12	STOT17; STNT21; STCW12; BETR15; BEWR12; BETR14; BEHE11; BEHE12; BEHE13	BEWR12; CHLS16; CHLS17; CLPS26	STOT17; STNT21; BEWR12; CHPG12; CLMF12; CLMJ16; CLPS26	STOT17; STNT21; BEWR12; CHPG12; CHCH 10; CLMF12; CLMJ16;

Study of Religion Units:

Sacred texts and religious writings

Religion and ritual

Religious ethics

Religion, rights and the nation state

Continuity from 7-12 RE to SoR

Year 7 Content Description

Sacred Texts

Old Testament

Religious Knowledge and Deep Understanding

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).

Skills

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).

STOT12

SoR Units: Sacred Texts and Religious Writings and Religion and Ritual.

New Testament

Religious Knowledge and Deep Understanding

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 the human author is important in determining the nature of the truth revealed in the text (e.g. historical truth, factual truth, religious truth).

Skills

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).

STNT16

SoR Units: Sacred Texts and Religious Writings and Religion and Ritual.

Religious Knowledge and Deep Understanding

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).

Skills

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.

SoR Units: Sacred Texts and Religious Writings

Christian Spiritual Writings and Wisdom

Religious Knowledge and Deep Understanding

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, spiritual practices, beliefs, symbols, daily life)

Skills

Analyse and explain how the way of life of religious communities has been influenced by the writings and key messages of the founders.

STCW8

SoR Units: Sacred Texts and Religious Writings and Religion and Ritual.

Beliefs

Trinity: God, Jesus the Christ, Spirit

Religious Knowledge and Deep Understanding

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.

Skills

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).

BETR9

SoR Units: Sacred Texts and Religious Writings

Human Existence

Religious Knowledge and Deep Understanding

The Decalogue (Exodus 20:1-20) affirms the relationship between God and humankind. It describes a way of life faithful to God's love.

Skills

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.

BEHE7

SoR Units: Sacred Texts and Religious Writings

World Religions

Religious Knowledge and Deep Understanding

The monotheistic religions (Christianity, Judaism and Islam) share common beginnings of faith which are found in the patriarchs, Moses and the prophets.

Skills

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).

BEWR8

SoR Units: Sacred Texts and Religious Writings

Church

Liturgy and Sacraments

Religious Knowledge and Deep Understanding

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.

Skills

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.

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.

CHLS10

SoR Units: Religion and Ritual.

Religious Knowledge and Deep Understanding

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.

Skills

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.

CHLS11

SoR Units: Religion and Ritual.

People of God

Religious Knowledge and Deep Understanding

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.

Skills

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).

CHPG8

SoR Unit: Religion and Ritual.

Church History

Religious Knowledge and Deep Understanding

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 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.

Skills

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.

CHCH6

SoR Unit: Religion, rights and the nation state

Christian Life

Moral Formation

Religious Knowledge and Deep Understanding

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.

Skills

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.

CLMF11

SoR Unit: Religious Ethics

Mission and Justice

Religious Knowledge and Deep Understanding

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.

Skills

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.

CLMJ8

SoR Units: Religion, rights and the nation state and Religious Ethics

Prayer and Spirituality

Religious Knowledge and Deep Understanding

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.

Skills

Participate with respect in a variety of personal and communal prayer experiences.

CLPS18

SoR Units: Religion and Ritual.

Religious Knowledge and Deep Understanding

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.

Skills

Participate respectfully in 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.

CLPS19

SoR Units: Sacred Texts and Religious Writings and Religion and Ritual.

Year 8 Content Description

Sacred Texts

Old Testament

Religious Knowledge and Deep Understanding

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.

Skills

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 Postexile 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).

STOT13

SoR Units: Sacred texts and religious writings

New Testament

Religious Knowledge and Deep Understanding

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 the Acts of the Apostles, continued Jewish practices as part of their way of imitating the life and teaching of Jesus.

Skills

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.

STNT18

SoR Units: Sacred Texts and Religious Writings and Religion and Ritual.

Christian Spiritual Writings and Wisdom

Religious Knowledge and Deep Understanding

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.

Skills

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

SoR Units: Sacred texts and religious writings; Religion, rights and the nation state

Beliefs

Trinity: God, Jesus the Christ, Spirit

Religious Knowledge and Deep Understanding

Christians believe that the mission of Jesus is continued in the world and in the Church through the activity of the Holy Spirit.

