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Review of Religious Education for The Catholic Education Office Diocese of Parramatta



Review of the Religious Education Curriculum

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Content Analysis: *Sharing Our Story*

Part 1

Essential Content of Organic Presentation of the Catholic Faith

The Catholic Church gives specific directives about the content of its message in a number of authoritative documents. Foremost of these is the *Catechism of the Catholic Church*, which is mandated as the standard reference for doctrinal presentations. This text is accompanied by the Apostolic Constitution *Fidei Depositum* which characterises this text as “...a sure and authentic reference text for teaching Catholic doctrine.”¹ The *Catechism* is also offered as a comprehensive account of the Catholic faith – not only for Bishops’ Conferences but also “...to every individual who asks us to give an account of the hope that is in us (cf. 1 Peter 3:15) and who wants to know what the Catholic Church believes.”² It is also a useful pedagogical tool which can be employed as a reference for teachers and students. It is too comprehensive, however, to be used in most classrooms as primary text book – especially in primary schools.

In order to provide a more manageable description of essential content according to the mind of the Church, we can turn to three outlines offered in other magisterial documents – *The General Directory for Catechesis*, *Catechesi Tradendae*, and *The Religious Dimension of Education in a Catholic School*. Each one of these points to the same basic content, but expresses it differently. These three sources have been combined here in an attempt to integrate the insights of each one. The framework is that of *The General Directory for Catechesis*, which identifies six fundamental tasks to be accomplished, namely:

1. Promoting knowledge of the faith
2. Liturgical education
3. Moral formation
4. Teaching to pray

¹ John Paul II, *Fidei Depositum* (1992), 3

² John Paul II, *Fidei Depositum* (1992), 3

5. Christian community life
6. Missionary initiation.

Much of the wording used is drawn from *The Religious Dimension of Education in a Catholic School*, which undertook to identify the essential content for the organic presentation of the Christian event, the Christian message and the Christian life.

This outline *does not claim to be a comprehensive curriculum* for a religious education programme. Such work must be undertaken at a local level in response to the needs and pastoral circumstances identified by each diocesan bishop. This outline is an auditing tool for *identifying the minimum and essential content* according to the mind of the Church. Additions and modifications to the way in which language is expressed would seem to be a necessary development implied by the task. The outline is in three parts:

- Part 1 consists of the *Essential Content* as identified by the documents of the Church.
- Part 2 takes the content of *Sharing Our Story*, and places it in the relevant categories identified in Part 1. The content descriptors used are the student outcomes for the primary school and content descriptions for the secondary school.
- Part 3 audits the content of *Sharing Our Story* against the requirements of the Essential Content.
- Part 4 offers a set of preliminary observations regarding the observable data. It is anticipated that this will continue as part of the ongoing consultation process.

Essential Content

1. Promoting Knowledge of the Faith³

*Whoever has encountered Christ desires to know him as much as possible, as well as to know the plan of the Father which he revealed.*⁴

³ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

⁴ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

1.1 Christology

- Basic ideas about Scripture – especially the Gospels⁵
- The message of Christ⁶
- The deeds of Christ⁷
- The historical fact of the Resurrection⁸
- The mystery of Christ's Divinity⁹
- The mystery of the Incarnation¹⁰
- Christ as Saviour¹¹
- Christ as Priest¹²
- Christ as Teacher¹³
- Christ as Lord of the Universe¹⁴
- Presenting the Mystery of God through Christ.¹⁵

*The History of Salvation:*¹⁶

- Creation¹⁷
- The Fall: Origin of the mystery of lawlessness at work in our lives¹⁸
- The Covenant with the ancient people of God¹⁹

⁵ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

⁶ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

⁷ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

⁹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

¹⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74.

¹¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

¹² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

¹³ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74. Op.cit.

¹⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74.

¹⁵ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 75.

¹⁶ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 76.

¹⁷ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit. See also: Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74.

¹⁸ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit.

- The long period of waiting²⁰
- The Incarnation of the Son of God; the Coming of Jesus our Saviour²¹
- We are now the new People of God²²
- We are pilgrims on Earth²³

Mariology

- Role of Mary in the mission of Christ²⁴
- Mary Immaculate²⁵
- Mary, Mother of God²⁶
- Mary, ever-virgin²⁷
- Mary assumed into heaven²⁸

1.2 Christian Anthropology

- The human person is present in all the truths of faith.²⁹
- The human person is created in "the image and likeness" of God³⁰
- The concept of "person": intelligence and will, freedom and feelings.³¹

¹⁹ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit. See also: Sacred Congregation for Catholic Education *The Religious Dimension of Education in a Catholic School* (1988), 74.

²⁰ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit. See also: Sacred Congregation for Catholic Education *The Religious Dimension of Education in a Catholic School* (1988), 74.

²¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74.

²² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

^{23,25} Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

²⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988), 74.

See also: John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit

²⁵ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit.

²⁶ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit.

²⁷ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit.

²⁸ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit.

²⁹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 84. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 84. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

- The human person is a living creature having both a physical and a spiritual nature.³²
- Every human person is loved by God³³
- The redeemed human person is elevated by God to the dignity of a child of God;³⁴
- The redeemed human person is a temple of the Holy Spirit³⁵
- The redeemed human person is a member of the Church;³⁶
- Every human person has a destiny that is immortal³⁷
- The virtues of self-respect and self-love,³⁸
- The obligation of human persons to love others³⁹
- Human persons should be willing to embrace life,⁴⁰
- Each human person has a unique vocation to be seen as a fulfilment of God's will.⁴¹

³¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 55. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 55. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³³ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 84. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³⁵ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 84. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³⁶ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 84. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³⁷ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

³⁹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁴⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

Each one is called to a specific mission in the world.⁴²

- The human person is affected by original sin, but redeemed by Christ;⁴³
- The redeemed human person is destined to eternal life.⁴⁴
- The human capacity to be an active and creative agent.⁴⁵
- The human person as a being endowed with both rights and duties⁴⁶
- Human persons are capable of interpersonal relationships.⁴⁷

1.3 Ecclesiology

- The ideal of a universal human family is realised in the Church.⁴⁸
- Students should have a knowledge of the Church they belong to; they will learn to love it with a filial affection⁴⁹
- Belonging to the Church has obvious consequences for life, for apostolate, and for a Christian vision of the world⁵⁰.

⁴¹ Ibid. 76.

⁴² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 55. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁴³ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 84. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁴⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 84. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁴⁵ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 55. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁴⁶ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 55. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁴⁷ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 55. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁴⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁴⁹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁵⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at:

- Through the Spirit, we grow in the Church, offering us "grace upon grace"; the only thing he asks is our cooperation.⁵¹

1.4 The Last Things

- Reflection on the Last Things using the story of Dives and Lazarus (Jn 11: 25-27).⁵²
- We are personally responsible in everything we do, because we must render an account to God.⁵³
- The Last Judgment points to an eternal destiny which we merit through our own works.⁵⁴
- The good or evil done to each human being is as if done to Christ.⁵⁵
- The Creed can be used as a pattern to help students to learn about the Kingdom of Heaven.⁵⁶
- Those who have believed in God and spent their lives in his service are called saints, even if not all are formally venerated under that title.⁵⁷
- First among the saints is Mary, the Mother of Jesus, living a glorified life at the side of her Son.

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁵¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 79. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁵² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 80. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁵³ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 81. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁵⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 80. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁵⁵ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 80. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁵⁶ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 81. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁵⁷ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 81. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

- Those who have died are not separated from us. They, with us, form the one Church, the People of God, united in the Communion of Saints.⁵⁸
- The truths drawn from a reflection on the Last Things provide a sense of the dignity of the person, as destined to immortality.⁵⁹
- Christian hope in our ultimate destiny offers comfort in life's difficulties.⁶⁰
- Participation in divine life here and hereafter.⁶¹
- We are journeying toward our eternal home⁶²

2. Liturgical and Sacramental Formation⁶³

Christ is always present in his Church, especially in liturgical celebrations.

Communion with Jesus Christ leads to the celebration of his salvific presence in the sacraments, especially in the Eucharist.⁶⁴

Understanding the sacramental journey has profound educational implications: something dynamic, responding to every person's need to continue growing all through life.⁶⁵

⁵⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 81. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁵⁹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 81. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁶⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 81. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁶¹ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit.

⁶² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 76. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁶³ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁶⁴ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁶⁵ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 78. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

2.1 Liturgy

- Students must be formed for full, conscious and active participation in the liturgy⁶⁶
- Proper participation in the liturgy entails teaching students to: pray with confidence, thanksgiving, repentance, community spirit, and understand the creeds correctly.⁶⁷
- Students must be educated with a knowledge of the meaning of the liturgy⁶⁸
- Christ is always present in his Church, especially in liturgical celebrations.⁶⁹

2.2 Sacraments

- Teachers will, help students to discover the real value of the Sacraments⁷⁰
- The essential point for students to understand is that Jesus Christ is always truly present in the Sacraments.⁷¹
- Sacraments accompany the believer on the journey through life.⁷²
- The sacramental journey takes place within the Church
- Sacraments become comprehensible through understanding of what it means to be a member of the Church⁷³
- Christ instituted the sacraments and His presence makes them efficacious means of grace.⁷⁴

⁶⁶ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁶⁷ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁶⁸ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁶⁹ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

See Also: John Paul II, *Catechesi Tradendae* (1979), 30
http://www.vatican.va/holy_father/john_paul_ii/apost_exhortations/documents/hf_jp-ii_exh_16101979_catechesi-tradendae_en.html

⁷⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 78. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁷¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 78. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁷² Ibid. 78.

⁷³ Ibid. 78.

⁷⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 78. Available at:

- *Sacrament of Baptism*
- *Sacrament of Confirmation*
- *Sacrament of Reconciliation*
- *Sacrament of Anointing of the Sick*
- *Sacrament of Marriage*
- *Sacrament of Holy Orders*
- *Sacrament of the Eucharist*
- Communion with Jesus Christ leads to the celebration of His presence in the sacraments, especially the Eucharist.⁷⁵
- The moment of closest encounter with the Lord Jesus occurs in the Eucharist⁷⁶
- In the Eucharist, two supreme acts of love are united: Our Lord renews His sacrifice of salvation for us, and He truly gives himself to us⁷⁷
- The Eucharist is both Sacrifice and Sacrament.⁷⁸
- The reality of the Eucharistic Presence;⁷⁹

3. Teaching to Pray⁸⁰

Communion with Jesus Christ leads the disciples to assume the attitude of prayer and contemplation which the Master himself had.⁸¹

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁷⁵ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

⁷⁶ Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 78. Available at:

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⁷⁷ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 78. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁷⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 78. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁷⁹ John Paul II, *Catechesi Tradendae* (1979), 30. Op.cit.

⁸⁰ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

⁸¹ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

- Religious education should be permeated by a climate of prayer to promote the assimilation of the entire Christian life.⁸²
- The climate of prayer is especially necessary when students are confronted with the more demanding aspects of the Gospel⁸³
- Students should be encouraged to open their hearts in confidence to Father, Son, and Holy Spirit through personal and liturgical prayer.⁸⁴
- The ‘Our Father’ is the model of all Christian prayer. The handing on of the ‘Our Father’ is a summary of the entire Gospel.⁸⁵
- Students should learn to pray these different forms of prayer: adoration, praise, thanksgiving, filial confidence, supplication and awe for His glory.⁸⁶

4. Moral Formation⁸⁷

*Each truth of faith has ethical implications, but a systematic presentation of Christian ethics is also required.*⁸⁸

http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁸² Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁸³ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁸⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁸⁵ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁸⁶ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

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⁸⁷ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 85. Available at:

http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

⁸⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at:

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

4.1 First Christian Communities.

- The study of ethics can be introduced by looking at the first Christian communities.⁸⁹
- In the first Christian communities, the Gospel message was accompanied by prayer and the celebration of the Sacraments.⁹⁰

4.2 Christian Perfection

- All are called to Christian perfection.⁹¹
- Christian perfection is a gift of Jesus through the mediation of the Spirit⁹²
- The gift of Christian perfection requires our cooperation.⁹³
- God has the power to free us from the hold of sin.⁹⁴
- Penance and asceticism are necessary.⁹⁵
- Students need to be educated to understand the meaning of the virtue of faith⁹⁶
- Helped by grace, students are invited to give complete, free, personal and affective loyalty to the God who reveals himself through his Son.⁹⁷
- Commitment to Christian living is not automatic; it is itself a gift of God.⁹⁸

⁸⁹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁹⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

⁹¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 95. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁹² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 95. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁹³ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 95. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁹⁴ John Paul II *Catechesi Tradendae* (1979), 30. Op.cit.

⁹⁵ John Paul II *Catechesi Tradendae* (1979), 30. Op.cit.

⁹⁶ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁹⁷ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

- The gift of Christian commitment must be asked for and we must wait for it patiently.⁹⁹
- People must be given time to grow and to mature.¹⁰⁰
- Faith is thus based on knowing Jesus and following Him¹⁰¹
- The life of faith is expressed in acts of religion.¹⁰²

4.3 Christian Social Ethics.

- Christian social ethics, founded on faith, sheds light on other disciplines such as law, economics and political science.¹⁰³
- The human person is the central focus of the social order.¹⁰⁴
- Justice is the recognition of the rights of each individual;¹⁰⁵
- Honesty is the basic condition for all human relationships;¹⁰⁶
- Freedom is the basic right of each individual and of society.¹⁰⁷

⁹⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

⁹⁹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 74. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

¹⁰² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 82. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰³ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰⁴ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰⁵ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰⁶ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

- World peace must then be founded on good order and the justice to which all human beings have a right as children of God.¹⁰⁸
- The goods of the earth are gifts of God, and are not the privilege of some individuals or groups while others are deprived of them.¹⁰⁹
- Misery and hunger weigh on the conscience of humanity and cry out to God for justice.¹¹⁰
- The realism of revelation, history and daily experience all require that we have a clear awareness of the evil that is at work in the world and in the human person.¹¹¹
- When human beings wander far away from God, and the Gospel message, they can poison the world with war, violence, injustice and crime.¹¹²

5 Christian Community Life¹¹³

*Christian community life is not realized spontaneously. It is necessary to educate it carefully.*¹¹⁴

¹⁰⁷ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰⁸ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹⁰⁹ Sacred Congregation for Catholic Education *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹¹⁰ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 89. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html.

¹¹¹ Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 91. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

¹¹² Sacred Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School* (1988) 91. Available at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

¹¹³ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

¹¹⁴ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

- Christian community life requires a spirit of simplicity and humility (*Mt 18,3*)¹¹⁵
- Christian community life requires solicitude for the least among the brethren (*Mt 18,6*)¹¹⁶
- Christian community life requires particular care for those who are alienated (*Mt 18,12*)¹¹⁷
- Christian community life requires fraternal correction ("*Go and tell him his fault...*" *Mt 18,15*)¹¹⁸
- Christian community life requires common prayer (*Mt 18,19*)¹¹⁹
- Christian community life requires mutual forgiveness (*Mt 18,22*)¹²⁰
- Fraternal love embraces all these attitudes (*Jn 13,34*)¹²¹
- Special attention to the ecumenical dimension, encouraging fraternal attitudes toward other Christian churches.¹²²
- In pursuing ecumenical objectives, the Church's doctrine must be expressed clearly.¹²³

¹¹⁵ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹¹⁶ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹¹⁷ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹¹⁸ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹¹⁹ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹²⁰ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹²¹ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹²² Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

¹²³ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_direct_ory-for-catechesis_en.html

6 Missionary Initiation¹²⁴

*Catechesis is also open to the missionary dimension. This seeks to equip the disciples of Jesus to be present as Christians in society through their professional, cultural and social lives.*¹²⁵

- Promoting missionary initiation (for lay people) founded in the sacraments and in the secular character of their vocation.¹²⁶
- Encourage vocations to the priesthood and other forms of apostolic life.¹²⁷

5. To be Committed to Memory

*Catechesi Tradendae gives general guidance about what should be memorised in the process of religious education. This is reiterated in “The General Directory of Catechesis.” This guidance covers five general areas:*¹²⁸

1. A certain memorisation of the words of Jesus
2. Important Bible passages, the Ten Commandments
3. The formulae of profession of the faith
4. The liturgical texts, the essential prayers
5. Key doctrines

¹²⁴ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

¹²⁵ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

¹²⁶ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

¹²⁷ Sacred Congregation for the Clergy, *General Directory for Catechesis* (1997), 86. Available at: http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

¹²⁸ John Paul II, *Catechesi Tradendae*. 55. See also *General Directory of Catechesis*, 154-5.

Part 2

Coded Outcome Statements/ ‘Learn About’

The essential content of *Sharing Our Story* is organised differently for primary and secondary schools. In the primary school, each unit specifies the expected outcomes. In the secondary school, the essential content for each unit is expressed in “Learn About” statements. These statements for each unit are set out below and have been classified and coded for the purposes of analysis. This is best explained with reference to a specific example, as follows.

Yr 9 /10.5C8.1. dramatic changes that have occurred in their own life, linked to growth, development and a change of viewpoint

Yr 9 /10 This indicates the level at which this is studied

5C8.1. **5** refers to Stage 5 (Yr 9 / 10)

C indicates that it is a core unit (as distinct from an elective unit) in the secondary school programme.

In the primary school programme, if there is a letter at this point (A,B or C) it does not indicate a core unit, but refers to the year of the liturgical cycle.

8 indicates that it is the eighth unit in the series for this level (in this case, “Christianity in the Middle Ages.”)

1. indicates that it is the first statement identified by the unit. It is then followed by the actual wording of the outcome.

The coding system allows the reader to check each statement in its unit context using the following document. The length of time to be spent on each unit can be determined approximately by the number of units allocated to the level (over one year for the primary school programme and over two years for the secondary). The number of outcomes/ “learn

about” statements within each unit will indicate the approximate emphasis which might be accorded to each one.

Sharing Our Story: Content of Units K-12

Primary Units

Kindergarten

1. God Loves Me

K.1.1 *identify* special God-given qualities that make them unique.

K.1.2 *describe and critically reflect* upon ways in which feelings are expressed.

K.1.3 *recognise and appreciate* that God always loves them.

K.1.4 *identify* ways in which they can show their love for their family and friends.

2. From Ashes To Easter

K.2.1 *identify* Ash Wednesday as a special day which is the first day of Lent.

K.2.2 *recall* the story of the first Palm Sunday.

K.2.3 *recognise* special signs and symbols of Lent/ Easter and their relevance to the life of Jesus.

K.2.4 *develop an awareness and appreciation* of Lent/Easter through participation in activities and celebrations of other classes and/or the whole school.

3. My Family Loves Me

K.3.1 *recognise* the uniqueness of their family.

K.3.2 *appreciate* the key elements of gathering and sharing in family celebrations.

K.3.3 *retell* the story of the time the boy Jesus was lost by his parents and found teaching in the temple.

K.4.4 *appreciate* that God's love is experienced through the caring people in their lives.

4. God Is Our Creator

K.4.1 *grow in awareness of- and appreciation for-* the variety and beauty of God's creation.

K.4.2 *identify examples* that demonstrate that the natural world is always changing.

K.4.3 *retell* the first account of creation in Gen 1:1-31.

K.4.4 *list ways* in which they can care for creation.

5. A Community that Celebrates

K.5.1 *identify* times when they join with their Church family to celebrate.

K.5.2 *locate and explain* the use or purpose of key features of the parish church.

K.5.3 *describe* some of the key tasks involved in the ministry of the parish priest(s).

K.5.4 *list* some of the major ways in which parishioners serve and support others in the parish.

6. Advent: A Waiting Time

K.6.1 *recognise* the value and meaning of waiting.

K.6.2 *identify* that Advent is a time of waiting.

K.6.3 *recognise* that Mary and Joseph waited for the birth of Jesus.

K.6.4 *list* ways to help others in the community during Advent.

7. Christmas: Jesus Is Born

K.7.1 *recall* memories and customs associated with the celebration of Christmas,

K.7.2 *explain* that Christmas is a celebration of the birth of Jesus.

K.7.3 *appreciate* that Christmas is a time of giving and receiving in our family, school and parish.

8. Living As Jesus Showed Us

K.8.1. *identify* their own needs and the needs of other people around the world.

K.8.2. *recall* 'Jesus Blesses Little Children' (Mk 10:13-16) and 'The Wedding Feast at Cana' (Jn K.8.2:1-11) showing Jesus as a kind and loving person.

K.8.3. *name* ways in which they can be kind and care for people like Jesus.

Year 1

1. Jesus Our Friend

Yr 1.1.1 *name* the qualities of a good friend.

Yr 1.1.2 *identify* ways in which they could make others feel special.

Yr 1.1.3 *recall* Scripture stories which reveal the qualities of Jesus' friendship.

Yr 1.1.4 *work in groups* to create a prayer of thanks to Jesus.

Yr 1.1.5 *appreciate* that when they care for others they are reflecting and responding to the love of Jesus.

2. Lent: Growing Together

Yr 1.2.1 *explain* how they are growing and changing.

Yr 1.2.2 *state* that Lent is a special time to grow and change as we get ready for Easter.

Yr 1.2.3 *explain* how Jesus helped others to change into better people.

Yr 1.2.4 *describe* how they can help others during Lent.

3. Easter Triduum: The Last Supper

Yr 1.3.1 *explain* why they like sharing meals with their families.

Yr 1.3.2 *sequence* the key events of Holy Week.

Yr 1.3.3 *dramatise* or represent artistically Jesus celebrating the Last Supper with his disciples.

4. Easter Season: Together

Yr 1.4.1 *recall and share* their family experiences of Easter.

Yr 1.4.2 *recount* the events of the first Easter Sunday morning.

Yr 1.4.3 *describe* how the Paschal Candle and the 'Alleluia' are used in the Easter season liturgies to celebrate that Jesus is risen.

Yr 1.4.4 participate in a variety of Easter prayer experiences.

5. Stories of Jesus

Yr 1.5.1 *recall* significant events in their own life stories.

Yr 1.5.2 *state* that the Gospel accounts relate stories about Jesus and stories Jesus told about God's love.

Yr 1.5.3 *recall* stories of Jesus and about Jesus and explain what these stories teach us.

Yr 1.5.4 *recognise* ways in which they can respond to the love of Jesus revealed through these stories.

Yr 1.5.5 *appreciate* the value of the Bible as the book which tells them stories of Jesus.

6. Baptism

Yr 1.6.1 *discuss* some of the ways in which children are welcomed into and shown that they belong to families and groups such as sporting teams and youth organisations.

Yr 1.6.2 *explain* the meaning of Baptism as a special celebration where we are welcomed into God's family.

Yr 1.6.3 *compare and contrast* the story of the Baptism of Jesus with accounts of their own Baptisms.

Yr 1.6.4 *name* key rituals and symbols associated with Baptism.

Yr 1.6.5 *describe* ways they can help other people feel special and that they belong.

7. Senses: A Gift From God

Yr 1.7.1 *appreciate* that their senses are a gift from God

Yr 1.7.2 *express* using a variety of mediums thankfulness to God for the many gifts we experience through our senses

Yr 1.7.3 *retell* a Scripture story which tells how Jesus healed others

Yr 1.7.4 *participate* in a liturgy which involves use of all the senses.

8. Getting Ready For Jesus

Yr 1.8.1 *recall* and *share* experiences of getting ready for something special including Christmas.

Yr 1.8.2 *recall* how God prepared for the birth of His Son, Jesus.

Yr 1.8.3 *list* ways in which Mary and Joseph might have prepared for the birth of Jesus.

Yr 1.8.4 *decide* how they might prepare to celebrate Jesus' birthday.

9. Christmas: Celebrating Jesus' Birthday

Yr 1.9.1 *recall* their previous Christmas celebrations at home and at school.

Yr 1.9.1 2 *recount* the story of the first Christmas.

Yr 1.9.1 3 *develop an understanding* that Christmas is a time when together we thank God for the gift of His Son, Jesus.

10. Advent and Christmas

Yr 1.10.1 *recall* experiences of getting ready for something special including Christmas.

Yr 1.10.2 *recall* ways in which Mary and Joseph might have prepared for the birth of Jesus.

Yr 1.10.3 *grow* in understanding of the story of the first Christmas.

Yr 1.10.4 *explore* connections between their experiences of Christmas gifts and the Christmas story.

11. Mission: Sharing With Others As Jesus Showed Us

Yr 1.11.1 *recall* ideas and examples of sharing.

Yr 1.11.2 explain how Jesus shared with- and cared for- others in Feeding the Five Thousand (Mk 6: 30-44).

Yr 1.11.3 *identify* ways they can participate in Jesus' mission through sharing in a loving way with people in need.

<h2>Year 2</h2>

1. Jesus Helps Me To Love

Yr 2. 1.1 *recognise* Baptism as a ritual of initiation into God's family, where they are called to love, share with, listen to and accept others.

Yr 2. 1.2 *recall* Gospel accounts and parables which demonstrate how Jesus encouraged others to grow.

Yr 2. 1.3 *recognise* that Jesus calls them to love one another; and *list* ways of responding to this call.

Yr 2. 1.4 *appreciate* that as part of God's family they are called to seek justice, truth and hope.

2. Lent: Being Alone

Yr 2. 2.1 *recall and reflect* upon times of being alone.

Yr 2. 2.2 *appreciate* that Jesus prayed to God his Father.

Yr 2. 2.3 *identify* prayer as a means of preparing to celebrate Easter.

Yr 2. 2.4 *recognise* Lent as a particular time for repentance.

Yr 2. 2.5 *participate* in a variety of prayerful experiences.

3. Easter Triduum: Never Alone

Yr 2. 3.1 *describe* Jesus' thoughts and feelings when He prayed to his Father, particularly in the Garden of Gethsemane and on the Cross.

Yr 2. 3.2 *explain* why prayer is important in their relationship with God and how prayer can help them in their daily lives.

Yr 2. 3.3 *participate* in a variety of prayer experiences related to the celebration of Holy Week and the Easter Triduum.

4. Easter Season: Jesus With Us

Yr 2. 4.1 *recall* and *share* stories about their family's and parish's celebration of Easter.

Yr 2. 4.2 *recount* stories from John's Gospel which describe the disciples' encounters with the Risen Jesus.

Yr 2. 4.3 *name* ways in which Christians encounter the Risen Christ in their lives.

5. The Pentecost Story

Yr 2. 5.1 *recognise* people in the community who help others.

Yr 2. 5.2 *recall* the events of the Pentecost story.

Yr 2. 5.3 *explain* how the disciples were empowered by the Spirit in the Pentecost story.

Yr 2. 5.4 state that Pentecost is the celebration of Jesus' gift of the Holy Spirit.

Yr 2. 5.5 grow in awareness and appreciation of the Church as a gathering of people who celebrate and proclaim the message of Jesus.

6. Reconciliation: Belonging To A Forgiving Community

Yr 2. 6.1 *describe* how their choices affect their relationships with God and others.

Yr 2. 6.2 *explain* how God is like the shepherd and the woman who lost her coin.

Yr 2. 6.3 *make* links between their experiences of reconciliation and the elements of the sacrament of Reconciliation.

Yr 2. 6.4 *appreciate* that they experience God's forgiveness in the Church's celebration of the sacrament of Reconciliation.

7. Eucharist: Celebrating God's Love

Yr 2.7.1 *identify* and *explain* reasons why family and friends celebrate special meals with each other.

Yr 2.7.2 *identify* and *explain* reasons why Jesus celebrated special meals with others, especially at the Last Supper.

Yr 2.7.3 *describe* ways in which Jesus is present in the Church's celebration of the Eucharist revealing God's wonderful love.

Yr 2.7.4 *identify* ways in which they and their families can celebrate Sunday as a holy day, especially through their celebration of the Eucharist.

8. Advent: Waiting For Jesus

Yr 2.8.1 *recall* and *reflect* upon their experiences of waiting and be able to relate this to the readings and spirit of Advent.

Yr 2.8.2 *identify* people from the Bible who waited for the coming of Jesus.

Yr 2.8.3 *consider* ways in which they could respond to the needs of others during Advent.

9. Christmas: Waiting Is Over

Yr 2.9.1 *identify* ways in which their families receive and spread God's love, peace and joy as they celebrate the birthday of Jesus each Christmas.

Yr 2.9.2 *retell* biblical accounts of how Mary and Joseph, the shepherds and wise men prepared for and responded to the birth of Jesus.

Yr 2.9.3 *recall* that the Church's special waiting time of Advent finishes with Christmas day.

Yr 2.9.4 *identify* ways in which they can share God's love, peace and joy.

10. Mission: Loving God and Others Like Jesus

Yr 2.10.1 *recall* examples of loving actions.

Yr 2.10.2 *recount* ‘Jesus and the Blind Beggar’ (Lk 18:35-43) and ‘Jesus and Zacchaeus’ (Lk 19: 1-10).

Yr 2.10.3 *identify* ways they can contribute to the mission of Jesus by loving God and people in their class, school, family, local community and people throughout the world.

Year 3

1. Jesus Shares His Gifts

Yr 3.1.1 *identify* ways in which people use their gifts to serve others in their family, school, parish and community.

Yr 3.1.2 *describe* how Jesus used his special gifts to serve others.

Yr 3.1.3 *explain* why God gives different people different gifts.

Yr 3.1.4 *affirm* the gifts of others and suggest ways in which they can use their gifts to serve others.

2. Lent: Reaching Out

Yr 3.2.1 *explain* how the celebration of Lent provides opportunities for personal growth in faith and challenges us to reach out to others.

Yr 3.2.2 *recall* stories in which Jesus reached out to others in loving service.

Yr 3.2.3 *formulate* a plan of action aimed at reaching out to others.

3. Easter Triduum: Journeying With Jesus

Yr 3.3.1 *identify* the key events of Holy Week.

Yr 3.3.2 *recount* times when Jesus reached out to others during his last journey in Holy Week.

Yr 3.3.3 *compare* and *contrast* the response of various people to the suffering Jesus.

4. Easter Season: The Journey To Emmaus

Yr 3.4.1 *recall* and *share* accounts of times when they were sad, confused and/or afraid because they thought they were alone.

Yr 3.4.2 *name* the different feelings of the disciples throughout the Emmaus story.

Yr 3.4.3 *explain* how they can be like the risen Jesus in helping others who are sad, confused and/or afraid.

5. Sacraments of Initiation

Yr 3.5.1 *identify* ways in which children are initiated into various groups and organisations including the Christian community.

Yr 3.5.2 *match* rituals and symbols of Christian initiation with the sacraments of Baptism, Confirmation and Eucharist.

Yr 3.5.3 *explain* the meaning of Christian initiation with reference to key rituals and symbols.

Yr 3.5.4 *appreciate* that initiation into the life of the Christian community means loving God and others as Jesus did, nourished by prayer and the sacraments.

6. Mary: Woman of Faith

Yr 3.6.1 *retell* the key events in the life of Mary, the mother of Jesus.

Yr 3.6.2 *identify* how Mary listened and responded to God's call throughout her life.

Yr 3.6.3 *express* an understanding of Mary as a faithful disciple, filled with the Holy Spirit.

Yr 3.6.4 *research* and experience Marian devotions.

7. Caring For The Wonders Of Creation

Yr 3.7.1 *recognise* and *appreciate* the beauty and wonder of God's creation

Yr 3.7.2 *grow in awareness* of the need to care and take responsibility for God's creation

Yr 3.7.3 *compose* psalms of praise in which they celebrate and give thanks for God's creation.

8. Advent: Making Promises

Yr 3.8.1 *explore* the concept of promise and promise-making.

Yr 3.8.2 recall God's earliest promises to his people in the Old Testament.

Yr 3.8.3 *identify* Jesus as the fulfilment of God's promises spoken through the prophets.

9. Christmas: The Promise Comes True

Yr 3.9.1 *identify* Jesus as the fulfilment of God's covenant promises in salvation history.

Yr 3.9.2 *compare* and *contrast* the different responses of those involved in the fulfilment of God's promise to send a Saviour.

Yr 3.9.3 *explain* how Christian faith is grounded in the belief that Jesus as Emmanuel, God is with us, is active in our world today through the Holy Spirit.

Yr 3.9.4 *propose* how their celebration of Christmas can be a response to God's covenant promises by sharing the peace and joy of Christ and showing goodwill to all.

10. Christmas: The Nativity Tree

Yr 3.10.1 *explore* and *research* some symbols which are appropriate to the Nativity event and *discover* their meaning and significance.

Yr 3.10.2 *critique* the decorations used on a Christmas tree.

Yr 3.10.3 *plan* and *participate in* a Nativity Tree ceremony.

11. Mission: Reaching Out With Jesus

Yr 3.11.1. *explain* how a person's relationship with Jesus influences how they treat others.

Yr 3.11.2. *identify* some of the features and challenges of mission as Jesus' disciples through the study of the mission of the Twelve (Lk 9:1-2,6).

Yr 3.11.3. *give examples* of Christian missionary actions and programs that reach out to others in need.

<h2>Year 4</h2>

1. Talking And Listening To God

Yr 4. 1.1 *identify* the values that should inspire the ways in which we communicate with others.

Yr 4. 1.2 *retell* stories from the Bible which tell of the importance of prayer in the lives of God's people.

Yr 4. 1.3 *grow in appreciation* of the prayers and prayer traditions in the Church that have been passed on from generation to generation.

Yr 4. 1.4 *work in groups to identify, write and pray* prayers of praise, thanks, sorrow and petition.

