



## Year 7 Religious Education Curriculum

### Term 1:

#### What's our Benedictine Community about?

In this unit we explore the values, beliefs and practices connected to the Benedictine Tradition. We specifically look at how Saint Benedict's values are visible in our College.

### Term 2:

#### Where did the Church come from?

In this unit we look at the establishment and foundation of the monotheistic religions: Judaism, Christianity and Islam. We also analyse how and why Jesus' message continued after his death, particularly through the writing of the four Gospels. The unit further explores key figures in the Early Church and how founders of religious organisations shape the religious life of the believers.

### Term 3:

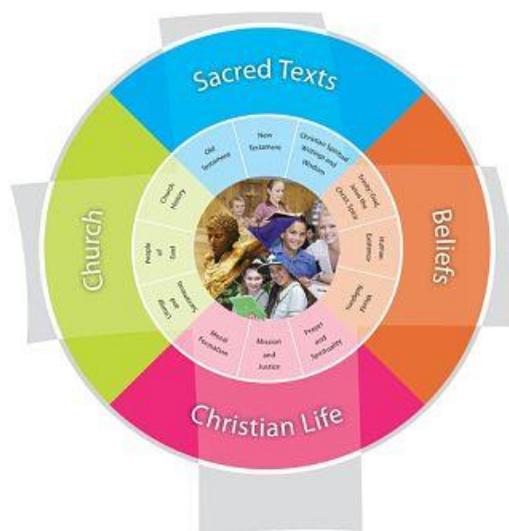
#### Who do you say I am?

Students look at the life and times of Jesus. They examine significant events of the New Testament and writers of the gospels. Students study significant key figures of the early Church.

### Term 4:

#### What can we do to bring forth the Kingdom?

In this unit, students explore the Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.





## Year 8 Religious Education Curriculum

### Term 1:

#### Who rocked the church?

Students explore prayer, 'liturgy', celebration, and how one belongs to a Christian community. This unit investigates the rise of Christianity as 'The Religion of the Empire' and explores the expansion of Christianity in the Middle Ages and how the celebration of the Eucharist changed during this time period. They will discover how believers past and present continue the mission of Jesus in the world in times of challenge and change.

### Term 2:

#### God's Saving plan what's in it for us?

Students analyse and examine language features and text structures of some Old Testament covenant narratives to identify common themes and features. They explore the relationship between the dramatic actions and challenging messages of some Old Testament prophets. They also explore how God's saving plan is revealed in the life, death and resurrection of Jesus.

### Term 3:

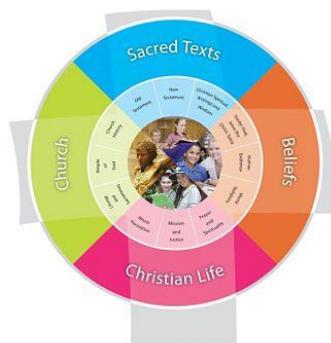
#### What's my role in Jesus' Mission?

Students describe ways in which the Catholic Church is present and active in the world today. They explain the mission of Jesus and how believers past and present continue this mission in the world. Students provide evidence of connections between Catholic social teaching and responses to emerging moral questions. They participate with respect in a range of prayer experiences.

### Term 4:

#### How can people achieve unity and diversity?

Students analyse ways in which the Church is present and active in the world through participating in liturgy, personal and communal prayer and witness to the ecumenical spirit. Students explain the significance of initiation rituals in Abrahamic religions and participate respectfully in prayer experiences.





## Year 9 Religious Education Curriculum

### Term 1:

#### Healing community issues...should that mean something to me?

Students analyse and evaluate the thinking surrounding the dignity and respect for the human person and themselves. They investigate the sacrament of healing and connections to global social justice issues.

### Term 2:

#### How Do We Interpret the Bible?

Students are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. Students learn about the divergent understandings of God (Allah, God, G\*d) in the monotheistic religions.

### Term 3:

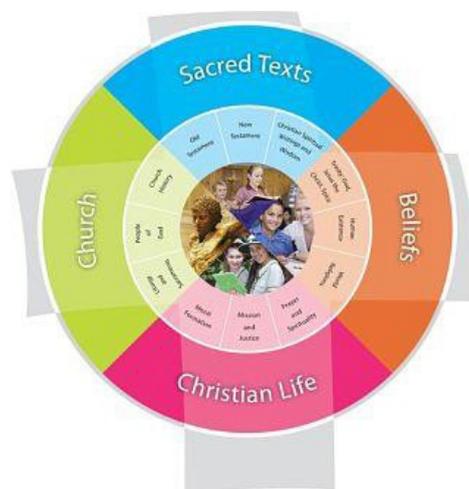
#### How do I make sense of Jesus?

Students compare representations of Jesus in scripture to other texts. It is centred on on the major events of Jesus life (incarnation, miracles, parables and his passion, resurrection ascension. The skill of narrative criticism is explored.

### Term 4:

#### Why should I care?

Students learn about the Christian vocation is being continually inspired through Catholic social teaching and contemplative prayer experiences.





## Year 10 Religious Education Curriculum

### Term 1:

#### **The Mystery of God – How do religions reflect the human understanding of God and other.**

Students examine the various ways in which humans have understood the mystery of God and other through analysis of sacred scripture and historical texts.

### Term 2:

#### **Who or what is God – what are the core beliefs and practices of the major world religions?**

Students explore the core beliefs and practice of the major world religions with a particular focus on non-western religious beliefs and practices.