Skills

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

SoR Units: Religion, rights and the nation state;

Religious Knowledge and Deep Understanding

The mystery of the Trinity is a fundamental belief of Christianity. The Trinity is One - one God in three interrelated persons: Father, Son and Holy Spirit.

Skills

Analyse ideas and images of the Trinity that communicate the fundamental Christian belief of Trinity as expressed in Church teachings (e.g. Scripture, Creeds).

Evaluate images of the Trinity and explain how these images express the interrelatedness of Father, Son and Holy Spirit.

BETR11

SoR Units: Sacred texts and religious writings

Human Existence

Religious Knowledge and Deep Understanding

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.

Skills

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.

BEHE8

SoR Units: Sacred Texts and Religious Writings; Religion and Ritual; Religion, rights and the nation state

World Religions

Religious Knowledge and Deep Understanding

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 begin the journey of faith for believers.

Skills

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.

BEWR9

SoR Units: Religion and ritual

Church

Liturgy and Sacraments

Religious Knowledge and Deep Understanding

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.

Skills

Investigate commonalities of Baptism across different Christian denominations.

Examine how Baptism makes a difference to the way in which a person is called to live their life.

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).

CHLS12

SoR Units: Religion and ritual

Religious Knowledge and Deep Understanding

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.

Skills

Define the term 'liturgy'.

Express and explain a point of view about different ways to promote the full, conscious and active participation of believers in liturgy.

Outline the particular pattern followed in the Liturgy of the Hours.

CHLS13

SoR Units: Religion and ritual

People of God

Religious Knowledge and Deep Understanding

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.

Skills

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).

CHPG9

SoR Units: Sacred Texts and Religious Writings and Religion and Ritual.

Church History

Religious Knowledge and Deep Understanding

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: 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.

Skills

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.

CHCH7

SoR Units: Religion, rights and the nation state

Christian Life

Moral Formation

Religious Knowledge and Deep Understanding

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.

Skills

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.

CLMF12

SoR Units: Religious ethics.

Mission and Justice

Religious Knowledge and Deep Understanding

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.

Skills

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.

CLMJ9

SoR Units: Sacred texts and religious writings; Religion, rights and the nation state; and Religious ethics.

Prayer and Spirituality

Religious Knowledge and Deep Understanding

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.

Skills

Participate with respect in a variety of personal and communal prayer experiences, including prayers from The Liturgy of the Hours.

CLPS20

SoR Units: Sacred Texts and religious writings and Religion and ritual.

Religious Knowledge and Deep Understanding

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 or images.

Skills

Participate respectfully in meditative prayer, including praying with scripture.

CLPS21

SoR Units: Sacred Texts and religious writings and Religion and ritual.

Year 9 Content Description

Sacred Texts

Old Testament

Religious Knowledge and Deep Understanding

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.

Skills

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).

STOT14

SoR Units: Sacred texts and religious writings

New Testament

Religious Knowledge and Deep Understanding

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 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.

Skills

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.

STNT19

SoR Units: Sacred texts and religious writings

Christian Spiritual Writings and Wisdom

Religious Knowledge and Deep Understanding

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).

Skills

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.

STNT20

SoR Units: Sacred texts and religious writings; Religious ethics and Religion, rights and the nation state

Beliefs

Trinity: God, Jesus the Christ, Spirit

Religious Knowledge and Deep Understanding

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.

Skills

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).

BETR12

SoR Units: Sacred texts and religious writings; and Religion, rights and the nation state

Human Existence

Religious Knowledge and Deep Understanding

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.

Skills

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.

BEHE9

SoR Units: Religious ethics

World Religions

Religious Knowledge and Deep Understanding

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 that are reflected in their beliefs and practices.

Skills

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.

BEWR10

SoR Units: Sacred Texts and Religious Writings and Religion and Ritual.

Church

Liturgy and Sacraments

Religious Knowledge and Deep Understanding

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.

Skills

Examine and explain the significance of the Sacraments of Healing (Penance and Anointing of the Sick) in the lives of believers.

Describe how Jesus' healing, care and compassion (Mark 1:29-31; Mark 1:40-50; Luke 5:12-16) are continued today through the Sacraments of Healing.