Yr 4. 1.5 *reflect on* the experience of spending time alone in individual prayer.

2A. Lent Yr A: An Invitation To Believe

Yr 4.2A.1 *explain* the importance of being able to have faith in other people, in their own lives.

Yr 4.2A.2 *interpret* the Gospel reading of the Fourth Sunday of Lent, John 9: 1-41, 'Jesus cures the man blind from birth.'

Yr 4.2A.3 *explain* the meaning and personal implications of the words of one form of the Baptismal promises.

Yr 4.2A.4 *identify* and *undertake* activities during Lent that will help develop their faith in Jesus.

2B Lent Yr B: Practices and Promises

Yr 4.2B.1 *identify* and give examples of three forms of Lenten penance.

Yr 4.2B.2 *research* examples of Old Testament covenants, commandments and laws.

Yr 4.2B.3 *describe* how God established a covenant relationship with the people of Israel through Moses.

Yr 4.2B.4 *explain* the importance of the Ten Commandments and laws in the covenant relationship between God and the people of Israel.

Yr 4.2B.5 *propose* ways in which their relationship with God and others can be renewed this Lent through the fulfilment of promises to undertake Lenten practices.

2C Lent Yr C: A Time For Reconciliation

Yr 4.2C.1 *explain* how the celebration of the season of Lent challenges and invites us to be reconciled with God and others.

Yr 4.2C.2 *relate* Jesus' message in the parable of the Prodigal Son to their own lives.

Yr 4.2C.3 *prepare for and participate* in the celebration of the sacrament of Penance or a prayer service with the theme of reconciliation.

3. Easter Triduum: Passover and Exodus

Yr 4.3.1 *relate* their own family's or other family's experiences of starting a new life in a new land to the Exodus story.

Yr 4.3.2 *describe* how Jewish people today remember God's saving action in their celebration of the Passover meal.

Yr 4.3.3 *explain* the new meaning Jesus gave to the sharing of bread and wine during his ministry and at the Last Supper.

Yr 4.3.4 *explain* how they can contribute to the Church's mission of hospitality and service to immigrants and refugees in Australia.

4. Easter Season: New Life

Yr 4.4.1 *identify* experiences where they experienced 'death' in the form of sadness, hurt, anger, frustration and 'new life' in the form of acceptance, reconciliation with others, peace and inspiration

Yr 4.4.2 *read, analyse and compare* the different accounts of the Resurrection to study how the disciples and followers of Jesus experienced new life through their belief in the risen Jesus

Yr 4.4.3 *identify* some key symbols, actions and prayers of the Mass, which express our faith as a Catholic community in the risen Lord.

5. Eucharist: The Structure of the Mass

Yr 4.5.1 *recognise* the key elements of a celebration.

Yr 4.5.2 *recall* and *sequence* the key parts of the Eucharist.

Yr 4.5.3 *explore* the meanings of the main symbols and actions in the celebration of the Eucharist.

Yr 4.5.4 *appreciate* the Eucharist as a means of celebrating and expressing their faith.

6. The Bible: A Special Book

Yr 4.6.1 *categorise* books that vary in purpose, form and audience.

Yr 4.6.2 *locate* given biblical references and identify major biblical text types.

Yr 4.6.3 *research* biblical accounts of significant people and key events.

Yr 4.6.4 *interpret* the message of selected Bible passages for their own lives.

Yr 4.6.5 *explain* why Christians revere the Bible, especially the Gospels, and how this is shown in the celebration of the liturgy.

7. Reconciliation: God's Forgiveness and Healing

Yr 4.7.1 *appreciate* that sometimes in relationships there is hurt which requires healing and forgiveness.

Yr 4.7.2 *retell* stories of forgiveness and healing in the New Testament.

Yr 4.7.3 *explain* and *relate* to their own lives The Parable of the Forgiving Father.

Yr 4.7.4 *recall* the ways in which the Church helps them to forgive and to be forgiven, and gives , peace and courage to those who are ill, suffering or frail through old age.

8A. Advent Year A: Prophets for Advent

Yr 4.8A.1 *identify* and *reflect upon* situations where they have or should have challenged the behaviour of others.

Yr 4.8A.2 *describe* the role, qualities and abilities of prophets like Isaiah and John the Baptist from a study of the Advent Readings.

Yr 4.8A.3 *name* and *affirm* the prophetic qualities and abilities of others.

Yr 4.8A.4 *recognise* and *use* their own prophetic qualities and abilities.

8B. Advent Year B: Be A Joyful Messenger

Yr 4.8B.1 *explore* the different ways in which we communicate news to others.

Yr 4.8B.2 *describe* how John the Baptist prepared people for the coming of Jesus.

Yr 4.8B.3 *recognise* ways that they too may be joyful messengers.

8C. Advent Year C: Prepare

Yr 4.8C.1 *explore* their own and others' ideas and experiences related to challenge, preparation and commitment and relate them to the celebration of the season of Advent.

Yr 4.8C.2 *explain* the significance of John the Baptist as a prophet who prepared the way for the coming of Jesus.

Yr 4.8C.3 *consider* the value of committing themselves to some Advent challenges that prepare for the celebration of Christmas.

9. Christmas: A Time To Gather

Yr 4.9.1 *recognise* that people experience Christmas in different ways.

Yr 4.9.2 *develop* an understanding of the various customs, family gatherings and liturgies associated with the Christmas season.

Yr 4.9.3 *plan* and *implement* some personal action which will foster the Christmas spirit of peace and goodwill.

10. Mission: Serving Others With Jesus

Yr 4.10.1 *recognise* examples of service within their own communities and throughout the world.

Yr 4.10.2 *explain* the meaning of mission as service which was modelled and taught by Jesus in 'Jesus Washes the Disciples' Feet' (Jn 13:1-15) and 'The Parable of the Good Samaritan' (Lk 10: 25-37).

Yr 4.10.3 *describe* ways they can be of service to others throughout the world.

Year 5

1. The Parables of Jesus

Yr 5.1.1 *identify* examples and features of stories, including parables, which contain a message and/or moral.

Yr 5.1.2 *explain* Jesus' teaching about the Kingdom of God with reference to His parables.

Yr 5.1.3 *apply* the parables to their own lives.

Yr 5.1.4 *work in groups cooperatively to consider* appropriate responses to Jesus' challenge to live and work for justice and peace.

2. Easter Triduum: The Way of the Cross

Yr 5.2.1 *recall* and *share* times in their own lives when they experienced hurt and disappointment.

Yr 5.2.2 *recount* the events of the Passion of Jesus as recorded in the Gospels and celebrated on Good Friday.

Yr 5.2.3 *relate* Jesus' feelings as presented in the Gospel accounts of the Passion to times when they and others may have experienced hurt and disappointment.

Yr 5.2.4 *participate* in a class celebration of the Way of the Cross that relates students' life experience to the passion, death and resurrection of Jesus.

3. Easter Season: Follow Me

Yr 5.3.1 *identify* some of the characteristics of people who believe in and follow Jesus.

Yr 5.3.2 *explain* what Jesus meant by the invitation, 'Come, follow me' with reference to the Gospel readings of the Easter Season.

Yr 5.3.3 *identify* ways in which young people today can take up Jesus' invitation to 'Follow me.'

4. Stories of the Early Church

Yr 5.4.1 *recall* events that evoke memories of significant people.

Yr 5.4.2 describe the significance and experience of the coming of the Holy Spirit at Pentecost for Mary and the Apostles.

Yr 5.4.3 *retell* some of the significant events in the mission of Peter and Paul.

Yr 5.4.4 *describe* the characteristics of the life and faith of early Christian communities.

Yr 5.4.5 *appreciate* how the Holy Spirit is at work in our community through the mission of the Church.

5. Faith Communities In My Local Area

Yr 5.5.1 *identify* and research selected Christian churches in the local area.

Yr 5.5.2 *recall* key facts about the beliefs and communal life of the Anglican and Uniting Churches.

Yr 5.5.3 *describe* similarities and differences between the worship and ministries of the Catholic, Anglican and Uniting Churches.

Yr 5.5.4 *list* some of the ways in which Christians seek the unity Jesus prayed for.

6. Living The Message Of Jesus

Yr 5.6.1 *recognise* that we are responsible for the decisions we make and their consequences.

Yr 5.6.2 *identify and evaluate* the ways in which people influence our decision making.

Yr 5.6.3 *interpret and apply* Scripture stories which challenge us to live Christian lives.

Yr 5.6.4 *appreciate* the different ways in which Christians can lead and serve others.

7A Advent Year A: God Is With Us

Yr 5.7A.1 *explain* how names are related to a person's sense of identity

Yr 5.7A.2 *recall* the meaning of the names 'Jesus' and 'Emmanuel' announced to Joseph.

Yr 5.7A.3 *list* significant signs of Jesus' risen presence with us today

Yr 5.7A.4 *recall, share and celebrate* the Advent message of hope with others.

7B Advent Year B: The Mother-to-Be

Yr 5.7B.1 *identify* how mothers respond to the needs of family members and others in the community.

Yr 5.7B.2 *describe* what happens at the Annunciation, the event when Mary was asked to be the mother of Jesus.

Yr 5.7B.3 *empathise* with Mary reflecting upon Lk 1:26-38, The Annunciation.

Yr 5.7B.4 *identify* how they can, with the help of the Holy Spirit, follow Mary's example this Advent.

7C Advent Year C: Why Me?

Yr 5.7C.1 *identify* actions of influential people that are worthy of imitation and the attitudes, values or beliefs that inspire them.

Yr 5.7C.2 *analyse* how Mary responded to God's call in faith and love.

Yr 5.7C.3 *reflect* upon and respond to the challenges of the Advent readings.

8 The Season of Christmas

Yr 5.8.1 *identify* how the seasons affect our activities and lifestyles.

Yr 5.8.2 *research, present* and *recall* information about the solemnities and feasts of the Season of Christmas and its place within the Church's liturgical year.

Yr 5.8.3 *participate* in group activities, research sharing and celebration relevant to one of the feasts of this season.

9 The Story Of My Parish

Yr 5.9.1. *recall* aspects of the story of their own parish.

Yr 5.9.2. *list* the different groups who contribute to the life of the parish community.

Yr 5.9.3. *identify* the various ways in which the Church honours and is inspired by Mary.

Yr 5.9.4. *recognise* that the Holy Spirit is alive within a serving and celebrating parish Community.

Yr 5.9.5. *develop an awareness and appreciation* that there are other faith communities within the local area/community.

10 Mission: Witnessing and Proclaiming Jesus Throughout The World

Yr 5.10.1 *analyse* the message and meaning of the Mission of Jesus in Luke 4:16-22.

Yr 5.10.2 *identify* stories and examples of people who witness and proclaim the Good News of Jesus either locally or globally.

Yr 5.10.3 *identify* practical ways in which they can share with others in Jesus' mission to the poor and oppressed.

11 Confirmation Unit

Yr 5.11.1 Identify times in their life when they have felt empowered.

Yr 5.11.2 *Identify* Confirmation as one of the seven Sacraments and its place within the Sacraments of Initiation.

Yr 5.11.3 *Identify* the symbols and rituals of the Sacrament of Confirmation and their meaning in the context of the celebration of the Sacrament.

Yr 5.11.4 *Identify* and *explore* key images and actions, in Scripture, which reveal God as Holy Spirit.

Yr 5.11.5 *Identify* ways to respond to the gifts and meaning of the Sacrament of Confirmation.

Year 6

1. Servant Leadership

Yr 6.1.1 *compare* and *contrast* different styles of leadership.

Yr 6.1.2 *identify* and *explain* characteristics of the servant leadership displayed by Moses and Jesus.

Yr 6.1.3 *apply* the Christian ideals of leadership in their school community.

2. Crossroads: Easter Triduum and Holy Week

Yr 6.2.1 *recall* and *explore* ‘crossroad’ situations in their own lives when they were faced with making decisions.

Yr 6.2.2 *explain* how Jesus, Pilate, Judas, Peter and the other disciples were confronted with ‘crossroad’ situations.

Yr 6.2.3 *link* events of Jesus’ passion, death and resurrection with the liturgies celebrated in Holy Week and Easter.

Yr 6.2.4 *dramatise* Christian responses to real-life moral dilemmas.

3. The Easter Season: The Road Ahead

Yr 6.3.1 *explore* the importance of trust in relationships and some of the ‘crossroad’ experiences that develop or erode trust.

Yr 6.3.2 *recall* key events associated with the resurrection of Jesus.

Yr 6.3.3 *compare* and *contrast* how the disciples on the road to Emmaus and the apostle Thomas came to believe in the risen Jesus.

Yr 6.3.4 *recite* the Creed and explain the meaning of key credal statements.

Yr 6.3.5 *identify* and *discuss* possible responses to some of the common ‘crossroad’ experiences of teenagers in their relationships with God, family and others.

4. The Story Of The Catholic Church In Australia

Yr 6.4.1 *outline* the way of life and faith of Australian Catholics in the early years of European settlement.

Yr 6.4.2 *recall* key aspects of the life and mission of Caroline Chisholm.

Yr 6.4.3 *recount* the story and contribution of one significant Australian Catholic.

Yr 6.4.4 *develop* an awareness and appreciation of the importance of Catholic schools as a major activity of the Australian Catholic Church.

Yr 6.4.5 *recognise* the richness of the various cultural expressions and rites of Catholicism that make up the Catholic Church in Australia.

5. Eucharist Nourishes Us For The Journey

Yr 6.5.1 *describe* and *reflect upon* both our physical needs, such as food, shelter and protection, and our deeper needs such as care, love, acceptance and affection.

Yr 6.5.2 *explain* how Jesus nourished the needs of people, both physically and spiritually.

Yr 6.5.3 *explore* how Jesus' actions at the Last Supper symbolised his gift of himself and his life.

Yr 6.5.4 *examine* the implications of Jesus' presence in the assembly, priest, Word and sacred bread and wine in the celebration of the Eucharist.

Yr 6.5.5 *explain* how the Eucharist nourishes and sustains Christians who reach out in service to others.

6. Stewards of Creation

Yr 6.6.1 *recognise* that the beauty and wonder of creation reflects God.

Yr 6.6.2 *recall* Aboriginal sacred stories which explain the beginnings of creation.

Yr 6.6.3 *appreciate* that everything they do is significant and affects God's creation.

Yr 6.6.4 *plan a prayer celebration* to give thanks for the beauty of God's creation and for the many ways it enriches their lives.

7. Sacraments of Service

Yr 6.7.1 *describe* how married couples and priests serve their communities.

Yr 6.7.2 *analyse* the meaning of key symbols and ritual actions within the celebration of the sacraments of Marriage and Holy Orders.

Yr 6.7.3 *describe* and *reflect* on the nature and responsibilities of the Christian vocation stemming from Baptism.

8A Advent Year A: Wake Up and Be Ready

Yr 6.8A.1 *evaluate* the rationale for and consequences of various responses to theft and burglary in the community.

Yr 6.8A.2 *research* the work and some of the obstacles faced by various organisations or individuals inspired by a vision of the world based on justice and peace.

Yr 6.8A.3 *describe* a world in which everybody was ready for the Second Coming of Jesus.

Yr 6.8A.4 *respond* to and *celebrate* the Advent message to ‘Wake Up and Be Ready’

8B Advent Year B: I Am Chosen

Yr 6.8B.1 *identify* special qualities in their own lives and those of others.

Yr 6.8B.2 *explore* the Readings of the Third Sunday of Advent to develop the concept ‘I Am Chosen.’

Yr 6.8B.3 *appreciate* that they are reminded this Advent that they have been chosen and called by God to take positive action.

Yr 6.8B.4 *identify* people who, because of special qualities have been chosen to become outstanding in some field.

8C Advent Year C: Branching Out – The Jesse Tree

Yr 6.8C.1 *using* the symbols of a tree, *identify* and *reflect* on how God’s love has been shown in their primary school years through parents, teachers, friends and members of the school/parish community.

Yr 6.8C.2 *research* and *creatively construct* symbols of the Jesse Tree

Yr 6.8C.3 *sequence* a time line of Jesse tree people throughout the Scriptures.

Yr 6.8C.4 *propose* ways they can respond to the Advent message in their final weeks of primary school.

9 Heroes of God

Yr 6.9.1 *identify* the qualities of role models.

Yr 6.9.2 *appreciate* the attributes and contribution of past and present Kingdom people.

Yr 6.9. *evaluate* their lives as Kingdom people today.

10 Living And Sharing In The Mission Of Jesus

Yr 6.10.1 *analyse* the meaning of mission in Mt 25: 34-40 and Mt 28:16-20.

Yr 6.10.2 *recognise* in the lives of others a commitment to the mission of Jesus.

Yr 6.10.3 *name* ways they can continue the mission of Jesus.

Secondary Units

Stage 4: Year 7 and Year 8

Unit Title: 4C1 Images of God (Core 1)

Yr 7/8.4C1.1. Students learn about definitions of terms such as image, imagery, metaphor, symbol, icon, ways in which their personal image of God emerged and has changed over time, especially from childhood to adolescence.

Yr 7/8.4C1.2. Students learn about a variety of images and metaphors for God in the Bible.

Yr 7/8.4C1.3. Students learn about ways in which Jesus mirrors the characteristics of an icon by revealing the active presence of God.

Yr 7/8.4C1.4. Students learn about ways in which Jesus' presence is expressed through icons, prayers, songs and art.

Yr 7/8.4C1.5 Students learn about the Trinitarian nature of God, expressed through the use of icons, prayers, songs and art.

Yr 7/8.4C1.6. Students learn about ways in which Christians can image God in today's world (e.g. as shepherd, prophet, parent, etc).

Yr 7/8.4C1.7. Students learn about ways in which to witness to God in contemporary society, such as through compassion, respect, service, stewardship, hospitality and ways in which Christians can incorporate these qualities into their own lives in practical ways.

Yr 7/8.4C1.8. Student learn to identify ways in which their personal image of God emerged and has changed over time.

Yr 7/8.4C1.9. Student learn to discuss the various attributes of God revealed by a variety of Scripture references in both the Old and New Testaments, particularly through the Exodus event.

Yr 7/8.4C1.10. Student learn to propose ways in which Christians individually and communally are called to image God and be a witness to God in our contemporary world.

Unit Title: 4C2 The life and Times of Jesus (Core 2)

Yr 7/8.4C2.1. Students learn about the stories and experiences of selected individuals from two marginalised groups in modern Australian society.

Yr 7/8.4C2.2. Students learn about ways in which Jesus challenged attitudes and practices towards the poor and marginalised.

Yr 7/8.4C2.3. Students learn about key events that took place in the life of Jesus making links between these key events and key terms and Scripture passages related to annunciation, passion, crucifixion, resurrection, and ascension.

Yr 7/8.4C2.4. Students learn about similarities and differences between key features of daily life in Jesus' time and daily life in modern Israel.

Yr 7/8.4C2.6. Students learn to evaluate ways in which Jesus challenged attitudes and practices towards the poor and marginalised.

Yr 7/8.4C2.7. Students learn to classify and explain the significance and meaning of key events in the life of Jesus, linking them with key terms and Scripture passages related to annunciation, passion, crucifixion, resurrection, and ascension.

Yr 7/8.4C2.8. Students learn to compare and contrast key features of daily life in the time of Jesus with daily life in modern Israel

Unit Title: 4C3A Literary forms in the Bible (Core 3)

Yr 7/8.4C3A.1. Students learn about the significance of particular stories and books, including the Bible.

Yr 7/8.4C3A.2. Students learn about the influence of particular stories and books, including the Bible, in their own and other people's lives.

Yr 7/8.4C3A.3. Students learn about ways to interpret everyday and biblical examples of literal and figurative language.

Yr 7/8.4C3A.4. Students learn about the significance of faith in the biblical accounts of creation and the expression of religious truths in the biblical accounts of creation.

Yr 7/8.4C3A.5. Students learn about the meaning of a selected biblical text in their own lives.

Yr 7/8.4C3A.6. Students learn to describe the significance and influence of particular stories and books, including the Bible, in their own and other people's lives.

Yr 7/8.4C3A.7. Students learn to compare and contrast, using everyday and biblical examples, the interpretation of literal and figurative language.

Yr 7/8.4C3A.8. Students learn to explain the significance of faith and the expression of religious truths in the biblical accounts of creation.

Yr 7/8.4C3A.9. Students learn to explain and apply the meaning of a selected biblical text to their own lives.

Unit Title: 4C3B People of the Covenant (Core 4)

Yr 7/8.4C3B.1. Students learn about their expectations and responsibilities as young people in various relationships e.g. with:

- parents, brothers and sisters
- peers and friends
- teachers
- other members of the community

Yr 7/8.4C3B.2. Students learn about the story of the Exodus and the Sinai covenant.

Yr 7/8.4C3B.3. Students learn about the story of the Chosen People's wanderings in the desert up until their entry as Israelites into the Promised Land.

Yr 7/8.4C3B.4. Students learn about the meaning of each of the Ten Commandments (the Decalogue); e.g.

- honouring parents and their wisdom; love of neighbour

Students learn about the meaning of the Passover meal for the Jewish people; i.e.

- the Jewish understanding of Passover as *seder meal*
- as a journey from bondage in Egypt to the Promised Land
- as a journey led by God through Moses from slavery into freedom
- as a memorial celebration of the Exodus
- as a memorial of their covenant relationship with God (YHWH)

Yr 7/8.4C3B.5. Students learn about ways in which Jesus challenged people to live more faithfully as God's covenanted people; e.g. through Jesus' teachings in passages such as:

- Jesus' own baptism; and temptation in the desert
- the Beatitudes
- the Golden Rule
- the Final Judgement (Mt 25)
- Jesus' preaching at the synagogue at Nazareth

Yr 7/8.4C3B.6. Students learn about the characteristics and challenges of that period when young people make the transition from childhood to adulthood; e.g.

- 'growing up' and maturity
- from little responsibility to more adult responsibilities
- becoming involved in community activities, voluntary work

Yr 7/8.4C3B.7. Students learn about ways to describe the sort of person they would like to be in their relationships as they 'pass over' from childhood to adulthood; e.g. by believing in and living out values such as:

- commitment and fidelity
- compassion and mercy
- justice
- service
- prophetic imagination, wisdom and integrity

Yr 7/8.4C3B.8. Students learn to identify their expectations and responsibilities as young people in various relationships.

Yr 7/8.4C3B.9. Students learn to outline the story of the Exodus and the Sinai covenant concluding with the entry of the Israelites into the Promised Land.

Yr 7/8.4C3B.10. Students learn to analyse the meaning of each of the Ten Commandments, and of the Passover meal for the Jewish people.

Yr 7/8.4C3B.11. Students learn to explain how Jesus challenged people to live more faithfully as God's covenant people.

Yr 7/8.4C3B.12. Students learn to imagine the sort of person they aspire to be in their relationships as they 'pass over' from childhood to adulthood.

Unit Title: 4C4 The Church Spreads the Good News (Core 5)

Yr 7/8.4C4.1. Students learn about the nature of call, response, conflict and community in the preaching and living of the Gospel in the first century of the common era; e.g. the call of Saul who became Paul; the conversion of Peter at the house of Cornelius; the early Christians living in harmony; the first preaching inspired by the Spirit at Pentecost.

Yr 7/8.4C4.2 Students learn about ways in which Christianity spread from its Jewish roots out into the Gentile world.

Yr 7/8.4C4.3 Students learn about ways in which Christianity spread during one other period of Church history; e.g.

- time of Church Fathers and Mothers
- the growth of Protestantism during the Reformation or Counter-Reformation
- during contact with China or the Americas (missionary expansion)

Yr 7/8.4C4.4 Students learn about the treatment of one indigenous group; e.g.

- Australian Aborigines or Torres Strait Islanders
- Pacific Islander peoples
- North American native peoples
- South American native peoples
- Inuit of Alaska
- Celtic descendents

Yr 7/8.4C4.5 Students learn about pastoral teachings of the Church in relation to one of the above groups; e.g. with reference to passages such as Pope John Paul II's address at Alice Springs; related Australian Catholic Bishops' Conference publications.

Yr 7/8.4C4.6 Students learn about the challenges and opportunities for spreading the Gospel today.

Yr 7/8.4C4.7 Students learn about similarities and differences between the challenges and opportunities for spreading the Gospel today, and one other era in church history e.g.

- Persecution and the catacombs
- time of Constantine
- Reformation
- Counter-Reformation
- The Age of Exploration (15C-17C)
- World War I or II

Yr 7/8.4C4.8 Students learn about the significance of a range of values related to this topic e.g.

- openness to the Holy Spirit
- justice

- living with change and diversity
- imagination
- hospitality

Yr 7/8.4C4.9 Students learn to explain the nature of call, response, conflict and community in the preaching and living of the Gospel in the first century of the common era.

Yr 7/8.4C4.10 Students learn to account for ways in which Christianity spread, from its Jewish roots out into the Gentile world, and during one other period of Church history.

Yr 7/8.4C4.11 Students learn to evaluate the treatment of one indigenous group in the light of current Church teaching.

Yr 7/8.4C4.12 Students learn to examine the challenges and opportunities for spreading the Gospel today and compare this to another era in church history.

Yr 7/8.4C4.13 Students learn to appreciate the significance of a range of values related to this topic.

Unit Title: 4C5A Initiation and Belonging (Core 6)

Yr 7/8.4C5.1. Students learn about the process of initiation into groups at school.

Yr 7/8.4C5.2. Students learn about the process of initiation from adolescence into adulthood in Australia.

Yr 7/8.4C5.3. Students learn about the process of initiation in one non-western culture or religion.

Yr 7/8.4C5.4. Students learn about ways to reflect on their experience of initiation into their school.

Yr 7/8.4C5.5. Students learn about their school as a Catholic community with a special tradition, nature and mission.

Yr 7/8.4C5.6. Students learn about the significance of various periods of the catechumenate.

Yr 7/8.4C5.7. Students learn about links between the catechumenate and its liturgical rites.

Yr 7/8.4C5.8. Students learn about the celebration of sacraments of initiation in the Catholic Church.

Yr 7/8.4C5.9. Students learn about the celebration of rites of initiation in at least one non-Christian religious tradition e.g. Judaism, Islam, Buddhism, Hinduism.

Yr 7/8.4C5.10. Students learn to describe characteristics of the process of initiation into groups at school, from adulthood adolescence in Australia, and in one non-western culture or religion.

Yr 7/8.4C5.11. Students learn to critically reflect on their experience of initiation into the school as a Catholic community with a special tradition, nature and mission.

Yr 7/8.4C5.12. Students learn to explain the significance of the various periods of the catechumenate with reference to its liturgical rites.

Yr 7/8.4C5.13. Students learn to compare and contrast the celebration of sacraments of initiation in the Catholic Church with rites of initiation in at least one non-Christian religious tradition.

Unit Title: 4C5B Reconciliation (Core 7)

Yr 7/8.4C5B.1 Students learn about young peoples' experiences of sin, repentance, forgiveness and reconciliation.

Yr 7/8.4C5B.1 Students learn about Jewish beliefs about sin and sickness in the time of Jesus.

Yr 7/8.4C5B.2. Students learn about responses to Jesus' healing ministry; e.g. responses by those healed and others when Jesus:

- eats and drinks with sinners (Mt 9:9-13)
- claims that his healing is a sign that God has visited his people (Lk 7:16)
- asks the sick to have faith (Mk 5:34)
- he uses signs to heal such as spittle and the laying on of hands, mud and washing (Mk 7:32-36)
- he draws people to himself for the power of healing (Lk 6:19)

Yr 7/8.4C5B.3. Students learn about their own experience of sin and its effects.

Yr 7/8.4C5B.4. Students learn about teachings of the Church on sin and its effects; e.g.

- forgiveness of sins committed after Baptism is conferred by the sacrament called conversion, confession, penance or reconciliation (CCC 1486)
- the sinner wounds God's honour and love, their own human dignity, and the spiritual well being of the Church (CCC 1487)
- sacramental forgiveness of sins includes certain effects such as reconciliation through God's grace, reconciliation with the Church, and serenity of conscience (CCC 1496; see also 1489-1498 passim)

Yr 7/8.4C5B.5. Students learn about ways in which the Church continues the mission of the compassionate and merciful Jesus; e.g. within families, St. Vincent de Paul, local parishes, activities of various dioceses.

Yr 7/8.4C5B.6. Students learn about ways in which this same mission is continued in and through the sacraments, especially those of Penance and Anointing of the Sick.

Yr 7/8.4C5B.7. Students learn to explain Jewish beliefs about sin and sickness in the time of Jesus, and the consequent response towards Jesus' healing ministry.

Yr 7/8.4C5B.8. Students learn to analyse their own experience of sin and its effects with reference to the teachings of the Church.

Yr 7/8.4C5B.9. Students learn to describe what a range of young people have learned from their own experiences of sin, repentance, forgiveness and reconciliation.

Yr 7/8.4C5B.10. Students learn to evaluate ways in which the Church continues the mission of the compassionate and merciful Jesus in and through the sacraments, especially the sacraments of Penance and Anointing of the Sick.

Unit Title: 4C6 Following Jesus (Core 8)

Yr 7/8.4C6.1. Students learn about ways in which a person's identity is formed with reference to the moral decisions they make in their own lives.

Yr 7/8.4C6.2. Students learn about aspects of Jesus' relationships with selected people and groups such as - his mother Mary, his apostles, women, Jewish religious leaders, and the poor and outcast.

Yr 7/8.4C6.3. Students learn about Gospel accounts that describe aspects of Jesus' relationships with the above individuals and groups.

Yr 7/8.4C6.4. Students learn about the moral principles that governed Jesus' relationships with some of the abovementioned people.

Yr 7/8.4C6.5. Students learn about Gospel and other New Testament passages that refer to Jesus' moral principles and the key values that Jesus teaches and models.

Yr 7/8.4C6.6. Students learn about possible moral judgements about the actions of fictional media characters and their consequences in relationships.

Yr 7/8.4C6.7. Students learn about ways to evaluate the actions of these fictional media characters with reference to the moral principles taught and lived out by Jesus.

Yr 7/8.4C6.8. Students learn about strategies linked to the application of Catholic moral principles to issues that arise in relationships.

Yr 7/8.4C6.9. Students learn to explain ways in which a person's identity is formed with reference to the moral decisions they make in their own lives.

Yr 7/8.4C6.10. Students learn to describe aspects of Jesus' relationships with selected people and groups such as - his mother Mary, his apostles, women, Jewish religious leaders, the poor and outcast, with reference to relevant Gospel accounts.

Yr 7/8.4C6.11. Students learn to describe the moral principles that governed Jesus' relationships with some of the abovementioned people.

Yr 7/8.4C6.12. Students learn to critically analyse Gospel and other New Testament passages that refer to Jesus' moral principles, identifying the key values he teaches and models.

Yr 7/8.4C6.13. Students learn to propose moral judgements about the actions of fictional media characters and their consequences in relationships, with reference to the moral principles taught and lived out by Jesus.

Yr 7/8.4C6.14. Students learn to formulate responses to selected relationship issues such as conflict resolution based on Catholic moral principles.

Unit Title: 4C7A Easter Experiences (Core 9)

Yr 7/8.4C7A.1. Students learn about ways in which one ancient religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality; e.g. one of Buddhism, Hinduism, Islam, Judaism.

Yr 7/8.4C7A.2. Students learn about ways in which one non-Christian religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality; e.g. *one of* Buddhism, Hinduism, Islam, Judaism.

Yr 7/8.4C7A.3. Students learn about the implications for Christian living of Jesus' teachings concerning judgement and eternal life; e.g. in light of principles contained in the Beatitudes, Jesus' teachings on suffering and discipleship, the Final Judgement (Mt 25).

Yr 7/8.4C7A.4. Students learn about the scriptural bases for the Church's belief in the Risen Christ; e.g. key passages such as Mk 16:9-20; 1 Cor 15:3-8; Lk 24:15.

Yr 7/8.4C7A.5. Students learn about how the Church's belief in the Risen Christ is celebrated through the Easter season and the liturgical cycle; e.g. during Holy Week, lighting of the Easter Candle; beliefs contained in Eucharistic prayers.

Yr 7/8.4C7A.6. Students learn about ways in which the Spirit of the Risen Lord was present and active in the early Church; e.g. Pentecost in Acts 2; and 1 Cor 15:53-55.

Yr 7/8.4C7A.7. Students learn about ways in which the Spirit of the Risen Lord continues to be present and active in and through the Church today; e.g. in the lives of inspiring people, in evidence of the fruits and gifts of the Holy Spirit.

Yr 7/8.4C7A.8. Students learn about personal accounts of how faith, hope and love have transformed the experience and meaning of loss and death in people's lives.

Yr 7/8.4C7A.9. Students learn to describe how one ancient and one non-Christian religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality.

Yr 7/8.4C7A.10. Students learn to explain the implications for Christian living of Jesus' teachings concerning judgement and eternal life.

Yr 7/8.4C7A.11. Students learn to research the scriptural bases for the Church's belief in the Risen Christ and describe how this belief is celebrated through the Easter season and the liturgical cycle.