### Term 3:

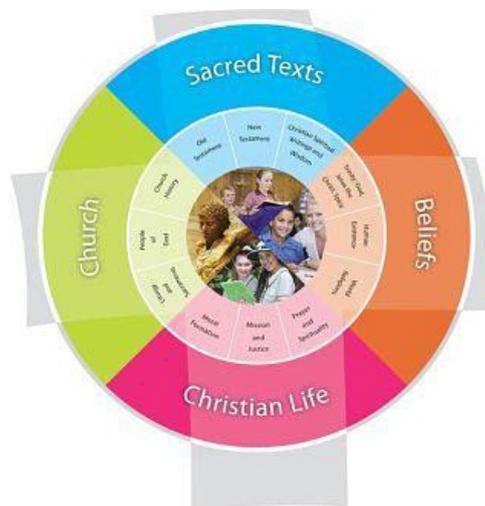
#### **How can the church respond to the world we live in – the past, present and future?**

Students researched Pope Francis and explored the impact his Encyclical 'care for common home' document has had. Discussing case studies increased students understanding of Catholic Social Teaching.

### Term 4:

#### **How do those who share the Eucharist commit themselves to carry on Jesus' mission' in the world?**

Students personalised the meaning of Eucharist to their own lives and experiences at the College. Symbols, phrases and rituals were explored to deepen their understanding of the way that ritual practice can become part of their daily lives.





## Senior Study of Religion

### Unit One

Students are introduced to the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism, and to Australian Aboriginal spiritualities, as a foundation to the course of study. Through a study of sacred texts and religious writings, students explore how these texts offer insights into life, provide guidance for living, and may express a relationship between a people and a higher being. As Unit 1 progresses, there is a particular focus on the sacred texts of Judaism, Christianity and Islam.

### Unit Two

The rituals are studied under two categories: lifecycle rituals and calendrical rituals. Lifecycle rituals mark rites of passage in the biological and sociological cycle of human life; calendrical rituals occur at a particular time of the week, month or year or mark a period of time since a significant event.

### Unit Three

Students continue to build on Units 1 and 2 to examine the religious–ethical principles that are evident within the traditions of Judaism, Christianity, Islam, Hinduism and Buddhism. They are required to understand the religious foundations that form and inform ethical principles within different religious traditions. Students apply religious–ethical principles and theories to real-life contexts and evaluate how they influence people, society and culture.

### Unit Four

Students consider how religion affects and influences people's understanding of culture, history, politics and social interaction. Within this context, issues of rights and religion–state relationships are considered. Students investigate how religions seek to shape or are shaped by their social, cultural and political contexts. They examine how the dynamic of religion in different times and places has interacted with the nation–state, as well as religion's contributions to society and culture.

[Source: Qld Curriculum and Assessment Authority – *Study of Religion* Syllabus]



## Senior: Religion and Ethics



### Unit One

#### **Module 1: Being Spiritual: what's in it for me?**

Students will learn that spirituality gives meaning and direction to people's lives. They will consider the features of Benedictine spirituality and whether mainstream religious expressions of spirituality such as the Benedictine tradition meet the needs of people in the modern age. Students will respond to the question "How do I 'Listen with the ear of your heart' ("God in all things")" and apply it to my life?

#### **Module 2: How do I know what is good and evil?**

Students will have the opportunity to reflect on the teachings of the Catholic Christian tradition about the reality of good and evil experienced by human beings. They will explore the essential ingredients of truth, beauty, goodness and evil and how these are expressed in everyday life.

### Unit Two

#### **Module 3: How do signs, symbols and rituals create a spiritual expression?**

In this unit, students will learn about spirituality and ritual in the Catholic Christian tradition. They will have the opportunity to explore, experience and express their own spirituality, and to learn about the spirituality of others.

#### **Module 4: How can religious diversity advance Australia fair?**

Attitudes to religion and spirituality in Australia are diverse. This unit will examine the place of the Catholic Christian tradition in Australia. It will also allow students to investigate cultural and religious diversity and critique the apparent contradictions and stereotypes that are present in Australia today.

### Unit Three

#### **Module 5: How does world peace begin with me?**

Peace and Conflict is concerned with practical questions of how to realise peace and justice in the world. This unit explores how religion and in particular the Catholic Christian tradition can play an important part in establishing, promoting and maintaining peace. It will give students opportunities to investigate the causes of war, violence and injustice; explore non-violent and peaceful approaches at all levels of social organisation as well as the political, professional and personal behaviours necessary to bring about a more just and peaceful world.

#### **Module 6: Why do we need a sacred story to live by?**

The purpose of story and story-telling is to help shape who we are, where we have come from and who we might become. In this unit, students will have opportunities to explore and appreciate the power of story and how it captures, recalls and preserves the life experiences of people no matter what age, period, culture or belief. This unit focuses on how, throughout the ages religion and in particular the Catholic Christian religion, has fulfilled the innate need of humans to hear and tell stories and to have a story to live by.

## **Unit Four**

### **Module 7: How can we teach the world about justice?**

Social justice issues should always evoke a religious and ethical response. In this unit, students will have the opportunity to investigate a diversity of local, national and international approaches to social justice concerns and link these with different ethical and religious responses. Students will explore active means of participation in responding to social justice concerns and reflect on personal involvement in social justice outreach.

### **Module 8: Where do I draw the line?**

Ethics and morality is a unit designed to invite students to explore what influences decision making when it comes to choosing right from wrong. It challenges students to think about where they draw the line when it comes to their own behaviour and what behaviour they are willing to accept from others. Religious values and beliefs, ethical frameworks, politics and law all contribute to the way a society understands right and wrong. Ethics and morality then, are about responding to the daily challenges of living, drawing on the sources of value within us, between us and beyond us.