Identify patterns of change and continuity over time in the celebration of the Sacrament of Penance.

Examine and explain the significance of the three forms of penance in the lives of believers.

CHLS14

SoR Units: Religion and ritual

People of God

Religious Knowledge and Deep Understanding

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.

Skills

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.

CHPG10

SoR Units: Sacred texts and religious writings; Religion, rights and the nation state; Religion and ritual; and Religious ethics.

Church History

Religious Knowledge and Deep Understanding

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 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.

Skills

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.

CHCH8

SoR Units: Religion, rights and the nation state

Christian Life

Moral Formation

Religious Knowledge and Deep Understanding

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.

Skills

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.

CLMF13

SoR Units: Religion, rights and the nation state; and Religious ethics.

Mission and Justice

Religious Knowledge and Deep Understanding

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.

Skills

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 technologic advancement.

CLMJ10

SoR Units: Sacred texts and religious writings; Religion, rights and the nation state; and Religious ethics.

Prayer and Spirituality

Religious Knowledge and Deep Understanding

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.

Skills

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 (dance, drama, media, music or the visual arts).

CLPS22

SoR Units: Sacred Texts and religious writings and Religion and ritual.

Religious Knowledge and Deep Understanding

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 believers to contemplation. Contemplative prayer is the simple awareness of the presence of God. It is prayer without words or images.

Skills

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.

CLPS23

SoR Units: Religion and ritual.

Year 10 Content Description

Sacred Texts

Old Testament

Religious Knowledge and Deep Understanding

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.

Skills

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.

STOT15

SoR Units: Sacred texts and religious writings;

Religious Knowledge and Deep Understanding

The Church teaches that application of Biblical criticism (including socio-historical criticism) assists the reader to deepen awareness of Old Testament texts.

Skills

Investigate the main dimensions of socio-historical criticism (historical, cultural, literary, political, social and geographical contexts).

Apply socio-historical criticism to Old Testament texts in order to communicate an informed interpretation of the text.

STOT16

SoR Units: Sacred Texts and religious writings

New Testament

Religious Knowledge and Deep Understanding

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) 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.

Skills

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.

STNT20

SoR Units: Sacred Texts and religious writings and Religious ethics

Christian Spiritual Writings and Wisdom

Religious Knowledge and Deep Understanding

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.

Skills

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).

STCW11

SoR Units: Religion, rights and the nation state; and Religious ethics.

Beliefs

Trinity: God, Jesus the Christ, Spirit

Religious Knowledge and Deep Understanding

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.

Skills

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.

BETR13

SoR Units: Sacred Texts and religious writings and Religion rights and the nation state.

Human Existence

Religious Knowledge and Deep Understanding

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.

Skills

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.

BEHE10

SoR Units: Sacred Texts and religious writings and Religion and ritual.

World Religions

Religious Knowledge and Deep Understanding

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 Buddhism) reflect this mystery of God/Other which is beyond human understanding.

Skills

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'.

BEWR11

SoR Units: Sacred Texts and religious writings and Religion and ritual.

Church

Liturgy and Sacraments

Religious Knowledge and Deep Understanding

The Eucharist draws on historical and scriptural foundations, including 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.

Skills

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.

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.

CHLS15

SoR Units: Sacred Texts and religious writings and Religion and ritual.

People of God

Religious Knowledge and Deep Understanding

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).

Skills

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.

CHPG11

SoR Units: Sacred Texts and religious writings; Religion and ritual; Religion, rights and the nation state

Church History

Religious Knowledge and Deep Understanding

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 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.

Skills

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.

CHCH9

SoR Units: Religion, rights and the nation state;

Christian Life

Moral Formation

Religious Knowledge and Deep Understanding

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.

Skills

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.

CLMF14

SoR Units: Sacred texts and religious writings; and Religious ethics.

Mission and Justice

Religious Knowledge and Deep Understanding

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.

Skills

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.

Articulate their own understanding of the nature and purpose of human work, informed by the principles of Catholic social teaching.

CLMJ11

SoR Units: Sacred texts and religious writings; Religion, rights and the nation state; and Religious ethics.

Prayer and Spirituality

Religious Knowledge and Deep Understanding

Believers pray for justice, for peace and for the environment, including The Prayer of St Francis, The Cantic 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 Cantic of Creation is a prayer of praise for the creator God.