Yr 7/8.4C7A.12. Students learn to describe ways in which the Spirit of the Risen Lord was present and active in the early Church and continues to be present and active in and through the Church today.

Yr 7/8.4C7A.13. Students learn to discuss personal accounts of how faith, hope and love have transformed the experience and meaning of loss and death in people's lives.

Unit Title: 4C7B Ways People Pray (Core 10)

Yr 7/8.4C7B.1. Students learn about the nature and place of prayer in Christianity and Judaism; e.g.

- Christianity: modelled on prayer of Jesus, Our Father, Beatitudes, family and parish prayer, Rosary and other devotions, mantras, meditations
- Judaism: Hebrew Bible, *Shema*, synagogue prayer (see below)
- the nature and place of prayer in one other religious tradition; e.g. Islam, Buddhism, Hinduism (see below)

Yr 7/8.4C7B.2. Students learn about a range of prayer forms and practices in Catholicism; e.g. formal, informal, devotions, Liturgy of the Hours, meditation, mantras, retreats, *lectio divina*

a range of prayer forms and practices in one non-Christian tradition; e.g.

- Buddhism - *parivara*, *kathina*, *pratimoksha*, pilgrimage
- Hinduism - *puja*, temple worship, public festivals, pilgrimage
- Islam - five pillars of faith of which one is *salat* or ritual prayer; others include *Hajj* (pilgrimage); prayer in the mosque, congregational prayer, funerary prayer, festival prayer
- Judaism - prayer based on the Torah and keeping of the *mitzvot*, *Shabbat* or Sabbath, prayer on Jewish festivals such as *Pesach* (Passover), and the call to *aliyah* or pilgrimage to the State of Israel

Yr 7/8.4C7B.3. Students learn about connections between prayer, personal well-being and lifestyle; e.g. through an examination of disciplines such as meditation, silence, reflective walking, journaling, mindfulness.

Yr 7/8.4C7B.4. Students learn about connections between human relationships, communal life and mission; e.g. through an examination of related values such as service, compassion, courage, perseverance.

Yr 7/8.4C7B.5. Students learn about scriptural accounts of Jesus' personal and communal prayer life as a Jew; e.g.

- praying alone in an isolated place (Mk 1:35)
- praying in the synagogue (Lk 4:16-30)
- during the Agony in the Garden (Mk 14:35)

Yr 7/8.4C7B.6. Students learn about scriptural accounts of Jesus' teachings about prayer; e.g.

- Our Father (Lk 11)
- teaching about prayer, don't babble and use long prayers like the pagans (Mt 6:5)
- praying with perseverance (Mk 11:24)

Yr 7/8.4C7B.7. Students learn about key values developed through prayer; e.g. openness, compassion, listening, and perseverance.

Yr 7/8.4C7B.8. Students learn to explain the nature and place of prayer in Christianity, Judaism and one other religious traditions.

Yr 7/8.4C7B.9. Students learn to experience and describe a range of prayer forms and practices in Catholicism and in one non-Christian tradition.

Yr 7/8.4C7B.10. Students learn to identify connections between prayer, personal well being and lifestyle; and between human relationships, communal life and mission.

Yr 7/8.4C7B.11. Students learn to interpret scriptural accounts of Jesus' personal and communal prayer life as a Jew and of his teachings about prayer.

Yr 7/8.4C7B.12. Students learn to appreciate key values developed through prayer.

Unit Title: 4C8 Religion in the World (Core 11)

Yr 7/8.4C8.1. Students learn about ways to design, conduct and analyse a survey on religious viewpoints.

Yr 7/8.4C8.2. Students learn about a range of people's views about the nature and role of religion throughout Australian society.

Yr 7/8.4C8.3. Students learn about the expression of various religious beliefs in the homes and family life of Jews in Australia.

Yr 7/8.4C8.4. Students learn about ways to interpret statistics relating to a range of religious traditions in Australia and the world, with a focus on Judaism and Christianity.

Yr 7/8.4C8.5. Students learn about various religious phenomena and 'types.'

Yr 7/8.4C8.6. Students learn about key features, based on research and observation, of the life and mission of selected local religious communities, and their relationship with the Catholic Church.

Yr 7/8.4C8.7. Students learn to analyse the results of a student-designed survey that seeks a range of people's views about the nature and role of religion throughout Australian society.

Yr 7/8.4C8.8. Students learn to describe the expression of various religious beliefs in the homes and family life of Jews in Australia.

Yr 7/8.4C8.9. Students learn to interpret statistics relating to a range of religious traditions in Australia and the world, with a focus on Judaism and Christianity.

Yr 7/8.4C8.10. Students learn to classify various religious phenomena according to their 'type.'

Yr 7/8.4C8.11. Students learn to summarise key features, based on research and observation, of the life and mission of selected local religious communities, including their relationship with the Catholic Church.

Stage 5: Year 9 and Year 10

Unit Title: 5C1 – Reverence for life (Core)

Yr 9 /10.5C1. 1. Students learn about the dignity of the human person.

Yr 9 /10.5C1. 2. Students learn about the connection between dignity of the human person and reverence for life.

Yr 9 /10.5C1. 3. Students learn about contemporary issues linked to the dignity of the human person and reverence for life e.g. one or more of: abortion, surrogacy, genetic engineering, cloning, environment (deforestation, global warming, pollution).

Yr 9 /10.5C1. 4. Students learn about Catholic moral principles and teachings related to the dignity of the human person and reverence for life e.g. one or more of:

- the dignity of the human person created in the image of God and sharing in God's life and love
- social justice
- respect for all life

Yr 9 /10.5C1. 5. Students learn about the place of informed conscience in the decision - making process.

Yr 9 /10.5C1. 6. Students learn about at least one contemporary issue and the Catholic moral principles relevant to this issue: abortion; surrogacy; genetic engineering; cloning; *in vitro* fertilisation; euthanasia; environment; deforestation; global warming; pollution; any other contemporary issues connected to reverence for life.

Yr 9 /10.5C1. 7. Students learn about Islamic moral principles related to the dignity of the human person and reverence for life.

Yr 9 /10.5C1. 8. Students learn about effective methods of: researching information to find facts and the main ideas; evaluating processes.

Yr 9 /10.5C1. 9. Students learn about the work of an Australian Catholic individual or organisation working to promote the dignity and rights of the human person or to preserve the natural environment.

Yr 9 /10.5C1. 10. Students learn about applying research and evaluation skills to assess the work of an Australian individual or organisation working to promote the dignity and rights of the human person or to preserve the natural environment e.g. one or more of:

- St Vincent de Paul
- Salvation Army
- Australian Catholic Bishop Statements
- Catholic Earthcare
- Senator Bob Brown
- Ian Keirnan
- Peter Garrett
- Sandra Menteith
- Caritas document ‘On Holy Ground’

Yr 9 /10.5C1.11. Students learn about any other relevant individual or organisation working to promote the dignity of the human person or to preserve the natural environment.

Unit Title : 5C2 - Images of Jesus (Core)

Yr 9 /10.5C2.1. Students learn about ways in which Jesus has been portrayed in selected Christian art, literature, films, music and prayers.

Yr 9 /10.5C2.2. Students learn about the historical and cultural influences that have influenced the way in which Jesus has been portrayed in selected Christian art, literature, films, music and prayers from a selected period of Christian Church history.

Yr 9 /10.5C2.3. Students learn about methods for locating relevant images of Jesus in the Gospels.

Yr 9 /10.5C2.4. Students learn about selected images of Jesus in the Gospels.

Yr 9 /10.5C2.5. Students learn about ways in which you can express a personal image e.g. one or more of: symbol; drawing; painting; sculpture; music.

Yr 9 /10.5C2.6. Students learn about ways to explain the literal and deeper meanings of a personal image of Jesus.

Unit Title: 5C3 – The New Testament (Core)

Yr 9 /10.5C3.1. Students learn about key Christian biblical writings that have influenced their lives and decisions e.g. one or more of the following

- Gospel, sayings and accounts
- passages from Paul’s letters (I Thess; Gal; 1&2 Cor, Phil; Philem; Rom)
- other key New Testament writings

Yr 9 /10.5C3.2. Students learn about the significance of the contents and place of the New Testament in the life of Christians and the Church.

Yr 9 /10.5C3.3. Students learn about key passages from the New Testament about how to live a Christian life e.g. one or more of:

- the Beatitudes
- ‘love one another’ in John’s Gospel
- ‘the duties of love’ in the Letter to Jude
- ‘the law of love’ 2 John
- ‘live in holiness and charity’ 1 Thess

Yr 9 /10.5C3.4. Students learn about key passages from the Qur’an about how to live a life centred on the will of Allah e.g. one or more of:

- Tawid
- Mala’ika
- Rusula

Yr 9 /10.5C3.5. Students learn about values based on key New Testament passages e.g. one or more of:

- service- the Good Samaritan
- charity- Matt 25
- faith, hope and charity- I Cor

Yr 9 /10.5C3.6. Students learn about the Commonwealth Government’s values for Australian schools.

Yr 9 /10.5C3.7. Students learn about ways to live according to Christian values such as those based on the Beatitudes.

Unit Title: 5C4 – A Call To Unity (Core)

Yr 9 /10.5C4.1. Students learn about types of conflict, dialogue and cooperation in relation to personal, family, school and community life e.g. one or more of the following: conflict, bullying, arguments, fights, race riots, dialogue reconciliation, forgiveness.

Yr 9 /10.5C4.1. Students learn about causes and effects of conflict, dialogue and cooperation.

Yr 9 /10.5C4.2. Students learn about the meaning of ‘sectarianism’ in the context of Christian disunity.

Yr 9 /10.5C4.3. Students learn about the meaning of ‘ecumenism’ in the context of Christian unity.

Yr 9 /10.5C4.4. Students learn about different Christian denominations.

Yr 9 /10.5C4.5. Students learn about the similarities and differences between various Christian denominations.

Yr 9 /10.5C4.6. Students learn about examples of conflict, dialogue and cooperation between Christian Churches: Christian denominations at different times in the history of Europe; Christian denominations in the history of Australia.

Yr 9 /10.5C4.7. Students learn about organisations or groups within various Christian Churches that work towards Christian unity: WCC, NCCA, Diocesan ecumenical commissions, ministries and events.

Yr 9 /10.5C4.8. Students learn about ways that they can contribute practically towards Christian unity. Choose one: writing prayers for and praying for unity; attending or reporting on marches for social justice (e.g. Palm Sunday march); participating in Week of Christian Unity; World Day of Prayer.

Unit Title: 5C5 – Eucharist (Core)

Yr 9 /10.5C5.1. Students learn about individuals or groups on the fringe of Australian society: those disadvantaged physically, mentally, financially, economically, socially. Also those belonging to disadvantaged communities: refugees; indigenous; rural communities isolated by drought or distance.

Yr 9 /10.5C5.2. Students learn about ways in which individuals and organisations reach out to those on the fringe of Australian society e.g. one or more of: St Vincent de Paul; Salvation Army; Anglicare; Red Cross; Caritas; World Vision.

Yr 9 /10.5C5.3. Students learn about the Eucharist as a sacred memorial meal (Passover and Last Supper) and a sacrifice ('this is my Body which is given for you').

Yr 9 /10.5C5.4. Students learn about the Eucharist as the source and summit of Christian life for Catholics.

Yr 9 /10.5C5.5. Students learn about ways in which Jesus reached out to others during his ministry, as described in key scripture passages e.g. one or more of: Matthew the tax collector; Mary the Mother of Jesus; Zacchaeus; the woman caught in adultery.

Yr 9 /10.5C5.6. Students learn about ways in which the Eucharist challenges us to reach out to others e.g. one or more of: reaching out to the marginalised; reaching out to those suffering injustice within their own family, community or society.

Yr 9 /10.5C5.7. key rituals and prayers in the Mass that challenge us to reach out to others: opening and concluding prayers; penitential rite; readings and Gospel; The Eucharistic prayer; The Lord's Prayer; The Sign of Peace; sending forth and dismissal.

Yr 9 /10.5C5.8. students learn about ways in which they can reach out to students and others in their everyday lives:

initiatives at school in the classroom, playground, canteen and bus lines

initiatives for reaching out to those in the local community

ways of assisting the marginalised on the fringe of Australian society

Unit Title: 5C6- Morality, justice and peace. (Core)

Yr 9 /10.5C6.1. Students learn about definitions of key terms such as ‘moral maturity’, ‘morality,’ ‘immorality,’ ‘conscience.’

Yr 9 /10.5C6.2. Students learn about ‘moral maturity’ with reference to one theory of moral development:

- Lawrence Kolberg’s Stages of Moral Reasoning
- Jean Piaget
- Sharon Parks

Yr 9 /10.5C6.3. Students learn about the ethical principles and actions of at least one Christian of exemplary moral integrity: Maximillian Kolbe; Mother Teresa; Martin Luther King; Nelson Mandela; St Mary MacKillop; or a person related to the charism/ spirituality of the school.

Yr 9 /10.5C6.4. Students learn about the ethical principles and actions of one Buddhist or Hindu person of exemplary moral integrity: Dalai Lama (Buddhism); Nargajuna (Buddhism); Sister Dhammadina (Buddhism); Ramakrishnap (Hinduism); Mohandas Ghandi (Hinduism).

Yr 9 /10.5C6.5. Students learn about key elements of Jesus’ teaching and Church doctrine linked to Christian moral principles and/or social justice: the law of Christian love summarised by the Two Great Commandments; Beatitudes; spiritual and corporal works of mercy in Mt 25; Church principles of social justice; peaceful versus violent living.

Yr 9 /10.5C6.6. Students learn about ways in which these teachings, doctrines and moral principles should inform and challenge how Christians live.

Yr 9 /10.5C6.7. Students learn about the meaning of ‘conscience’ and ‘informed conscience.’

Yr 9 /10.5C6.8. Students learn about decision making with a properly formed conscience that includes elements such as: get the correct facts; consult scripture and Church teachings/ priests; consult your conscience; talk to informed others; look at the consequences; pray;

make and review the decision; applying Christian moral decision making principles to one moral issue e.g. pornography; sexual relations; acting justly; use of technology; cyber bullying; gossip.

Unit Title: 5C7 - Mary and the Saints (Core)

Yr 9 /10.5C7.1. Students learn about the meaning of call, God’s call, vocation, challenge and other words related to this topic.

Yr 9 /10.5C7.2. Students learn about examples of God’s call and the saint’s response in a range of Old Testament (e.g. Abraham, Moses, Jacob, Esther, Ruth, Jonah) and New Testament texts (e.g. Mary the Mother of God, John the Baptist, Jesus, Paul, Peter, Mary Magdalene, the rich young man, Zacchaeus).

Yr 9 /10.5C7.3. Students learn about the place, role and contribution of Mary in the life of the Church with reference to scripture and Church teaching e.g. one or more of: the Nativity; Annunciation; Visitation; presence at the foot of the Cross; the Resurrection; Pentecost.

Yr 9 /10.5C7.4. Students learn about the process of canonisation (i.e. name forward, investigation by Bishop, calling of witnesses, person judged against Christian virtues evident in their life, title ‘Servant of God’, Congregation for Causes of Saint, postulator’s summary, decision by theologians, evidence from miracles, final decision from Pope and declaration of ‘Blessed’; and then possibility later of title ‘Saint’).

Yr 9 /10.5C7.5. Students learn about the place, role and contribution the saints in Church teaching in one or more of the following: devotions; communion of saints; patron saints; feast days; stories of the saints.

Yr 9 /10.5C7.6. Students learn about selected artistic expressions and devotional practices linked to Mary and the saints in one or more of the following: art; popular customs; devotional practices such as the Rosary; ways to take part in a Marian devotion such as the Rosary or Angelus.

Unit Title: 5C8 – Christianity in the Middle Ages (Core)

Yr 9 /10.5C8.1. dramatic changes that have occurred in their own life, linked to growth, development and a change of viewpoint.

Yr 9 /10.5C8.2. the expansion of Christianity within the Roman Empire following Constantine’s conversion e.g. factors such as the building of basilicas, the spread of Christian communities.

Yr 9 /10.5C8.3. Pilgrimages to Holy places during the Middle Ages and in the contemporary world.

Yr 9 /10.5C8.4. the development and impact of monasticism in medieval society.

Yr 9 /10.5C8.5. the role of faith and religion in the life of at least one medieval Christian e.g. choose one or more of the following medieval Christians: Gregory the Great; Bernard of Clairvaux; Francis of Assisi; Beatrice of Nazareth; Julian of Norwich; Gregory Palamas.

Yr 9 /10.5C8.6. the impact and role of faith and religion in medieval European society as a whole: e.g. one or more of: peasants; knights; monks; rulers, women; philosophers.

Yr 9 /10.5C8.7. identify similarities and differences between the faith and religion in Medieval and contemporary societies e.g. one or more of: prayers and rituals; relics; superstition; pilgrimages; sacraments.

<p style="text-align: center;">Stage 6: Year 11 & Year 12</p>
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Unit Title: 6C1 – Search for Meaning (Core)

Yr 11/12 .6C1.1 Students learn about key experiences in the human life cycle e.g: the loss of a family member; the birth of a child; car accidents involving friends; fires and natural disasters.

Yr 11/12 .6C1.2 Students learn about experiences of happiness and personal fulfilment that encourage individuals to ponder the deeper issues of life and death e.g. Why am I here? Is there a God? What is the purpose of life? Is there life after death? Who created the world?

What is genuine happiness? Why is there suffering? What are some of the connections between the search for meaning, happiness and social justice?

Yr 11/12 .6C1.3 Christian perspectives on key experiences in the human life cycle, and the search for meaning and happiness

- people's experience of God, themselves and the created universe that forms the basis of all human knowledge and education
- pastoral care of the sick enables self and others to discover God's unique presence in a person's life
- the Paschal mystery is at the heart of Christian faith concerning the meaning of human life, suffering, death, resurrection and the after life.

Yr 11/12 .6C1.4 Students learn about key scriptural texts from Christianity that relate to the religious search for meaning and happiness e.g. one or more of: the Sermon on the Mount, the Beatitudes (Lk6: 17ff, Mt5: 1ff); the rich young man Mt 16:1-30; Jesus blesses the little children Mk10: 13-16 ; the parable of the good Samaritan Lk10: 25-37 ; the parable of the rich fool Lk12: 13-21; the bread from heaven Jn 6:22.

Yr 11/12 .6C1.5 Students learn about key scriptural texts from one major tradition other than Christianity that relate to the religious search for meaning and happiness e.g. stories found in one of the following: the Torah and Book of Wisdom (Judaism); the Koran (Islam); the Baghavad Gita, Vedic hymns, Puranas (Hinduism); the Tripitaka, Vinaya, Sutta and Bardo (The Tibetan Book of the Dead) (Buddhism.)

Yr 11/12 .6C1.6 Students learn about methods for selecting one question of significance to them, relating to the search for meaning and happiness e.g. What is my focus question? What is the meaning of this question? What is my response to this question? What are some other practical responses to this question?

Yr 11/12 .6C1.7 Students learn about researching one religious question of significance to them or others, relating to the search for meaning and happiness e.g. one of the following: What is the value of science and technology if the world could end in a nuclear holocaust? Is life about the accumulation of material goods, or is it about a higher purpose? How can the wealth of the world be distributed more justly? Why do the rich or powerful take advantage of the poor, underprivileged or disadvantaged?

Unit Title: 6C2 – Jesus of History, Christ of Faith (Core)

. 6C2. 1. Students learn about ways to express their personal understandings, questions and beliefs about Jesus e.g.

1. how do they image Jesus?
2. what do they know about the life and mission of Jesus?
3. what questions do they bring to this study of Jesus?
4. what do they believe about Jesus?

Yr 11/Yr 12. 6C2. 2. Students learn about common Christian understandings about the person of Jesus, based on the Scriptures and common Creeds e.g. one or more of: Messiah; humanity and divinity of Jesus; background, society and culture, reliability of scriptural records about Jesus.

Yr 11/Yr 12. 6C2. 3. Students learn about common Christian understandings about the ministry of Jesus, based on the Scriptures and common Creeds: His Incarnation; use of parables, miracles and ministry to the poor and outcast; Kingdom/ Reign of God; passion, death and resurrection.

Yr 11/Yr 12. 6C2. 4. Students learn about sources of common understanding for Christians about person and the ministry of Jesus e.g. the New Testament (Golden Rule, Beatitudes, parables; Christian Creeds (Nicene, Apostles); other writings such as history texts and Church documents.

Yr 11/Yr 12. 6C2. 5. Students learn about the meaning and associated images and titles of the expression ‘Jesus of history, Christ of faith’. Choose at least two from each group, using examples such as: Jesus of history: Jesus as storyteller, healer, reconciler, teacher; Christ of faith: as Messiah, Son of God, the Resurrection and the Life, the Alpha and Omega, the Son of Man.

Yr 11/Yr 12. 6C2. 6. Students learn about Jesus’ response to the actions of unjust individuals and groups in selected gospel accounts: Pharisees; tax collectors; dealers in the temple; those who accused the woman caught in adultery.

Yr 11/Yr 12. 6C2. 7. Students learn about Christian responses to situations of injustice against Aboriginal people Choose at least two, using examples such as: housing; health; discrimination; ‘Stolen Generation’; Land Rights; deaths in custody.

Yr 11/Yr 12. 6C2. 8. Students learn about ways in which Christians today can challenge and confront individuals and groups who act unjustly e.g. Christians are called to: uphold the dignity of each person; strive for a just and peaceful society; have a special care for the poor and those on the margins of society; stand against unjust established social and economic structures and entrenched discrimination and oppression; implement and support fair trade practices; racial and religious tolerance; protect and care for the environment.

Unit Title: 6C3 – Living Texts (ethics and sacred texts) (Core)

Yr 11/Yr 12. 6C3.1. Students learn about types of ‘living texts’ that influence, shape and affect our lives e.g. family; community; culture; peers; education; mass media; advertising; the arts.

Yr 11/Yr 12. 6C3.2. Students learn about ‘texts’ that are foundational to a Christian understanding of a moral life e.g. God revealed in Creation; historical events and persons; scripture; the lived experience and reflections of the Church; personal religious encounters between God and believers; the person, life, death and resurrection of Jesus.

Yr 11/Yr 12. 6C3.3. Students learn about the process of moral decision making e.g. define the issue; collect knowledge and data that have bearing on the issue; reflect on the human rights and obligations relevant to the issue; analyse and apply the teaching of Scripture and tradition to the issue; prayer; apply processes of moral reasoning to the issue; make a moral judgement in response to the issue which can guide action.

Yr 11/Yr 12. 6C3. 4. Students learn about the role of conscience, faith and reason in the process of Christian moral decision making.

Yr 11/Yr 12. 6C3.5. Students learn about the influence of Christian scripture and Church teachings as sources of wisdom to guide moral decision making e.g. Mt 3: 7-10 forgiveness and repentance; Mk1: 40-45 ministry to the leper as the outsider; Mt 6:1-18 almsgiving, prayer and fasting; Lk 13: 23-24 The two ways; Mk5: 3-12 The Beatitudes; Lk9: 46-48 True

greatness as a disciple; Mk10: 17-22 The rich youth; Lk 10: 25-28 The Great Commandment; corporal works of mercy Mt 25; key quotes from Vatican II ‘ *The Church in the Modern World*’; *the Catechism of the Catholic Church* and compendiums.

Yr 11/Yr 12. 6C3.6. Students learn about the influence of sacred texts and teachings from ONE tradition other than Christianity on that tradition’s approach to moral decision making. Choose one of the following traditions: Buddhism; Hinduism; Islam; Judaism.

Yr 11/Yr 12. 6C3.7. Students learn about ways to address a contemporary moral issue e.g. ecology; honesty in life and in politics; abortion; stem cell research; cloning; euthanasia.

Yr 11/Yr 12. 6C3.8. Students learn about ways to use a process of Christian moral decision making that respects conscience faith and reason e.g. aspects of scripture and Church teaching mentioned above; other Church Documents on conscience, faith and reason e.g. John Paul II *Fides et Ratio*; Benedict XVI *Deus Caritas Est*.

Unit Title: 6C4 - Christian Vocation, Work and Leisure (Core)

Yr 11/Yr 12. 6C4.1. Students learn about the meaning of the terms vocation, ministry, work and leisure.

Yr 11/Yr 12. 6C4.2. Students learn about a range of viewpoints or attitudes related to each of: vocation; ministry; work; leisure.

e.g.: What do they believe about the nature of vocation/call, ministry, work and leisure? How do they think these are viewed in society? Does society view these or live them out in a healthy and integrated manner? What is the source of meaning in life? What is the meaning of all vocations, including the single life?

Yr 11/Yr 12. 6C4.3. Students learn about scripture texts and Church teachings related to vocation, ministry, work and leisure.

Yr 11/Yr 12. 6C4.4. Students learn about a range of issues from a Christian perspective relating to work and leisure e.g. workplace ethics; leisure; Christian perspectives.

Yr 11/Yr 12. 6C4.5. Students learn about the liturgical elements common to the rites of ordination, marriage and religious life: Choose at least two elements, such as: role of the celebrant; vows or commitment; the presence of the community.

Yr 11/Yr 12. 6C4.6. Students learn about the experience of Christian vocation shared by: single people; married people; religious; clergy.

Unit Title: 6C5 - A Christian Vision of the World (Core)

Yr 11/Yr 12. 6C5.1. Students learn about key terms and concepts e.g. ‘distribution of wealth’, kingdom or reign of God, fundamental option for the poor.

Yr 11/Yr 12. 6C5.2. Students learn about the signs that our Australian society needs a radical revision of its underlying structures and attitudes towards the distribution of wealth e.g gap between rich and poor is widening; effect of consumerism; increased number of homeless people.

Yr 11/Yr 12. 6C5.3. Students learn about personal beliefs about principles of social justice e.g.: working for justice; preferential option for the poor; who is my neighbour?

Yr 11/Yr 12. 6C5.4. Students learn about the personal hopes and concerns of young people for the world, at the beginning of the Third Millennium.

Yr 11/Yr 12. 6C5.5. Students learn about the responsibilities of Christians to be advocates for justice in our world, including: recognition of the essential dignity of all persons; the need to work for the common good; our duty to stand alongside the poor and ensure they are treated justly; change attitudes and structures that create and maintain serious imbalances in our society i.e. reform attitudes towards wealth, poverty, greed and consumerism.

Unit Title: 6C6 – Spiritual Pathways (Core)

Yr 11/Yr 12. 6C6.1. Students learn about the meanings of key terms such as: spiritual; spirituality; pathways; prayer; prayerfulness.

Yr 11/Yr 12. 6C6.2. Students learn about significant people and experiences that have influenced their faith development and the expression of their own spirituality e.g. friends; family; significant others; spiritual guides and mentors; media sources.

Yr 11/Yr 12. 6C6.3. Students learn about what has value and meaning in their lives.

Yr 11/Yr 12. 6C6.4. Students learn about ways in which Christians pray in contemporary society e.g. two or more of: the fundamental Christian prayer -The Lord's Prayer; *lectio divina*; meditation; prayer-journaling; mantras or chants (eg. The Jesus Prayer); praying with icons; Taizé ecumenical prayer; the Divine Office.

Yr 11/Yr 12. 6C6.5. Students learn about the scriptural and historical foundations of at least one school of Christian spirituality and its associated prayer forms. Choose at least one of the following schools and its associated prayer form, such as: Franciscan spirituality and the prayer of St. Francis; Marian spirituality and the Rosary; Ignatian spirituality and excerpts from the *Spiritual Exercises*; Orthodox spirituality and the Jesus Prayer; Celtic spirituality and the Breastplate of St Patrick.

Yr 11/Yr 12. 6C6.6. Students learn about ways to participate in selected prayer forms associated with one school of Christian spirituality.

Unit Title: 6C7 – Religion in Australia (Core)

Yr 11/Yr 12. 6C7.1. Students learn about historical events of personal significance or interest linked to a religious timeline of Christianity in Australia e.g.

- arrival and key events in the lives of ancestors of own religious tradition/ variant
- year in which parents married
- sacraments received

Yr 11/Yr 12. 6C7.2. Students learn about dates and events related to the history of Christianity in Australia, including the Aboriginal presence in Australia e.g. Aboriginal settlement and spread; arrival of white settlers; significant events around the establishment of Christian churches and schools; arrival of religious orders; arrival of other traditions; immigration.

Yr 11/Yr 12. 6C7.3. Students learn about the ways in which Christianity had an impact in Australian society e.g. one or more of: education; public morality; social welfare.

Yr 11/Yr 12. 6C7.4. Students learn about similarities and differences between Christian and Indigenous Australian beliefs and spiritualities e.g.: history; spiritualities; sacred places; Creator/creation; oral and written traditions; key beliefs and practices; rituals and ceremonies.

Yr 11/Yr 12. 6C7.5. Students learn about the significance of the relationship between indigenous Aboriginal peoples and Torres Strait Islanders and the land.

Yr 11/Yr 12. 6C7.6. Students learn about Catholic statements concerning Indigenous Aboriginal peoples and Torres Strait Islanders e.g. John Paul II's address in Alice Springs; documents from Caritas; documents from Australian Conference of Catholic Bishops.

Yr 11/Yr 12. 6C7.7. Students learn about a range of views on the nature of religion and religious experience in Australian society, in the lives of Catholics and other Christians.

Part 3

Audit of Content

In this section, the essential content of *Sharing Our Story* is audited against essential content outlined in magisterial documents as per the summary in Part 1. The primary and secondary programs are dealt with separately. (A combined audit of both primary and secondary programmes is included as an appendix for those interested in the overall picture.)

The magisterial recommendations appear on the left, and the relevant statements from *Sharing Our Story* appears on the right. Outcome/ 'Learn About' statements are only used once and have been placed in the category where they appear to be most appropriate. Where there are no statements from *Sharing Our Story*, this has been left blank. Where *Sharing Our Story* includes statements not required by the "Essential Content" document, these have been included in a section headed "Other".

The arrangement of categories follows those identified by the *General Directory of Catechesis*, namely:

1. Promoting Knowledge of the Faith
2. Liturgical and Sacramental Formation
3. Teaching to Pray
4. Moral Formation
5. Christian Community Life
6. Missionary Initiation

A seventh category has also been added to account for the requirement ‘to remember’ as specified by *Catechesi Tradendae* and *The General Directory for Catechesis*.

A Comparison of the Essential Content with Sharing Our Story – Primary Programme

1. Promoting Knowledge of the Faith

1.1 Christology

1.1a Jesus Christ

Essential Content

Basic ideas about Scripture – especially the Gospels.

Sharing Our Story

Yr 1.5.2 state that the Gospel accounts relate stories about Jesus and stories Jesus told about God’s love

Yr 1.5.5 appreciate the value of the Bible as the book which tells them stories of Jesus.

Yr 4.6.1 categorise books that vary in purpose, form and audience.

Yr 4.6.2 locate given biblical references and identify major biblical text types.

Yr 4.6.3 research biblical accounts of significant people and key events.

Yr 4.6.5 explain why Christians revere the Bible, especially the Gospels, and how this is shown in the celebration of the liturgy.

Yr 5.1.1 identify examples and features of stories, including

parables, which contain a message and/or moral.

Yr 5.1.3 apply the parables to their own lives.

Yr 5.4.3 retell some of the significant events in the mission of Peter and Paul.

The message of Christ

Yr 1.5.4 recognise ways in which they can respond to the love of Jesus revealed through these stories.

Yr 2. 1.2 recall Gospel accounts and parables which demonstrate how Jesus encouraged others to grow.

Yr 2. 6.2 explain how God is like the shepherd and the woman who lost her coin.

Yr 3.2.2 recall stories in which Jesus reached out to others in loving service.

Yr 3.3.2 recount times when Jesus reached out to others during his last journey in Holy Week.

Yr 4.6.4 interpret the message of selected Bible passages for their own lives.

Yr 5.1.2 explain Jesus' teaching about the Kingdom of God with reference to his parables.

1.1a Jesus Christ (cont.)

Essential Content

The deeds of Christ

Sharing Our Story

K.3.3 retell the story of the time the boy Jesus was lost by his parents and found teaching in the temple.

K.8.2. recall 'Jesus Blesses Little Children' (Mk 10:13-16) and 'The Wedding Feast at Cana' (Jn K.8.2:1-11) showing Jesus as a kind and loving person.

K.8.3. name ways in which they can be kind and care for people like Jesus.

Yr 1.7.3 retell a Scripture story which tells how Jesus healed others.

