

Syllabus Document for *The Religious Education Curriculum, Sydney Catholic Schools*

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1 *Religious Education: Theological Foundation Statement*

Humanity seeks meaning and purpose in life. Many religious traditions propose that the answer to this search is found in our encounter with a Transcendent being. Consequently, religion is accepted as an essential characteristic of many societies. Religious knowledge is fundamental to an understanding of self, others, the world and God. Religious education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

In a Catholic school, religious education attends to the spiritual development and faith formation of each person, acknowledging and celebrating the Spirit at work, inviting relationship with God and a Christ-like stance towards others. It is at the same time a disciplined process of 'faith seeking understanding', where the questions of God, beliefs and life and culture are articulated and explored in a dialogic interplay with the Catholic Tradition to develop students' faith lives and stimulate a search for meaning and truth.

Religious education invites students to appreciate the value of the Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding is essential for a rich spiritual life and for informed and committed participation in a globalised world, working for the common good.

2 *The Journey to Emmaus*

The Emmaus story (Luke 24:13-35) is central to the Religious Education Curriculum. It is also an inspiration for lifelong Religious Education. In the story four movements can be discerned. These movements are part of a dynamic process, which assists students to find meaning in their experience in the light of revelation.

Now that very same day, two of them were on their way to a village called Emmaus, seven miles from Jerusalem, and they were talking together about all that had happened. And it happened that as they were talking together and discussing it, Jesus himself came up and walked by their side; but their eyes were prevented from recognising him. He said to them, 'What are all these things that you are discussing as you walk along?' They stopped, their faces downcast.

Then one of them, called Cleopas, answered him, 'You must be the only person staying in Jerusalem who does not know the things that have been happening there these last few days.' He asked, 'What things?' They answered, 'All about Jesus of Nazareth, who showed himself a prophet powerful in action and speech before God and the whole people; and how our chief priests and our leaders handed him over to be sentenced to death, and had him crucified. Our own hope had been that he would be the one to set Israel free. And this is not all: two whole days have now gone by since it all happened; and some women from our group have astounded us; they went to the tomb in the early morning, and when they could not find the body, they came back to tell us they had seen a vision of angels who declared he was alive. Some of our friends went to the tomb and found everything exactly as the women had reported, but of him they saw nothing.

Then he said to them, 'You foolish men! So slow to believe all that the prophets have said! Was it not necessary that the Christ should suffer before entering into his glory? Then, starting with Moses and going through all the prophets, he explained to them the passages throughout the scriptures that were about himself.

When they drew near to the village to which they were going, he made as if to go on; but they pressed him to stay with them saying, 'It is nearly evening, and the day is almost over.' So he went in to stay with them. Now he was with them at table, he took the bread and said the blessing; then he broke it and handed it to them. And their eyes were opened and they recognised him; but he had vanished from their sight. Then they said to each other, 'Did not our hearts burn within us as he talked to us on the road and explained the scriptures to us?'

They set out that instant and returned to Jerusalem. There they found the Eleven assembled together with their companions, who said to them, 'The Lord has indeed risen and has appeared to Simon.' Then they told their story of what had happened on the road and how they had recognised him at the breaking of bread.

(Luke 24:13-35)

The Emmaus Story Opened

making sense

The disciples on the road, reflecting on their experience

gaining access

The meaning that Jesus brings to their experience by walking with them, listening to their experience, then searching the Scriptures and teachings of their tradition with them

celebrating

The recognition and experience of the Risen Christ in the moment of celebration –
the breaking of bread

responding

They set out and returned to proclaim the Risen Christ

3 ***The Emmaus Story***

In the Emmaus Story, each of its four movements are inter-connected and can find expression in any of the elements of Religious Education in the school. The Religious Education Curriculum does not present the four movements of the 'Emmaus' understanding of Religious Education as a sequential lock-step process. Each movement enriches every other movement, as the accompanying diagram illustrates.



4 Religious Education Curriculum Priorities

The RE Priorities are important components of the Catholic tradition that are at the heart of what it means to be Catholic. They are the distinctively Catholic understanding of the faith that thread through relevant course modules. They will have a strong but varying presence depending on their relevance to the module.

The RE Priorities provide opportunities for students to explore an authentically Catholic understanding of the faith and enriches the learning experience.

RE Priorities	Definitions
Marian Perspectives	Marian perspectives relate to teachings about the Blessed Virgin Mary and how she illuminates aspects of the faith connecting Tradition, Scripture and Church teachings. A Marian perspective allows students to develop an appreciation of Marian devotion and an understanding of the significance of Mary throughout the history of the Church.
Eucharist/ Eucharistic Living	The Eucharist is the Sacrament and Sacrifice of Christ's Body and Blood. It is the source and summit of the Christian life. It is the culmination of God's saving action in the world. The Eucharist is a celebration of the entire Church – not just its members, but Christ as well, offering and being offered. Catholics, by virtue of their royal priesthood are called to actively give witness to Christ in daily living. (CCC1324-5, LG10, 11)
Prayer, Liturgy & Liturgical Year	Prayer is the raising of one's mind and heart to God, it may be private, communal or liturgical and it develops our relationship with God who calls us to prayer. Prayer and liturgy as practiced in the Catholic Church is grounded in the Scriptures. It is said that liturgy (<i>leitourgia</i>) is "the work of the church". It is one of the ways through which the faith community discovers its identity and encounters Jesus present in the world.
Church Teaching	Tradition is principally about the living Spirit that makes the Church a communion of faith that is one, holy, catholic and apostolic across times and cultures. When necessary, the faith of that communion is then expressed in Church Teaching (doctrine). In doing this, the Church nurtures the faith life of believers and gives moral and spiritual guidance based on Tradition and Scripture.
Scripture	God is the author of Sacred Scripture. The divinely revealed realities which are contained and presented in the text of Sacred Scripture, have been written down under the inspiration of the Holy Spirit. All Church Teaching is closely bound with Sacred Scripture, both flowing from the same divine well-spring. The use of Scripture allows students to connect the learning experiences with the living Word of God.
Liberal Arts	The Catholic liberal arts approach promotes critical thinking, moral reasoning and social conscience within the framework of Religious Education. It invites students to engage in the Catholic Tradition and faith through the study of Sacred Scripture, theology, philosophy, literature, music, art and architecture. This integrated approach helps students develop a holistic understanding of faith and life. It assists students in deepening their relationship with God.

5 *The Five Content Strands*

Religious Education in a Catholic school takes seriously the mission of the Church to engage with the Gospel and Catholic Tradition in all its wisdom, complexity and challenge. The content of the learning in Religious Education is organised around five strands:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacrament
- Morality and Justice.

A statement for each strand encapsulates the Catholic *theological understandings* to be explored and developed with students throughout their years of Catholic education. The strands are interconnected and the statements note these connections.

Scripture and Jesus

God's revelation is freely and lovingly communicated through: the natural world; the tradition of the people of Israel; the early Christian Church; and most particularly through Jesus Christ. The Scriptures are texts of faith, mediating this interaction. Christians engage with the Bible as the living Word of God in human words, giving meaning to their lives. They also use it in liturgy and ritual, and pray with it as a means of encounter with Jesus Christ (link to Prayer, Liturgy and Sacrament). Texts of other traditions are appreciated in the light of the relationship that Christians have with the Bible (link to God, Religion and Life). This content area grapples with the questions, 'How can I know God? What does God ask of me?'

Church and Community

Church is the community of Jesus' disciples, united in and through the Word of God as expressed in Scripture and the living Tradition (link to Scripture and Jesus). The Word of God continues to be encountered, celebrated and lived out in the Church. The mission of the Church is to build up the common life of believers and to reach out in dialogue and shared action for the common good (link to God, Religion and Life). Each generation of the Church discerns the message of the Word of God for the contemporary context (link to Morality and Justice). This content area grapples with the questions, 'Where do I belong? How can I make a difference?'

God, Religion and Life

Human beings seek meaning, value, and happiness in life, both individually and in relationships with others. Many religious traditions propose that this search is met and responded to by a transcendent power. From this encounter with the transcendent come worldviews, rituals and ethical norms that characterise a religious tradition (link to Prayer, Liturgy and Sacrament). Christians recognise this transcendent other in the relational Trinitarian God (link to Scripture and Jesus) who is both the source and fulfilment of the human quest for unity, truth, beauty and goodness (link to Morality and Justice). This content area grapples with the questions, 'What is life? How do I find meaning?'