Skills

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 Cantic of Creation (e.g. language, vocabulary, images, purpose, context, structures, patterns, style).

CLPS24

SoR Units: Sacred Texts and religious writings; Religion and ritual and Religious ethics

Religious Knowledge and Deep Understanding

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.

Skills

Participate respectfully in 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.

CLPS25

SoR Units: Sacred Texts and religious writings; and Religion and ritual.

Year 11-12 Content Description

Sacred Texts

Old Testament

Religious Knowledge and Deep Understanding

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).

Skills

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.

STOT17 SoR Units: Sacred Texts and religious writings; Religious ethics; Religion, rights and the nation state.

New Testament

Religious Knowledge and Deep Understanding

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).

Skills

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.

STNT21 SoR Units: Sacred Texts and religious writings; Religious ethics; Religion, rights and the nation state.

Christian Spiritual Writings and Wisdom

Religious Knowledge and Deep Understanding

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.

Skills

Identify and describe how the mystery of God and of life is revealed through the message, mediums and modes of contemporary Christian spiritual writers.

STCW12 SoR Units: Sacred Texts and religious writings

Beliefs

Trinity: God, Jesus the Christ, Spirit

Religious Knowledge and Deep Understanding

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.

Skills

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.

BETR14 SoR Units: Sacred Texts and religious writings

Religious Knowledge and Deep Understanding

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.

Skills

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.

BETR15 SoR Units: Sacred Texts and religious writings

Human Existence

Religious Knowledge and Deep Understanding

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.

Skills

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).

BEHE11 SoR Units: Sacred Texts and religious writings

Religious Knowledge and Deep Understanding

Christians believe that faith is an authentic and free human act made possible by grace. Faith seeks understanding; it is not contrary to reason.

Skills

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.

BEHE12 SoR Units: Sacred Texts and religious writings

Religious Knowledge and Deep Understanding

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.

Skills

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).

BEHE13 SoR Units: Sacred Texts and religious writings; Religious ethics

World Religions

Religious Knowledge and Deep Understanding

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.

Skills

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.

BEWR12 SoR Units: Sacred Texts and religious writings; Religious ethics; Religion and ritual

Church

Liturgy and Sacraments

Religious Knowledge and Deep Understanding

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 sins and for a merciful judgement; hope in resurrection; and gratitude for the blessings that came to others through the life of the deceased person.

Skills

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.

CHLS16 SoR Units: Religion and ritual

Religious Knowledge and Deep Understanding

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.

Skills

Investigate examples of Christian liturgy (e.g. Eucharist, marriage, funerals) in order to identify some formal principles and rubrics applied.

Critique examples of Christian liturgy for their capacity to express the cultural diversity of believers and encourage their active participation.

CHLS17 SoR Units: Religion and ritual

People of God

Religious Knowledge and Deep Understanding

Christians believe they are called through Baptism (Latin *vocatio* - '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.

Skills

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).

CHPG12 SoR Units: Sacred Texts and religious writings; Religious ethics; Religion, rights and the nation state.

Church History

Religious Knowledge and Deep Understanding

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.

Skills

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.

Examine and account for significant continuity and change in religions in a variety of historical and cultural contexts.

CHCH10 SoR Units: Religion, rights and the nation state.

Christian Life

Moral Formation

Religious Knowledge and Deep Understanding

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.

Skills

Analyse and appraise the contribution of Christian moral teaching to global issues and challenges.

CLMF15 SoR Units: Religious ethics; Religion, rights and the nation state.

Religious Knowledge and Deep Understanding

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.

Skills

Examine Christian teachings about good and evil and critically analyse their significance for personal integrity and the good of community.

CLMF16 SoR Units: Religious ethics; Religion, rights and the nation state.

Religious Knowledge and Deep Understanding

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).

Skills

Examine and appraise the influence of Catholic social teaching on life and societal issues.

CLMJ12 SoR Units: Religious ethics; Religion, rights and the nation state.

Prayer and Spirituality

Religious Knowledge and Deep Understanding

Prayer in the Christian tradition nurtures the spiritual life of believers. Vocal prayer, meditative prayer and contemplative prayer are ancient examples of this.

Skills

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).

CLPS26 SoR Units: Religion and ritual