Yr 2.10.2 recount 'Jesus and the Blind Beggar' (Lk 18:35-43) and 'Jesus and Zacchaeus' (Lk 19: 1-10)

	Yr 4.2A.2 interpret the Gospel reading of the Fourth Sunday of Lent, John 9: 1-41, ‘Jesus Cures the Man Blind from Birth’
The historical fact of the Resurrection	K.2.3 recognise special signs and symbols of Lent/ Easter and their relevance to the life of Jesus. Yr 1.4.2 recount the events of the first Easter Sunday morning. Yr 2. 4.2 recount stories from John’s Gospel which describe the disciples’ encounters with the Risen Jesus. Yr 4.4.2 read, analyse and compare the different accounts of the Resurrection to study how the disciples and followers of Jesus experienced new life through their belief in the risen Jesus. Yr 6.3.2 recall key events associated with the Resurrection of Jesus. Yr 6.3.3 compare and contrast how the disciples on the road to Emmaus and the apostle Thomas came to believe in the Risen Jesus.
The mystery of Christ’s Divinity	
The mystery of Christ’s Incarnation	Yr 1.9.1 2 recount the story of the first Christmas Yr 1.9.1 3 develop an understanding that Christmas is a time when together we thank God for the gift of his son, Jesus Yr 2. 3.1 describe Jesus’ thoughts and feelings when he prayed to his Father particularly in the Garden of Gethsemane and on the Cross. Yr 5.7B.2 describe what happened at the Annunciation, the event when Mary was asked to be the mother of Jesus. Yr 5.7B.3 empathise with Mary reflecting upon Lk 1:26-38, The Annunciation

1.1a Jesus Christ (cont.)

Essential Content

Christ as Saviour

Sharing Our Story

Yr 1.3.2 sequence the key events of Holy Week.

Yr 3.3.1 identify the key events of Holy Week.

Yr 3.3.3 compare and contrast the response of various people to the suffering Jesus.

Yr 5.2.2 recount the events of the Passion of Jesus as recorded in the Gospels and celebrated on Good Friday.

Yr 5.2.3 relate Jesus' feelings as presented in the Gospel accounts of the Passion to times when they and others may have experienced hurt and disappointment.

Christ as Priest

Christ as Teacher

Yr 1.1.3 recall Scripture stories which reveal the qualities of Jesus' friendship.

Yr 1.5.3 recall stories of Jesus and about Jesus and explain what these stories teach us.

Christ as Lord of the Universe

Presenting the Mystery of God through Christ.

Yr 2. 4.3 name ways in which Christians encounter the Risen Christ in their lives.

Yr 5.7A.3 list significant signs of Jesus' risen presence with us today

Yr 5.10.1 analyse the message and meaning of the Mission of Jesus in Luke 4:16-22.

1.1b The History of Salvation

Essential Content

Creation

Sharing Our Story

K.4.1 grow in awareness of and appreciation for the variety and beauty of God's creation.

K.4.2 identify examples that demonstrate that the natural world is always changing.

K.4.3 retell the first account of creation in Gen 1:1-31.

K.4.4 list ways in which they can care for creation.

Yr 1.7.1 appreciate that their senses are a gift from God.

Yr 3.7.1 recognise and appreciate the beauty and wonder of God's creation.

Yr 6.6.1 recognise that the beauty and wonder of creation reflects God.

Yr 6.6.2 recall Aboriginal sacred stories which explain the beginnings of creation.

Yr 6.6.3 appreciate that everything they do is significant and affects God's creation.

The Fall: Origin of the mystery of lawlessness at work in our lives

The Covenant with the ancient people of God

Yr 2.8.2. identify people from the Bible who waited for the coming of Jesus.

Yr 3.8.1. explore the concept of promise and promise making.

Yr 3.8.2. recall God's earliest promises to his people in the Old Testament.

Yr 3.8.3. identify Jesus as the fulfilment of God's promises spoken through the prophets.

Yr 4.2B.2. research examples of Old Testament covenants, commandments and laws

Yr 4.2B.3. describe how God established a covenant relationship with the people of Israel through Moses.

Yr 4.3.1. relate their own family's or other family's experiences of starting a new life in a new land to the Exodus story.

Yr 4.3.2. describe how Jewish people today remember God's saving action in their celebration of the Passover meal

1.1b The History of Salvation (cont.)

Essential Content

The long period of waiting

Sharing Our Story

K.6.1 recognise the value and meaning of waiting.

K.6.2 identify that Advent is a time of waiting.

Yr 1.8.2 recall how God prepared for the birth of his son Jesus.

Yr 2.8.1 recall and reflect upon their experiences of waiting and be able to relate this to the readings and spirit of Advent.

Yr 2.9.3 recall that the Church's special waiting time of Advent finishes with Christmas day.

Yr 3.9.2 compare and contrast the different responses of those involved in the fulfilment of God's promise to send a saviour.

Yr 4.8A.2 describe the role, qualities and abilities of prophets like Isaiah and John the Baptist from a study of the Advent.

Yr 4.8B.2 describe how John the Baptist prepared people for the coming of Jesus.

Yr 4.8C.2 explain the significance of John the Baptist as a prophet who prepared the way for the coming of Jesus.

Yr 5.7A.4 recall, share and celebrate the Advent message of hope with others.

Yr 6.8C.2 research and creatively construct symbols of the Jesse Tree.

Yr 6.8C.3 sequence a timeline of Jesse tree people throughout the Scriptures.

The Coming of Jesus our Saviour

K.6.3 recognise that Mary and Joseph waited for the birth of Jesus.

K.7.1 recall memories and customs associated with the celebration of Christmas.

K.7.2 explain that Christmas is a celebration of the birth of Jesus.

Yr 1.8.3 list ways in which Mary and Joseph might have prepared for the birth of Jesus.

Yr 1.8.4 decide how they might get ready as they prepare to celebrate Jesus' birthday.

Yr 1.10.2 recall ways in which Mary and Joseph might have prepared for the birth of Jesus.

Yr 1.10.4 explore connections between their experience of Christmas gifts and the Christmas story.

Yr 2.9.2 retell biblical accounts of how Mary and Joseph, the shepherds and wise men prepared for and responded to the birth of Jesus.

Yr 3.9.1 *identify* Jesus as the fulfilment of God’s covenant promises in salvation history.

Yr 3.9.4 *propose* how their celebration of Christmas can be a response to God’s covenant promises by sharing the peace and joy of Christ and showing goodwill to all.

Yr 3.10.1 *explore* and *research* some symbols which are appropriate to the Nativity event and *discover* their meaning and significance.

Yr 5.7A.2 *recall* the meaning of the names ‘Jesus’ and ‘Emmanuel’ announced to Joseph.

1.1b The History of Salvation (cont.)

Essential Content

We are now the new People of God

Sharing Our Story

Yr 2. 5.2 recall the events of the Pentecost story

Yr 2. 5.3 explain how the disciples were empowered by the Spirit in the Pentecost story

Yr 2. 5.4 state that Pentecost is the celebration of Jesus’ gift of the Holy Spirit.

Yr 2.9.4 identify ways in which they can share God’s love, peace and joy.

Yr 3.4.2 name the different feelings of the disciples throughout the Emmaus story.

Yr 3.9.3 explain how Christian faith is grounded in the belief that Jesus as Emmanuel, God is with us, is active in our world today through the Holy Spirit.

Yr 3.11.2. identify some of the features and challenges of mission as Jesus’ disciples through a study of The mission of the twelve (Lk 9: 1-2,6).

Yr 5.3.2 explain what Jesus meant by the invitation, ‘Come, follow me’ with reference to the Gospel readings of the Easter Season

Yr 5.9.4. recognise that the Holy Spirit is alive within a serving and celebrating parish community.

Yr 5.4.2 describe the significance and experience of the coming of the Holy Spirit at Pentecost for Mary and the apostles.

Yr 5.4.5 appreciate how the Holy Spirit is at work in our community through the mission of the Church.

Yr 5.10.2 identify stories and examples of people who witness and proclaim the Good News of Jesus either locally or globally.

We are pilgrims on Earth

Yr 3.4.3 explain how they can be like the risen Jesus in helping others who are sad, confused and/or afraid.

Yr 5.4.1 recall events that evoke memories of significant people

1.1c Mariology

Essential Content

Role of Mary in the mission of Christ

Sharing Our Story

Yr 3.6.1 retell the key events in the life of Mary, the mother of Jesus.

Yr 3.6.2 identify how Mary listened and responded to God's call throughout her life.

Yr 3.6.3 express an understanding of Mary as a faithful disciple, filled with the Holy Spirit.

Yr 3.6.4 research and experience Marian devotions.

Yr 5.7C.2 analyse how Mary responded to God's call in faith and love.

Yr 5.9.3. identify the various ways in which the Church honours and is inspired by Mary.

Mary Immaculate

Mary, Mother of God

Mary, ever-Virgin

Mary assumed into heaven

1.2 Christian Anthropology

Essential Content

The human person is present in all the truths of faith.

The human person is created in the image and likeness of God.

The concept of "person": intelligence and will, freedom and feelings.

The human person is a living creature

Sharing Our Story

Yr 5.7A.1 explain how names are related to a person's sense of identity.

K.1.1 identify special God-given qualities that make them unique.

having both a physical and a spiritual nature.

Every human person is loved by God.

Every human person has an immortal soul. We are in need of redemption.

The redeemed human person is elevated by God to the dignity of a child of God.

The redeemed human person is a temple of the Holy Spirit.

The redeemed human person is a member of the Church.

Every human person has a destiny that is immortal.

The obligation of human persons to love others.

Human persons should be willing to embrace life.

Each human person has a unique vocation to be seen as a fulfilment of God's will.

Each one is called to a specific mission in the world.

K.1.2 describe and critically reflect upon ways in which feelings are expressed.

K.1.3 recognise and appreciate that God always loves them.

Yr 6.7.3 describe and reflect on the nature and responsibilities of the Christian vocation stemming from Baptism.

K.1.4 identify ways in which they can show their love for their family and friends.

Yr 2. 1.3 recognise that Jesus calls them to love one another; and list ways of responding to this call

Yr 2.10.1 recall examples of loving actions.

Yr 1.5.1 recall significant events in their own life story.

Yr 3.1.1 identify ways in which people use their gifts to serve others in their family, school, parish and community

Yr 3.1.2 describe how Jesus used his special gifts to serve others

Yr 3.1.3 explain why God gives different people different gifts

Yr 3.1.4 affirm the gifts of others and suggest ways in which they can use their gifts to serve others.

Yr 4.8A.3 name and affirm the prophetic qualities and abilities of others.

Yr 4.8A.4 recognise and use their own prophetic qualities and abilities.

Yr 6.8B.1 identify special qualities in their own lives and those of others.

Yr 6.8B.4 identify people who, because of special qualities have been chosen to become outstanding in some field.

Yr 6.10.1 analyse the meaning of mission in Mt 25: 34-40 and Mt 28:16-20.

Yr 6.10.2 recognise in the lives of others a commitment to the mission of Jesus.

Yr 6.10.3 name ways they can continue the mission of Jesus.

1.2 Christian Anthropology (cont.)

Essential Content

The human person is affected by original sin, but redeemed by Christ;

The human capacity to be an active and creative agent.

The human person as a being endowed with both rights and duties.

Human persons are capable of interpersonal relationships.

Sharing Our Story

Yr 1.7.2 express using a variety of mediums thankfulness to God for the many gifts we experience through our senses.

Yr 3.10.2 critique the decorations used on a Christmas tree

K.3.1 recognise the uniqueness of their family.

K.4.4 appreciate that God's love is experienced through the caring people in their lives.

K.7.3 appreciate that Christmas is a time of giving and receiving in our family, school and parish.

Yr 1.1.1 name the qualities of a good friend.

Yr 1.1.2 identify ways in which they could make others feel special.

Yr 1.3.1 explain why they like sharing meals with their families.

Yr 1.4.1 recall and share their family experiences of Easter.

Yr 1.8.1 recall and share experiences of getting ready for something special including Christmas.

Yr 1.9.1 recall their previous Christmas celebrations at home and at school.

Yr 2. 2.1 recall and reflect upon times of being alone.

Yr 2. 6.1 describe how their choices affect their relationships with God and others.

Yr 2. 4.1 recall and share stories about their family's and parish's celebration of Easter.

Yr 2.7.1 identify and explain reasons why family and friends celebrate special meals with each other.

Yr 2.7.4 identify ways in which they and their families can celebrate Sunday as a holy day, especially through their celebration of the Eucharist.

Yr 4.8B.1 explore the different ways in which we communicate 'news' to others.

Yr 4.8B.3 recognise ways that they too may be a joyful messenger.

Yr 5.2.1 recall and share times in their own lives when they experienced hurt and disappointment.

Essential Content

The ideal of a universal human family is realised in the Church.

Students should have a knowledge of the Church they belong to; they will learn to love it with a filial affection.

Belonging to the Church has obvious consequences for life, for apostolate, and for a Christian vision of the world
Through the Spirit, we grow in the Church, offering us "grace upon grace."
The only thing He asks is our cooperation.

1.3 Ecclesiology

Sharing Our Story

K.5.1 identify times when they join with their Church family to celebrate.

Yr 2. 5.5 grow in awareness and appreciation of the Church as a gathering of people who celebrate and proclaim the message of Jesus.

K.5.2 locate and explain the use or purpose of key features of the parish church.

K.5.3 describe some of the key tasks involved in the ministry of the parish priest(s).

K.5.4 list some of the major ways in which parishioners serve and support others in the parish.

Yr 5.10.3 identify practical ways in which they can share with others in Jesus' mission to the poor and oppressed.

1.4 The Last Things

Essential Content

Reflection on the Last Things using the story of Dives and Lazarus (Jn 11: 25-27).

We are personally responsible in everything we do, because we must render an account to God.

The last judgment points to an eternal destiny which each of us merits through our own works.

The good or evil done to each human being is as if done to Christ.

The Creed can be used as a pattern to help students to learn about the Kingdom of Heaven.

Those who have believed in God and spent their lives in his service are called saints, even if not all are formally venerated under that title.

Those who have died are not separated from us. They, with us, form the one Church, the People of God, united in the communion of saints.

The truths drawn from a reflection on the Last Things provide a sense of the dignity of the person, as destined to immortality.

Christian hope in our ultimate destiny offers comfort in life's difficulties.

We participate in divine life here and hereafter.

We are journeying toward our eternal home.

Sharing Our Story

Yr 1.1.5 appreciate that when they care for others they are reflecting and responding to the love of Jesus.

Yr 6.4.2 recall key aspects of the life and mission of Caroline Chisholm.

Yr 6.4.3 recount the story and contribution of one significant Australian Catholic.

Yr 6.9.1 identify the qualities of role models.

Yr 6.9.2 appreciate the attributes and contribution of past and present Kingdom people.

Yr 6.9. evaluate their lives as Kingdom people today.

2. Liturgical and Sacramental Formation

2.1 Liturgy

Essential Content

Students must be formed for full, conscious and active participation in the liturgy

Proper participation in the liturgy entails educating students for: praying with confidence, thanksgiving, repentance, community spirit, understanding correctly the meaning of the creeds.

Students must be educated with a knowledge of the meaning of the liturgy.

Sharing Our Story

K.3.2. appreciate the key elements of gathering and sharing in family celebrations.

Yr 4.5.1 recognise the key elements of a celebration.

Yr 4.5.4 appreciate the Eucharist as a means of celebrating and expressing their faith.

Yr 2. 2.4 recognise Lent as a particular time for repentance.

Yr 6.2.3 link events of Jesus' passion, death and resurrection with the liturgies celebrated in Holy Week and Easter.

Yr 5.7C.3 reflect upon and respond to the challenges of the Advent readings.

Yr 6.3.4 recite the Creed and explain the meaning of key credal statements

Yr 1.4.3 describe how the Paschal Candle and the 'Alleluia' are used in the Easter season liturgies to celebrate that Jesus is risen

Yr 4.4.3 identify some key symbols, actions and prayers of the Mass, which express our faith as a Catholic community in the risen Lord.

Yr 4.9.2 develop an understanding of the various customs, family gatherings and liturgies associated with the Christmas season.

Yr 5.7B.4 identify how they can, with the help of the Holy Spirit, follow Mary's example this Advent.

Yr 5.8.1 identify how the seasons affect our activities and life style

Yr 5.8.2 research, present and recall information about the solemnities and feasts of the Season of Christmas and its place within the Church's liturgical year

Yr 5.8.3 participate in group activities, research sharing and celebration relevant to one of the feasts of the Christmas season.

Yr 6.4.5 recognise the richness of the various cultural expressions and rites of Catholicism that make up the Catholic Church in

Australia.

Christ is always present in his Church, especially in liturgical celebrations.

K.2.1 identify Ash Wednesday as a special day which is the first day of Lent.

K.2.2 recall the story of the first Palm Sunday.

K.2.3 recognise special signs and symbols of Lent/ Easter and their relevance to the life of Jesus.

K.2.4 develop an awareness and appreciation of Lent/Easter through participation in activities and celebrations of other classes and/or the whole school.

Yr 1.2.1 explain how they are growing and changing.

Yr 1.2.2 state that Lent is a special time to grow and change as we get ready for Easter.

Yr 6.8A.4 respond to and celebrate the Advent message to ‘Wake Up and Be Ready.’

Yr 6.8B.2 explore the Readings of the Third Sunday of Advent to develop the concept ‘I Am Chosen.’

2.2 Sacraments and Sacramentality

Essential Content

Teachers will, help students to discover the real value of the Sacraments.

The essential point for students to understand is that Jesus Christ is always truly present in the Sacraments. Sacraments accompany the believer on the journey through life.

The sacramental journey takes place within the Church

Sacraments become comprehensible through understanding of what it means to be a member of the Church

Christ instituted the sacraments and His presence makes them an efficacious means of grace.

Sharing Our Story

Yr 1.7.4 participate in a liturgy which involves use of all the senses.

Sacraments of Initiation

Yr 1.6.1 discuss some of the ways in which children are welcomed into and shown that they belong to families and groups such as sporting teams and youth organisations.

Yr 3.5.1 identify ways in which children are initiated into various groups and organisations including the Christian community

Yr 3.5.2 match rituals and symbols of Christian initiation with the sacraments of Baptism, Confirmation and Eucharist.

Yr 3.5.3 explain the meaning of Christian initiation with reference to key rituals and symbols.

Yr 3.5.4 appreciate that initiation into the life of the Christian community means loving God and others as Jesus did, nourished by prayer and the sacraments.

Sacrament of Baptism

Yr 1.6.2 explain the meaning of Baptism as a special celebration where we are welcomed into God's family.

Yr 1.6.3 compare and contrast the story of the Baptism of Jesus with accounts of their own Baptism.

Yr 1.6.4 name key rituals and symbols associated with Baptism

Yr 1.6.5 describe ways they can help other people feel special and that they belong.

Yr 2. 1.1 recognise Baptism as a ritual of initiation into God's family, where they are called to love, share with , listen to and accept others.

Yr 4.2A.3 explain the meaning and personal implications of the words of one form of the Baptismal promises.

Sacrament of Confirmation

Yr 5.11.1 identify times in their life when they have felt empowered.

Yr 5.11.2 identify Confirmation as one of the seven Sacraments and its place within the Sacraments of Initiation.

Yr 5.11.3 identify the symbols and rituals of the Sacrament of Confirmation and their meaning in the context of the celebration of the Sacrament.

Yr 5.11.4 identify and explore key images and actions, in Scripture, which reveal God as Holy Spirit.

Yr 5.11.5 identify ways to respond to the gifts and meaning of the

Sacrament of Confirmation.

Sacraments of Healing

2.2 Sacraments and Sacramentality (cont.)

Essential Content

Sharing Our Story

Sacrament of Reconciliation

Yr 2. 6.3 make links between their experiences of reconciliation and the elements of the sacrament of Reconciliation.

Yr 2. 6.4 appreciate that they experience God's forgiveness in the Church's celebration of the sacrament of Reconciliation.

Yr 4.2C.2 relate Jesus' message in the parable of the Prodigal Son to their own lives.

Yr 4 2C.3 prepare for and participate in the celebration of the sacrament of Penance or a prayer service with the theme of reconciliation.

Yr 4.7.2 retell stories of forgiveness and healing in the New Testament.

Yr 4.7.3 explain and relate to their own lives 'The Parable of the Forgiving Father.'

Sacrament of Anointing of the Sick

Yr 4.7.4 recall the ways in which the Church helps them to forgive and to be forgiven, and gives peace and courage to those who are ill, suffering or frail through old age.

Sacraments at the Service of Communion:

Yr 6.7.1 describe how married couples and priests serve their communities.

Marriage and Holy Orders

Yr 6.7.2 analyse the meaning of key symbols and ritual actions within the celebration of the sacraments of Marriage and Holy Orders.

Sacrament of Holy Orders

Sacrament of Marriage

Sacrament of the Eucharist

Yr 4.5.2 recall and sequence the key parts of the Eucharist.

Yr 4.5.3 explore the meanings of the main symbols and actions in the celebration of the Eucharist.

Communion with Jesus Christ leads to the celebration of his presence in the

Yr 2.7.3 describe ways in which Jesus is present in the Church's celebration of the Eucharist revealing God's wonderful love.

sacraments, especially the Eucharist.

The moment of closest encounter with the Lord Jesus occurs in the Eucharist. In the Eucharist, two supreme acts of love are united: Our Lord renews His sacrifice of salvation for us, and He truly gives Himself to us.

The Eucharist is both Sacrifice and Sacrament.
The reality of the Eucharistic Presence

Yr 6.5.4 examine the implications of Jesus' presence in the assembly, priest, Word and sacred bread and wine in the celebration of the Eucharist.

Yr 6.5.5 explain how the Eucharist nourishes and sustains Christians who reach out in service to others.

Yr 1.3.3 dramatise or represent artistically Jesus celebrating the Last Supper with his disciples.

Yr 2.7.2 identify and explain reasons why Jesus celebrated special meals with others, especially at the Last Supper.

Yr 4.3.3 *explain* the new meaning Jesus gave to the sharing of bread and wine during his ministry and at the Last Supper.

Yr 6.5.2 explain how Jesus nourished the needs of people, both physically and spiritually.

Yr 6.5.3 explore how Jesus' actions at the Last Supper symbolised his gift of himself and his life.

3. Teaching to Pray

Essential Content

Religious education should be permeated by a climate of prayer to promote the assimilation of the entire Christian life.

Sharing Our Story

Yr 2. 3.3 participate in a variety of prayer experiences related to the celebration of Holy Week and the Easter Triduum.

Yr 4. 1.2 retell stories from the Bible which tell of the importance of prayer in the lives of God's people.

Yr 7/8.4C7B.1. Students learn about the nature and place of prayer in Christianity and Judaism.

The climate of prayer is especially necessary when students are confronted with the more demanding aspects of the Gospel

Yr 2. 2.3 identify prayer as a means of preparing to celebrate Easter.

Yr 4. 1.5 reflect on the experience of spending time alone in individual prayer.

Yr 4.8C.1 explore their own and others' ideas and experiences related to challenge, preparation and commitment and relate to the celebration of the season of Advent.

Yr 4.9.3 plan and implement some personal action which will foster the Christmas spirit of peace and goodwill.

Yr 5.6.3 interpret and apply Scripture stories which challenge us to live Christian lives.

Yr 6.2.1 recall and explore 'crossroad' situations in their own lives when they were faced with making decisions.

Yr 6.2.2 explain how Jesus, Pilate, Judas, Peter and the other disciples were confronted with 'crossroad' situations.

Yr 6.3.1 explore the importance of trust in relationships and some of the 'crossroad experiences' that develop or erode trust.

Yr 6.3.5 identify and discuss possible responses to some of the common 'crossroad' experiences of teenagers in their relationships with God, family and others.

Yr 6.8C.4 propose ways they can respond to the Advent message in their final weeks of primary school.

Students should be encouraged to open their hearts in confidence to Father, Son, and Holy Spirit through personal and liturgical prayer.

Yr 1.1.4 work in groups to create a prayer of thanks to Jesus.

Yr 2. 2.5 participate in a variety of prayerful experiences.

Yr 2. 3.2 *explain* why prayer is important in their relationship with God and how prayer can help them in their daily life.

The 'Our Father' is the model of all Christian prayer. The handing on of the 'Our Father' is a summary of the entire Gospel.

Yr 2. 2.2. appreciate that Jesus prayed to God his Father.

Students should learn to pray these different forms of prayer: adoration, praise, thanksgiving, filial confidence, supplication and awe for his glory.

Yr 1.4.4 participate in a variety of Easter prayer experiences.

Yr 3.7.3 compose psalms of praise in which they celebrate and give thanks for God's creation.

Yr 3.10.3 plan and participate in a Nativity Tree ceremony.

Yr 4. 1.3 grow in appreciation of the prayers and prayer traditions in the Church that have been passed on from generation to generation

Yr 4. 1.4 work in groups to identify, write and pray prayers of

praise, thanks, sorrow and petition.

Yr 5.2.4 participate in a class celebration of the Way of the Cross that relates students' life experience to the passion, death and resurrection of Jesus.

Yr 6.6.4 plan a prayer celebration to give thanks for the beauty of God's creation and for the many ways it enriches their lives.

4. Moral Formation

4.1 First Christian Communities.

Essential Content

The study of ethics can be introduced by looking at the first Christian communities.

In the first Christian communities, the Gospel message was accompanied by prayer and the celebration of the Sacraments.

Sharing Our Story

Yr 5.4.4 describe the characteristics of the life and faith of early Christian communities.

4.2 Christian Perfection

Essential Content

All are called to Christian perfection.

Christian perfection is a gift of Jesus through the mediation of the Spirit.

The gift of Christian perfection requires our cooperation.

God has the power to free us from the hold of sin.

Penance and asceticism are necessary.

Sharing Our Story

Yr 3.11.1. explain how a person's relationship with Jesus influences how they treat others.

Yr 5.6.1 recognise that we are responsible for the decisions we make and their consequences.

Yr 6.2.4 dramatise Christian responses to real-life moral dilemmas.

Yr 6.8B.3 appreciate that they are reminded this Advent that they have been chosen and called by God to take positive action.

Yr 4.2A.4 identify and undertake activities during Lent that will help

Students need to be educated to understand the meaning of the virtue of faith.

Helped by grace, students are invited to give complete, free, personal and affective loyalty to the God who reveals himself through his Son.

Commitment to Christian living is not automatic; it is itself a gift of God.

The gift of Christian commitment must be asked for and we must wait for it patiently.

People must be given time to grow and to mature.

Faith is thus based on knowing Jesus and following him

The life of faith is expressed in acts of religion.

develop their faith in Jesus.

Yr 4.2B.1 identify and give examples of three forms of Lenten penance.

Yr 4.2B.5 propose ways in which their relationship with God and others can be renewed this Lent through the fulfilment of promises to undertake Lenten practices.

Yr 4.8C.3 consider the value of committing themselves to some Advent challenges that prepare for the celebration of Christmas.

Yr 4.2A.1 explain the importance of being able to have faith in other people, in their own lives.

Yr 5.6.2 identify and evaluate the ways in which people influence our decision making.

Yr 5.6.2 identify and evaluate the ways in which people influence our decision making.

Yr 5.3.1 identify some of the characteristics of people who believe in and follow Jesus.

Yr 5.3.3 identify ways in which young people today can take up Jesus' invitation to 'Follow me'.

Yr 3.2.1 explain how the celebration of Lent provides opportunities for personal growth in faith and challenges us to reach out to others.

4.3 Christian Social Ethics.

Essential Content

Christian social ethics, founded on faith, sheds light on other disciplines such as law, economics and political science.

Sharing Our Story

Yr 3.7.2 grow in awareness of the need to care and take responsibility for God's creation.

Yr 6.1.2 identify and explain characteristics of the servant leadership displayed by Moses and Jesus.

Yr 6.1.1 compare and contrast different styles of leadership.

	Yr 6.1.3 apply the Christian ideals of leadership in their school community.
The human person is the central focus of the social order.	Yr 4. 1.1 identify the values that should inspire the ways in which we communicate with others.
Justice is the recognition of the rights of each individual.	K.8.1. identify their own needs and the needs of other people around the world
	Yr 2.10.3 identify ways they can contribute to the mission of Jesus by loving God and people in their class, school, family, local community and people throughout the world.
	Yr 5.1.4 work in groups cooperatively to consider appropriate responses to Jesus' challenge to live and work for justice and peace.
	Yr 6.8A.1 evaluate the rationale for and consequences of various responses to theft and burglary in the community.
	Yr 6.8A.2 research the work and some of the obstacles faced by various organisations or individuals inspired by a vision of the world based on justice and peace.
Honesty is the basic condition for all human relationships;	
Freedom is the basic right of each individual and of society.	
World peace must then be founded on good order and the justice to which all human beings have a right as children of God.	Yr 2. 1.4 appreciate that as part of God's family they are called to seek justice, truth and hope.
	Yr 6.8A.3 describe a world in which everybody was ready for the Second Coming of Jesus.
The goods of the earth are gifts of God, and are not the privilege of some individuals or groups while others are deprived of them.	Yr 1.11.1 recall ideas and examples of 'sharing.'
	Yr 1.11.2 explain how Jesus shared with and cared for others in 'Feeding the Five Thousand (Mk 6: 30-44)'. Yr 1.11.3 identify ways they can participate in Jesus' mission through sharing in a loving way with people in need.
	Yr 6.5.1 describe and reflect upon both our physical needs, such as food, shelter and protection, and our deeper needs such as care, love, acceptance and affection.
Misery and hunger weigh on the conscience of humanity and cry out to God for justice.	Yr 2.8.3 consider ways in which they could respond to the needs of others during Advent. Yr 4.3.4 explain how they can contribute to the Church's mission of

hospitality and service to immigrants and refugees in Australia.

The realism of revelation, history and daily experience all require that we have a clear awareness of the evil that is at work in the world and in the human person.

When human beings wander far away from God and the Gospel message, they can poison the world with war, violence, injustice and crime.

5. Christian Community Life

Essential Content

Christian community life requires a spirit of simplicity and humility (*Mt* 18:3).

Christian community life requires solicitude for the least among the brethren (*Mt* 18:6).

Christian community life requires particular care for those who are alienated (*Mt* 18:12).

Sharing Our Story

Yr 5.7B.1 identify how mothers respond to the needs of family members and others in the community.

Yr 5.9.1. recall aspects of the story of their own parish.

Yr 5.9.2. list the different groups who contribute to the life of the parish community.

Yr 6.4.1 outline the way of life and faith of Australian Catholics in the early years of European settlement.

Yr 3.2.3 formulate a plan of action aimed at reaching out to others.

Yr 4.10.2 explain the meaning of mission as service which was modelled and taught by Jesus in 'Jesus Washes the Disciples' Feet' (*Jn* 13:1-15) and 'The Parable of the Good Samaritan' (*Lk* 10: 25-37)

Yr 4.10.3 describe ways they can be of service to others throughout the world.

Yr 5.7C.1 identify actions of influential people that are worthy of imitation and the attitudes, values or beliefs that inspire them.

Yr 2. 5.1 recognise people in the community who help others.

Yr 2.9.1 identify ways in which their families receive and spread God's love, peace and joy as they celebrate the birthday of Jesus each Christmas.

Christian community life requires fraternal correction ("*Go and tell him his fault...*" Mt 18:15).

Christian community life requires common prayer (Mt 18:19)

Christian community life requires mutual forgiveness (Mt 18:22).

Fraternal love embraces all these attitudes (Jn 13:34).

Special attention to the ecumenical dimension, encouraging fraternal attitudes toward other Christian churches.

In pursuing ecumenical objectives, the Church's doctrine must be expressed clearly.

Yr 4.8A.1 identify and reflect upon situations where they have or should have challenged the behaviour of others.

Yr 4.2C.1 explain how the celebration of the season of Lent challenges and invites us to be reconciled with God and others.

Yr 4.4.1 identify experiences where they experienced 'death' in the form of sadness, hurt, anger, frustration and 'new life' in the form of acceptance, reconciliation with others, peace and inspiration.

Yr 4.7.1 appreciate that sometimes in relationships there is hurt which requires healing and forgiveness.

Yr 2. 1.4 appreciate that as part of God's family they are called to seek justice, truth and hope.

Yr 4.10.1 recognise examples of service within their own communities and throughout the world.

Yr 5.5.1 identify and research selected Christian churches in the local area

Yr 5.5.4 list some of the ways in which Christians seek the unity Jesus prayed for.

Yr 5.9.5. develop an awareness and appreciation that there are other faith communities within the local area/ community.

Yr 5.5.2 recall key facts about the beliefs and communal life of the Anglican and Uniting Churches

Yr 5.5.3 describe similarities and differences between the worship and ministries of the Catholic, Anglican and Uniting Churches.

6. Missionary Initiation

Essential Content

Promoting missionary initiation (for lay people) founded in the sacraments and in the secular character of their

Sharing Our Story

K.6.4 list ways in which they could help others in the community this Advent.

vocation.

Yr 3.11.3. give examples of Christian missionary actions and programs that reach out to others in need.

Yr 5.6.4 appreciate the different ways in which Christians can lead and serve others.

Encourage vocations to the priesthood and other forms of apostolic life.

Yr 6.4.4 develop an awareness and appreciation of the importance of Catholic schools as a major activity of the Australian Catholic Church.