Prayer, Liturgy and Sacrament

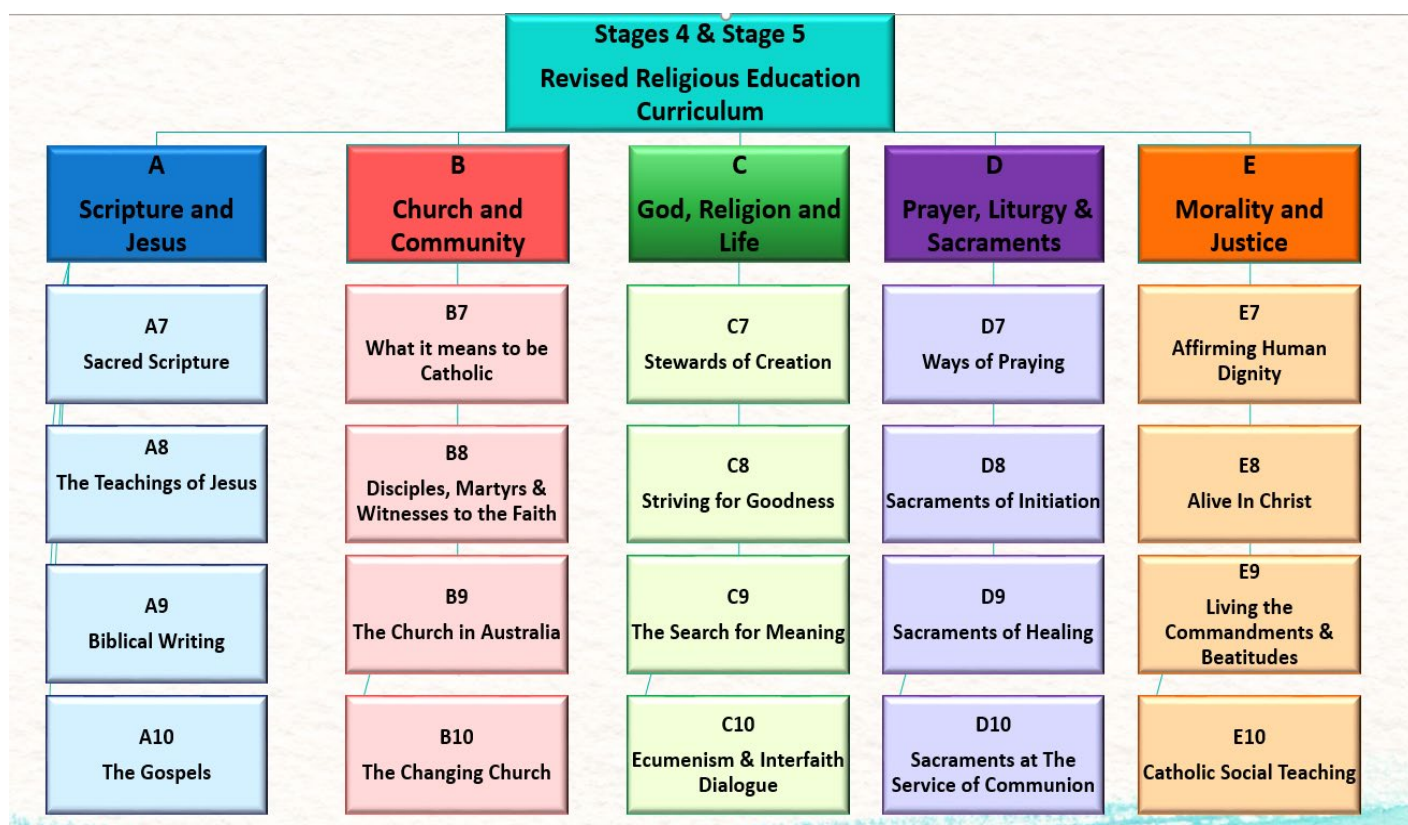
Public rituals and personal prayer practices are central to many religious traditions, which express the human quest for spiritual union (link to God, Religion and Life). Catholics understand sacraments as the mediation of divine grace through rituals, of the supernatural

through the natural, where the sacred is encountered in the everyday. As the source and summit, the Eucharist leads members more deeply into the communal life of the Church (link to Church and Community) and the mystery of Christ's life, death and resurrection, providing nourishment for Christian living (link to Scripture and Jesus). Prayer and sacraments promote an inner, personal response and a commitment to the Church's mission in the world (link to Morality and Justice). This content area grapples with the questions, 'Where is God? In whom do I trust?'

Morality and Justice

In the light of the Scriptures, the human person is understood to be created 'in the image and likeness of God' (Gen 1:26) and called into a new existence through Christ (link to Jesus and Scripture). This call gives rise to the unique freedom, dignity, and responsibility of human beings. It requires a process of moral discernment that holds together our nature as humans and the Christian vision of freedom and dignity in all areas of life: personal and relational integrity, economic and political participation, technological and ecological responsibility. Christians cooperate with all people to foster human flourishing, right relationship and the common good (link to God, Religion and Life). This content area grapples with the questions, 'Who ought I be? How must I respond?'

6 Content Strands and Modules



7 Objectives

Through the Stage 4 and 5 Religious Education Curriculum, students will develop:

Values and Attitudes

Students will value and appreciate:

- the breadth and wisdom of the Scriptures, their significance for life, and the impact Jesus and his teachings can have in shaping attitudes and values
- and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church
- and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life
- and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church
- their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change

Knowledge and Understanding

Students will develop an understanding of:

- the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present
- the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions
- the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition
- Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world

Skills

Students will:

- use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection
- analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings
- reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning
- interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations
- research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives

8 Objectives and Outcomes - Continuum of Learning

VALUES AND ATTITUDES

Objectives

Students value and appreciate:

- the breadth and wisdom of the Scriptures, their significance for life, and the impact Jesus and his teachings can have in shaping attitudes and values
- and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church
- and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life
- and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church
- their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change

	Year 7 Course Outcomes <i>A student:</i>	Year 8 Course Outcomes <i>A student:</i>	Year 9 Course Outcomes <i>A student:</i>	Year 10 Course Outcomes <i>A student:</i>
Strand A	appreciates the Bible as a sacred text which reveals God's relationship with humanity. (RECVA7)	recognises the relevance and importance of Jesus' teachings. (RECVA8)	recognises that the Bible conveys various truths through a diversity of literary forms. (RECVA9)	recognises the Gospels as an encounter with Jesus Christ. (RECAV10)
Strand B	appreciates the place of the Catholic school community in the wider Church. (RECVB7)	appreciates the 'timeless' nature of the Church and some of the enduring challenges which face Christians. (RECVB8)	values the heritage, contemporary experience and cultural diversity of Australian Catholics. (RECVB9)	investigates and evaluates the contributions that individuals and organisations have made to the Catholic Church in Australia. (RECVB5)
Strand C	appreciates God's creative presence and activity in the world. (RECVC7)	appreciates the Christian belief that good triumphs over evil. (RECVC8)	appreciates the inherent need of human beings to seek explanations/ ask why. (RECVC9)	appreciates both the challenges and opportunities associated with religious diversity. (RECVC10)
Strand D	appreciates the importance of personal, communal and liturgical prayer. (RECVD7)	appreciates that the sacraments guide and enrich people's lives. (RECVD8)	appreciates the abundance of God's love in restoring humanity to wholeness and right relationship. (RECVD9)	appreciates the baptismal call to love and serve God and one another. (RECVD10)
Strand E	recognises the inherent dignity of all people. (RECVE7)	appreciates how the words and actions of Jesus provide a model for Christian living. (RECVE8)	recognises that God alone is the source of true happiness and fulfilment. (RECVE9)	recognises the necessary social dimensions of personal and moral responsibility. (RECVE10)

KNOWLEDGE AND UNDERSTANDING

Objectives

Students will develop an understanding of:

- the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present
- the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions
- the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition
- Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world

	Year 7 Course Outcomes <i>A student:</i>	Year 8 Course Outcomes <i>A student:</i>	Year 9 Course Outcomes <i>A student:</i>	Year 10 Course Outcomes <i>A student:</i>
Strand A	describes the structure of the Bible and some of its principal themes. (RECKA7)	explains Jesus' principal teachings. (RECKA8)	explains the features and purposes of a range of literary forms used in the Old and New Testaments. (RECKA9)	provides an exegesis of a Synoptic Gospel. (RECKA10)
Strand B	articulates an understanding of the core beliefs of the Catholic Tradition. (RECKB7)	describes key characteristics of life in the early Christian communities. (RECKB8)	details the history of the Catholic Church in Australia and explains the changing patterns of religious beliefs within the society. (RECKB9)	articulates an understanding of how the Church's mission and development has always been influenced by a range of social, cultural, political and religious factors. (RECKB10)
Strand C	understands that human beings participate in, contribute to and are responsible for God's creation. (RECKC7)	articulates an understanding of how aspects of Christian living can assist people to grow in goodness. (RECKC8)	examines the Catholic belief that 'truth' consists of knowledge and meaning. (RECKC9)	details the core beliefs and practices of the major Christian denominations and some of the non-Christian Faith Traditions. (RECKC10)
Strand D	understands the nature and purpose of common forms of prayer in the Catholic Tradition. (RECKD7)	describes the nature and significance of the Sacraments of Initiation. (RECKD8)	explains the importance of the Sacraments of Healing in the Catholic tradition, and the lives of the faithful. (RECKD9)	understands the nature and importance of the Sacraments of Holy Orders and Matrimony in the lives of the faithful and the Church. (RECKD10)
Strand E	identifies that being human involves rights and responsibilities. (RECKE7)	describes how Jesus changed the lives of the people he encountered. (RECKE8)	explains how the Ten Commandments and the Beatitudes guide the Christian life. (RECKE9)	articulates an understanding of the core principles and themes of Catholic Social Teaching. (RECKE10)

SKILLS

Objectives

Students will:

- use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection
- analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings
- reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning
- interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations
- research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives

