



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:

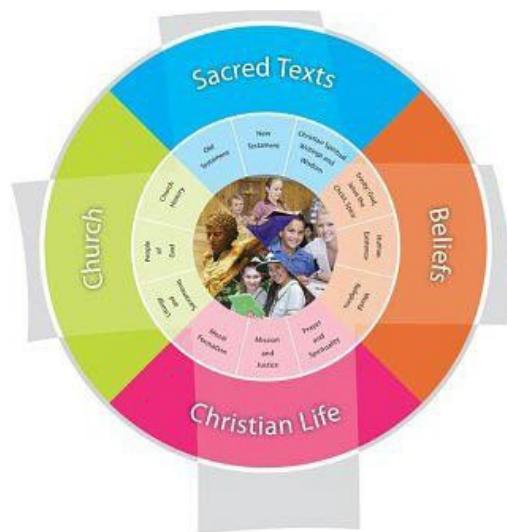
Who do you say I am?

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:

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 2:

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 3:

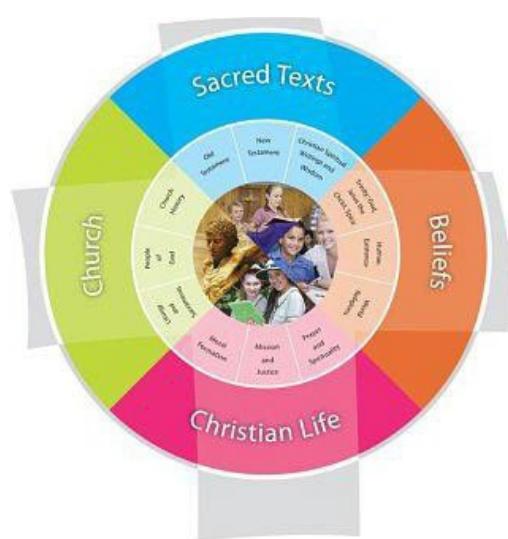
Who rocked the church?

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 4:

How can people achieve unity and diversity?

Students analyse ways in which the Church is present and active in the world and witness the ecumenical spirit. Students explain the significance of The Trinity in Catholicism and identify actions of modern organisations that are living out Jesus' message of love.





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:

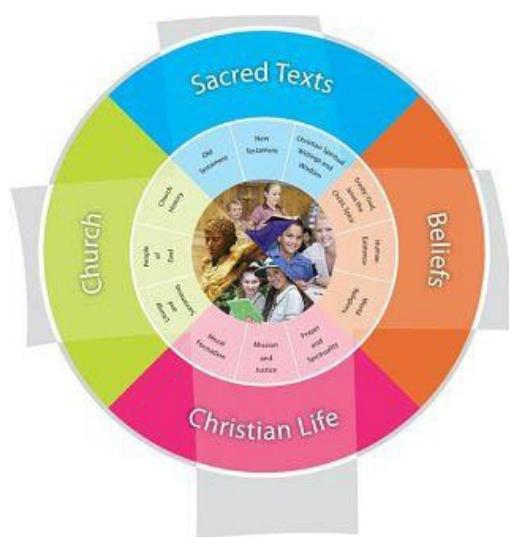
How do I make sense of Jesus?

Students compare representations of Jesus in scripture to other texts. It is centred on 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 develop ways to creating more empathy in society.

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:

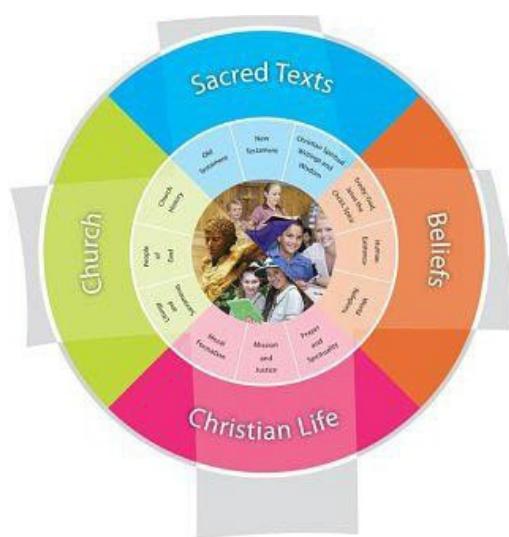
How can the church respond to the world we live in – the past, present and future?

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

World Religions and Spiritualities

In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of world religions and spiritualities, including the world's indigenous peoples. Religions and spiritualities support dynamic and complex expressions of world views, beliefs, values, culture and community. By exploring a variety of community contexts, students investigate how religions and spiritualities influence and shape the experiences and interactions of individuals and communities. Students seek to know how understanding and respecting religions and spiritualities can help to foster a more harmonious society.

Unit Two

Australian Identity

In this unit, students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices. Students explore perspectives and approaches in Australia's evolving society. They develop an understanding about how different contexts have influenced perspectives and approaches over time and their impact on the formation of identity. This unit enables students to consider a range of Australian communities, their belief systems, and current issues in Australia.

Unit Three

Sacred Stories

In this unit, students explore universal truths and how sacred stories shape and inspire individuals and communities by reinforcing shared beliefs and values. Students are introduced to how sacred stories have been used to teach religious, spiritual and ethical messages that inspire and challenge individuals and communities. Sacred stories can shape and connect communities by capturing and preserving experiences and ideals, beliefs and traditions. By engaging with sacred stories, people can explore meaning, examine the big questions of life and express their beliefs. Sacred stories are shared over time and have continuous and emerging religious, spiritual, ethical and cultural or community resonance.

Unit Four

Social Justice

In this unit, students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues. They consider the quality of human life and human dignity as they learn about equality and equity across the world and in Australia. Students explore how religious, spiritual and ethical principles influence perceptions and judgments, and how moral decision-making is related to structures in society.