7. To be Committed to Memory

Essential Content

A certain memorisation of the words of Jesus
Important Bible passages

The Ten Commandments

The formulae of profession of the faith

The liturgical texts, the essential prayers

Key doctrines

Sharing Our Story

A Comparison of the Essential Content with Sharing Our Story – Secondary Programme

1. Promoting Knowledge of the Faith

1.1 Christology

1.1a Jesus Christ

Essential Content

Basic ideas about Scripture – especially the Gospels

Sharing Our Story

Yr 7/8.4C1.2. Students learn about a variety of images and metaphors for God in the Bible.

Yr 7/8.4C2.3.2 links between the key events in the life of Jesus and key terms and Scripture passages related to annunciation, passion, crucifixion, resurrection, and ascension.

Yr 7/8.4C2.4. Students learn about similarities and differences between key features of daily life in Jesus' time and daily life in modern Israel.

Yr 7/8.4C3A.1. Students learn about the significance of particular stories and books, including the Bible.

Yr 7/8.4C3A.2. Students learn about the influence of particular stories and books, including the Bible, in their own and other people's lives.

Yr 7/8.4C3A.3. Students learn about ways to interpret everyday and biblical examples of literal and figurative language.

Yr 7/8.4C3A.5. Students learn about the meaning of a selected biblical text in their own lives.

C4.3 explains how the Scriptures are central to the teaching and life of the Church.

Yr 9 /10.5C2.3. Students learn about methods for locating relevant images of Jesus in the Gospels.

Yr 9 /10.5C2.4. Students learn about selected images of Jesus in the Gospels.

Yr 9 /10.5C3.2. Students learn about the significance of the contents and place of the New Testament in the life of Christians and the Church.

Yr 11/Yr 12. 6C2. 2. Students learn about common Christian

understandings about the person of Jesus, based on the Scriptures and common creeds e.g. one or more of: Messiah; humanity and divinity of Jesus; background, society and culture, reliability of scriptural records about Jesus.

Yr 11/Yr 12. 6C3.2. Students learn about texts that are foundational to a Christian understanding of a moral life e.g. God revealed in Creation; historical events and persons; scripture; the lived experience and reflections of the Church; personal religious encounters between God and believers; the person, life, death and resurrection of Jesus.

1.1a Jesus Christ (cont.)

Essential Content

The message of Christ

Sharing Our Story

Yr 7/8.4C2.2. Students learn about ways in which Jesus challenged attitudes and practices towards the poor and marginalised.

Yr 7/8.4C2.6. Students learn to evaluate ways in which Jesus challenged attitudes and practices towards the poor and marginalised.

Yr 7/8.4C3B.5. Students learn about ways in which Jesus challenged people to live more faithfully as God's covenanted people; e.g. through Jesus' teachings.

Yr 7/8.4C6.5. Students learn about Gospel and other New Testament passages that refer to Jesus' moral principles and the key values that Jesus teaches and models

Yr 9 /10.5C3.3. Students learn about key passages from the New Testament about how to live a Christian life e.g. one or more of: the Beatitudes; 'love one another' in John's Gospel; 'the duties of love' in Letter to Jude; 'the law of love' 2 John; 'live in holiness and charity' 1 Thess

Yr 9 /10.5C3.5. Students learn about values based on key New Testament passages e.g. one or more of: service- the Good Samaritan; charity- Matt 25; faith, hope and charity- I Cor

The deeds of Christ

Yr 7/8.4C2.3. Students learn about key events that took place in the life of Jesus

Yr 7/8.4C5B.2. Students learn about responses to Jesus' healing ministry; e.g. responses by those healed and others.

Yr 7/8.4C6.2. Students learn about aspects of Jesus' relationships with selected people and groups such as - his mother Mary, his apostles,

women, Jewish religious leaders, and the poor and outcast.

Yr 7/8.4C6.3. Students learn about Gospel accounts that describe aspects of Jesus' relationships with the above individuals and groups

Yr 9 /10.5C5.5. Students learn about ways in which Jesus reached out to others during his ministry, as described in key scripture passages e.g. one or more of: Matthew the tax collector; Mary the Mother of Jesus; Zacchaeus; The woman caught in adultery

The historical fact of the Resurrection

Yr 7/8.4C7A.4. Students learn about the scriptural bases for the Church's belief in the Risen Christ; e.g. key passages such as Mk 16:9-20; 1 Cor 15:3-8; Lk 24:15

The mystery of Christ's Divinity

Yr 11/Yr 12. 6C2. 3. Students learn about common Christian understandings about the ministry of Jesus, based on the Scriptures and common creeds: His incarnation; use of parables, miracles and ministry to the poor and outcast; Kingdom/ Reign of God; passion, death and resurrection

Yr 11/Yr 12. 6C2. 5. Students learn about the meaning and associated images and titles of the expression 'Jesus of history, Christ of faith'. Choose at least TWO from each group, using examples such as: Jesus of history: Jesus as storyteller, healer, reconciler, teacher; Christ of faith: as Messiah, Son of God, the Resurrection and the Life, the Alpha and Omega, the Son of Man.

1.1a Jesus Christ (cont.)

Essential Content

Sharing Our Story

The mystery of Christ's Incarnation
Christ as Saviour

Christ as Priest

Christ as Teacher

Yr 9 /10.5C6.5. Students learn about key elements of Jesus' teaching and Church doctrine linked to Christian moral principles and/or social justice: the law of Christian love summarised by the Two Great Commandments; Beatitudes; Spiritual and corporal works of mercy in Mt 25; Church principles of social justice; peaceful versus violent living.

Yr 11/Yr 12. 6C2. 6. Students learn about Jesus' response to the actions of unjust individuals and groups in selected gospel accounts: Pharisees; tax collectors; dealers in the temple; those who accused the woman caught in adultery.

Christ as Lord of the Universe

Presenting the Mystery of God through Christ.

Yr 7/8.4C1.3. Students learn about ways in which Jesus mirrors the characteristics of an icon by revealing the active presence of God

Yr 7/8.4C1.6. Students learn about ways in which Christians can image God in today's world (e.g. as shepherd, prophet, parent, etc)

Yr 9 /10.5C2.1. Students learn about ways in which Jesus has been portrayed in selected Christian art, literature, films, music and prayers

Yr 9 /10.5C2.2. Students learn about the historical and cultural influences that have influenced the way in which Jesus has been portrayed in selected Christian art, literature, films, music and prayers from a selected period of Christian Church history.

Yr 11/12 .6C1.3 Christian perspectives on key experiences in the human life cycle, and the search for meaning and happiness: people's experience of God, themselves and the created universe that forms the basis of all human knowledge and education; pastoral care of the sick enables self and others to discover God's unique presence in a person's life; the Paschal mystery is at the heart of Christian faith concerning the meaning of human life, suffering, death, resurrection and the after life.

Yr 11/12 .6C1.4 Students learn about key scriptural texts from Christianity that relate to the religious search for meaning and happiness e.g. one or more of: the Sermon on the Mount, the Beatitudes (Lk6: 17ff, Mt5: 1ff); the rich young man Mt 16:1-30; Jesus blesses the little children Mk10: 13-16 ; the parable of the good Samaritan Lk10: 25-37 ; the parable of the rich fool Lk12: 13-21; the bread from heaven Jn 6:22

Yr 11/Yr 12. 6C2. 4. Students learn about sources of common understanding for Christians about person and the ministry of Jesus e.g. the New Testament (Golden Rule, Beatitudes, parables; Christian Creeds (Nicene, Apostles); other writings such as history texts and Church documents

1.1a Jesus Christ (cont)

Essential Content

Other

Sharing Our Story

Yr 7/8.4C1.1. Students learn about definitions of terms such as image, imagery, metaphor, symbol, icon ways in which their personal image of God emerged and has changed over time, especially from childhood to adolescence

Yr 7/8.4C1.4. Students learn about ways in which Jesus' presence is expressed through icons, prayers, songs and art

Yr 7/8.4C1.8. Student learn to identify ways in which their personal image of God emerged and changed over time

Yr 9 /10.5C2.5. Students learn about ways in which you can express a personal image e.g. one or more of: symbol; drawing; painting; sculpture; music.

Yr 9 /10.5C2.6. Students learn about ways to explain the literal and deeper meanings of a personal image of Jesus.

Yr 11/Yr 12. 6C2. 1. Students learn about ways to express their personal understandings, questions and beliefs about Jesus e.g.

1. how do they image Jesus?
2. what do they know about the life and mission of Jesus?
3. what questions do they bring to this study of Jesus?
4. what do they believe about Jesus?

Yr 11/Yr 12. 6C3.1. Students learn about types of 'living texts' that influence, shape and affect our lives e.g. family; community; culture; peers; education; mass media; advertising; the arts.

1.1b The History of Salvation

Essential Content

Creation

Sharing Our Story

Yr 7/8.4C3A.4. Students learn about the significance of faith in the biblical accounts of creation the expression of religious truths in the biblical accounts of creation

Yr 7/8.4C3A.8. Students learn to explain the significance of faith and the expression of religious truths in the biblical accounts of creation

The Fall: Origin of the mystery of

lawlessness at work in our lives

The Covenant with the ancient people of God

Yr 7/8.4C3B.2. Students learn about the story of the Exodus and the Sinai covenant

Yr 7/8.4C3B.3. Students learn about the story of the Chosen People's wanderings in the desert up until their entry as Israelites into the Promised Land.

Yr 7/8.4C3B.4. Students learn about the meaning of each of the Ten Commandments (the Decalogue)

The long period of waiting

Yr 7/8.4C1.9. Student learn to discuss the various attributes of God revealed by a variety of scripture references in both the Old and New Testaments, particularly through the Exodus event

The Coming of Jesus our Saviour

We are now the new People of God

Yr 7/8.4C4.1. Students learn about the nature of call, response, conflict and community in the preaching and living of the Gospel in the first century of the common era; e.g. the call of Saul who became Paul; the conversion of Peter at the house of Cornelius; the early Christians living in harmony; the first preaching inspired by the Spirit at Pentecost

Yr 7/8.4C4.6 Students learn about the challenges and opportunities for spreading the Gospel today

Yr 7/8.4C4.7 Students learn about similarities and differences between the challenges and opportunities for spreading the Gospel today, and one other era in church history

Yr 7/8.4C4.8 Students learn about the significance of a range of values related to this topic

Yr 7/8.4C7A.6. Students learn about ways in which the Spirit of the Risen Lord was present and active in the early Church; e.g. Pentecost in Acts 2; and 1 Cor 15:53-55

Yr 9 /10.5C8.2. the expansion of Christianity within the Roman Empire following Constantine's conversion e.g. factors such as the building of basilicas, the spread of Christian communities

Yr 9 /10.5C8.3. Pilgrimages to Holy places during the Middle Ages and in the contemporary world

Yr 9 /10.5C8.4. the development and impact of monasticism in medieval society

Yr 9 /10.5C8.5. the role of faith and religion in the life of at least one medieval Christian e.g. choose one or more of the following medieval

Christians: Gregory the Great; Bernard of Clairvaux; Francis of Assisi; Beatrice of Nazareth; Julian of Norwich; Gregory Palamas

Yr 9 /10.5C8.6. the impact and role of faith and religion in medieval European society as a whole: e.g. one or more of: peasants; knights; monks; rulers, women; philosophers.

Yr 9 /10.5C8.7. identify similarities and differences between the faith and religion in Medieval and contemporary societies e.g. one or more of: prayers and rituals; relics; superstition; pilgrimages; sacraments.

1.1b The History of Salvation (cont.)

Essential Content

We are pilgrims on Earth

Sharing Our Story

Yr 7/8.4C4.2 Students learn about ways in which Christianity spread from its Jewish roots out into the Gentile world

Yr 7/8.4C4.3 Students learn about ways in which Christianity spread during one other period of Church history;

Yr 11/Yr 12. 6C7.1. Students learn about historical events of personal significance or interest linked to a religious timeline of Christianity in Australia e.g.; arrival and key events in the lives of ancestors of own religious tradition/ variant; year in which parents married; sacraments received

Yr 11/Yr 12. 6C7.2. Students learn about dates and events related to the history of Christianity in Australia, including the Aboriginal presence in Australia e.g. Aboriginal settlement and spread; arrival of white settlers; significant events around the establishment of Christian churches and schools; arrival of religious orders; arrival of other traditions; immigration.

1.1c Mariology

Role of Mary in the mission of Christ

Yr 9 /10.5C7.3. Students learn about the place, role and contribution of Mary in the life of the Church with reference to scripture and Church teaching *e.g. one or more of:* the Nativity; Annunciation; Visitation; presence at the foot of the Cross; the Resurrection; Pentecost

Mary Immaculate

Mary, Mother of God

Mary, ever Virgin

Mary assumed into heaven

1.2 Christian Anthropology

Essential Content

The human person is present in all the truths of faith.

The human person is created in "the image and likeness" of God

The concept of "person": intelligence and will, freedom and feelings.

The human person is a living creature having both a physical and a spiritual nature.

Every human person is loved by God

Every human person has an immortal soul. We are in need of redemption

The redeemed human person is elevated by God to the dignity of a child of God;

The redeemed human person is a temple of the Holy Spirit

The redeemed human person is a member of the Church

Every human person has a destiny that is immortal

Human persons be willing to embrace life

Each human person has a unique vocation to be seen as a fulfilment of God's will.

Sharing Our Story

Yr 9 /10.5C1. 1. .Students learn about the dignity of the human person

Yr 7/8.4C1.11. Student learn to propose ways in which Christians individually and communally are called to image God and be a witness to God in our contemporary world.

Each one is called to a specific mission in the world.

Yr 9 /10.5C7.1. Students learn about the meaning of call, God’s call, vocation, challenge and other words related to this topic

Yr 11/Yr 12. 6C4.1. Students learn about the meaning of the terms vocation, ministry, work and leisure

Yr 11/Yr 12. 6C4.3. Students learn about scripture texts and Church teachings related to vocation, ministry, work and leisure.

Yr 11/Yr 12. 6C4.6. Students learn about the experience of Christian vocation shared by: single people; married people; religious; clergy

Yr 11/Yr 12. 6C6.3. Students learn about what has value and meaning in their lives

The human person is affected by original sin, but redeemed by Christ; The human capacity to be an active and creative agent.

Yr 9 /10.5C7.6. Students learn about selected artistic expressions and devotional practices linked to Mary and the saints in one or more of the following: art; popular customs; devotional practices such as the Rosary; ways to take part in a Marian devotion such as the Rosary or Angelus.

The human person as a being endowed with both rights and duties

Yr 9 /10.5C1. 2. Students learn about the connection between dignity of the human person and reverence for life

1.2 Christian Anthropology (con’)

Essential Content

Human persons are capable of interpersonal relationships.

Sharing Our Story

Yr 7/8.4C7B.4. Students learn about connections between human relationships, communal life and mission; e.g. through an examination of related values such as service, compassion, courage, perseverance

Other

Yr 11/12 .6C1.7 Students learn about researching one religious question of significance to them or others, relating to the search for meaning and happiness e.g. one of the following: what is the value of science and technology if the world could end in a nuclear holocaust? is life about the accumulation of material goods, or is it about a higher purpose? how can the wealth of the world be distributed more justly? why do the rich or powerful take advantage of the poor, underprivileged or disadvantaged?

1.3 Ecclesiology

Essential Content

The ideal of a universal human family is realized in the Church.

Students should have a knowledge of the Church they belong to, they will learn to love it with a filial affection

Belonging to the Church has obvious consequences for life, for apostolate, and for a Christian vision of the world

Through the Spirit, we grow in the Church, offering us "grace upon grace"; the only thing he asks is our cooperation.

Sharing Our Story

1.4 The Last Things

Essential Content

Reflection on the "Last Things" using the story of Dives and Lazarus (Jn 11: 25-27).

We are personally responsible in everything we do, because we must render an account to God.

The last judgment he points to an eternal destiny which each of us merits through our own works.

Sharing Our Story

Yr 7/8.4C7A.3. Students learn about the implications for Christian living of Jesus' teachings concerning judgement and eternal life; e.g. in light of principles contained in the Beatitudes, Jesus' teachings on suffering and discipleship, the Final Judgement (Mt 25)

Yr 7/8.4C7A.10. Students learn to explain the implications for Christian living of Jesus' teachings concerning judgement and eternal life

The good or evil done to each human being is as if done to Christ.

The Creed can be used as a pattern to help students to learn about the Kingdom of Heaven.

Those who have believed in God and spent their lives in his service are called saints, even if not all are formally venerated under that title.

Yr 9 /10.5C7.2. Students learn about examples of God’s call and the saint’s response in a range of Old Testament (*e.g.* Abraham, Moses, Jacob, Esther, Ruth, Jonah) and New Testament texts (*e.g.* Mary the Mother of God, John the Baptist, Jesus, Paul, Peter, Mary Magdalene, the rich young man, Zacchaeus)

Yr 9 /10.5C7.4. Students learn about the process of canonisation (*i.e.* name forward, investigation by Bishop, calling of witnesses, person judged against Christian virtues evident in their life, title ‘Servant of God’, Congregation for Causes of Saint, postulator’s summary, decision by theologians, evidence from miracles, final decision from Pope and declaration of ‘Blessed’; and then possibility later of title ‘Saint’)

Those who have died are not separated from us. They, with us, form the one Church, the People of God, united in the "communion of saints".

Yr 9 /10.5C7.5. Students learn about the place, role and contribution the saints in Church teaching in one or more of the following: devotions; communion of saints; patron saints; feast days; stories of the saints

The truths drawn from a reflection on the “Last Things” provide a sense of the dignity of the person, as destined to immortality.

Yr 7/8.4C7A.8. Students learn about personal accounts of how faith, hope and love have transformed the experience and meaning of loss and death in people’s lives

Christian hope in our ultimate destiny offers comfort in life's difficulties.

Yr 11/12 .6C1.1 Students learn about key experiences in the human life cycle *e.g.* the loss of a family member; the birth of a child; car accidents involving friends; fires and natural disasters;

Yr 11/12 .6C1.2 Students learn about experiences of happiness and personal fulfilment that encourage individuals to ponder the deeper issues of life and death *e.g.* why am I here? is there a God? what is the purpose of life? is there life after death? who created the world? what is genuine happiness? why is there suffering? what are some of the connections between the search for meaning, happiness and social justice?

1.4 The Last Things (cont.)

Essential Content

We participate in divine life here and hereafter

We are journeying toward our eternal home

Other

Sharing Our Story

Yr 7/8.4C7A.9. Students learn to describe how one ancient and one non-Christian religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality

Yr 11/12 .6C1.6 Students learn about methods for selecting one question of significance to them, relating to the search for meaning and happiness e.g. what is my focus question? what is the meaning of this question? what is my response to this question? what are some other practical responses to this question?

2. Liturgical and Sacramental Formation

2.1 Liturgy

Essential Content

Students must be formed for full, conscious and active participation in the liturgy

Proper participation in the liturgy entails educating students for: praying with confidence, thanksgiving, repentance, community spirit, understanding correctly the meaning of the creeds.

Students must be educated with a knowledge of the meaning of the liturgy

Christ is always present in his Church, especially in "liturgical celebrations".

Sharing Our Story

Yr 7/8.4C7A.5. Students learn about how the Church's belief in the Risen Christ is celebrated through the Easter season and the liturgical cycle; e.g. during Holy Week, lighting of the Easter Candle; beliefs contained in Eucharistic prayers

2.2 Sacraments and Sacramentality

Essential Content

Teachers will, help students to discover the real value of the Sacraments

The essential point for students to understand is that Jesus Christ is always truly present in the Sacraments.

Sacraments accompany the believer on the journey through life.

The sacramental journey takes place within the Church

Sacraments become comprehensible through understanding of what it means to be a member of the Church

Christ instituted the sacraments and his presence makes them efficacious means of grace.

Sacraments of Initiation

Sharing Our Story

Yr 7/8.4C5.1. Students learn about the process of initiation into groups at school

Yr 7/8.4C5.2. Students learn about the process of initiation from adolescence into adulthood in Australia

Yr 7/8.4C5.3. Students learn about the process of initiation in one non-western culture or religion

Yr 7/8.4C5.4. Students learn about ways to reflect on their experience of initiation into their school

Yr 7/8.4C5.5. Students learn about their school as a Catholic community with a special tradition, nature and mission

Yr 7/8.4C5.6. Students learn about the significance of various periods of the catechumenate

Yr 7/8.4C5.7. Students learn about links between the catechumenate and its liturgical rites

Yr 7/8.4C5.9. Students learn about the celebration of rites of initiation in at least one non-Christian religious tradition e.g. Judaism, Islam, Buddhism, Hinduism.

2.2 Sacraments and Sacramentality (cont.)

Essential Content

Sacrament of Baptism

Sharing Our Story

Sacrament of Confirmation	Yr 7/8.4C7A.7. Students learn about ways in which the Spirit of the Risen Lord continues to be present and active in and through the Church today; e.g. in the lives of inspiring people, in evidence of the fruits and gifts of the Holy Spirit
Sacraments of Healing	Yr 7/8.4C5B.6. Students learn about ways in which the healing mission of Jesus is continued in and through the sacraments, especially those of Penance and Anointing of the Sick
Sacrament of Reconciliation	<p>Yr 7/8.4C5B.1Students learn about young peoples’ experiences of sin, repentance, forgiveness and reconciliation</p> <p>Yr 7/8.4C5B.1Students learn about Jewish beliefs about sin and sickness in the time of Jesus</p> <p>Yr 7/8.4C5B.4. Students learn about teachings of the Church on sin and its effects; e.g. forgiveness of sins committed after Baptism is conferred by the sacrament called conversion, confession, penance or reconciliation (CCC 1486); the sinner wounds God’s honour and love, their own human dignity, and the spiritual well being of the Church (CCC 1487); sacramental forgiveness of sins includes certain effects such as reconciliation through God’s grace, reconciliation with the Church, and serenity of conscience (CCC 1496; see also 1489-1498 passim)</p>
Sacrament of Anointing of the Sick	
Sacraments at the Service of Communion: Marriage and Holy Orders	Yr 11/Yr 12. 6C4.5. Students learn about the liturgical elements common to the rites of ordination, marriage and religious life: Choose at least two elements, such as: role of the celebrant; vows or commitment; the presence of the community
Sacrament of Holy Orders	
Sacrament of Marriage	
Sacrament of the Eucharist	<p>Yr 9 /10.5C5.7. key rituals and prayers in the Mass that challenge us to reach out to others: opening and concluding prayers; penitential rite; readings and Gospel; The Eucharistic prayer; The Lord’s Prayer; The Sign of Peace; sending forth and dismissal</p> <p>Yr 9 /10.5C5.4. Students learn about the Eucharist as the source and summit of Christian life for Catholics</p>
<p>Communion with Jesus Christ leads to the celebration of his presence in the sacraments, especially the Eucharist.</p> <p>The moment of closest encounter with</p>	

the Lord Jesus occurs in the Eucharist
In the Eucharist, two supreme acts of
love are united: Our Lord renews his
sacrifice of salvation for us, and he truly
gives himself to us

The Eucharist is both Sacrifice and
Sacrament.

Yr 9 /10.5C5.3. Students learn about the Eucharist as a sacred
memorial meal (Passover and Last Supper) and a sacrifice ('this is
my Body which is given for you')

The reality of the Eucharistic Presence

Other

Yr 9 /10.5C5.6. Students learn about ways in which the Eucharist
challenges us to reach out to others e.g. one or more of: reaching
out to the marginalised; reaching out to those suffering injustice
within their own family, community or society.

3. Teaching to Pray

Religious education should be
permeated by a climate of prayer to
promote the assimilation of the entire
Christian life.

Yr 7/8.4C7B.1. Students learn about the nature and place of prayer in
Christianity and Judaism

Yr 11/Yr 12. 6C6.1. Students learn about the meanings of key terms
such as: spiritual; spirituality; pathways; prayer; prayerfulness

The climate of prayer is especially
necessary when students are
confronted with the more demanding
aspects of the Gospel

Students should be encouraged to
open their hearts in confidence to
Father, Son, and Holy Spirit through
personal and liturgical prayer.

Yr 7/8.4C1.5 Students learn about the Trinitarian nature of God,
expressed through the use of icons, prayers, songs and art.

Yr 7/8.4C7B.7. Students learn about key values developed through
prayer; e.g. openness, compassion, listening, and perseverance.

Yr 11/Yr 12. 6C6.4. Students learn about ways in which Christians
pray in contemporary society e.g. two or more of: the fundamental
Christian prayer -The Lord's Prayer; lectio divina; meditation; prayer
journaling; mantras or chants (eg. The Jesus Prayer); praying with
icons; Taizé ecumenical prayer; the Divine Office.

The 'Our Father' is the model of all Christian prayer. The handing on of the 'Our Father' is a summary of the entire Gospel.

Students should learn to pray these different forms of prayer: adoration, praise, thanksgiving, filial confidence, supplication and awe for His glory.

Other

Yr 7/8.4C7B.5. Students learn about scriptural accounts of Jesus' personal and communal prayer life as a Jew.

Yr 7/8.4C7B.6. Students learn about scriptural accounts of Jesus' teachings about prayer; e.g.

- Our Father (Lk 11)
- teaching about prayer, don't babble and use long prayers like the pagans (Mt 6:5)
- praying with perseverance (Mk 11:24).

Yr 7/8.4C7B.2. Students learn about a range of prayer forms and practices in Catholicism; e.g. formal, informal, devotions, Liturgy of the Hours, meditation, mantras, retreats, lectio divina.

Yr 11/Yr 12. 6C6.5. Students learn about the scriptural and historical foundations of at least one school of Christian spirituality and its associated prayer forms. Choose at least one of the following schools and its associated prayer form, such as: Franciscan spirituality and the prayer of St. Francis; Marian spirituality and the Rosary; Ignatian spirituality and excerpts from the Spiritual Exercises; Orthodox spirituality and the Jesus Prayer; Celtic spirituality and the Breastplate of St Patrick.

Yr 11/Yr 12. 6C6.6. Students learn about ways to participate in selected prayer forms associated with one school of Christian spirituality.

Yr 7/8.4C7B.2. Students learn about a range of prayer forms and practices in one non-Christian tradition.

Yr 7/8.4C7B.3. Students learn about connections between prayer, personal well being and lifestyle; e.g. through an examination of disciplines such as meditation, silence, reflective walking, journaling, mindfulness.

4. Moral Formation

4.1 *First Christian Communities.*

Essential Content

The study of ethics can be introduced by looking at the first Christian communities.

In the first Christian communities, the Gospel message was accompanied by prayer and the celebration of the Sacraments.

Sharing Our Story

Yr 7/8.4C4.9 Students learn to explain the nature of call, response, conflict and community in the preaching and living of the Gospel in the first century of the common era.

4.2 *Christian Perfection*

Essential Content

All are called to Christian perfection.

Christian perfection is a gift of Jesus through the mediation of the Spirit.

The gift of Christian perfection requires our cooperation.

Sharing Our Story

Yr 7/8.4C6.1. Students learn about ways in which a person's identity is formed with reference to the moral decisions they make in their own lives.

Yr 7/8.4C6.4. Students learn about the moral principles that governed Jesus' relationships with people such as mother Mary, his apostles, women, Jewish religious leaders, and the poor and outcast.

Yr 7/8.4C6.6. Students learn about possible moral judgements about the actions of fictional media characters and their consequences in relationships.

Yr 9 /10.5C6.1. Students learn about definitions of key terms such as 'moral maturity', 'morality', 'immorality', 'conscience.'

Yr 9 /10.5C6.8. Students learn about decision making with a properly formed conscience that includes elements such as: get the correct facts; consult scripture and Church teachings/priests; consult your conscience; talk to informed others; look at the consequences; pray; make and review the decision; applying Christian moral decision making principles to one moral issue e.g. pornography; sexual relations; acting justly; use of technology; cyber bullying; gossip.

Yr 11/Yr 12. 6C3.3. Students learn about the process of moral decision making e.g. define the issue; collect knowledge and data that have bearings on the issue; reflect on the human rights and obligations relevant to the issue; analyse and apply the teaching of Scripture and tradition to the issue; prayer; apply processes of moral reasoning to the issue; make a moral judgement in response to the issue which can guide action.

Yr 11/Yr 12. 6C3. 4. Students learn about the role of conscience, faith and reason in the process of Christian moral decision making.

Yr 11/Yr 12. 6C3.5. Students learn about the influence of Christian Scripture and Church teachings as sources of wisdom to guide moral decision making e.g. Mt 3: 7-10 forgiveness and repentance; Mk1: 40-45 ministry to the leper as the outsider; Mt 6:1-18 almsgiving, prayer and fasting; Lk 13: 23-24 the two ways; Mk5: 3-12 the Beatitudes; Lk9: 46-48 true greatness as a disciple; Mk10: 17-22 the rich youth; Lk 10: 25-28 the Great Commandment; corporal works of mercy Mt 25; key quotes from Vatican II '*The Church in the Modern World*'; the *Catechism of the Catholic Church* and compendiums.

4.2 Christian Perfection (cont.)

Essential Content

God has the power to free us from the hold of sin.

Penance and asceticism are necessary.

Students need to be educated to understand the meaning of the virtue of faith.

Helped by grace, students are invited to give complete, free, personal and affective loyalty to the God who reveals himself through his Son.

Commitment to Christian living is

Sharing Our Story

Yr 4.2A.4 identify and undertake activities during Lent that will help develop their faith in Jesus.

Yr 4.2B.1 identify and give examples of three forms of Lenten penance.

Yr 4.2B.5 propose ways in which their relationship with God and others can be renewed this Lent through the fulfilment of promises to undertake Lenten practices.

Yr 4.8C.3 consider the value of committing themselves to some Advent challenges that prepare for the celebration of Christmas.

not automatic; it is itself a gift of God.

The gift of Christian commitment must be asked for and we must wait for it patiently.

People must be given time to grow and to mature.

Yr 7/8.4C3B.7. Students learn about ways to describe the sort of person they would like to be in their relationships as they ‘pass over’ from childhood to adulthood.

Yr 9 /10.5C8.1. dramatic changes that have occurred in their own life, linked to growth, development and a change of viewpoint.

Faith is thus based on knowing Jesus and following Him.

Yr 9 /10.5C6.6. Students learn about ways in which Jesus’ teachings, doctrines and moral principles should inform and challenge how Christians live.

Yr 11/Yr 12. 6C3.8. Students learn about ways to use a process of Christian moral decision making that respects conscience, faith and reason e.g. aspects of Scripture and Church teaching mentioned above; other Church Documents on conscience, faith and reason e.g. John Paul II *Fides et Ratio*; Benedict XVI *Deus Caritas Est*.

The life of faith is expressed in acts of religion.

Yr 9 /10.5C6.3. Students learn about the ethical principles and actions of at least one Christian of exemplary moral integrity: Maximilian Kolbe; Mother Teresa; Martin Luther King; Nelson Mandela; St Mary MacKillop; or a person related to the charism/spirituality of the school.

Other

Yr 9 /10.5C6.2. Students learn about ‘moral maturity’ with reference to one theory of moral development:

- Lawrence Kolberg’s Stages of Moral Reasoning
- Jean Piaget
- Sharon Parks

4.3 Christian Social Ethics

Essential Content

Christian social ethics, founded on faith, sheds light on other disciplines

Sharing Our Story

Yr 7/8.4C1.7. Students learn about ways in which to witness to God in contemporary society, such as through compassion, respect, service,

such as law, economics and political science.

stewardship, hospitality and ways in which Christians can incorporate these qualities into their own lives in practical ways.

Yr 7/8.4C4.4 Students learn about the treatment of one indigenous group.

Yr 7/8.4C4.5 Students learn about the pastoral teachings of the Church in relation to one of the above groups ; e.g. with reference to passages such as Pope John Paul II's address at Alice Springs; related Australian Catholic Bishops' Conference publications.

Yr 9 /10.5C1. 6. Students learn about at least one contemporary issue and the Catholic moral principles relevant to this issue: abortion; surrogacy; genetic engineering; cloning; in vitro fertilisation; euthanasia; environment; deforestation; global warming; pollution; any other contemporary issues connected to reverence for life.

Yr 9 /10.5C3.1. Students learn about key Christian biblical writings that have influenced their lives and decisions e.g. one or more of the following: Gospel, sayings and accounts; passages from Paul's letters (I Thess; Gal; 1&2 Cor, Phil; Philem; Rom); other key New Testament writings.

Yr 9 /10.5C3.7. Students learn about ways to live according to Christian values such as those based on the Beatitudes.

Yr 11/Yr 12. 6C2. 8. Students learn about ways in which Christians today can challenge and confront individuals and groups who act unjustly e.g. Christians are called to: uphold the dignity of each person; strive for a just and peaceful society; have a special care for the poor and those on the margins of society; stand against unjust established social and economic structures and entrenched discrimination and oppression; implement and support fair trade practices; racial and religious tolerance; protect and care for the environment.

Yr 11/Yr 12. 6C3.7. Students learn about ways to address a contemporary moral issue e.g. ecology; honesty in life and in politics; abortion; stem cell research; cloning; euthanasia.

Yr 11/Yr 12. 6C7.3. Students learn about the ways in which Christianity had an impact in Australian society e.g. one or more of: education; public morality; social welfare.