	Year 7 Course Outcomes <i>A student:</i>	Year 8 Course Outcomes <i>A student:</i>	Year 9 Course Outcomes <i>A student:</i>	Year 10 Course Outcomes <i>A student:</i>
Strand A	locates, explores and draws meaning from a range of Scripture passages. (RECSA7)	draws meaning from the actions and parables of Jesus and applies this to everyday living and Christian discipleship. (RECSA8)	classifies Scripture passages according to their literary form and interprets them for their intended meaning. (RECSA9)	analyses and classifies points of comparison and contrast between the Synoptic Gospels. (RECSA10)
Strand B	investigates and identifies the key characteristics of Catholic communities. (RECSB7)	uses a range of sources to investigate the significance of key people and events in the early Church. (RECSB8)	investigates and evaluates the contributions that individuals and organisations have made to the Catholic Church in Australia. (RECSB9)	investigates and evaluates the impact of significant people, movements and events on Church teachings and practices. (RECSB10)
Strand C	explores and identifies ways by which people may be stewards of creation. (RECSC7)	explores and draws meaning from examples of good and evil in life and in the Scriptures. (RECSC8)	analyses the Catholic Church's response to evil, suffering and death. (RECSC9)	analyses and classifies aspects of commonality and difference between the Christian denominations, and also between the Abrahamic faiths. (RECSC10)
Strand D	engages in a range of prayer forms and experiences. (RECSD7)	considers and attributes meaning to the signs, symbols and rituals associated with the Sacraments of Initiation. (RECSD8)	investigates the scriptural underpinnings of the Sacraments of Healing. (RECSD9)	investigates the range of ways through which baptised persons can live out their vocation. (RECSD10)
Strand E	applies Christian beliefs and principles to decision making processes. (RECSE7)	identifies the core values shown and espoused by Jesus and applies them to contemporary life situations. (RECSE8)	interprets the call of the Beatitudes and applies this to a range of life situations. (RECSE9)	applies the, 'See, Judge, Act' methodology to a range of contemporary situations. (RECSE10)

9 Course Structure and Requirements

In each academic year students undertake 100 hours of Religious Education.

In the Stage 4 Religious Education Course, students are complete 200 hours over Years 7 and 8. Students complete the units coded A7, B7, C7, D7, E7 in Year 7 and the units coded A8, B8, C8, D8, E8 in Year 8.

In the Stage 5 Board Endorsed Religious Education Course, students are enrolled in the 200 hour course, completing the units coded A9, B9, C9, D9, E9 in Year 9 and the units coded A10, B10, C10, D10, E10 in Year 10.

10 Religious Education Curriculum Assessment Requirements

The Stage 4 assessment schedule should be designed to enable students to demonstrate the breadth and depth of their learning across the five curriculum content strands.

Assessment should be valuable, reliable and provide useful evidence of students learning. Evidence of Assessment for, as and of Learning should be evident in the schools' Teaching and Learning programs.

Assessment of student achievement of observable classroom outcomes is essential to Secondary Religious Education. Assessment:

- is dynamic, creative and varied; it should encourage and advance learning. flows directly from classroom outcomes and teaching/learning strategies.
- is an activity undertaken by students (Self-Assessment and Peer Assessment) and the teacher (Teacher Assessment).
- involves a number of processes: observing and inquiring are the most frequently used; marking and testing are also significant.

Students should be provided with a range of assessment opportunities and strategies and should be accessible to all students.

Feedback is an important component of student learning and the assessment cycle and allows students to improve their learning as well as clarifying how their knowledge, understanding and skills are developing in relation to content.

Further information on assessment in Stages 4 and 5 can be accessed via NESA [here](#).

Stage 5 Assessment

As Stage 5 is a Board Endorsed Course, the following applies to Years 9 and 10:

Year 9

- Weightings are not mandatory in Stage 5. If weightings are used, each task should be weighted between 10% and 40%.

Task		Weighting %
1	Research Task	25
2	Examination or Class Test	35
3	Presentation- Written Report; Group Task; ICT and/or Oral Tasks	40
Total Weighting of Tasks		100

Year 10

- Weightings are not mandatory in Stage 5. If weightings are used, each task should be weighted between 10% and 40%.

Task		Weighting %
1	Research Task	25
2	Examination or Class Test	35
3	Presentation- Written Report; Group Task; ICT and/or Oral Tasks	40
Total Weighting of Tasks		100

11 Religious Education Curriculum Feedback and Evaluation of Units

Regular evaluation of the Religious Education Curriculum Content Modules will be undertaken by teachers and students. Formal evaluation of course modules will be undertaken at the end of each module. Teachers will be required to complete an evaluation form to record the effectiveness of assessment tasks, teaching strategies, resources and learning experiences. Teachers are encouraged to have students complete an evaluation form upon the completion of each module. Informal evaluation of the course and student performance will be undertaken by teachers during events such as Parent/Teacher interviews and meetings of Religious Education Teachers and Coordinators.

12 *The Religious Education Curriculum and the Australian Curriculum & General Capabilities*

From the NESA framework:

NSW syllabuses provide context within which to develop core skills, knowledge and understanding considered important for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life, including problem-solving, collaboration, self-management, communication and information technology skills.

Learning across the curriculum content including the cross-curriculum priorities and general capabilities, assists students achieve the broad learning outcomes defined in the NESA Statement of Equity Principles, the Melbourne Declaration on Educational Goals for Young Australians (December 2008) and in the Australian Government's Core Skills for Work Developmental Framework (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability General capabilities encompass the knowledge, skills, attitudes and behaviours assist students live and work successfully in the 21st century.

General capabilities encompass the knowledge, skills, attitudes and behaviours that assist students live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated and identified by icons in the content of *The Religious Education Curriculum K-10 Syllabus* in the following ways.

Critical and Creative Thinking

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. This capability combines two types of thinking – critical thinking and creative thinking. Though the two are not interchangeable,

they are strongly linked, bringing complementary dimensions to thinking and learning.
(ACARA vs 7.0)

The Religious Education curriculum involves students in critical and creative thinking as they seek meaning in Scripture and Church Tradition through story, wondering and responding within a community of inquiry. They also develop their critical and creative thinking as they explore literature and moral issues. Critical and creative thinking skills and dispositions support students in encountering the Catholic religious tradition and in connecting this to their own life experiences, increasing their understanding of themselves and others and deepening their capacity for empathy.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others (ACARA – General Capabilities in the Australian Curriculum).

In Religious Education, students explore ethical concepts as they engage in units that focus on Catholic values and ethical behaviour. Students investigate how to make informed decisions and respond ethically to issues that include but are not limited to: conscience, social justice, environmental sustainability, personal and social sin, discrimination, prejudice, exclusion, unity, truth and peace.

Students are called to examine ways in which they apply the teachings of Jesus to their own lives by responding to Scripture, engaging in discussion and debate on ethical issues and participating in prayer, liturgy and social justice initiatives that are integral to our understanding of being a Catholic in today's world.

Information and Communication Technology

Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Competence in ICT is most evident in Religious Education associated with locating, processing and communicating information. This includes the use of information technologies to access a growing range of digitised online materials; digital technologies to create, publish and present their learning; communication technologies, for example wikis and blogs, to enhance students' analytical thinking capabilities in their study of Religious Education and online forums and video conferencing to discuss and debate ideas.

ICT aims to provide students with opportunities to enhance their critical, creative and analytical thinking in RE. This is achieved by ensuring students have access to a growing range of digitised materials and are able to use technology to present their

learning. Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

Intercultural Understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. (ACARA – General Capabilities in the Australian Curriculum).

Intercultural understanding in Religious Education involves learning about and exploring the beliefs and values of people, past and present, and the importance of understanding their own and others' histories. Students explore how people interact across cultural boundaries and consider how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life. Students will make informed decisions and evaluate their own judgement and behaviour towards others.

Literacy

Literacy is the ability to use a repertoire of knowledge and skills to communicate and comprehend effectively, using a variety of modes and media. It includes the ability to identify, understand, interpret, create and communicate purposefully using written, visual and digital forms of expression.

Through Religious Education students develop specific Religious Literacy as they acquire knowledge, skills and understanding of the traditions, beliefs, Scripture and stories of the Catholic Church. This includes key terms, symbols, doctrines, rituals, practices, prayers, metaphors and narratives.

The Religious Education Curriculum provides students with opportunities to apply literacy skills to various aspects of the Religious Education Curriculum and to foster critical and creative thinking and reflection on life experience and faith. Students use and create a wide variety of print, visual, oral and multimodal texts. They recognise how contextual information and language features of a variety of texts assist to create meaning.

Numeracy

Students become numerate as they develop the knowledge and skills to use Mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of Mathematics in the world and having the dispositions and capabilities to use Mathematical knowledge and skills purposefully. (ACARA – General Capabilities in the Australian Curriculum).

Numeracy in Religious Education would include, but not be confined to, competency in navigating the numerical referencing of the Scriptures; the symbolic significance of certain numbers; interpreting maps, grids, area, scale and distance; counting and

measuring tables, dates, calendars, time and spatial information; and organising and interpreting historical events and developments in the Church.

Personal and Social Capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively.

The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

In Religious Education students explore themes relating to understanding themselves and others through unit strands specifically focused on 'self' and 'others'.

Through engagement with, and reflection on Scripture, life experience and Church teaching, students develop their understanding of relationships with God, themselves, others and with all creation. They also explore the responsibilities associated with these relationships.

Religious Education provides opportunities for the development of sound decision making processes based on Christian values and Catholic social teaching. Opportunity for reflection and contemplation through a variety of prayer approaches and liturgical experiences, both personal and communal, support students' personal, emotional and social development.

Involvement in social action provides the opportunity for developing empathy and understanding, initiative taking, decision making, communication skills, working with others, reflective practice and a disposition to make a difference in the lives of others.

Cross Curriculum Priorities

Sustainability

'Sustainability' addresses the ongoing capacity of Earth to maintain all life. It provides authentic contexts for exploring, investigating and understanding systems in the natural and made environments.

Education for sustainability in RE can develop knowledge, skills, values and worldviews necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world.

The Religious Education Curriculum K-10 supports learning in the area of Sustainability mainly through specific units in the RE Curriculum strand 'Creation'. These units build foundations in ES1 and Stage 1 and are developed in a specific unit in Stages 2-5. These units are especially suited to integration with both Science and History (HSIE). Diversity, interdependence and interactions with each other and the environment are a focus in RE Creation units. Christian values, Church teaching and social justice are explored in relation to sustainability.

Aboriginal and Torres Strait Islander histories and cultures

Across the Australian Curriculum, the Aboriginal and Torres Strait Islander histories and cultures priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Students will understand that contemporary Aboriginal and Torres Strait Islander Communities are strong, resilient, rich and diverse. The knowledge and understanding gained through this priority will enhance the ability of all young people to participate positively in the ongoing development of Australia. (Australian Curriculum)

In Religious Education, students will explore concepts of identity, reconciliation, healing, community, dignity of the human person, love and service in order to deepen their knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures. The RE curriculum celebrates the contributions, beliefs and values of the Aboriginal and Torres Strait Islander histories and cultures, both past and present, and the importance of understanding their histories and contributions to Australian culture and identity.

In Religious Education students also have the opportunity to reflect upon the theme of Reconciliation. This theme underpins the whole RE Curriculum as well as being specifically taught throughout the units in 2.6 Reconciliation, 4.2 Penance and D10 Sacraments of Healing.

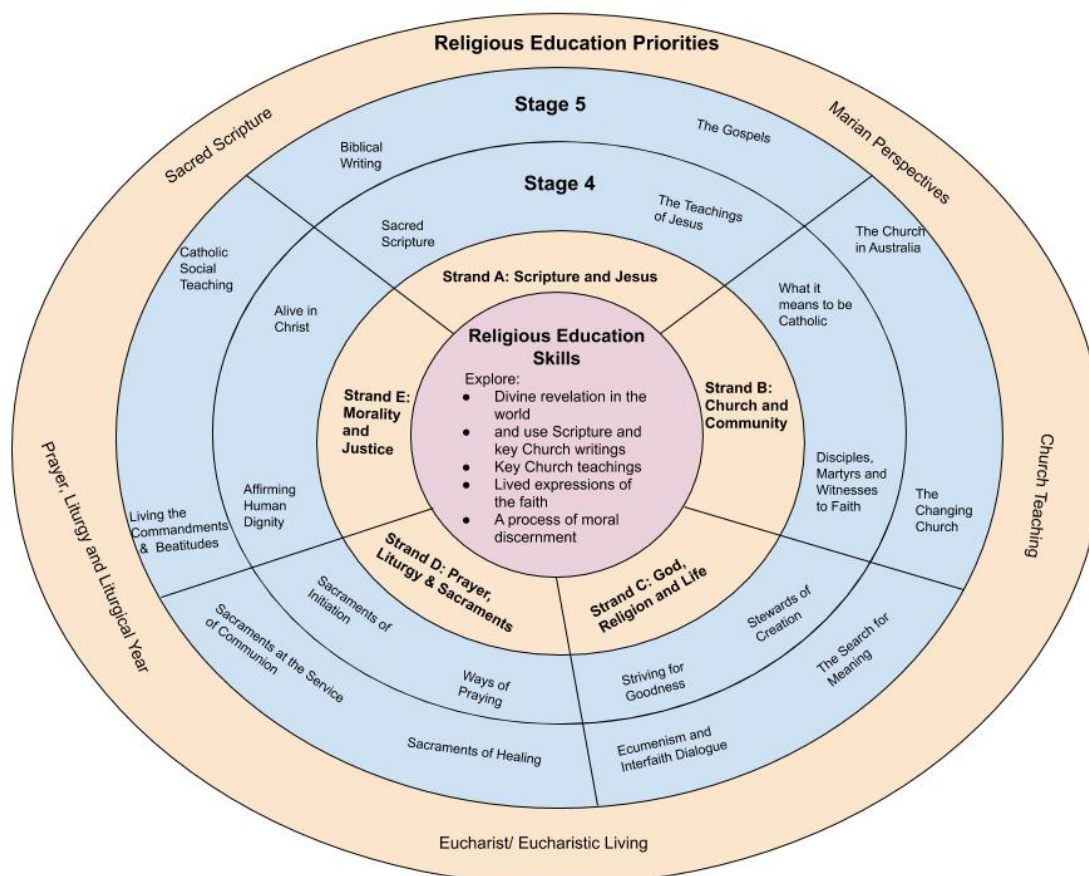
The Creation units enable the students to reflect upon and make links to Aboriginal Spirituality. Students will recognise the importance of our environment and the relationships we have with those around us in order to continue the mission of Jesus. Students will develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in Australia as they explore the Reign of God units and focus on those marginalised in society.

Asia and Australia's engagement with Asia

The Asia and Australia's engagement with Asia priority reflects the social, cultural, political and economic spheres in a regional context. Australian students need an understanding of Asia to be active and informed citizens building diverse communities living together for the prosperity of Australia. They will learn about the similarities and diversity among the Asian societies and cultures, beliefs and environments and their connections with Australia and the world.

In Religious Education, students explore the themes of loving relationships, Christian values including respect for the dignity of human beings, which is the basis of Catholic Social Teaching. The RE curriculum celebrates diversity in certain forms and encourages the freedom to express this, especially in Liturgy and when relating content to their own personal lives. When learning scripture stories and the history of the Church, students are made aware that the Catholic Church is influenced by migration, intermarriage and inclusivity. Religious Education experiences build awareness in students of others and their relationship with them. They encourage empathy, solidarity and compassion. The similarities of groups of people are celebrated alongside the differences that make them unique and thus children of the creator. There are many implications for action such as fundraising and social outreach.

13 Organisation of Content



14 Course Structure Overview

This course contains 5 broad content strands containing five content modules each, totaling 20 modules of work. 5 content modules, one drawn from each of the strands are allocated to each year of study. Each of the content modules will be studied for 20 hours and will on their own comprise the Religious Education course throughout Years 7, 8, 9 and 10.

15 Religious Education Curriculum Content Overview

The Stage 4 and Stage 5 courses are designed to provide students with an understanding and knowledge of the breadth and depth of the Catholic tradition.

Units of work include:

Unit overview

The unit overview provides a broad description of the module content and place the module in the context of the Strand from which it is drawn.

Enduring understanding

In the UBD Framework, the Enduring Understanding is the ‘big idea’ you steer students towards. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area (Wiggins and McTighe, Understanding by Design, 2003)

Essential Questions

Essential questions are defined as “questions that are not answerable with finality in a brief sentence. Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers” (Wiggins and McTighe, 2003). In each module, the Essential Questions are directly linked to the constant focus statements that students will explore. The Essential Questions may be adapted based on the needs of the students and the pedagogy of the classroom.

Compulsory Scripture

Each learning focus experience has a compulsory Scripture attached to it to enable students to make clear links between Catholic Church teaching, tradition, lived experience and the Scriptures. The Scripture texts have been identified to ensure that students are exposed to a breadth and depth of Scripture. The Scriptural passages should be incorporated explicitly or implicitly in the teaching and learning process. Scripture is listed as the last dash point and is phrased as *exploring...*

Year 7 course 100 indicative hours	Religious Education Curriculum	Indicative Hours
	A7 Sacred Scripture	20
	B7 What it means to be Catholic	20
	C7 Stewards of Creation	20
	D7 Ways of Praying	20
	E8 Affirming Human Dignity	20
	Total Hours	100
Year 8 course 100 indicative hours	A8 The Teachings of Jesus	20
	B8 Disciples, Martyrs and Witnesses to Faith	20
	C8 Striving for Goodness	20
	D8 Sacraments of Initiation	20
	E8 Alive in Christ	20
	Total Hours	100
Year 9 course 100 indicative hours	A9 Biblical Writing	20
	B9 The Church in Australia	20
	C9 The Search for Meaning	20
	D9 Sacraments of Healing	20
	E9 Living the Commandments and Beatitudes	20
	Total Hours	100

Year 10 course 100 indicative hours	A10 The Gospels	20
	B10 The Church: Tradition, Challenge and Change	20
	C10 Ecumenism and Interfaith Dialogue	20
	D10 Sacraments at the Service of Communion	20
	E10 Catholic Social Teaching	20
	Total Hours	100

Religious Education Curriculum Life Skills

Aim

The aim of the *Religious Education Life Skills* course is to provide opportunities for students to learn about the Catholic faith and its rich tradition of Scripture, teaching, ethics and culture. Through their studies, students will develop an appreciation of the richness of the Catholic tradition and the expression of the Catholic faith.

Who should undertake the Life Skills Program?

Guidance regarding who should undertake the Life Skills program is provided by NESA, and is as follows:

Before deciding that a student should study a Life Skills course, consider other ways of helping the student to engage with regular course outcomes. This may include a range of adjustments to teaching, learning and assessment activities. If the adjustments do not provide a student with sufficient access to some or all outcomes in Stage 4–6, one or more Life Skills courses might be appropriate. All decisions about curriculum options for students with special education needs should be made through the collaborative curriculum planning process.

<https://syllabus.nesa.nsw.edu.au/special-education/>

Additional guidance can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/life-skills>

Objectives

Teachers have the flexibility to determine the depth to which the outcomes and content are studied, based on the priorities, needs and interests of individual students.