The human person is the central focus of the social order.

Yr 9 /10.5C1. 5. Students learn about the place of informed conscience in the decision – making process.

Yr 9 /10.5C6.7. Students learn about the meaning of ‘conscience’ and ‘informed conscience.’

Yr 11/Yr 12. 6C5.4. Students learn about the personal hopes and concerns of young people for the world, at the beginning of the Third Millennium.

4.3 Christian Social Ethics (cont.)

Essential Content

Justice is the recognition of the rights of each individual.

Honesty is the basic condition for all human relationships.

Freedom is the basic right of each individual and of society.

World peace must then be founded on good order and the justice to which all human beings have a right

Sharing Our Story

Yr 9 /10.5C1. 4. Students learn about Catholic moral principles and teachings related to the dignity of the human person and reverence for life e.g. one or more of: the dignity of the human person created in the image of God and sharing in God’s life and love; social justice; respect for all life.

Yr 9 /10.5C5.8.students learn about ways in which they can reach out to students and other people on the fringe in their everyday lives:

initiatives at school in the classroom, playground, canteen and bus lines

initiatives for reaching out to those in the local community

ways of assisting the marginalised on the fringe of Australian society

Yr 11/Yr 12. 6C5.3. Students learn about personal beliefs about principles of social justice e.g.: working for justice; preferential option for the poor; who is my neighbour?

Yr 11/Yr 12. 6C5.5. Students learn about the responsibilities of Christians to be advocates for justice in our world, including: recognition of the essential dignity of all persons; the need to work for the common good; our duty to stand alongside the poor and ensure they are treated justly; change attitudes and structures that create and maintain serious imbalances in our society i.e. reform attitudes towards wealth, poverty, greed and consumerism.

Yr 9 /10.5C4.1. Students learn about types of conflict, dialogue and cooperation in relation to personal, family, school and community life e.g. one or more of the following: conflict, bullying, arguments, fights,

as children of God;

The goods of the earth are gifts of God, and are not the privilege of some individuals or groups while others are deprived of them.

Misery and hunger weigh on the conscience of humanity and cry out to God for justice.

The realism of revelation, history and daily experience all require that we have a clear awareness of the evil that is at work in the world and in the human person.

When human beings wander far away from God, and the Gospel message, they can poison the world with war, violence, injustice and crime.

race riots, dialogue, reconciliation, forgiveness.

Yr 9 /10.5C4.1. Students learn about causes and effects of conflict, dialogue and cooperation.

Yr 11/Yr 12. 6C5.1. Students learn about key terms and concepts e.g. distribution of wealth, kingdom or reign of God, fundamental option for the poor.

Yr 7/8.4C5B.3. Students learn about their own experience of sin and its effects.

Yr 7/8.4C6.8. Students learn about strategies linked to the application of Catholic moral principles to issues that arise in relationships.

Yr 7/8.4C6.6. Students learn about possible moral judgements about the actions of fictional media characters and their consequences in relationships.

Yr 7/8.4C6.7. Students learn about ways to evaluate the actions of these fictional media characters with reference to the moral principles taught and lived out by Jesus.

4.3 Christian Social Ethics (cont.)

Essential Content

Other

Sharing Our Story

Yr 9 /10.5C1. 7. Students learn about Islamic moral principles related to the dignity of the human person and reverence for life.

Yr 9 /10.5C1. 8. Students learn about effective methods: of researching information to find facts and the main ideas; evaluating processes.

Yr 9 /10.5C1. 9. Students learn about the work of an Australian Catholic individual or organisation working to promote the dignity and rights of the human person or to preserve the natural environment.

Yr 9 /10.5C1. 10. Students learn about applying research and evaluation skills to assess the work of an Australian individual or organisation working to promote the dignity and rights of the human person or to preserve the natural environment e.g. one or more of: St Vincent de Paul; Salvation Army; Australian Catholic Bishop Statements; Catholic Earthcare; Senator Bob Brown; Ian Keirnan;

Peter Garrett; Sandra Menteith; Caritas document 'On Holy Ground.'

Yr 9 /10.5C1.11. Students learn about any other relevant individual or organisation working to promote the dignity of the human person or to preserve the natural environment.

Yr 9 /10.5C3.6. Students learn about the Commonwealth Government's values for Australian schools.

5. Christian Community Life

Essential Content

Christian community life requires a spirit of simplicity and humility (*Mt 18,3*).

Christian community life requires solicitude for the least among the brethren (*Mt 18,6*).

Christian community life requires particular care for those who are alienated (*Mt 18,12*).

Sharing Our Story

Yr 11/Yr 12. 6C6.2. Students learn about significant people and experiences that have influenced their faith development and the expression of their own spirituality e.g. friends; family; significant others; spiritual guides and mentors; media sources.

Yr 7/8.4C5B.5. Students learn about ways in which the Church continues the mission of the compassionate and merciful Jesus; e.g. within families, St. Vincent de Paul, local parishes, activities of various dioceses.

Yr 9/10.5C5.2. Students learn about ways in which individuals and organisations reach out to those on the fringe of Australian society e.g. one or more of: St Vincent de Paul; Salvation Army; Anglicare; Red Cross; Caritas; World Vision.

Yr 7/8.4C2.1. Students learn about the stories and experiences of selected individuals from two marginalised groups in modern Australian society.

Yr 9/10.5C5.1. Students learn about individuals or groups on the fringe of Australian society: those disadvantaged physically, mentally, financially, economically, socially. Also those belonging to disadvantaged communities: refugees; indigenous; rural communities isolated by drought or distance.

Yr 11/Yr 12. 6C2. 7. Students learn about Christian responses to situations of injustice against Aboriginal people Choose at least two,

using examples such as: housing; health; discrimination ; ‘Stolen Generation’; Land Rights; deaths in custody.

Yr 11/Yr 12. 6C7.5. Students learn about the significance of the relationship between indigenous Aboriginal peoples and Torres Strait Islanders and the land.

Yr 11/Yr 12. 6C7.6. Students learn about Catholic statements concerning Indigenous Aboriginal peoples and Torres Strait Islanders e.g. John Paul II’s address in Alice Springs; documents from Caritas; documents from Australian Conference of Catholic Bishops.

Christian community life requires fraternal correction (*"Go and tell him his fault..." Mt 18,15*).

Christian community life requires common prayer (*Mt 18,19*).

Christian community life requires mutual forgiveness (*Mt 18,22*).

Fraternal love embraces all these attitudes (*Jn 13,34*).

Christian Community Life (cont.)

Essential Content

Special attention to the ecumenical dimension, encouraging fraternal attitudes toward other Christian churches.

Sharing Our Story

Yr 7/8.4C8.2. Students learn about a range of people’s views about the nature and role of religion throughout Australian society.

Yr 7/8.4C8.3. Students learn about the expression of various religious beliefs in the homes and family life of Jews in Australia.

Yr 7/8.4C8.4. Students learn about ways to interpret statistics relating to a range of religious traditions in Australia and the world, with a focus on Judaism and Christianity.

Yr 7/8.4C8.5. Students learn about various religious phenomena and ‘types.’

Yr 7/8.4C8.6. Students learn about key features, based on research and observation, of the life and mission of selected local religious communities, and their relationship with the Catholic Church.

Yr 9 /10.5C3.4. Students learn about key passages from the Qur’an about how to live a life centred on the will of Allah e.g. one or more of: Tawid; Mala’ika; Rusula.

Yr 9 /10.5C4.2. Students learn about the meaning of ‘sectarianism’ in the

context of Christian disunity.

Yr 9 /10.5C4.3. Students learn about the meaning of 'ecumenism' in the context of Christian unity.

Yr 9 /10.5C4.4. Students learn about different Christian denominations.

Yr 9 /10.5C4.5. Students learn about the similarities and differences between various Christian denominations.

Yr 9 /10.5C4.6. Students learn about examples of conflict, dialogue and cooperation between Christian Churches: Christian denominations at different times in the history of Europe; Christian denominations in the history of Australia.

Yr 9 /10.5C4.7. Students learn about organisations or groups within various Christian Churches that work towards Christian unity: WCC, NCCA, Diocesan ecumenical commissions, ministries and events.

Yr 9 /10.5C4.8. Students learn about ways that they can contribute practically towards Christian unity. Choose one: writing prayers for and praying for unity; attending or reporting on marches for social justice (e.g. Palm Sunday march); participating in Week of Christian Unity; World Day of Prayer.

Yr 9 /10.5C6.4. Students learn about the ethical principles and actions of one Buddhist or Hindu person of exemplary moral integrity: Dalai Lama (Buddhism); Nargajuna (Buddhism); Sister Dhammadina (Buddhism); Ramakrishnap (Hinduism); Mohandas Ghandi (Hinduism).

Yr 11/12 .6C1.5 Students learn about key scriptural texts from one major tradition other than Christianity that relate to the religious search for meaning and happiness e.g. stories found in one of the following: the Torah and Book of Wisdom (Judaism); the Koran (Islam); the Baghavad Gita, Vedic hymns, Puranas (Hinduism); the Tripitaka, Vinaya, Sutta and Bardo (The Tibetan Book of the Dead) (Buddhism)

Yr 11/Yr 12. 6C3.6. Students learn about the influence of sacred texts and teachings from one tradition other than Christianity on that tradition's approach to moral decision making. Choose one of the following traditions: Buddhism; Hinduism; Islam; Judaism.

Yr 11/Yr 12. 6C7.4. Students learn about similarities and differences between Christian and Indigenous Australian beliefs and spiritualities e.g.: history; spiritualities; sacred places; Creator/creation; oral and written traditions; key beliefs and practices; rituals and ceremonies.

Yr 11/Yr 12. 6C7.7. Students learn about a range of views on the nature of religion and religious experience in Australian society, in the lives of Catholics and other Christians.

Christian Community Life (cont.)

Essential Content

In pursuing ecumenical objectives, the Church's doctrine must be expressed clearly.

Other

Sharing Our Story

Yr 7/8.4C8.1. Students learn about ways to design, conduct and analyse a survey on religious viewpoints.

Yr 11/Yr 12. 6C5.2. Students learn about the signs that our Australian society needs a radical revision of its underlying structures and attitudes towards the distribution of wealth e.g. gap between rich and poor is widening; effect of consumerism; increased number of homeless people.

6. Missionary Initiation

Essential Content

Promoting missionary initiation (for lay people) founded in the sacraments and in the secular character of their vocation.

Encourage vocations to the priesthood and other forms of apostolic life.

Essential Content

Other

Sharing Our Story

Yr 11/Yr 12. 6C4.2. Students learn about a range of viewpoints or attitudes related to each of: vocation; ministry; work; leisure. e.g. What do they believe about the nature of vocation/call, ministry, work and leisure?; How do they think these are viewed in society? Does society view these or live them out in a healthy and integrated manner? What is the source of meaning in life? What is the meaning of all vocations, including the single life?

Yr 11/Yr 12. 6C4.4. Students learn about a range of issues from a Christian perspective relating to work and leisure e.g. workplace ethics; leisure; Christian perspectives.

Other

Sharing Our Story

Yr 7/8.4C3B.6. Students learn about the characteristics and challenges of that period when young people make the transition from childhood to adulthood.

Yr 7/8.4C7A.1. Students learn about ways in which one ancient religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality.

Yr 7/8.4C7A.2. Students learn about ways in which one non-Christian religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality; e.g. one of Buddhism, Hinduism, Islam, Judaism.

7. To be Committed to Memory

Essential Content

A certain memorisation of the words
of Jesus
Important Bible passages

Sharing Our Story

The Ten Commandments

The formulae of profession of the
faith

The liturgical texts, the essential
prayers

Key doctrines

Part 4

Content Analysis - Some Observations

This reflection on the analysis of content in *Sharing Our Story* is offered for further reflection to enable those responsible to make informed decisions. Those associated with Religious education in the Diocese of Parramatta will be able to offer different perspectives and may draw attention to other implications not directly referred to here. For this reason,

these are preliminary observations which anticipate others' insights following the information provided.

1. Items of Essential Content Not Found Explicitly in the Programme

The following components of essential content appear to be missing from the programme.

This is not to say that this content is not covered in the programme at all – it is to note that it does not appear explicitly in the documentation of *Sharing Our Story*.

Promoting Knowledge of the Faith: Christology

Jesus Christ

Not Present:

- Christ as Priest
- Christ as Lord of the Universe

Not Present in Primary Programme:

- The mystery of Christ's Divinity

Not Present in Secondary Programme:

- Explicit reference to the meaning of the mystery of Christ's Incarnation
- The Coming of Jesus our Saviour

The History of Salvation

Not Present:

- The Fall: Origin of the mystery of lawlessness at work in our lives

Mariology

Not Present:

- Mary Immaculate
- Mary, Ever-Virgin
- Mary Assumed into Heaven

Promoting Knowledge of the Faith: Christian Anthropology

Not Present:

- The concept of ‘person’: intelligence and will, freedom and feelings
- The human person is a living creature having both a physical and aspiritual nature
- Every human person has an immortal soul. We are in need of redemption
- The redeemed human person is a temple of the Holy Spirit
- The redeemed human person is a member of the Church
- Every human person has a destiny that is immortal
- The human person is affected by original sin, but redeemed by Christ

Not Present in Primary Programme:

- Human persons should be willing to embrace life

Not Present in Secondary Programme:

- The human person is created in the image and likeness of God
- The redeemed human person is elevated by God to the dignity of a child of God

Promoting Knowledge of the Faith: Ecclesiology

Not Present:

- Through the Spirit, we grow in the Church, offering us grace upon grace; the only thing He asks is our cooperation

Not Present in Secondary Programme:

- The ideal of a universal human family is realised in the Church
- Belonging to the Church has obvious consequences for life, for apostolate, and for a Christian vision of the world

Promoting Knowledge of the Faith: The Last Things

Not Present:

- We are personally responsible in everything we do, because we must render an account to God
- The Creed can be used as a pattern to help students to learn about the Kingdom of Heaven
- We participate in divine life here and hereafter
- We are journeying toward our eternal home

Not Present in Primary Programme:

- The last judgment points to an eternal destiny which each of us merits through our own works
- Those who have died are not separated from us. They, with us, form the one Church, the People of God, united in the communion of saints
- Christian hope in our ultimate destiny offers comfort in life's difficulties

Not Present in Secondary Programme:

- The good or evil done to each human being is as if done to Christ

Liturgical and Sacramental Formation

Not Present:

- The essential point for students to understand is that Jesus Christ is always truly present in the Sacraments
- The sacramental journey takes place within the Church
- Christ instituted the sacraments and His presence makes them efficacious means of grace
- The moment of closest encounter with the Lord Jesus occurs in the Eucharist
- The reality of the Eucharistic Presence

Not Present in Primary Programme:

- The Eucharist is both Sacrifice and Sacrament

Teaching to Pray

- All areas are covered

Moral Formation: First Christian Communities

Not Present in Primary Programme

- In the first Christian communities, the Gospel message accompanied by prayer and the celebration of the Sacraments

Moral Formation: Christian Perfection

Not Present:

- God has the power to free us from the hold of sin
- The gift of Christian commitment must be asked for and we must wait for it patiently.

Not Present in Primary Programme:

- In the first Christian communities, the Gospel message accompanied by prayer and the celebration of the Sacraments
- All are called to Christian perfection

Not Present in Secondary Programme:

- Christian perfection is a gift of Jesus through the mediation of the Spirit
- Penance and asceticism are necessary
- Students need to be educated to understand the meaning of the virtue of faith
- Helped by grace, students are invited to give complete, free, personal and affective loyalty to the God who reveals himself through his Son

Moral Formation: Christian Social Ethics

Not Present:

- Honesty is the basic condition for all human relationships
- Freedom is the basic right of each individual and of society

Not Present in Primary Programme:

- The realism of revelation, history and daily experience all require that we have a clear awareness of the evil that is at work in the world and in the human person

Christian Community Life

Not Present:

- Christian community life requires common prayer (*Mt 18,19*)
- When human beings wander far away from God, and the Gospel message, they can poison the world with war, violence, injustice and crime

Not Present in Secondary Programme:

- Christian community life requires fraternal correction ("*Go and tell him his fault...*" *Mt 18,15*)
- Christian community life requires mutual forgiveness (*Mt 18,22*)
- Fraternal love embraces all these attitudes (*Jn 13,34*)
- In pursuing ecumenical objectives, the Church's doctrine must be expressed clearly.

Missionary Initiation

Not Present in Secondary Programme:

- Encourage vocations to the priesthood and other forms of apostolic life.

To be Committed to Memory

There is no specific direction in the program to commit to memory any of the following items, as required by *Catechesis Tradendae*:

Not Present:

- A certain memorisation of the words of Jesus
- Important Bible passages

- The Ten Commandments
- The formulae of profession of the faith
- The liturgical texts, the essential prayers
- Key doctrines

2. Comments Regarding Emphasis on Aspects of Content

The Role of the Sacraments

In *Sharing Our Story*, there appears to be a lesser emphasis on sacraments and sacramentality than might be expected, given their importance in the Catholic faith. In his recent encyclical *Lumen Fidei*, Pope Francis I has illuminated one aspect of religious education that has perhaps been under-emphasised for some time – the role of participation in the Sacraments as the primary means of handing on the Catholic Faith. In relation to this, Pope Francis makes the following points:

1. What the Church is handing on is not *solely* a doctrinal content for which a book or the repetition of an idea might suffice. Rather, the Pope insists that there must be an encounter with the true God which touches the whole person:

*“...the new light born of an encounter with the true God, a light which touches us at the core of our being and engages our minds, wills and emotions, opening us to relationships lived in communion.”*¹²⁹

2. In making this point, there is no question of denigrating the importance of systematically passing on the doctrine of the Church:

“Since faith is one, it must be professed in all its purity and integrity. Precisely because all the articles of faith are interconnected, to deny one of them, even of those that seem least important, is tantamount to distorting the whole... hence the need for

¹²⁹ *Lumen Fidei* (2013), 40

vigilance in ensuring that the deposit of faith is passed on in its entirety (cf. 1 Tim 6:20) and that all aspects of the profession of faith are duly emphasized.”¹³⁰

3. Nevertheless, the passing on of a set of propositions is not the *primary* means by which the task is accomplished. There is a special means for passing on the fullness of faith; one which must lie at the heart of the process of religious education – the Sacraments:

*“There is a special means for passing down this fullness, a means capable of engaging the entire person, body and spirit, interior life and relationships with others. It is the sacraments, celebrated in the Church’s liturgy. The sacraments communicate an incarnate memory, linked to the times and places of our lives, linked to all our senses; in them the whole person is engaged as a member of a living subject and part of a network of communitarian relationships.”*¹³¹

4. Faith itself has a sacramental structure which links us with Christ:

“The awakening of faith is linked to the dawning of a new sacramental sense in our lives as human beings and as Christians, in which visible and material realities are seen to point beyond themselves to the mystery of the eternal.”

5. The sacramental character of faith is best expressed in the Eucharist, wherein Christ offers the life-giving gift of Himself:

*“The sacramental character of faith finds its highest expression in the Eucharist. The Eucharist is a precious nourishment for faith: an encounter with Christ truly present in the supreme act of his love, the life-giving gift of himself.”*¹³²

Sharing Our Story in its current form does not reflect the strong sacramental emphasis proposed by Pope Francis I. The Eucharist, for example is described as the “summit and source” of Catholic faith, yet there are only four designated units across the thirteen years of

¹³⁰ *Lumen Fidei* (2013), 48

¹³¹ *Lumen Fidei* (2013), 40

¹³² *Lumen Fidei* (2013), 40

study which are specifically devoted to this sacrament. These occur in Year 2 (*Eucharist: Celebrating God's Love*), Year 4 (*Eucharist, the Structure of the Mass*); Year 6 (*The Eucharist Nourishes Us for the Journey*) and in Year 9 or 10 (*Eucharist*). There are passing references in Year 1 (*The Last Supper*), and Yr 3, where part of one outcome in the unit on Sacraments of Initiation mentions the Eucharist. In total, there are sixteen outcomes across thirteen years which refer to the Eucharist.

The other sacraments are also seem to be similarly under-represented in the overall course. Specific input on Baptism takes place in Year 1, Year 2 and Year 4 with a total of six outcomes devoted to the purpose over the thirteen years of the programme. Confirmation is handled in Year 5 and indirectly in Year 7 with a further six specific outcomes. Reconciliation is studied in Year 2, Year 4 and Year 7 and is accounted for by nine outcomes. Anointing of the Sick is touched on in Year 4 and Year 7, with two outcomes. Holy Orders and Marriage are referred to in Year 6 and Year 11 with a total of three outcomes allotted to them.

Contrast this with the sub-section on Christian Social Ethics, which attracts forty-eight outcomes, or the twenty-four outcomes describing different aspects of Ecumenism. It would appear that all of the sacraments require a good deal more focused attention than they currently receive.

The Place of the Creed

The Creed is considered an important aspect of the passing on of the Catholic Faith. Pope Francis I has drawn attention to this as an important means by which the Church hands down her memory:

“In the celebration of the sacraments, the Church hands down her memory especially through the profession of faith. The creed does not only involve giving one's assent to a body of abstract truths; rather, when it is recited the whole of life is drawn into a journey towards full communion with the living God. We can say that in the creed

believers are invited to enter into the mystery which they profess and to be transformed by it.”¹³³

While the Creed is mentioned in *Sharing Our Story*, it is not given the degree of importance accorded to it in *Lumen Fidei*. There does not seem to be any attempt at a systematic study that will allow the students to “...enter into the mystery which they profess and to be transformed by it.” Perhaps the current revision will provide an opportunity to unify the key Christological and Trinitarian mysteries by structuring their study around the Creeds, as observed by Pope Francis I:

“The creed also contains a Christological confession: it takes us through all the mysteries of Christ’s life up to his death, resurrection and ascension into heaven before his final return in glory. It tells us that this God of communion, reciprocal love between the Father and the Son in the Spirit, is capable of embracing all of human history and drawing it into the dynamic unity of the Godhead, which has its source and fulfillment in the Father. The believer who professes his or her faith is taken up, as it were, into the truth being professed.”¹³⁴

Integration of Liturgy/Sacraments and Scripture

Perhaps tied hand-in-hand with a renewed emphasis on the Sacraments is the provision of a closer connection to the Scriptures. This was made more evident after the synod on Sacred Scripture held in 2010. The subsequent magisterial teaching expressed in the Apostolic Exhortation, *Verbum Domini* made the following points clear.

1. An understanding of the Scriptures must always refer back to the liturgy.

“To understand the word of God, then, we need to appreciate and experience the essential meaning and value of the liturgical action. A faith-filled understanding of sacred Scripture must always refer back to the liturgy, in which the word of God is

¹³³ *Lumen Fidei* (2013), 45

¹³⁴ *Lumen Fidei* (2013), 45

celebrated as a timely and living word: In the liturgy the Church faithfully adheres to the way Christ himself read and explained the sacred Scriptures, beginning with his coming forth in the synagogue and urging all to search the Scriptures."¹³⁵

2. Through the liturgy, the word of God is made effective by the work of the Holy Spirit.

*"The Church has always realized that in the liturgical action the word of God is accompanied by the interior working of the Holy Spirit who makes it effective in the hearts of the faithful."*¹³⁶

3. There is a profound unity between the Word of God and the sacraments, especially the Eucharist.

*"The profound unity of word and Eucharist is grounded in the witness of Scripture (cf. Jn 6; Lk 24), attested to by the Fathers of the Church, and reaffirmed by the Second Vatican Council... Word and Eucharist are so deeply bound together that we cannot understand one without the other: the word of God sacramentally takes flesh in the event of the Eucharist."*¹³⁷

Sharing Our Story predates these documents and it lacks these vital characteristics. In particular, there is little evidence of an integration of the Scriptures with Liturgy and the Sacraments. This could be accomplished through a more attentive celebration of the Liturgical Year, with the Scriptures being presented in their "natural" context.

4. Comments Regarding Organisation of Content within the Programme

Sharing Our Story, like most religious education programmes, follows a curriculum organisation that is now being called into question. It is structured in discrete units, and each unit must create its own context, to function with some degree of independence. However, the work of Professor John Hattie indicates that 'spaced practice' is superior to 'massed

¹³⁵ *Verbum Domini* (2010), 52

¹³⁶ *Verbum Domini* (2010), 52

¹³⁷ *Verbum Domini* (2010), 54

practice' as a learning paradigm. In other words, learning will be more effective if it is arranged in a "spiral" format, whereby students return to the same themes in order both to revise and move to ever deeper levels.

There is a natural curriculum organisation process that would allow a religious education programme to achieve these ends. *Verbum Domini* makes the point that the pedagogy of the Church has always unfolded the Scriptures against the backdrop of the liturgical year.

*"Here one sees the sage pedagogy of the Church, which proclaims and listens to sacred Scripture following the rhythm of the liturgical year. This expansion of God's word in time takes place above all in the Eucharistic celebration and in the Liturgy of the Hours."*¹³⁸

An organisational principle following the Liturgical cycle would be able to return regularly to important themes at deepening levels in a way more likely to support quality learning. The celebration of the sacraments and the incorporation of the Scriptures could be seamlessly integrated with other elements of the religious education programme.

¹³⁸ *Verbum Domini* (2010), 52

Statistics: Outcomes for Each Category	Sharing Our Story: Primary		Sharing Our Story: Secondary		Total	
	Number	%	Number	%	Number	%
	of Content Outcomes		of Content Outcomes		of Content Outcomes	
Promoting Knowledge of the Faith						
Christology – Jesus Christ	43	14.9%	40	20.6%	83	17.2%
Christology – Salvation History	55	19.1%	21	10.8%	76	15.8%
Christology – Mariology	6	2.1%	1	0.5%	7	1.5%
Christian Anthropology	39	13.5%	13	6.7%	52	10.8%
Ecclesiology	6	2.1%	0	0.0%	6	1.2%
Christology – The Last Things	6	2.1%	10	5.2%	16	3.3%
Sub Total	155	53.8%	85	43.8%	240	49.8%

Liturgical and Sacramental Formation						
Liturgy	23	8.0%	1	0.5%	24	5.0%
Sacraments and Sacramentality (General)	4	1.4%	0	0.0%	4	0.8%
Sacraments of Initiation	2	0.7%	9	4.6%	11	2.3%
Baptism	6	2.1%	0	0.0%	6	1.2%
Confirmation	5	1.7%	1	0.5%	6	1.2%
Eucharist	10	3.5%	5	2.6%	15	3.1%
Sacraments of Healing	0	0.0%	1	0.5%	1	0.2%
Reconciliation	5	1.7%	3	1.5%	8	1.7%
Anointing of the Sick	1	0.3%	0	0.0%	1	0.2%
Sacraments at the Service of Communion	2	0.7%	1	0.5%	3	0.6%
Marriage	0	0.0%	0	0.0%	0	0.0%
Holy Orders	0	0.0%	0	0.0%	0	0.0%
Sub Total	58	20.1%	21	10.8%	79	16.4%

Teaching to Pray	24	8.3%	12	6.2%	36	7.5%
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Moral Formation						
First Christian Communities	1	0.3%	1	0.5%	2	0.4%
Christian Perfection	12	4.2%	14	7.2%	26	5.4%

Christian Social Ethics	18	6.3%	29	14.9%	47	9.8%
<i>Sub Total</i>	31	10.8%	44	22.7%	75	15.6%
Christian Community Life						
Christian Community Life	13	4.5%	10	5.2%	23	4.8%
Ecumenism	3	1.0%	20	10.3%	23	4.8%
<i>Sub Total</i>	16	5.6%	30	15.5%	46	9.5%
<i>Missionary Initiation</i>	4	1.4%	2	1.0%	6	1.2%
<i>Total</i>	288	59.8%	194	40.2%	482	100%

Appendix

Essential Content and Sharing Our Story.

Primary and Secondary Combined

1. Promoting Knowledge of the Faith

1.1 Christology

1.1a Jesus Christ

Essential Content

Basic ideas about Scripture – especially the Gospels

Sharing Our Story

Yr 1.5.2 state that the Gospel accounts relate stories about Jesus and stories Jesus told about God’s love.

Yr 1.5.5 appreciate the value of the Bible as the book which tells them stories of Jesus.

Yr 4.6.1 categorise books that vary in purpose, form and audience.

Yr 4.6.2 locate given biblical references and identify major biblical text types.

Yr 4.6.3 research biblical accounts of significant people and key events.
Yr 4.6.5 explain why Christians revere the Bible, especially the Gospels, and how this is shown in the celebration of the liturgy.

Yr 5.1.1 identify examples and features of stories, including parables, which contain a message and/or moral.

Yr 5.1.3 apply the parables to their own lives.

Yr 5.4.3 retell some of the significant events in the mission of Peter and Paul.

Yr 7/8.4C1.2. Students learn about a variety of images and metaphors for God in the Bible.

Yr 7/8.4C2.3.2 links between the key events in the life of Jesus and key terms and Scripture passages related to annunciation, passion, crucifixion, resurrection, and ascension.

Yr 7/8.4C2.4. Students learn about similarities and differences between key features of daily life in Jesus' time and daily life in modern Israel.

Yr 7/8.4C3A.1. Students learn about the significance of particular stories and books, including the Bible.

Yr 7/8.4C3A.2. Students learn about the influence of particular stories and books, including the Bible, in their own and other people's lives

Yr 7/8.4C3A.3. Students learn about ways to interpret everyday and biblical examples of literal and figurative language.

Yr 7/8.4C3A.5. Students learn about the meaning of a selected biblical text in their own lives.

C4.3 explains how the Scriptures are central to the teaching and life of the Church.

Yr 9 /10.5C2.3. Students learn about methods for locating relevant images of Jesus in the Gospels.

Yr 9 /10.5C2.4. Students learn about selected images of Jesus in the Gospels.

Yr 9 /10.5C3.2. Students learn about the significance of the contents and place of the New Testament in the life of Christians and the Church.

Yr 11/Yr 12. 6C2. 2. Students learn about common Christian understandings about the person of Jesus, based on the Scriptures and common creeds e.g. one or more of: Messiah; humanity and divinity of Jesus; background, society and culture, reliability of scriptural records about Jesus.

The message of Christ

Yr 11/Yr 12. 6C3.2. Students learn about texts that are foundational to a Christian understanding of a moral life e.g. God revealed in Creation; historical events and persons; Scripture; the lived experience and reflections of the Church; personal religious encounters between God and believers; the person, life, death and resurrection of Jesus.

Yr 1.5.4 recognise ways in which they can respond to the love of Jesus revealed through these stories.

Yr 2. 1.2 recall gospel accounts and parables which demonstrate how Jesus encouraged others to grow.

Yr 2. 6.2 explain how God is like the shepherd and the woman who lost her coin.

Yr 3.2.2 recall stories in which Jesus reached out to others in loving service.

Yr 3.3.2 recount times when Jesus reached out to others during his last journey in Holy Week.

Yr 4.6.4 interpret the message of selected Bible passages for their own lives.

Yr 5.1.2 explain Jesus' teaching about the Kingdom of God with reference to his parables.

Yr 7/8.4C2.2. Students learn about ways in which Jesus challenged attitudes and practices towards the poor and marginalised.

Yr 7/8.4C2.6. Students learn to evaluate ways in which Jesus challenged attitudes and practices towards the poor and marginalised.

Yr 7/8.4C3B.5. Students learn about ways in which Jesus challenged people to live more faithfully as God's covenanted people; e.g. and through Jesus' teachings.

Yr 7/8.4C6.5. Students learn about Gospel and other New Testament passages that refer to Jesus' moral principles and the key values that Jesus teaches and models.

Yr 9 /10.5C3.3. Students learn about key passages from the New Testament about how to live a Christian life e.g. one or more of: the Beatitudes; 'love one another' in John's Gospel; 'the duties of love' in Letter to Jude; 'the law of love' 2 John; 'live in holiness and charity' 1

Thess

Yr 9 /10.5C3.5. Students learn about values based on key New Testament passages e.g. one or more of: service- ‘the Good Samaritan’; charity- Matt 25; ‘faith, hope and charity’- I Cor

The deeds of Christ

K.3.3 retell the story of the time the boy Jesus was lost by his parents and found teaching in the temple.

K.8.2. recall ‘Jesus Blesses Little Children’ (Mk 10:13-16) and ‘The Wedding Feast at Cana’ (Jn.8.2:1-11) showing Jesus as a kind and loving person.

K.8.3. name ways in which they can be kind and care for people like Jesus.

Yr 1.7.3 retell a Scripture story which tells how Jesus healed others.

Yr 2.10.2 recount ‘Jesus and the Blind Beggar’ (Lk 18:35-43) and ‘Jesus and Zacchaeus.’ (Lk 19: 1-10)

Yr 4.2A.2 interpret the Gospel reading of the Fourth Sunday of Lent, John 9: 1-41, ‘Jesus Cures the Man Blind from Birth.’

Yr 7/8.4C2.3. Students learn about key events that took place in the life of Jesus.

Yr 7/8.4C5B.2. Students learn about responses to Jesus’ healing ministry; e.g. responses by those healed and others.