The Course Objectives for the Religious Education Curriculum Life Skills are those of the core curriculum provided on page 11.

The Values and Attitudes Outcomes for the Religious Education Curriculum Life Skills are those of the core curriculum provided on page 12.

Values and Attitudes

Students will value and appreciate:

- the breadth and wisdom of the Scriptures, their significance for life, and the impact Jesus and his teachings can have in shaping attitudes and values
- their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church
- and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life

- and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church
- their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change

Table of Objectives and Outcomes

Objectives Students will develop knowledge, understanding and skills about		Outcomes A student will
Strand A	<ul style="list-style-type: none"> • the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection 	describes Scripture as the story of God's Revelation and locates and explores relevant Scripture passages. (LRECKSA7)
		explains key teachings of Jesus in the New Testament and applies them to everyday living. (LRECKSA8)
		describes different literary forms contained in the Old and New Testaments and links specific Scripture passages to their literary form. (LRECKSA9)
		describes the purpose of a Synoptic Gospel and compares images of Jesus in the Synoptic Gospels. (LRECKSA10)
Strand B	<ul style="list-style-type: none"> • the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present • analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings 	identifies and explores practices and beliefs central to the Catholic Tradition and reflects upon their personal experiences of Catholic communities. (LRECKSB7)
		identifies some of the challenges facing the early Christian communities and investigates prominent Christian witnesses. (LRECKSB8)
		explores and describes a range of Catholic communities and explores how they contribute to Australian society. (LRECKSB9)
		identifies and investigates the mission of the Church as given by Jesus and how the Church fulfills this mission today. (LRECKSB10)
Strand C	<ul style="list-style-type: none"> • the action of God in creation, the reality of good and evil and the 	describes the work of one Catholic organisation which promotes ecological responsibility and identifies ways in which they can be 'stewards of creation'. (LRECKSC7)

	<p>human search for meaning in Christian and other traditions</p> <ul style="list-style-type: none"> reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning 	locates and describes stories from Scripture or everyday life which depict good defeating evil. (LRECKSC8)
		identifies and explores the 'big' questions of human existence and make connections with Catholic Church teachings about human life. (LRECKSC9)
		explores major Christian denominations and describes examples of Ecumenism and Interfaith Dialogue. (LRECKSC10)
Strand D	<ul style="list-style-type: none"> the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations 	explores how the mediums of music and art are and may be used in prayer experiences. (LRECKSD7)
		identifies and describes a range of Christian symbols and describes the structure and elements of one rite of initiation. (LRECKSD8)
		explores and describes the Sacraments of Healing and their role in the lives of the faithful. (LRECKSD9)
		explores and describes the Sacraments of Holy Orders and Matrimony and their role in the wider Church community. (LRECKSD10)
Strand E	<ul style="list-style-type: none"> Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives 	explains the concept of human dignity and describe how the Golden Rule is important for human relationships. (LRECKSE7)
		locates and recounts stories of encounter from the Gospels and identifies core Gospel values. (LRECKSE8)
		identifies characteristics of Christian discipleship and describes how to live the values and attitudes expressed in the Beatitudes. (LRECKSE9)
		recalls the core themes of Catholic Social Teaching and applies the key ideas in the 'See, Judge, Act' method to moral issues. (LRECKSE10)

Assessment in Life Skills

From NESA documents: http://www.boardofstudies.nsw.edu.au/syllabus_Year12/pdf_doc/life-skills/hsie-st6-lifeskills-syl.pdf

Assessment involves collecting evidence and reflecting on the student's achievement in relation to the Life Skills outcomes selected for a particular course.

The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide opportunities for teachers to make judgements about student achievement in relation to outcomes.

Assessment should take account of the individual ways in which students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used. Such assessment strategies may include:

- observation of engagement in learning experiences, such as:
 - fieldwork investigations
 - group work discussions
 - case studies
 - observation of a physical response
- responses using augmentative and alternative communication (AAC) systems
- responses using assistive technology
- videos and photographs
- interviews and role-plays
- class debates
- information reports
- visual displays
- exhibitions
- oral/written reports presentations, including oral, PowerPoint, multimedia completed design projects recording of activities and learning in a portfolio, book, diary or journal

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments, including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of environments. Stage 6 Life Skills courses have no Year 12 examinations and results cannot be used in the calculation of a student's ATAR.

Students entered for Stage 6 Life Skills courses may achieve the designated outcomes independently or with support. The following information is designed to assist teachers in determining whether outcomes have been or achieved with support.

An outcome should be considered as achieved independently if there is evidence that a student can demonstrate the achievement of an outcome either:

- without adjustments or
- with the adjustments that enable the student to access coursework and/or demonstrate achievement during assessment opportunities. These adjustments will have been determined through the collaborative curriculum planning process.

Examples of such adjustments might include:

- the positioning of a student in a classroom
- additional time to communicate
- use of assistive technology
- provision of accessible/alternative formats, e.g. large print or Braille
- provision of a reader or writer.

Some students will only be able to demonstrate achievement if they are provided with additional support. This type of adjustment is provided when a student requires assistance to demonstrate the achievement of an outcome. In such cases an outcome should be considered as 'achieved with support'.

Examples of additional support include:

- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support.

Sample assessment opportunities

Individual student profiles would be completed by the class teacher for each student so as to assess the student's ability to achieve the outcomes either independently or with support.

A range of assessment strategies will be used which cater for individual student learning needs. Strategies could include teacher observations, surveys, group work, interviews, writing tasks and/or presentations.

- *Sacred Scripture* may be a group task reflecting on the stories contained in the Scriptures and what they tell Catholics about God, humans and creation
- *What it means to be Catholic* may be an individual task on what the Nicene Creed tells us about the beliefs at the heart of the Catholic Church (presentation may be visual, oral or multimedia)
- *Striving for Goodness* may be a visual display of how Christians can pursue a life of goodness
- *Sacraments of Initiation* a role play task about participating in the sacraments or prayer
- *Ecumenism and Interfaith Dialogue* may be a research portfolio task on various ecumenical and interfaith events and organisations
- *Catholic Social Teaching* may be a visual display about Catholic organisations who help others

Reporting in Life Skills

Life Skills courses are reported on the *Record of School Achievement* without a mark and with the notation *Refer to the Profile of Student Achievement*.

The Profile of Student Achievement is a permanent record of all Life Skills outcomes achieved by the student during Stage 5 and will be issued by the school before he or she leaves school.

Schools use the profile to report on student achievement of the syllabus outcomes identified in the planning process, indicating whether the student has achieved the designated outcomes independently or with support.

The following scaffold could be used to assess the Life Skills student's capabilities:

Year 9 Course Outcomes <i>A student</i>	Achieved Independently	Achieved with support	Developing	Notes
describes different literary forms contained in the Old and New Testaments and links specific Scripture passages to their literary form. (LRECKSA9)				
explores and describes a range of Catholic communities and explores how they contribute to Australian society. (LRECKSB9)				
identifies and explores the 'big' questions of human existence and make connections with Catholic Church teachings about human life. (LRECKSC9)				
explores and describes the Sacraments of Healing and their role in the lives of the faithful. (LRECKSD9)				
identifies characteristics of Christian discipleship and describes how to live the values and attitudes expressed in the Beatitudes. (LRECKSE9)				

Stage 4: Year 7 Content

A7 Sacred Scripture

Objectives:

A student will

- value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection

Outcomes:

A student

- appreciates the Bible as a sacred text which reveals God's relationship with humanity
- describes the structure of the Bible and some of its principal themes
- locates, explores and draws meaning from a range of Scripture passages.

Unit Overview:

In this unit students explore the great Christian story that is the Bible. They come to recognise and understand the Bible as the sacred text which reveals God's loving relationship with all of humanity. Students will also explore the structure of the Bible along with some of its principal themes and they will become confident users of the Bible as they explore a range of scripture passages.

Enduring Understanding:

The Bible is the sacred and inspired story of the relationship between God and humanity.

Essential Questions:

1. How was the Holy Spirit active in the writing of the sacred scriptures? How do the scriptures reveal God to the Christian community?
2. How does the Word of God speak to God's people?
3. Why did God make covenants? Are covenants important to the people of God?

Students will:

- recognise and value the Bible as a sacred text by
 - considering its place in the Christian community as the 'inspired word of God'
 - considering how God is revealed in the Scriptures
 - identifying its use in prayer and worship
 - exploring Deuteronomy 6:4-9 *The Great Commandment*
- become familiar with the Bible by
 - exploring its origins, e.g. oral and written traditions
 - considering the significance of 'story' to individuals and communities
 - examining the different types of books in the Old and New Testaments

- exploring the connection between the Old and New Testaments
- exploring Luke 1:1-4 *The author of Luke's Gospel addresses his account to Theophilus*
- develop their understanding of key Biblical themes by
 - examining the stories of significant people in the Old Testament
 - reflecting upon the communal experiences of the Israelites
 - exploring the concept of covenant
 - considering their own relationship with God
 - exploring Genesis 22:1-19 *The Command to Sacrifice Isaac*

B7 What it means to be Catholic

Objectives:

A student will

- value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church
- develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present
- analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings

Outcomes:

A student

- articulates an understanding of the core beliefs of the Catholic Tradition
- investigates and identifies the key characteristics of Catholic communities
- appreciates the place of the Catholic school community in the wider Church.

Unit Overview:

In this unit students explore what it means to be 'Catholic'. They identify key beliefs, values and practices of the Catholic Tradition and explore how these influence the life of Catholic communities. They examine the organisational structure of the Catholic Church and identify significant people and events within it. This unit also explores the different expressions of Catholicism found in the Eastern Catholic Churches. Students will be encouraged to draw on their own experience of belonging to a Catholic community and to consider the contribution they can make to the life of the Church.

Enduring Understanding:

The beliefs, teachings and practices of the Catholic Tradition influence the way Catholics live and the contribution they make to the life of the Church.

Essential Questions:

1. How do religious beliefs influence the way people live?
2. How does being Catholic influence a community?
3. How does the Church live out its mission today?
4. Why do people of the same religious background practice their faith differently?

Students will:

- deepen their understanding of what it means to be Catholic by
 - identifying and exploring practices and beliefs central to the Catholic Tradition
 - considering the values and principles which characterise life within the Church
 - reflecting upon their personal experiences of Catholic communities
 - exploring Matthew 16:18 *Peter's Declaration about Jesus*

- recognise and value the 'Catholic' identity and mission of their school community by
 - investigating its history, traditions and particular charism/s
 - identifying how religious symbols and rituals are used
 - considering the importance given to religious practices and celebrations
 - exploring the school's relationship with local parishes and a range of Church agencies and organisations
 - exploring Matthew 28:18-20 *Commissioning of the Disciples*

- enhance their understanding of the 'Church' by
 - considering its primary mission
 - exploring its organisational structure (local, diocesan, Australian, universal)
 - identifying significant people, events and celebrations in the life of the Church
 - considering how they might contribute to the life, mission and work of the Church
 - exploring Acts 2:42-47 *The First Converts*

- develop an appreciation of the unity and diversity of the universal Catholic Church by
 - exploring the different expressions of Catholicism found in the Eastern Catholic Churches
 - considering the effect of 'cultural influences' on religious practices

C7 Stewards of Creation

Objectives:

A student will

- will value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life
- develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions
- reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning

Outcomes:

A student

-
- understands that human beings participate in, contribute to and are responsible for God's creation
- explores and identifies ways by which people may be stewards of creation
- appreciates God's creative presence and activity in the world.

Unit Overview:

The earth is the Lord's and all that is in it, the world, and those who live in it Psalm 24:1

The Scriptures and the Creed, inform our beliefs about God, creation and humanity. In this unit students will examine our belief that God is the source of all creation, and that all human beings have been called to stewardship. Students will be encouraged to explore positive ways to show care for all of God's creation.

Enduring Understanding:

Human beings are called to be stewards of God's creation.

Essential Questions:

1. What does scripture reveal about God as creator? What part do creation stories play in teaching human beings how to treat the created world?
2. What responsibility for the world and environment has God given to human beings? What impact have human beings' actions had on the environment? How have the actions of individuals, groups and / or communities impacted on the world?
3. How does being a "steward of creation" link to our Catholic Christian spirituality? What is our role in caring for creation?

Students will:

- recognise and value the sacredness of creation by
 - reflecting upon Scripture passages which reveal God's creative activity
 - exploring creation stories from different cultural and spiritual traditions
 - experiencing and reflecting upon the beauty of creation
 - explore Genesis 1 *Six days of Creation and the Sabbath*

- assess the impact of human activity on creation by
 - exploring the concept of 'dominion'
 - considering the nature and scope of a range of environmental and ecological concerns
 - examining the work of Catholic organisations which promote environmental stewardship and ecological responsibility
 - explore Psalm 8 *Divine Majesty and Human Dignity*
- develop an appreciation of humanity's responsibility for creation by
 - examining Church teaching on the environment
 - considering models of 'environmental spirituality'
 - considering their own role as 'stewards' of creation
 - explore Psalm 104 *God the Creator and Provider*

D7 Ways of Praying

Objectives:

A student will

- value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church
- the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition
- interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations

Outcomes:

A student

- understands the nature and purpose of common forms of prayer in the Catholic Tradition
- engages in a range of prayer forms and experiences
- appreciates the importance of personal, communal and liturgical prayer

Unit Overview:

Prayer is an essential means through which individuals and the Christian community deepen their relationship with God. In this unit students will explore a range of prayer forms (personal, communal and liturgical) and experience its different expressions, vocal prayer, meditation and contemplative prayer. Students will also become familiar with the pattern of the Church's liturgical year and appreciate the significance of liturgy as public worship.

Enduring Understanding:

Prayer is central to our living relationship with God.

Essential Questions:

1. What does Jesus teach us about prayer?
2. How does traditional prayer and worship help Catholics to develop their relationship with God in the everyday?
3. How can God be encountered in such diverse ways of praying, that is, in stillness and silence, in reading the scriptures, in listening to music and in viewing art?

Students will:

- deepen their understanding of prayer by
 - examining ways Jesus prayed and his teachings on prayer
 - exploring how prayer assists in developing a relationship with God
 - reflecting upon the Scriptures and everyday living to identify reasons why people pray
 - exploring Psalm 95 *A Call to Worship*
- recognise the place of prayer in the Catholic Tradition by
 - becoming familiar with traditional prayers and devotions
 - exploring the principal elements and parts of liturgical celebrations

- exploring the cycle of the Church's liturgical year
- exploring Matthew 6:9-13 *Jesus teaches us how to pray*
- develop an appreciation of a range of prayer forms and expressions by
 - experiencing the quietness and stillness of meditation and contemplation.
 - praying with the Scriptures through Lectio Divina.
 - exploring how the mediums of music and art may be used in prayer experiences.
 - exploring Luke 1:26-38 *The Annunciation*

E7 Affirming Human Dignity

Objectives:

A student will

- be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change
- develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world
- research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives

Outcomes:

A student

- identifies that being human involves rights and responsibilities
- applies Christian beliefs and principles to decision making processes
- recognises the inherent dignity of all people

Unit Overview:

Scripture teaches that we are all made in the image and likeness of God (Genesis 1:27). This belief informs much of the Catholic Church's social and moral teaching and shapes our understanding of human relationships. In this unit students will be encouraged to deepen their understanding of the human person; the inherent dignity and equality of all people and Christian moral decision making.

Enduring Understanding:

All people are made in God's image and possess inherent rights as human beings.

Essential Questions:

1. WHY and DO ALL human beings have dignity and equality?
2. How does sin affect our relationships with God, with other people and with ourselves?
3. How can I tell right from wrong? Why is forming and following my conscience necessary?

Students will:

- develop an appreciation of what it means to be human by
 - considering the belief that all people are made in the image and likeness of God
 - exploring the principle of 'human dignity'
 - identifying the core rights and responsibilities shared by all people
 - exploring Genesis 1:26-31 *God created humankind*
- recognise and value the importance of 'right relationships' by
 - exploring the Golden Rule (Mt 7:12) and other relevant Scripture passages

- reflecting on how they would like to be treated and how they treat others
 - examining how values and attitudes shape personal behaviours
 - considering how sin hurts relationships
 - exploring Matthew 7:12 *The Golden Rule*
- develop an understanding of Christian decision making and moral reasoning by
 - examining approaches to and models of decision making
 - exploring the importance of conscience
 - seeking ways to form and follow their conscience
 - considering and responding to a range of moral issues
 - exploring 1 Peter 3:13-17 *Suffering for doing right*

Stage 4: Year 8 Content

A8 The Teachings of Jesus

A student will

- value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection

Outcomes:

A student

- explains Jesus' principal teachings
- draws meaning from the actions and parables of Jesus and applies this to everyday living and Christian discipleship
- recognises the relevance and importance of Jesus' teachings

Unit Overview:

In this unit students will further explore the loving relationship between God and humanity through the particular lens of Jesus' teaching and lived example. They will examine Jesus' use of parables to communicate an understanding of the Kingdom of God and relate it to their own lives as Christian disciples.

Enduring Understanding:

The actions and teachings of Jesus provide a guide for Christians to be people of the kingdom.

Essential Questions:

1. How did the people of first-century Israel hear Jesus' teachings?
2. What is the kingdom of God like? How did Jesus use stories to tell people about God's Kingdom?
3. How do Jesus' teachings guide Christians in their everyday life today?

Students will:

- develop their understanding of Jesus' teachings by
 - examining the Sermon on the Mount.
 - reflecting upon a range of Scripture passages to identify key themes.
 - considering how Jesus taught others through his actions.
 - exploring Matthew 5:1-12 *The Sermon on the Mount*
- develop an appreciation of the parables of Jesus by
 - reading and reflecting upon a range of parables.
 - considering the effectiveness of 'story' as a way of teaching and communicating meaning.
 - exploring the recurring theme, 'Kingdom of God'.
 - relating the key ideas of the parables to their own life and the world around them.

- exploring Matthew 13:1-9 *The Parable of the Sower*
- value the enduring significance of Jesus' teachings by
 - considering how they provide a guide for living the Christian life.
 - relating them to a range of contemporary issues and situations.
 - exploring the concept of covenant.
 - identifying how they are expressed and lived out in the life of the Church.
 - exploring Mark 10:17-31 *The Rich Man*

B8 Disciples, Martyrs and Witnesses to Faith

Objectives:

A student will

- value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church
- develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present
- analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings

Outcomes:

A student

- describes the key characteristics of life in the early Christian communities.
- uses a range of sources to investigate the significance of key people and events in the early Church
- appreciates the 'timeless' nature of the Church and some of the enduring challenges which face Christians.