Yr 7/8.4C6.2. Students learn about aspects of Jesus’ relationships with selected people and groups such as - his mother Mary, his apostles, women, Jewish religious leaders, and the poor and outcast.

Yr 7/8.4C6.3. Students learn about Gospel accounts that describe aspects of Jesus’ relationships with the above individuals and groups.

Yr 9 /10.5C5.5. Students learn about ways in which Jesus reached out to others during his ministry, as described in key scripture passages e.g. one or more of: Matthew the tax collector; Mary the Mother of Jesus; Zacchaeus; the woman caught in adultery.

The historical fact of the Resurrection

K.2.3 recognise special signs and symbols of Lent/ Easter and their relevance to the life of Jesus.

Yr 1.4.2 recount the events of the first Easter Sunday morning.

Yr 2. 4.2 recount stories from John's Gospel which describe the disciples' encounters with the Risen Jesus.

Yr 4.4.2 read, analyse and compare the different accounts of the Resurrection to study how the disciples and followers of Jesus experienced new life through their belief in the Risen Jesus.

Yr 6.3.2 recall key events associated with the resurrection of Jesus.

Yr 6.3.3 compare and contrast how the disciples on the road to Emmaus and the apostle Thomas came to believe in the Risen Jesus.

Yr 7/8.4C7A.4. Students learn about the Scriptural bases for the Church's belief in the Risen Christ; e.g. key passages such as Mk 16:9-20; 1 Cor 15:3-8; Lk 24:15.

The mystery of Christ's Divinity

Yr 11/Yr 12. 6C2. 3. Students learn about common Christian understandings about the ministry of Jesus, based on the Scriptures and common creeds: His incarnation; use of parables, miracles and ministry to the poor and outcast; Kingdom/Reign of God; passion, death and resurrection.

Yr 11/Yr 12. 6C2. 5. Students learn about the meaning and associated images and titles of the expression 'Jesus of history, Christ of faith'. Choose at least two from each group, using examples such as: Jesus of history: Jesus as storyteller, healer, reconciler, teacher; Christ of faith: as Messiah, Son of God, the Resurrection and the Life, the Alpha and Omega, the Son of Man.

The mystery of Christ's
Incarnation

Yr 1.9.1 2 recount the story of the first Christmas.

Yr 1.9.1 3 develop an understanding that Christmas is a time when together we thank God for the gift of his son Jesus.

Yr 2. 3.1 describe Jesus' thoughts and feelings when he prayed to his Father particularly in the Garden of Gethsemane and on the cross.

Yr 5.7B.2 describe what happens at the Annunciation, the event when Mary was asked to be the mother of Jesus.

Yr 5.7B.3 empathise with Mary reflecting upon Lk 1:26-38, The Annunciation.

Christ as Saviour

Yr 1.3.2 sequence the key events of Holy Week.

Yr 3.3.1 identify the key events of Holy Week.

Yr 3.3.3 compare and contrast the response of various people to the suffering Jesus.

Yr 5.2.2 recount the events of the Passion of Jesus as recorded in the Gospels and celebrated on Good Friday.

Yr 5.2.3 relate Jesus' feelings as presented in the Gospel accounts of the Passion to times when they and others may have experienced hurt and disappointment.

Christ as Priest

Christ as Teacher

Yr 1.1.3 recall Scripture stories which reveal the qualities of Jesus' friendship.

Yr 1.5.3 recall stories of Jesus and about Jesus and explain what these stories teach us.

Yr 9 /10.5C6.5. Students learn about key elements of Jesus' teaching and Church doctrine linked to Christian moral principles and/or social justice: the law of Christian love summarised by the two Great Commandments; Beatitudes; spiritual and corporal works of mercy in Mt 25; Church principles of social justice; peaceful versus violent living.

Yr 11/Yr 12. 6C2. 6. Students learn about Jesus' response to the actions of unjust individuals and groups in selected Gospel accounts: Pharisees; tax collectors; dealers in the temple; those who accused the woman caught in adultery.

Christ as Lord of the Universe

Presenting the Mystery of God through Christ.

Yr 2. 4.3 name ways in which Christians encounter the Risen Christ in their lives.

Yr 5.7A.3 list significant signs of Jesus' risen presence with us today.

Yr 5.10.1 analyse the message and meaning of the Mission of Jesus in Luke 4:16-22.

Yr 7/8.4C1.3. Students learn about ways in which Jesus mirrors the characteristics of an icon by revealing the active presence of God.

Yr 7/8.4C1.6. Students learn about ways in which Christians can image God in today's world (e.g. as shepherd, prophet, parent, etc).

Yr 9 /10.5C2.1. Students learn about ways in which Jesus has been portrayed in selected Christian art, literature, films, music and prayers.

Yr 9 /10.5C2.2. Students learn about the historical and cultural influences that have influenced the way in which Jesus has been portrayed in selected Christian art, literature, films, music and prayers from a selected period of Christian Church history.

Yr 11/12 .6C1.3 Christian perspectives on key experiences in the human life cycle, and the search for meaning and happiness: people's experience of God, themselves and the created universe that forms the basis of all human knowledge and education; pastoral care of the sick enables self and others to discover God's unique presence in a person's life; the Paschal mystery is at the heart of Christian faith concerning the meaning of human life, suffering, death, resurrection and the afterlife.

Yr 11/12 .6C1.4 Students learn about key Scriptural texts from Christianity that relate to the religious search for meaning and happiness e.g. one or more of: the Sermon on the Mount, the Beatitudes (Lk6: 17ff, Mt5: 1ff); the rich young man (Mt 16:1-30); Jesus blesses the little children (Mk10: 13-16) ; the parable of the good Samaritan (Lk10: 25-37); the parable of the rich fool (Lk12: 13-21); the bread from heaven (Jn 6:22).

Yr 11/Yr 12. 6C2. 4. Students learn about sources of common understanding for Christians about person and the ministry of Jesus e.g. the New Testament (Golden Rule, Beatitudes, parables; Christian Creeds (Nicene, Apostles'); other writings such as history texts and Church documents.

Other

Yr 7/8.4C1.1. Students learn about definitions of terms such as image, imagery, metaphor, symbol, icon ways in which their personal image of God emerged and has changed over time, especially from childhood to adolescence.

Yr 7/8.4C1.4. Students learn about ways in which Jesus' presence is expressed through icons, prayers, songs and art.

Yr 7/8.4C1.8. Student learn to identify ways in which their personal image

of God emerged and changed over time.

Yr 9 /10.5C2.5. Students learn about ways in which you can express a personal image e.g. one or more of: symbol; drawing; painting; sculpture; music.

Yr 9 /10.5C2.6. Students learn about ways to explain the literal and deeper meanings of a personal image of Jesus.

Yr 11/Yr 12. 6C2. 1. Students learn about ways to express their personal understandings, questions and beliefs about Jesus e.g.

1. how do they image Jesus?
2. what do they know about the life and mission of Jesus?
3. what questions do they bring to this study of Jesus?
4. what do they believe about Jesus?

Yr 11/Yr 12. 6C3.1. Students learn about types of ‘living texts’ that influence, shape and affect our lives e.g. family; community; culture; peers; education; mass media; advertising; the arts.

1.1b The History of Salvation

Essential Content

Creation

Sharing Our Story

K.4.1 grow in awareness of and appreciation for the variety and beauty of God’s creation.

K.4.2 identify examples that demonstrate that the natural world is always changing.

K.4.3 retell the first account of creation in Gen 1:1-31.

K.4.4 list ways in which they can care for creation.

Yr 1.7.1 appreciate that their senses are a gift from God.

Yr 3.7.1 recognise and appreciate the beauty and wonder of God’s creation.

Yr 6.6.1 recognise that the beauty and wonder of creation reflects God

Yr 6.6.2 recall Aboriginal sacred stories which explain the beginnings of creation.

Yr 6.6.3 appreciate that everything they do is significant and affects God’s creation.

Yr 7/8.4C3A.4. Students learn about the significance of faith in the biblical accounts of creation the expression of religious truths in the biblical accounts of creation.

Yr 7/8.4C3A.8. Students learn to explain the significance of faith and the expression of religious truths in the biblical accounts of creation.

The Fall: Origin of the mystery of lawlessness at work in our lives
The Covenant with the ancient people of God

Yr 2.8.2. identify people from the Bible who waited for the coming of Jesus.

Yr 3.8.1. explore the concept of promise and promise-making.

Yr 3.8.2. recall God's earliest promises to his people in the Old Testament.

Yr 3.8.3. identify Jesus as the fulfilment of God's promises spoken through the prophets.

Yr 4.2B.2. research examples of Old Testament covenants, commandments and laws.

Yr 4.2B.3. describe how God established a covenant relationship with the people of Israel through Moses.

Yr 4.3.1. relate their own family's or other family's experiences of starting a new life in a new land to the Exodus story.

Yr 4.3.2. describe how Jewish people today remember God's saving action in their celebration of the Passover meal.

Yr 7/8.4C3B.2. Students learn about the story of the Exodus and the Sinai covenant.

Yr 7/8.4C3B.3. Students learn about the story of the Chosen People's wanderings in the desert up until their entry as Israelites into the Promised Land.

Yr 7/8.4C3B.4. Students learn about the meaning of each of the Ten Commandments (the Decalogue).

The long period of waiting

K.6.1 recognise the value and meaning of waiting.

K.6.2 identify that Advent is a time of waiting.

Yr 1.8.2 recall how God prepared for the birth of his son Jesus.

Yr 2.8.1 recall and reflect upon their experiences of waiting and be able

to relate this to the readings and spirit of Advent.

Yr 2.9.3 recall that the Church's special waiting time of Advent finishes with Christmas day.

Yr 3.9.2 compare and contrast the different responses of those involved in the fulfilment of God's promise to send a saviour.

Yr 4.8A.2 describe the role, qualities and abilities of prophets like Isaiah and John the Baptist from a study of the Advent.

Yr 4.8B.2 describe how John the Baptist prepared people for the coming of Jesus.

Yr 4.8C.2 explain the significance of John the Baptist as a prophet who prepared the way for the coming of Jesus.

Yr 5.7A.4 recall, share and celebrate the Advent message of hope with others.

Yr 6.8C.2 research and creatively construct symbols of the Jesse Tree.

Yr 6.8C.3 sequence a time line of Jesse tree people throughout the Scriptures.

Yr 7/8.4C1.9. Student learn to discuss the various attributes of God revealed by a variety of scripture references in both the Old and New Testaments, particularly through the Exodus event.

The Coming of Jesus our Saviour

K.6.3 recognise that Mary and Joseph waited for the birth of Jesus.

K.7.1 recall memories and customs associated with the celebration of Christmas.

K.7.2 explain that Christmas is a celebration of the birth of Jesus.

Yr 1.8.3 list ways in which Mary and Joseph might have prepared for the birth of Jesus.

Yr 1.8.4 decide how they might get ready as they prepare to celebrate Jesus' birthday.

Yr 1.10.2 recall ways in which Mary and Joseph might have prepared for the birth of Jesus.

Yr 1.10.4 explore connections between their experience of Christmas gifts and the Christmas story.

Yr 2.9.2 retell biblical accounts of how Mary and Joseph, the shepherds and wise men prepared for and responded to the birth of Jesus.

Yr 3.9.1 identify Jesus as the fulfilment of God's covenant promises in salvation history.

Yr 3.9.4 propose how their celebration of Christmas can be a response to God's covenant promises by sharing the peace and joy of Christ and showing goodwill to all.

Yr 3.10.1 explore and research some symbols which are appropriate to the Nativity event and discover their meaning and significance.

Yr 5.7A.2 recall the meaning of the names 'Jesus' and 'Emmanuel' announced to Joseph.

We are now the new People of God

Yr 2. 5.2 recall the events of the Pentecost story.

Yr 2. 5.3 explain how the disciples were empowered by the Spirit in the Pentecost story.

Yr 2. 5.4 state that Pentecost is the celebration of Jesus' gift of the Holy Spirit.

Yr 2.9.4 identify ways in which they can share God's love, peace and joy.

Yr 3.4.2 name the different feelings of the disciples throughout the Emmaus story.

Yr 3.9.3 explain how Christian faith is grounded in the belief that Jesus as Emmanuel, God is with us, is active in our world today through the Holy Spirit.

Yr 3.11.2. identify some of the features and challenges of mission as Jesus' disciples through a study of the mission of the twelve (Lk 9: 1-2,6).

Yr 5.3.2 explain what Jesus meant by the invitation, 'Come, follow me' with reference to the Gospel readings of the Easter Season.

Yr 5.9.4. recognise that the Holy Spirit is alive within a serving and celebrating parish community.

Yr 5.4.2 describe the significance and experience of the coming of the Holy Spirit at Pentecost for Mary and the apostles.

Yr 5.4.5 appreciate how the Holy Spirit is at work in our community through the mission of the Church.

Yr 5.10.2 identify stories and examples of people who witness and

proclaim the Good News of Jesus either locally or globally.

Yr 7/8.4C4.1. Students learn about the nature of call, response, conflict and community in the preaching and living of the Gospel in the first century of the common era; e.g. the call of Saul who became Paul; the conversion of Peter at the house of Cornelius; the early Christians living in harmony; the first preaching inspired by the Spirit at Pentecost.

Yr 7/8.4C4.6 Students learn about the challenges and opportunities for spreading the Gospel today.

Yr 7/8.4C4.7 Students learn about similarities and differences between the challenges and opportunities for spreading the Gospel today, and one other era in church history.

Yr 7/8.4C4.8 Students learn about the significance of a range of values related to this topic.

Yr 7/8.4C7A.6. Students learn about ways in which the Spirit of the Risen Lord was present and active in the early Church; e.g. Pentecost in Acts 2; and 1 Cor 15:53-55.

Yr 9 /10.5C8.2. the expansion of Christianity within the Roman Empire following Constantine's conversion e.g. factors such as the building of basilicas, the spread of Christian communities.

Yr 9 /10.5C8.3. Pilgrimages to Holy places during the Middle Ages and in the contemporary world.

Yr 9 /10.5C8.4. the development and impact of monasticism in medieval society.

Yr 9 /10.5C8.5. the role of faith and religion in the life of at least one medieval Christian e.g. choose one or more of the following medieval Christians: Gregory the Great; Bernard of Clairvaux; Francis of Assisi; Beatrice of Nazareth; Julian of Norwich; Gregory Palamas.

Yr 9 /10.5C8.6. the impact and role of faith and religion in medieval European society as a whole: e.g. one or more of: peasants; knights; monks; rulers, women; philosophers.

Yr 9 /10.5C8.7. identify similarities and differences between the faith and religion in Medieval and contemporary societies e.g. one or more of: prayers and rituals; relics; superstition; pilgrimages; sacraments.

We are pilgrims on Earth

Yr 3.4.3 explain how they can be like the risen Jesus in helping others who are sad, confused and/or afraid.

Yr 5.4.1 recall events that evoke memories of significant people

Yr 7/8.4C4.2 Students learn about ways in which Christianity spread from its Jewish roots out into the Gentile world.

Yr 7/8.4C4.3 Students learn about ways in which Christianity spread during one other period of Church history.

Yr 11/Yr 12. 6C7.1. Students learn about historical events of personal significance or interest linked to a religious timeline of Christianity in Australia e.g.; arrival and key events in the lives of ancestors of own religious tradition/ variant; year in which parents married; sacraments received.

Yr 11/Yr 12. 6C7.2. Students learn about dates and events related to the history of Christianity in Australia, including the Aboriginal presence in Australia e.g. Aboriginal settlement and spread; arrival of white settlers; significant events around the establishment of Christian churches and schools; arrival of religious orders; arrival of other traditions; immigration.

1.1c Mariology

Role of Mary in the mission of Christ

Yr 3.6.1 retell the key events in the life of Mary, the mother of Jesus.

Yr 3.6.2 identify how Mary listened and responded to God's call throughout her life.

Yr 3.6.3 express an understanding of Mary as a faithful disciple, filled with the Holy Spirit.

Yr 3.6.4 research and experience Marian devotions.

Yr 5.7C.2 analyse how Mary responded to God's call in faith and love

Yr 5.9.3. identify the various ways in which the Church honours and is inspired by Mary.

Yr 9 /10.5C7.3. Students learn about the place, role and contribution of Mary in the life of the Church with reference to scripture and Church teaching e.g. one or more of: the Nativity; Annunciation; Visitation; presence at the foot of the Cross; the Resurrection; Pentecost.

Mary Immaculate

Mary, Mother of God

Mary, ever Virgin

Mary assumed into heaven

1.2 Christian Anthropology

Essential Content

The human person is present in all the truths of faith.

The human person is created in the image and likeness of God.

The concept of ‘person’: intelligence and will, freedom and feelings.

The human person is a living creature having both a physical and a spiritual nature.

Every human person is loved by God.

Every human person has an immortal soul. We are in need of redemption.

The redeemed human person is elevated by God to the dignity of a child of God.

The redeemed human person is a temple of the Holy Spirit.

The redeemed human person is a member of the Church.

Every human person has a destiny that is immortal.

The obligation of human persons to love others.

Sharing Our Story

Yr 5.7A.1 explain how names are related to a person’s sense of identity.

Yr 9 /10.5C1. 1. .Students learn about the dignity of the human person.

K.1.1 identify special God–given qualities that make them unique.

K.1.2 describe and critically reflect upon ways in which feelings are expressed.

K.1.3 recognise and appreciate that God always loves them.

Yr 6.7.3 describe and reflect on the nature and responsibilities of the Christian vocation stemming from Baptism.

K.1.4 identify ways in which they can show their love for their family and friends.

Yr 2. 1.3 recognise that Jesus calls them to love one another; and list ways of responding to this call

Yr 2.10.1 recall examples of loving actions

Human persons should be willing to embrace life.

Yr 9 /10.5C1. 2. Students learn about the connection between dignity of the human person and reverence for life.

Yr 9 /10.5C1. 3. Students learn about contemporary issues linked to the dignity of the human person and reverence for life e.g. one or more of: abortion, surrogacy, genetic engineering, cloning, environment (deforestation, global warming, pollution).

Each human person has a unique vocation to be seen as a fulfilment of God's will.

Each one is called to a specific mission in the world.

Yr 1.5.1 recall significant events in their own life story.

Yr 3.1.1 identify ways in which people use their gifts to serve others in their family, school, parish and community.

Yr 3.1.2 describe how Jesus used his special gifts to serve others.

Yr 3.1.3 explain why God gives different people different gifts.

Yr 3.1.4 affirm the gifts of others and suggest ways in which they can use their gifts to serve others.

Yr 4.8A.3 name and affirm the prophetic qualities and abilities of others.

Yr 4.8A.4 recognise and use their own prophetic qualities and abilities.

Yr 6.8B.1 identify special qualities in their own lives and those of others.

Yr 6.8B.4 identify people who, because of special qualities have been chosen to become outstanding in some field.

Yr 6.10.1 analyse the meaning of mission in Mt 25: 34-40 and Mt 28:16-20.

Yr 6.10.2 recognise in the lives of others a commitment to the mission of Jesus.

Yr 6.10.3 name ways they can continue the mission of Jesus.

Yr 7/8.4C1.11. Student learn to propose ways in which Christians individually and communally are called to image God and be a witness to God in our contemporary world.

Yr 9 /10.5C7.1. Students learn about the meaning of call, God's call, vocation, challenge and other words related to this topic.

Yr 11/Yr 12. 6C4.1. Students learn about the meaning of the terms vocation, ministry, work and leisure.

Yr 11/Yr 12. 6C4.3. Students learn about scripture texts and Church teachings related to vocation, ministry, work and leisure.

Yr 11/Yr 12. 6C4.6. Students learn about the experience of Christian vocation shared by: single people; married people; religious; clergy.

Yr 11/Yr 12. 6C6.3. Students learn about what has value and meaning in their lives.

The human person is affected by original sin, but redeemed by Christ.

The human capacity to be an active and creative agent.

Yr 1.7.2 express using a variety of mediums thankfulness to God for the many gifts we experience through our senses.

Yr 3.10.2 critique the decorations used on a Christmas tree.

Yr 9 /10.5C7.6. Students learn about selected artistic expressions and devotional practices linked to Mary and the saints in one or more of the following: art; popular customs; devotional practices such as the Rosary; ways to take part in a Marian devotion such as the Rosary or Angelus.

The human person as a being endowed with both rights and duties.

K.3.1 recognise the uniqueness of their family.

Yr 9 /10.5C1. 2. Students learn about the connection between dignity of the human person and reverence for life.

Human persons are capable of interpersonal relationships.

K.4.4 appreciate that God's love is experienced through the caring people in their lives.

K.7.3 appreciate that Christmas is a time of giving and receiving in our family, school and parish.

Yr 1.1.1 name the qualities of a good friend.

Yr 1.1.2 identify ways in which they could make others feel special.

Yr 1.3.1 explain why they like sharing meals with their families.

Yr 1.4.1 recall and share their family experiences of Easter.

Yr 1.8.1 recall and share experiences of getting ready for something special including Christmas.

Yr 1.9.1 recall their previous Christmas celebrations at home and at school.

Yr 2. 2.1 recall and reflect upon times of being alone.

Yr 2. 6.1 describe how their choices affect their relationships with God and others.

Yr 2. 4.1 recall and share stories about their family's and parish's celebration of Easter.

Yr 2.7.1 identify and explain reasons why family and friends celebrate special meals with each other.

Yr 2.7.4 identify ways in which they and their families can celebrate Sunday as a holy day, especially through their celebration of the Eucharist.

Yr 4.8B.1 explore the different ways in which we communicate news to others.

Yr 4.8B.3 recognise ways that they too may be a joyful messenger.

Yr 5.2.1 recall and share times in their own lives when they experienced hurt and disappointment.

Yr 7/8.4C7B.4. Students learn about connections between human relationships, communal life and mission; e.g. through an examination of related values such as service, compassion, courage, perseverance.

Other

Yr 11/12 .6C1.7 Students learn about researching one religious question of significance to them or others, relating to the search for meaning and happiness e.g. one of the following: What is the value of science and technology if the world could end in a nuclear holocaust? Is life about the accumulation of material goods, or is it about a higher purpose? How can the wealth of the world be distributed more justly? Why do the rich or powerful take advantage of the poor, underprivileged or disadvantaged?

1.3 Ecclesiology

Essential Content

The ideal of a universal human family is realised in the Church.

Students should have a knowledge of the Church they belong to, they will learn to love it with a filial affection.

Belonging to the Church has obvious consequences for life, for apostolate, and for a Christian vision of the world.

Through the Spirit, we grow in the Church, offering us grace upon grace; the only thing He asks is our cooperation.

Sharing Our Story

K.5.1 identify times when they join with their Church family to celebrate.

Yr 2. 5.5 grow in awareness and appreciation of the Church as a gathering of people who celebrate and proclaim the message of Jesus.

K.5.2 locate and explain the use or purpose of key features of the parish church.

K.5.3 describe some of the key tasks involved in the ministry of the parish priest(s).

K.5.4 list some of the major ways in which parishioners serve and support others in the parish.

Yr 5.10.3 identify practical ways in which they can share with others in Jesus' mission to the poor and oppressed.

1.4 The Last Things

Essential Content

Reflection on the Last Things using the story of Dives and Lazarus (Jn 11: 25-27).

We are personally responsible in everything we do, because we must render an account to God.

The last judgment he points to an eternal destiny which each of us merits through our own works.

Sharing Our Story

Yr 7/8.4C7A.3. Students learn about the implications for Christian living of Jesus' teachings concerning judgement and eternal life; e.g. in light of principles contained in the Beatitudes, Jesus' teachings on suffering and discipleship, the Final Judgement (Mt 25)

Yr 7/8.4C7A.10. Students learn to explain the implications for Christian living of Jesus' teachings concerning judgement and eternal life

The good or evil done to each human **Yr 1.1.5** appreciate that when they care for others they are reflecting

being is as if done to Christ.

The Creed can be used as a pattern to help students to learn about the Kingdom of Heaven.

Those who have believed in God and spent their lives in his service are called saints, even if not all are formally venerated under that title.

Those who have died are not separated from us. They, with us, form the one Church, the People of God, united in the "communion of saints".

The truths drawn from a reflection on the "Last Things" provide a sense of the dignity of the person, as destined to immortality.

Christian hope in our ultimate destiny offers comfort in life's difficulties.

and responding to the love of Jesus.

Yr 6.4.2 recall key aspects of the life and mission of Caroline Chisholm

Yr 6.4.3 recount the story and contribution of one significant Australian Catholic

Yr 6.9.1 *identify* the qualities of role models

Yr 6.9.2 *appreciate* the attributes and contribution of past and present Kingdom people

Yr 6.9. *evaluate* their lives as Kingdom people today.

Yr 9 /10.5C7.2. Students learn about examples of God's call and the saint's response in a range of Old Testament (*e.g.* Abraham, Moses, Jacob, Esther, Ruth, Jonah) and New Testament texts (*e.g.* Mary the Mother of God, John the Baptist, Jesus, Paul, Peter, Mary Magdalene, the rich young man, Zacchaeus)

Yr 9 /10.5C7.4. Students learn about the process of canonisation (*i.e.* name forward, investigation by Bishop, calling of witnesses, person judged against Christian virtues evident in their life, title 'Servant of God', Congregation for Causes of Saint, postulator's summary, decision by theologians, evidence from miracles, final decision from Pope and declaration of 'Blessed'; and then possibility later of title 'Saint')

Yr 9 /10.5C7.5. Students learn about the place, role and contribution the saints in Church teaching in one or more of the following: devotions; communion of saints; patron saints; feast days; stories of the saints

Yr 7/8.4C7A.8. Students learn about personal accounts of how faith, hope and love have transformed the experience and meaning of loss and death in people's lives

Yr 11/12 .6C1.1 Students learn about key experiences in the human life cycle *e.g.*: the loss of a family member; the birth of a child; car accidents involving friends; fires and natural disasters;

Yr 11/12 .6C1.2 Students learn about experiences of happiness and personal fulfilment that encourage individuals to ponder the deeper

issues of life and death e.g. why am I here? is there a God? what is the purpose of life? is there life after death? who created the world? what is genuine happiness? why is there suffering? what are some of the connections between the search for meaning, happiness and social justice?

We participate in divine life here and hereafter

We are journeying toward our eternal home

Other

Yr 7/8.4C7A.9. Students learn to describe how one ancient and one non-Christian religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality

Yr 11/12 .6C1.6 Students learn about methods for selecting one question of significance to them, relating to the search for meaning and happiness e.g. what is my focus question? what is the meaning of this question? what is my response to this question? what are some other practical responses to this question?

2. Liturgical and Sacramental Formation

2.1 Liturgy

Essential Content

Students must be formed for full, conscious and active participation in the liturgy

Proper participation in the liturgy entails educating students for: praying with confidence, thanksgiving, repentance, community spirit, understanding correctly the meaning of the creeds.

Sharing Our Story

K.3.2. appreciate the key elements of gathering and sharing in family celebrations

Yr 4.5.1 recognise the key elements of a celebration

Yr 4.5.4 appreciate the Eucharist as a means of celebrating and expressing their faith.

Yr 2. 2.4 recognise Lent as a particular time for repentance

Yr 6.2.3 link events of Jesus' passion, death and resurrection with the liturgies celebrated in Holy Week and Easter

Yr 5.7C.3 reflect upon and respond to the challenges of the Advent readings.

Yr 6.3.4 recite the Creed and explain the meaning of key creedal

statements

Students must be educated with a knowledge of the meaning of the liturgy

Yr 1.4.3 describe how the Paschal Candle and the 'Alleluia' are used in the Easter season liturgies to celebrate that Jesus is risen

Yr 4.4.3 identify some key symbols, actions and prayers of the Mass, which express our faith as a Catholic community in the risen Lord.

Yr 4.9.2 develop an understanding of the various customs, family gatherings and liturgies associated with the Christmas season

Yr 5.7B.4 identify how they can, with the help of the Holy Spirit, follow Mary's example this Advent.

Yr 5.8.1 identify how the seasons affect our activities and life style

Yr 5.8.2 research, present and recall information about the solemnities and feasts of the Season of Christmas and its place within the Church's liturgical year

Yr 5.8.3 participate in group activities, research sharing and celebration relevant to one of the feasts of the Christmas season.

Yr 6.4.5 recognise the richness of the various cultural expressions and rites of Catholicism that make up the Catholic Church in Australia.

Yr 7/8.4C7A.5. Students learn about how the Church's belief in the Risen Christ is celebrated through the Easter season and the liturgical cycle; e.g. during Holy Week, lighting of the Easter Candle; beliefs contained in Eucharistic prayers.

Christ is always present in His Church, especially in liturgical celebrations.

K.2.1 identify Ash Wednesday as a special day which is the first day of Lent.

K.2.2 recall the story of the first Palm Sunday.

K.2.3 recognise special signs and symbols of Lent/ Easter and their relevance to the life of Jesus.

K.2.4 develop an awareness and appreciation of Lent/Easter through participation in activities and celebrations of other classes and/or the whole school.

Yr 1.2.1 explain how they are growing and changing.

Yr 1.2.2 state that Lent is a special time to grow and change as we get ready for Easter.

Yr 6.8A.4 respond to and celebrate the Advent message to 'Wake Up and Be Ready.'

Yr 6.8B.2 explore the Readings of the Third Sunday of Advent to develop the concept 'I Am Chosen.'

2.2 Sacraments and Sacramentality

Essential Content

Teachers will, help students to discover the real value of the Sacraments.

The essential point for students to understand is that Jesus Christ is always truly present in the Sacraments.

Sacraments accompany the believer on the journey through life.

The sacramental journey takes place within the Church.

Sacraments become comprehensible through understanding of what it means to be a member of the Church.

Christ instituted the sacraments and His presence makes them efficacious means of grace.

Sacraments of Initiation

Sharing Our Story

Yr 1.7.4 participate in a liturgy which involves use of all the senses.

Yr 1.6.1 discuss some of the ways in which children are welcomed into and shown that they belong to families and groups such as sporting teams and youth organisations.

Yr 3.5.1 identify ways in which children are initiated into various groups and organisations including the Christian community.

Yr 3.5.4 appreciate that initiation into the life of the Christian community means loving God and others as Jesus did, nourished by prayer and the sacraments.

Yr 3.5.2 match rituals and symbols of Christian initiation with the sacraments of Baptism, Confirmation and Eucharist.

Yr 3.5.3 explain the meaning of Christian initiation with reference to key rituals and symbols.

Yr 7/8.4C5.1. Students learn about the process of initiation into groups at school.

Yr 7/8.4C5.2. Students learn about the process of initiation from adolescence into adulthood in Australia.

Yr 7/8.4C5.3. Students learn about the process of initiation in one non-western culture or religion.

Yr 7/8.4C5.4. Students learn about ways to reflect on their experience of initiation into their school.

Yr 7/8.4C5.5. Students learn about their school as a Catholic community with a special tradition, nature and mission.

Yr 7/8.4C5.6. Students learn about the significance of various periods of the catechumenate.

Yr 7/8.4C5.7. Students learn about links between the catechumenate and its liturgical rites.

Yr 7/8.4C5.8. Students learn about the celebration of sacraments of initiation in the Catholic Church.

Yr 7/8.4C5.9. Students learn about the celebration of rites of initiation in at least one non-Christian religious tradition e.g. Judaism, Islam, Buddhism, Hinduism.

Sacrament of Baptism

Yr 1.6.2 explain the meaning of Baptism as a special celebration where we are welcomed into God's family.

Yr 1.6.3 compare and contrast the story of the Baptism of Jesus with accounts of their own Baptism.

Yr 1.6.4 name key rituals and symbols associated with Baptism.

Yr 1.6.5 describe ways they can help other people feel special and that they belong.

Yr 2. 1.1 recognise Baptism as a ritual of initiation into God's family, where they are called to love, share with , listen to and accept others.

Yr 4.2A.3 explain the meaning and personal implications of the words of one form of the Baptismal promises.

Sacrament of Confirmation

Yr 5.11.1 Identify times in their life when they have felt empowered.

Yr 5.11.2 Identify Confirmation as one of the seven Sacraments and its place within the Sacraments of Initiation.

Yr 5.11.3 Identify the symbols and rituals of the Sacrament of Confirmation and their meaning in the context of the celebration of the Sacrament.

Yr 5.11.4 Identify and explore key images and actions, in Scripture, which reveal God as Holy Spirit.

Yr 5.11.5 Identify ways to respond to the gifts and meaning of the Sacrament of Confirmation.

Yr 7/8.4C7A.7. Students learn about ways in which the Spirit of the Risen Lord continues to be present and active in and through the Church today; e.g. in the lives of inspiring people, in evidence of the fruits and gifts of the Holy Spirit.

Sacraments of Healing

Yr 7/8.4C5B.6. Students learn about ways in which the healing mission of Jesus is continued in and through the sacraments, especially those of Penance and Anointing of the Sick.

Sacrament of Reconciliation

Yr 2. 6.3 make links between their experiences of reconciliation and the elements of the sacrament of Reconciliation.