Unit Overview:

In this unit students will examine the life of the early Christian communities, which began with the disciples emboldened by the Spirit at the first Pentecost. Students come to an understanding of the key events and people whose influence shaped Christianity, including Paul's role as the 'Apostle to the Gentiles', and they will examine the men and women who were martyred and persecuted as witnesses to the faith. Students will be challenged to reflect upon the role of the Spirit in their life and the enduring challenges for all Christians.

Enduring Understanding:

Jesus instituted the Church to continue his mission and it has always had its difficulties and divisions, as well as its inspiring witnesses.

Essential Questions:

1. How did the early Christian Church establish and develop, and how did different viewpoints on how the Christian Church should develop impact its formation? How were Christians persecuted in the early Church? What challenges to following Jesus exist for a modern Christian in Australia?
2. Who were the early Christian witnesses? Why did martyrs exist in the early Christian church? Why would anyone convert to Christianity when you could be persecuted for your faith?
3. Is being a witness to Jesus an 'optional extra'? Can't I just leave it for someone else to do?

Students will:

- deepen their understanding of the early Church by
 - considering its foundations and the gradual spread and growth of Christian communities.
 - exploring some of the divisions which arose within the early Church.
 - investigating the hardships and challenges faced by the early Christian communities.
 - exploring Acts 5:17-42 *The Apostles are persecuted*
- recognise and value the significance of key people in the development of the Church by
 - investigating Paul's role as 'Apostle to the Gentiles'.
 - considering the consequences of Constantine's conversion.
 - reflecting upon the Scriptures and historical sources to identify the presence of martyrs, missionaries and converts in the early Christian communities.
 - exploring Acts 9:1-22 *The Conversion of Saul*
- recognise how life in the Church today is similar in parts to life in the early Church by
 - exploring how the Church remains 'missionary' in nature.
 - identifying some of the challenges facing Christian believers in the world today.
 - considering the example of contemporary Christian witnesses and heroes
 - exploring Acts 1:8 *The Ascension of Jesus*

C8 Striving for Goodness

Objectives:

A student will

- will value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life
- develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions
- reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning

Outcomes:

A student

- articulates an understanding of how aspects of Christian living can assist people to grow in goodness
- explores and draws meaning from examples of good and evil in life and in the Scriptures
- appreciates the Christian belief that good triumphs over evil

Unit Overview:

Within the Christian worldview, God is acknowledged as the source of all goodness. Created in the image and likeness of God, women and men are inherently good, though they are now wounded by sin. In this unit students will explore the implications of God's will that all people, with the help of God's grace, should strive to do and pursue what is good, and avoid what is evil.

Enduring Understanding:

God is the source of all goodness, and all people should strive to do and pursue what is good, and avoid what is evil.

Essential Questions:

1. What does the Bible and Catholic Church teaching have to teach Christians about freedom? What is my responsibility as a Christian gifted with freedom and free will?
2. Why is goodness always contrasted with evil? Why do we always talk about good and evil?
3. Where can we find goodness in our lives?

Students will:

- deepen their understanding of what it means to be human by
 - exploring the Church teaching that human nature is essentially good.
 - considering the implications of human freedom.
 - considering some of the strengths and weaknesses of human nature.
 - exploring Deuteronomy 30:15-20 *Choose life*
- develop an awareness of the Christian understanding of good and evil by
 - exploring examples of good and evil in the Old and New Testaments.

- considering experiences and/or examples of good and evil in a range of life situations.
- considering how Jesus' life, death and Resurrection defeated sin and evil.
- exploring Matthew 4:1-11 *The temptation of Jesus*
- recognise and value the ways in which people can grow in goodness by
 - exploring how aspects of Christian living strengthen one's moral character and capacity for goodness.
 - identifying practical everyday means by which they can pursue good.
 - exploring case studies about people who exemplify, and/or Christian organisations which promote good living.
 - exploring Philippians 4:4-9 *Exhortation of goodness*

D8 Sacraments of Initiation

A student will

- value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church
- the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition
- interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations

Outcomes:

A student

- describes the nature and significance of the Sacraments of Initiation.
- considers and attributes meaning to the signs, symbols and rituals associated with the Sacraments of Initiation
- appreciates that the sacraments guide and enrich people's lives

Unit Overview:

The Sacraments are visible signs of God's redemptive love which Christ instituted to give grace. Through the Sacraments, we encounter Christ and enter into the mystery of his death and resurrection. In this unit, students will come to know why the Sacraments are so important to the Church and they will come to appreciate their life-giving nature. They will also explore the Sacraments of Initiation more deeply so as to empower their lives as Christians.

Enduring Understanding:

The Sacraments of Initiation begin, strengthen and nourish our life in Christ.

Essential Questions:

1. How do we distinguish between sign and symbol? Why do human beings need more than words to express deep meaning? How do symbols work, and what do they have to do with the Church's Sacraments?
2. What meaning or memory does the community obtain from celebrating the key events in a person's life? Why are rituals essential for the community of believers? How is the human experience enriched through the use of ritual for the community of believers? Are there common elements in the way that rituals are structured?
3. Why are the Sacraments so important to the church? How does meeting Christ in the Sacraments in faith, change us, and strengthen and nourish community as well as the believer?

Students will:

- recognise and value the importance of the Church's use of signs and symbols by
 - distinguishing how they are different and identifying their use in everyday life and in religions.
 - considering their use in Sacred Scripture.

- identifying and describing their associations and meanings.
- exploring Mark 1:9-11 *The Baptism of Jesus*
- recognise and value the place of 'ritual' in human experience by
 - considering their use at key moments in a person's life.
 - comparing and contrasting social and religious rituals.
 - reflecting upon the combination of elements within the structure of various rituals.
 - exploring Mark 6:32-44 *The feeding of the five thousand*
- deepen their understanding of the Sacraments of Initiation by
 - exploring the meaning of 'sacrament'.
 - examining the rituals associated with the Sacraments of Initiation.
 - exploring why Baptism, Eucharist and Confirmation are identified as the Sacraments of Initiation and proposing how fully initiated persons can become engaged in the life of the Church.
 - exploring Ephesians 4:1-7 *Unity in the Body of Christ*

E8 Alive in Christ

Objectives:

A student will

- be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change
- develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world
- research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives

Outcomes:

A student

- describes how Jesus changed the lives of the people he encountered.
- identifies the core values shown and espoused by Jesus and applies them to contemporary life situations.
- appreciates how the words and actions of Jesus provide a model for Christian living.

Unit Overview:

Every baptised person has an ongoing responsibility to follow Jesus' way of life in their thoughts, words and actions. In this unit students will investigate the counter-cultural nature of Jesus' ministry and how his actions reflect the love of God. They will reflect upon the call to be an authentic witness to a life of faith.

Enduring Understanding:

Jesus' way of living isn't always easy.

Essential Questions:

1. What were Jesus' best human qualities? Why is it a good idea to follow Jesus' example? WDJJ (What did Jesus do) that was so great?
2. How did Jesus change the lives of those he met?
3. How does Jesus' commandment of love compel Christians to love and respect our neighbour?
4. How does being Christian and living by the Gospel values challenge Christians to respond to contemporary issues differently to non-Christians?

Students will:

- deepen their understanding of Jesus' 'model of living' by
 - selecting aspects of Jesus' life which they consider to be significant and worthy of imitation
 - considering stories from the Gospels which reveal some of Jesus' qualities.
 - reflecting upon the words and actions of Jesus so as to identify principal themes and messages.

- exploring Luke 7:36-50 *Jesus and Simon the Pharisee*
- recognise and value the ways in which Jesus influences the lives of others by
 - exploring how some people depicted in the Gospels were changed by their encounter with him
 - considering the example of some Saints and/or individuals who exemplify the Christian life.
 - reflecting upon their own personal relationship with Jesus.
 - exploring Luke 10:38-42 *Jesus visits Mary and Martha*
- develop their understanding of Christian discipleship by
 - considering how the Great Commandment serves as the guiding principle for Christian living.
 - proposing ways in which they may demonstrate a love and respect of neighbour.
 - identifying ways in which Christian living is counter-cultural.
 - analysing a range of contemporary life situations and assessing how Gospel values might be applied.
 - exploring Matthew 22:34-40 *The Great Commandment*

Stage 5: Year 9 Content

A9 Biblical Writing

Objectives:

A student will

- value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection

Outcomes:

A student

- explains the features and purposes of a range of literary forms used in the Old and New Testaments.
- classifies Scripture passages according to their literary form and interprets them for their intended meaning.
- recognises that the Bible conveys various truths through a diversity of literary forms.

Unit Overview:

In this unit students will explore the Bible as the unfolding story of our relationship with God by examining the Bible as a collection of sacred books which contain the truth of God's revelation as written under the inspiration of the Holy Spirit. They will become familiar with a range of literary forms in both the Old and New Testaments. Students will read passages in the contexts in which they were written, explaining their features and purpose to interpret the whole message of the Scriptures with a view to its heart and mystery.

Enduring Understanding:

The Sacred Scriptures are understood through the context and faith that gave rise to them and the form in which they were written.

Essential Questions:

1. Is the Bible the inspired word of God? What is truth and where is it in the Bible? Why is it important to have an understanding of the difference between figurative and literal language?
2. Why do we have a variety of literary forms in Sacred Scripture? Why is a specific literary form chosen to communicate certain messages?
3. What was happening in society at the time the scripture passage was written? Why is it important to explore the cultural and historical context in which a scripture passage was written? What was the writer's intention?