Yr 2. 6.4 appreciate that they experience God's forgiveness in the Church's celebration of the sacrament of Reconciliation.

Yr 4.2C.2 relate Jesus' message in the parable of the Prodigal Son to their own lives.

prepare for and participate in the celebration of the sacrament of Penance or a prayer service with the theme of reconciliation.

Yr 4.7.2 retell stories of forgiveness and healing in the New Testament.

Yr 4.7.3 explain and relate to their own lives 'The Parable of the Forgiving Father.'

Yr 7/8.4C5B.1 Students learn about young peoples' experiences of sin, repentance, forgiveness and reconciliation.

Yr 7/8.4C5B.1 Students learn about Jewish beliefs about sin and sickness in the time of Jesus.

Yr 7/8.4C5B.4. Students learn about teachings of the Church on sin and its effects; e.g. forgiveness of sins committed after Baptism is conferred by the sacrament called conversion, confession, penance or reconciliation (CCC 1486); the sinner wounds God's honour and love, their own human dignity, and the spiritual well being of the Church (CCC 1487); sacramental forgiveness of sins includes certain effects such as reconciliation through God's grace, reconciliation with the Church, and serenity of conscience (CCC 1496; see also 1489-1498 passim).

Sacrament of Anointing of the Sick

Yr 4.7.4 recall the ways in which the Church helps them to forgive and to be forgiven, and gives peace and courage to those who are ill, suffering or frail through old age.

Sacraments at the Service of

Yr 6.7.1 describe how married couples and priests serve their

Communion:

communities.

Marriage and Holy Orders

Yr 6.7.2 analyse the meaning of key symbols and ritual actions within the celebration of the sacraments of Marriage and Holy Orders.

Yr 11/Yr 12. 6C4.5. Students learn about the liturgical elements common to the rites of ordination, marriage and religious life: Choose at least two elements, such as: role of the celebrant; vows or commitment; the presence of the community.

Sacrament of Holy Orders

Sacrament of Marriage

Sacrament of the Eucharist

Yr 4.5.2 recall and sequence the key parts of the Eucharist.

Yr 4.5.3 explore the meanings of the main symbols and actions in the celebration of the Eucharist.

Yr 9 /10.5C5.7. key rituals and prayers in the Mass that challenge us to reach out to others: opening and concluding prayers; penitential rite; readings and Gospel; The Eucharistic prayer; The Lord's Prayer; The Sign of Peace; sending forth and dismissal.

Communion with Jesus Christ leads to the celebration of his presence in the sacraments, especially the Eucharist.

Yr 2.7.3 describe ways in which Jesus is present in the Church's celebration of the Eucharist revealing God's wonderful love.

Yr 6.5.4 examine the implications of Jesus' presence in the assembly, priest, Word and sacred bread and wine in the celebration of the Eucharist.

Yr 6.5.5 explain how the Eucharist nourishes and sustains Christians who reach out in service to others.

Yr 9 /10.5C5.4. Students learn about the Eucharist as the source and summit of Christian life for Catholics.

The moment of closest encounter with the Lord Jesus occurs in the Eucharist

In the Eucharist, two supreme acts of love are united: Our Lord renews His sacrifice of salvation for us, and He

Yr 1.3.3 dramatise or represent artistically Jesus celebrating the Last Supper with his disciples.

truly gives Himself to us.

Yr 2.7.2 identify and explain reasons why Jesus celebrated special meals with others, especially at the Last Supper.

Yr 4.3.3 explain the new meaning Jesus gave to the sharing of bread and wine during his ministry and at the Last Supper.

Yr 6.5.2 explain how Jesus nourished the needs of people, both physically and spiritually.

Yr 6.5.3 explore how Jesus' actions at the Last Supper symbolised his gift of himself and his life.

Yr 9 /10.5C5.3. Students learn about the Eucharist as a sacred memorial meal (Passover and Last Supper) and a sacrifice ('this is my Body which is given for you').

The Eucharist is both Sacrifice and Sacrament.

Yr 9 /10.5C5.3. Students learn about the Eucharist as a sacred memorial meal (Passover and Last Supper) and a sacrifice ('this is my Body which is given for you').

The reality of the Eucharistic Presence
Other

Yr 9 /10.5C5.6. Students learn about ways in which the Eucharist challenges us to reach out to others e.g. one or more of: reaching out to the marginalised; reaching out to those suffering injustice within their own family, community or society.

3. Teaching to Pray

Religious education should be permeated by a climate of prayer to promote the assimilation of the entire Christian life.

Yr 2. 3.3 participate in a variety of prayer experiences related to the celebration of Holy Week and the Easter Triduum.

Yr 4. 1.2 retell stories from the Bible which tell of the importance of prayer in the lives of God's people.

Yr 7/8.4C7B.1. Students learn about the nature and place of prayer in Christianity and Judaism.

Yr 11/Yr 12. 6C6.1. Students learn about the meanings of key terms

such as: spiritual; spirituality; pathways; prayer; prayerfulness.

The climate of prayer is especially necessary when students are confronted with the more demanding aspects of the Gospel

Yr 2. 2.3 identify prayer as a means of preparing to celebrate Easter

Yr 4. 1.5 reflect on the experience of spending time alone in individual prayer.

Yr 4.8C.1 explore their own and others' ideas and experiences related to challenge, preparation and commitment and relate to the celebration of the season of Advent

Yr 4.9.3 plan and implement some personal action which will foster the Christmas spirit of peace and goodwill.

Yr 5.6.3 interpret and apply Scripture stories which challenge us to live Christian lives

Yr 6.2.1 recall and explore 'crossroad' situations in their own lives when they were faced with making decisions

Yr 6.2.2 explain how Jesus, Pilate, Judas, Peter and the other disciples were confronted with 'crossroad' situations

Yr 6.3.1 *explore* the importance of trust in relationships and some of the 'crossroad experiences' that develop or erode trust

Yr 6.3.5 identify and discuss possible responses to some of the common 'crossroad' experiences of teenagers in their relationships with God, family and others.

Yr 6.8C.4 propose ways they can respond to the Advent message in their final weeks of primary school.

Students should be encouraged to open their hearts in confidence to Father, Son, and Holy Spirit through personal and liturgical prayer.

Yr 1.1.4 work in groups to create a prayer of thanks to Jesus.

Yr 2. 2.5 participate in a variety of prayerful experiences.

Yr 2. 3.2 explain why prayer is important in their relationship with God and how prayer can help them in their daily life.

Yr 7/8.4C1.5 Students learn about the Trinitarian nature of God, expressed through the use of icons, prayers, songs and art.

Yr 7/8.4C7B.7. Students learn about key values developed through prayer; e.g. openness, compassion, listening, and perseverance.

Yr 11/Yr 12. 6C6.4. Students learn about ways in which Christians pray in contemporary society e.g. two or more of: the fundamental Christian prayer -The Lord's Prayer; lectio divina; meditation; prayer journaling; mantras or chants (eg. The Jesus Prayer); praying with icons; Taizé ecumenical prayer; the Divine Office.

The 'Our Father' is the model of all Christian prayer. The handing on of the 'Our Father' is a summary of the entire Gospel.

Students should learn to pray these different forms of prayer: adoration, praise, thanksgiving, filial confidence, supplication and awe for His glory.

Yr 2. 2.2. appreciate that Jesus prayed to God his Father.

Yr 7/8.4C7B.5. Students learn about scriptural accounts of Jesus' personal and communal prayer life as a Jew.

Yr 7/8.4C7B.6. Students learn about scriptural accounts of Jesus' teachings about prayer; e.g.

- Our Father (Lk 11)
- teaching about prayer, don't babble and use long prayers like the pagans (Mt 6:5)
- praying with perseverance (Mk 11:24)

Yr 1.4.4 participate in a variety of Easter prayer experiences.

Yr 3.7.3 compose psalms of praise in which they celebrate and give thanks for God's creation.

Yr 3.10.3 plan and participate in a Nativity Tree ceremony.

Yr 4. 1.3 grow in appreciation of the prayers and prayer traditions in the Church that have been passed on from generation to generation

Yr 4. 1.4 work in groups to identify, write and pray prayers of praise, thanks, sorrow and petition.

Yr 5.2.4 participate in a class celebration of the Way of the Cross that relates students' life experience to the passion, death and resurrection of Jesus.

Yr 6.6.4 plan a prayer celebration to give thanks for the beauty of God's creation and for the many ways it enriches their lives.

Yr 6.8C.1 using the symbols of a tree, identify and reflect on how God's love has been shown in their primary school years through parents, teachers, friends and members of the school/parish community.

Yr 7/8.4C7B.2. Students learn about a range of prayer forms and practices in Catholicism; e.g. formal, informal, devotions, Liturgy of the Hours, meditation, mantras, retreats, lectio divina.

Yr 11/Yr 12. 6C6.5. Students learn about the scriptural and historical foundations of at least one school of Christian spirituality and its associated prayer forms. Choose at least one of the following schools and its associated prayer form, such as: Franciscan spirituality and the

prayer of St. Francis; Marian spirituality and the Rosary; Ignatian spirituality and excerpts from the Spiritual Exercises; Orthodox spirituality and the Jesus Prayer; Celtic spirituality and the Breastplate of St Patrick.

Yr 11/Yr 12. 6C6.6. Students learn about ways to participate in selected prayer forms associated with one school of Christian spirituality.

Other

Yr 7/8.4C7B.2. Students learn about a range of prayer forms and practices in one non-Christian tradition.

Yr 7/8.4C7B.3. Students learn about connections between prayer, personal well being and lifestyle; e.g. through an examination of disciplines such as meditation, silence, reflective walking, journaling, mindfulness.

4. Moral Formation

4.1 First Christian Communities.

Essential Content

Study of ethics can be introduced by looking at the first Christian communities.

In the first Christian communities, the Gospel message accompanied by prayer and the celebration of the Sacraments.

Sharing Our Story

Yr 5.4.4 describe the characteristics of the life and faith of early Christian communities.

Yr 7/8.4C4.9 Students learn to explain the nature of call, response, conflict and community in the preaching and living of the Gospel in the first century of the common era.

4.2 Christian Perfection

All are called to Christian perfection.

Yr 7/8.4C6.1. Students learn about ways in which a person's identity is formed with reference to the moral decisions they make in their own lives.

Yr 7/8.4C6.4. Students learn about the moral principles that governed Jesus' relationships with people such as mother Mary, his apostles, women, Jewish religious leaders, and the poor and outcast.

Christian perfection is a gift of

Yr 3.11.1. explain how a person's relationship with Jesus influences how

Jesus through the mediation of the Spirit.

The gift of Christian perfection requires our cooperation.

they treat others.

Yr 5.6.1 recognise that we are responsible for the decisions we make and their consequences.

Yr 6.2.4 dramatise Christian responses to real-life moral dilemmas.

Yr 6.8B.3 appreciate that they are reminded this Advent that they have been chosen and called by God to take positive action.

Yr 7/8.4C6.6. Students learn about possible moral judgements about the actions of fictional media characters and their consequences in relationships.

Yr 9 /10.5C6.1. Students learn about definitions of key terms such as ‘moral maturity’, ‘morality’, ‘immorality,’ ‘conscience.’

Yr 9 /10.5C6.8. Students learn about decision making with a properly formed conscience that includes elements such as: get the correct facts; consult scripture and Church teachings/priests; consult your conscience; talk to informed others; look at the consequences; pray; make and review the decision; applying Christian moral decision making principles to one moral issue e.g. pornography; sexual relations; acting justly; use of technology; cyber bullying; gossip

Yr 11/Yr 12. 6C3.3. Students learn about the process of moral decision making e.g. define the issue; collect knowledge and data that have bearing on the issue; reflect on the human rights and obligations relevant to the issue; analyse and apply the teaching of Scripture and tradition to the issue; prayer; apply processes of moral reasoning to the issue; make a moral judgement in response to the issue which can guide action.

Yr 11/Yr 12. 6C3. 4. Students learn about the role of conscience, faith and reason in the process of Christian moral decision making.

Yr 11/Yr 12. 6C3.5. Students learn about the influence of Christian Scripture and Church teachings as sources of wisdom to guide moral decision making e.g. Mt 3: 7-10 forgiveness and repentance; Mk1: 40-45 ministry to the leper as the outsider; Mt 6:1-18 almsgiving, prayer and fasting; Lk 13: 23-24 The two ways; Mk5: 3-12 The Beatitudes; Lk9: 46-48 True greatness as a disciple; Mk10: 17-22 The rich youth; Lk 10: 25-28 The Great Commandment; corporal works of mercy Mt 25; key quotes from Vatican II ‘*The Church in the Modern World*’; the

Catechism of the Catholic Church and compendiums.

God has the power to free us from the hold of sin.

Penance and asceticism are necessary.

Yr 4.2A.4 identify and undertake activities during Lent that will help develop their faith in Jesus.

Yr 4.2B.1 identify and give examples of three forms of Lenten penance.

Yr 4.2B.5 propose ways in which their relationship with God and others can be renewed this Lent through the fulfilment of promises to undertake Lenten practices.

Yr 4.8C.3 consider the value of committing themselves to some Advent challenges that prepare for the celebration of Christmas.

Students need to be educated to understand the meaning of the virtue of faith.

Helped by grace, students are invited to give complete, free, personal and affective loyalty to the God who reveals himself through his Son.

Commitment to Christian living is not automatic; it is itself a gift of God.

The gift of Christian commitment must be asked for and we must wait for it patiently.

People must be given time to grow and to mature.

Yr 4.2A.1 explain the importance of being able to have faith in other people, in their own lives.

Yr 5.6.2 identify and evaluate the ways in which people influence our decision making.

Yr 5.6.2 identify and evaluate the ways in which people influence our decision making.

Yr 7/8.4C3B.7. Students learn about ways to describe the sort of person they would like to be in their relationships as they ‘pass over’ from childhood to adulthood

Yr 9 /10.5C8.1. learn about dramatic changes that have occurred in their own life, linked to growth, development and a change of viewpoint

Faith is thus based on knowing Jesus and following Him.

Yr 5.3.1 identify some of the characteristics of people who believe in and follow Jesus.

Yr 5.3.3 identify ways in which young people today can take up Jesus’ invitation to ‘Follow me.’

Yr 9 /10.5C6.6. Students learn about ways in which Jesus’ teachings,

doctrines and moral principles should inform and challenge how Christians live.

Yr 11/Yr 12. 6C3.8. Students learn about ways to use a process of Christian moral decision making that respects conscience faith and reason e.g. aspects of scripture and Church teaching mentioned above; other Church Documents on conscience, faith and reason e.g. John Paul II *Fides et Ratio*; Benedict XVI *Deus Caritas Est*.

The life of faith is expressed in acts of religion.

Yr 3.2.1 explain how the celebration of Lent provides opportunities for personal growth in faith and challenges us to reach out to others.

Yr 9 /10.5C6.3. Students learn about the ethical principles and actions of at least one Christian of exemplary moral integrity: Maximilian Kolbe; Mother Teresa; Martin Luther King; Nelson Mandela; St Mary MacKillop; or a person related to the charism/ spirituality of the school.

Other

Yr 9 /10.5C6.2. Students learn about ‘moral maturity’ with reference to one theory of moral development:

- Lawrence Kolberg’s Stages of Moral Reasoning
- Jean Piaget
- Sharon Parks

4.3 Christian Social Ethics.

Essential Content

Christian social ethics, founded on faith, sheds light on other disciplines such as law, economics and political science.

Sharing Our Story

Yr 3.7.2 grow in awareness of the need to care and take responsibility for God’s creation.

Yr 6.1.2 identify and explain characteristics of the servant leadership displayed by Moses and Jesus.

Yr 6.1.1 compare and contrast different styles of leadership.

Yr 6.1.3 apply the Christian ideals of leadership in their school community.

Yr 7/8.4C1.7. Students learn about ways in which to witness to God in contemporary society, such as through compassion, respect, service, stewardship, hospitality and ways in which Christians can incorporate

these qualities into their own lives in practical ways.

Yr 7/8.4C4.4 Students learn about the treatment of one indigenous group.

Yr 7/8.4C4.5 Students learn about pastoral teachings of the Church in relation to one of the above groups e.g. with reference to passages such as Pope John Paul II's address at Alice Springs; related Australian Catholic Bishops' Conference publications.

Yr 9 /10.5C1. 6. Students learn about at least one contemporary issue and the Catholic moral principles relevant to this issue: abortion; surrogacy; genetic engineering; cloning; in vitro fertilisation; euthanasia; environment; deforestation; global warming; pollution; any other contemporary issues connected to reverence for life.

Yr 9 /10.5C3.1. Students learn about key Christian biblical writings that have influenced their lives and decisions e.g. one or more of the following: Gospel, sayings and accounts; passages from Paul's letters (I Thess; Gal; 1&2 Cor, Phil; Philem; Rom); other key New Testament writings.

Yr 9 /10.5C3.7. Students learn about ways to live according to Christian values such as those based on the Beatitudes.

Yr 11/Yr 12. 6C2. 8. Students learn about ways in which Christians today can challenge and confront individuals and groups who act unjustly e.g. Christians are called to: uphold the dignity of each person; strive for a just and peaceful society; have a special care for the poor and those on the margins of society; stand against unjust established social and economic structures and entrenched discrimination and oppression; implement and support fair trade practices; racial and religious tolerance; protect and care for the environment.

Yr 11/Yr 12. 6C3.7. Students learn about ways to address a contemporary moral issue e.g. ecology; honesty in life and in politics; abortion; stem cell research; cloning; euthanasia

Yr 11/Yr 12. 6C7.3. Students learn about the ways in which Christianity had an impact in Australian society e.g. one or more of: education; public morality; social welfare.

The human person is the central

Yr 4. 1.1 identify the values that should inspire the ways in which we

focus of the social order.

communicate with others.

Yr 9 /10.5C1. 5. Students learn about the place of informed conscience in the decision-making process.

Yr 9 /10.5C6.7. Students learn about the meaning of ‘conscience’ and ‘informed conscience.’

Yr 11/Yr 12. 6C5.4. Students learn about the personal hopes and concerns of young people for the world, at the beginning of the Third Millennium.

Justice is the recognition of the rights of each individual.

K.8.1. identify their own needs and the needs of other people around the world.

Yr 2.10.3 identify ways they can contribute to the mission of Jesus by loving God and people in their class, school, family, local community and people throughout the world.

Yr 5.1.4 work in groups cooperatively to consider appropriate responses to Jesus’ challenge to live and work for justice and peace.

Yr 6.8A.1 evaluate the rationale for and consequences of various responses to theft and burglary in the community.

Yr 6.8A.2 research the work and some of the obstacles faced by various organisations or individuals inspired by a vision of the world based on justice and peace.

Yr 7/8.4C3B.1. Students learn about their expectations and responsibilities as young people in various relationships with others.

Yr 7/8.4C3B.8. Students learn to identify their expectations and responsibilities as young people in various relationships.

Yr 9 /10.5C1. 4. Students learn about Catholic moral principles and teachings related to the dignity of the human person and reverence for life e.g. one or more of: the dignity of the human person created in the image of God and sharing in God’s life and love ; social justice; respect for all life.

Yr 9 /10.5C5.8. students learn about ways in which they can reach out to students and other people on the fringe in their everyday lives:

initiatives at school in the classroom, playground, canteen and

bus lines

initiatives for reaching out to those in the local community

ways of assisting the marginalised on the fringe of Australian society

Yr 11/Yr 12. 6C5.3. Students learn about personal beliefs about principles of social justice e.g.: working for justice; preferential option for the poor; who is my neighbour?

Yr 11/Yr 12. 6C5.5. Students learn about the responsibilities of Christians to be advocates for justice in our world including: recognition of the essential dignity of all persons; the need to work for the common good; our duty to stand alongside the poor and ensure they are treated justly; change attitudes and structures that create and maintain serious imbalances in our society i.e. reform attitudes towards wealth, poverty, greed and consumerism.

Honesty is the basic condition for all human relationships;

Freedom is the basic right of each individual and of society.

World peace must then be founded on good order and the justice to which all human beings have a right as children of God.

Yr 2. 1.4 appreciate that as part of God's family they are called to seek justice, truth and hope.

Yr 6.8A.3 describe a world in which everybody was ready for the Second Coming of Jesus.

Yr 9 /10.5C4.1. Students learn about types of conflict, dialogue and cooperation in relation to personal, family, school and community life e.g. one or more of the following: conflict, bullying, arguments, fights, race riots, dialogue reconciliation, forgiveness.

Yr 9 /10.5C4.1. Students learn about causes and effects of conflict, dialogue and cooperation.

The goods of the earth are gifts of God, and are not the privilege of some individuals or groups while others are deprived of them.

Yr 1.11.1 recall ideas and examples of sharing.

Yr 1.11.2 explain how Jesus shared with and cared for others in 'Feeding the Five Thousand' (Mk 6: 30-44).

Yr 1.11.3 identify ways they can participate in Jesus' mission through sharing in a loving way with people in need.

Yr 6.5.1 describe and reflect upon both our physical needs, such as food, shelter and protection, and our deeper needs such as care, love,

acceptance and affection.

Yr 11/Yr 12. 6C5.1. Students learn about key terms and concepts e.g. ‘distribution of wealth’, kingdom or reign of God, fundamental option for the poor.

Misery and hunger weigh on the conscience of humanity and cry out to God for justice.

Yr 2.8.3 consider ways in which they could respond to the needs of others during Advent.

Yr 4.3.4 explain how they can contribute to the Church’s mission of hospitality and service to immigrants and refugees in Australia.

The realism of revelation, history and daily experience all require that we have a clear awareness of the evil that is at work in the world and in the human person.

Yr 7/8.4C5B.3. Students learn about their own experience of sin and its effects.

Yr 7/8.4C6.8. Students learn about strategies linked to the application of Catholic moral principles to issues that arise in relationships.

When human beings wander far away from God, and the Gospel message, they can poison the world with war, violence, injustice and crime.

Yr 7/8.4C6.6. Students learn about possible moral judgements about the actions of fictional media characters and their consequences in relationships.

Yr 7/8.4C6.7. Students learn about ways to evaluate the actions of these fictional media characters with reference to the moral principles taught and lived out by Jesus.

Other

Yr 9 /10.5C1. 7. Students learn about Islamic moral principles related to the dignity of the human person and reverence for life.

Yr 9 /10.5C1. 8. Students learn about effective methods: of researching information to find facts and the main ideas; evaluating processes.

Yr 9 /10.5C1. 9. Students learn about the work of an Australian Catholic individual or organisation working to promote the dignity and rights of the human person or to preserve the natural environment.

Yr 9 /10.5C1. 10. Students learn about applying research and evaluation skills to assess the work of an Australian individual or organisation working to promote the dignity and rights of the human person or to preserve the natural environment e.g. one or more of: St Vincent de Paul; Salvation Army; Australian Catholic Bishop Statements; Catholic Earthcare; Senator Bob Brown; Ian Keirnan; Peter Garrett; Sandra Menteith; Caritas document ‘On Holy Ground’.

Yr 9 /10.5C1.11. Students learn about any other relevant individual or organisation working to promote the dignity of the human person or to preserve the natural environment.

Yr 9 /10.5C3.6. Students learn about the Commonwealth Government's values for Australian schools.

5. Christian Community Life

Essential Content

Christian community life requires a spirit of simplicity and humility (*Mt 18:3*)

Christian community life requires solicitude for the least among the brethren (*Mt 18:6*).

Sharing Our Story

Yr 5.7B.1 *identify* how mothers respond to the needs of family members and others in the community.

Yr 5.9.1. recall aspects of the story of their own parish.

Yr 5.9.2. list the different groups who contribute to the life of the parish community.

Yr 6.4.1 outline the way of life and faith of Australian Catholics in the early years of European settlement.

Yr 11/Yr 12. 6C6.2. Students learn about significant people and experiences that have influenced their faith development and the expression of their own spirituality e.g. friends; family; significant others; spiritual guides and mentors; media sources.

Yr 3.2.3 formulate a plan of action aimed at reaching out to others.

Yr 4.10.2 explain the meaning of mission as service which was modelled and taught by Jesus in 'Jesus Washes the Disciples' Feet' (*Jn 13:1-15*) and 'The Parable of the Good Samaritan' (*Lk 10: 25-37*)

Yr 4.10.3 describe ways they can be of service to others throughout the world.

Yr 5.7C.1 identify actions of influential people that are worthy of imitation and the

attitudes, values or beliefs that inspire them.

Yr 7/8.4C5B.5. Students learn about ways in which the Church continues the mission of the compassionate and merciful Jesus; e.g. within families, St. Vincent de Paul, local parishes, activities of various dioceses.

Yr 9 /10.5C5.2. Students learn about ways in which individuals and organisations reach out to those on the fringe of Australian society e.g. one or more of: St Vincent de Paul; Salvation Army; Anglicare; Red Cross; Caritas; World Vision.

Christian community life requires particular care for those who are alienated (*Mt* 18:12).

Yr 2. 5.1 recognise people in the community who help others.

Yr 2.9.1 identify ways in which their families receive and spread God's love, peace and joy as they celebrate the birthday of Jesus each Christmas.

Yr 7/8.4C2.1. Students learn about the stories and experiences of selected individuals from two marginalised groups in modern Australian society.

Yr 9 /10.5C5.1. Students learn about individuals or groups on the fringe of Australian society: those disadvantaged physically, mentally, financially, economically, socially. Also those belonging to disadvantaged communities: refugees; indigenous; rural communities isolated by drought or distance.

Yr 11/Yr 12. 6C2. 7. Students learn about Christian responses to situations of injustice against Aboriginal people Choose at least two, using examples such as: housing; health;

<p>Christian community life requires fraternal correction ("<i>Go and tell him his fault...</i>" Mt 18:15).</p>	<p>discrimination ; ‘Stolen Generation’; Land Rights; deaths in custody. Yr 11/Yr 12. 6C7.5. Students learn about the significance of the relationship between indigenous Aboriginal peoples and Torres Strait Islanders and the land. Yr 11/Yr 12. 6C7.6. Students learn about Catholic statements concerning Indigenous Aboriginal peoples and Torres Strait Islanders e.g. John Paul II’s address in Alice Springs; documents from Caritas; documents from Australian Conference of Catholic Bishops.</p> <p>Yr 4.8A.1 identify and reflect upon situations where they have or should have challenged the behaviour of others.</p>
<p>Christian community life requires common prayer (Mt 18:19).</p>	
<p>Christian community life requires mutual forgiveness (Mt 18:22).</p>	<p>Yr 4.2C.1 explain how the celebration of the season of Lent challenges and invites us to be reconciled with God and others. Yr 4.4.1 identify experiences where they experienced ‘death’ in the form of sadness, hurt, anger, frustration and ‘new life’ in the form of acceptance, reconciliation with others, peace and inspiration.</p>
<p>Fraternal love embraces all these attitudes (Jn 13:34).</p>	<p>Yr 4.7.1 appreciate that sometimes in relationships there is hurt which requires healing and forgiveness.</p> <p>Yr 2. 1.4 appreciate that as part of God’s family they are called to seek justice, truth and hope. Yr 4.10.1 recognise examples of service within their own communities and throughout the world.</p>
<p>Special attention to the ecumenical dimension, encouraging</p>	<p>Yr 5.5.1 identify and research selected</p>

fraternal attitudes toward other Christian churches.

Christian churches in the local area.

Yr 5.5.4 list some of the ways in which Christians seek the unity Jesus prayed for.

Yr 5.9.5. develop an awareness and appreciation that there are other faith communities within the local area/ community.

Yr 7/8.4C8.2. Students learn about a range of people's views about the nature and role of religion throughout Australian society.

Yr 7/8.4C8.3. Students learn about the expression of various religious beliefs in the homes and family life of Jews in Australia.

Yr 7/8.4C8.4. Students learn about ways to interpret statistics relating to a range of religious traditions in Australia and the world, with a focus on Judaism and Christianity.

Yr 7/8.4C8.5. Students learn about various religious phenomena and 'types.'

Yr 7/8.4C8.6. Students learn about key features, based on research and observation, of the life and mission of selected local religious communities, and their relationship with the Catholic Church.

Yr 7/8.4C7A.1. Students learn about ways in which one ancient religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality.

Yr 7/8.4C7A.2. Students learn about ways in which one non-Christian religious belief system gives meaning to the human experiences of illness, death, and the hope of immortality; e.g. one of Buddhism, Hinduism, Islam, Judaism.

Yr 9 /10.5C3.4. Students learn about key passages from the Qur'an about how to live a life centred on the will of Allah e.g. one or more of: Tawid; Mala'ika; Rusula.

Yr 9 /10.5C4.2. Students learn about the meaning of ‘sectarianism’ in the context of Christian disunity.

Yr 9 /10.5C4.3. Students learn about the meaning of ‘ecumenism’ in the context of Christian unity.

Yr 9 /10.5C4.4. Students learn about different Christian denominations.

Yr 9 /10.5C4.5. Students learn about the similarities and differences between various Christian denominations.

Yr 9 /10.5C4.6. Students learn about examples of conflict, dialogue and cooperation between Christian Churches: Christian denominations at different times in the history of Europe; Christian denominations in the history of Australia.

Yr 9 /10.5C4.7. Students learn about organisations or groups within various Christian Churches that work towards Christian unity: WCC, NCCA, Diocesan ecumenical commissions, ministries and events.

Yr 9 /10.5C4.8. Students learn about ways that they can contribute practically towards Christian unity. Choose one: writing prayers for and praying for unity; attending or reporting on marches for social justice (e.g. Palm Sunday march); participating in Week of Christian Unity; World Day of Prayer.

Yr 9 /10.5C6.4. Students learn about the ethical principles and actions of one Buddhist or Hindu person of exemplary moral integrity: Dalai Lama (Buddhism); Nargajuna (Buddhism); Sister Dhammadina (Buddhism); Ramakrishnap (Hinduism); Mohandas Ghandi (Hinduism).

Yr 11/12 .6C1.5 Students learn about key

scriptural texts from one major tradition other than Christianity that relate to the religious search for meaning and happiness e.g. stories found in one of the following: the Torah and Book of Wisdom (Judaism); the Koran (Islam); the Baghavad Gita, Vedic hymns, Puranas (Hinduism); the Tripitaka, Vinaya, Sutta and Bardo (The Tibetan Book of the Dead) (Buddhism).

Yr 11/Yr 12. 6C3.6. Students learn about the influence of sacred texts and teachings from one tradition other than Christianity on that tradition's approach to moral decision making. Choose one of the following traditions: Buddhism; Hinduism; Islam; Judaism.

Yr 11/Yr 12. 6C7.4. Students learn about similarities and differences between Christian and Indigenous Australian beliefs and spiritualities e.g.: history; spiritualities; sacred places; Creator/ creation; oral and written traditions; key beliefs and practices; rituals and ceremonies.

Yr 11/Yr 12. 6C7.7. Students learn about a range of views on the nature of religion and religious experience in Australian society, in the lives of Catholics and other Christians.

In pursuing ecumenical objectives, the Church's doctrine must be expressed clearly.

Yr 5.5.2 recall key facts about the beliefs and communal life of the Anglican and Uniting Churches.

Yr 5.5.3 describe similarities and differences between the worship and ministries of the Catholic, Anglican and Uniting Churches.

Other

Yr 7/8.4C8.1. Students learn about ways to design, conduct and analyse a survey on religious viewpoints.

Yr 11/Yr 12. 6C5.2. Students learn about the signs that our Australian society needs a radical revision of its underlying structures and attitudes towards the distribution of wealth e.g. gap between rich and poor is widening; effect of consumerism; increased number of homeless people.

6. Missionary Initiation

Essential Content

Promoting missionary initiation (for lay people) founded in the sacraments and in the secular character of their vocation.

Encourage vocations to the priesthood and other forms of apostolic life.

Sharing Our Story

K.6.4 list ways in which they could help others in the community this Advent.

Yr 3.11.3. give examples of Christian missionary actions and programs that reach out to others in need.

Yr 5.6.4 appreciate the different ways in which Christians can lead and serve others.

Yr 11/Yr 12. 6C4.2. Students learn about a range of viewpoints or attitudes related to each of: vocation; ministry; work; leisure. e.g.: What do they believe about the nature of vocation/call, ministry, work and leisure? How do they think these are viewed in society? Does society view these or live them out in a healthy and integrated manner? What is the source of meaning in life? What is the meaning of all vocations, including the single life?

Yr 11/Yr 12. 6C4.4. Students learn about a range of issues from a Christian perspective relating to work and leisure e.g. workplace ethics; leisure; Christian perspectives.

Yr 6.4.4 develop an awareness and appreciation of the importance of Catholic schools as a major activity of the Australian Catholic Church.

7. To be Committed to Memory

Essential Content

A certain memorisation of the words of Jesus
Important Bible passages,
The Ten Commandments
The formulae of profession of the faith
The liturgical texts, the essential prayers
Key doctrines

Sharing Our Story

Other

Essential Content

Other

Sharing Our Story

Yr 7/8.4C3B.6. Students learn about the characteristics and challenges of that period when young people make the transition from childhood to adulthood.