Students will:

- develop an awareness of the central truths of Sacred Scripture by
 - considering the Bible as the inspired Word of God

- identifying and exploring the different types of truth found within the Bible
- exploring the use and interpretation of literal and figurative language within the Bible
- exploring Isaiah 53:1-6 *The Suffering Servant*
- deepen their understanding of the nature and breadth of the Scriptures by
 - examining a range of literary forms in the Old and New Testaments
 - classifying specific Scripture passages and Books of the Bible according to their literary form
 - describing the characteristics of some literary forms found within the Old and New Testaments.
 - exploring Psalm 23 *The Divine Good Shepherd*
- strengthen their reading of Sacred Scripture by
 - considering the social, cultural and historical context of different Biblical writings
 - considering the audience and purpose of particular Biblical texts
 - exploring Epistle: Philemon 1:1-25

B9 The Church in Australia

Objectives:

A student will

- value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church
- develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present
- analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings

Outcomes:

A student

- details the history of the Catholic Church in Australia and explains the changing patterns of religious beliefs within the society
- investigates and evaluates the contributions that individuals and organisations have made to the Catholic Church in Australia
- values the heritage, contemporary experience and cultural diversity of Australian Catholics

Unit Overview:

The Catholic Church is a community; a family with a history and a story that continues to unfold today. Catholics in Australia come from many different cultural backgrounds and celebrate their faith in many diverse ways. For all of its diversity and unique character, the Australian Church remains firmly a part of the universal Church, founded on the teachings of Jesus Christ, and participating in its mission. In this unit students will explore the rich common heritage and diverse contemporary expressions of the Catholic faith in its uniquely Australian context.

Enduring Understanding:

The Catholic Church in Australia is fully alive; growing and changing in response to the needs of its people and in communion with the universal Church.

Essential Questions:

1. How did the Catholic Church emerge and develop in Australia? Who were the people and what were the events that had an impact upon the Catholic Church in Australia?
2. Why is the Catholic Church in Australia so diverse? How has immigration influenced the Catholic Church in Australia? How do the Eastern Catholic rites differ from the Western/Latin Catholic rites? How does cultural background impact upon Catholic practice?
3. What are the main issues that impact upon the Catholic Church in Australia today? What can we learn from the trends in the census data? How has the Catholic Church in Australia changed, especially over the last five years? How might the Catholic Church in Australia change in the next 5 years and/or beyond?

Students will:

- deepen their understanding of the story of the Catholic Church in Australia by
 - developing a timeline of the significant 'periods' in the Church's history in Australia.
 - researching some of the major events and issues associated with the Catholic faith community.
 - investigating the role and contribution of key personalities and groups in the emergence and development of the Church.
 - exploring Luke 4:16-20 *The rejection of Jesus of Nazareth*
- develop an appreciation of the diverse expressions of the Catholic Church in Australia by
 - examining the demographic profile of Australia's Catholic community.
 - exploring the nature of the Eastern Catholic Churches and their place in Australian society.
 - considering the effect of 'cultural influences' on religious practices and expression.
 - exploring 1 Corinthians 12:12-30 *One Body with Many Members*
- develop an understanding of the 'changing' nature and place of religion in Australian society by
 - analysing statistical information relating to patterns of religious adherence and practice.
 - examining trends and issues which impact upon the status of religion and individual beliefs and practices.
 - considering the response of the Catholic Church to some of the contemporary challenges to religion.
 - exploring Matthew 28:16-20 *The Commissioning of the Disciples*

C9 The Search for Meaning

Objectives:

A student will

- will value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life
- develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions
- reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning

Outcomes:

A student

- examines the Catholic belief that 'truth' consists of knowledge and meaning
- analyses the Catholic Church's response to evil, suffering and death
- appreciates the inherent need of human beings to seek explanations/ask why

Unit Overview:

The desire for knowledge and understanding has been evident throughout human history, from the ancient philosophers to modern scientific inquiry. Our Catholic tradition teaches that all knowledge comes from God and that it can only be fully understood in this context. For Catholics, the search for meaning is an expression of our inherent desire to know God. It is only when we bring together knowledge and meaning, faith and reason, that we uncover the truths of life.

Enduring Understanding:

The Catholic Church guides believers in their quest to make sense of the world and recognise what is real, and what is lasting and true.

Essential Questions:

1. Why do humans ask why?
2. What answers does the Catholic Church have for life's big questions?
3. What is my response to the big questions about life?

Students will:

- investigate humanity's need to understand the world by
 - identifying some of the enduring questions of human existence.
 - outlining the response of different worldviews to these enduring questions.
 - interpreting the secular and the sacred to search for deeper truths.
 - exploring John 6:25-40 *The Bread from Heaven*
- explore the response to life's enduring questions by
 - reflecting upon their experiences of joy and hope, sickness and suffering, death and dying, and the reality of evil.

- examining the relevant beliefs and teachings (and practices) of the Catholic Church (*in reference to 2.1*).
- exploring John 14:1-14 *Jesus the Way to the Father*
- consider their own search for meaning by
 - recognising a range of contemporary events/life issues related to the one or more of life's enduring questions.
 - applying their knowledge of the Catholic Church's teaching to contemporary events/life issues.
 - synthesising their own experiences with Catholic Church teachings to make an informed response to contemporary events/life issues.
 - exploring 2 Corinthians 4:14-18 *Living by Faith*

D9 Sacraments of Healing

Objectives:

A student will

- value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church
- the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition
- interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations

Outcomes:

A student

- explains the importance of the Sacraments of Healing in the Catholic tradition, and the lives of the faithful
- investigates the scriptural underpinnings of the Sacraments of Healing
- appreciates the abundance of God's love in restoring humanity to wholeness and right relationship

Unit Overview:

The Sacraments of Healing include the Sacrament of Penance/Reconciliation and the Sacrament of Anointing of the Sick. This unit will address the Scriptural foundations of the Sacraments of Healing, with a focus on Jesus' acts of healing and re-integration. Through their investigation of the Sacraments of Healing, students will consider the nature of sin and forgiveness, and healing and suffering in the world, in their community and in their own lives. Students will come to an understanding of the hope and restoration offered through the Sacraments of Healing.

Enduring Understanding:

The Sacraments of Healing offer hope in our world and call us to be witnesses to God's love, healing and forgiveness.

Essential Questions:

1. Why is forgiveness/healing/hope/reconciliation/repentance/sin/suffering significant in the life of a Christian?
2. Is healing something all Christians need and want?
3. How can we be healed and bring healing to others?

Students will:

- deepen their awareness and understanding of sin and forgiveness by
 - identifying examples of suffering in our world and community that are the result of human action
 - acknowledging the nature of sin and its effect on our relationship with God and others

- exploring examples of God’s loving forgiveness in Scripture
- describing the Church’s sacramental response to the forgiveness of sin through the rites of the Sacrament of Penance and Reconciliation
- exploring Luke 15:11-32 *The Prodigal Son*
- deepen their knowledge and understanding of human suffering and healing by
 - identifying examples of suffering in our world that are the result of physical sickness, injury or natural disasters
 - acknowledging different ways that individuals and society respond to suffering
 - exploring examples of God’s healing in Scripture
 - describing the Church’s sacramental response to healing through the rite of the Sacrament of the Anointing of the Sick.
 - exploring Mark 7:31-37 *Jesus Cures a Deaf man*
- recognise and value the importance of reconciliation and healing by
 - examining the notion of forgiveness and healing from the perspective of different worldviews and from their lived experience
 - exploring ways of being a witness to God’s healing love in the world
 - exploring James 5:13-20 *Anointing of the sick*

E9 Living the Commandments and the Beatitudes

Objectives:

A student will

- be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change
- develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world
- research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives

Outcomes:

A student

- explains how the Ten Commandments and the Beatitudes guide the Christian life
- interprets the call of the Beatitudes and applies this to a range of life situations
- recognises that God alone is the source of true happiness and fulfilment

Unit Overview:

This unit addresses foundational concepts in the study of Christian Morality. Students will examine the Ten Commandments as the basis of the covenant or agreement between God and God's people and as the foundation of Christian moral teaching. The Ten Commandments express the fundamental duties of an individual towards God and neighbour and are the basis of our present day law. Students will also explore the Beatitudes as they present a vision for life that is radically different from the vision held by many people, both in Jesus' time and today. In contemporary society, Jesus' definition of happiness or 'blessedness' is countercultural as living the Beatitudes brings meaning to our moral choices. The Beatitudes are our vocation as Christians, as true blessedness or happiness is only partially experienced in this life but experienced perfectly in heaven.

Enduring Understanding:

Christian morality is grounded in God's plan for humanity and fully revealed in the life and teachings of Jesus Christ.

Essential Questions:

1. Why were the Ten Commandments relevant to Jesus?
2. How do the Beatitudes exemplify what it means to be a follower of Christ?
3. How do the Beatitudes challenge the Christian community today?

Students will:

- develop their understanding of the Ten Commandments by
 - exploring the concept of the 'law'
 - examining their context, content and emphasis

- considering the place of the ‘Decalogue’ in Jesus’ own teachings
- exploring Exodus 20 *The Ten Commandments*
- develop their understanding of the Beatitudes by
 - analysing both Scriptural versions.
 - identifying the values, attitudes and attributes which they promote.
 - considering them within the wider context of Jesus’ teaching.
 - exploring Luke 6:20-26 & Matthew 5:3-10 *The Beatitudes*
- recognise and value the ‘spirit’ of the Beatitudes and their centrality to Christian discipleship by
 - considering their counter-cultural nature.
 - applying them to a variety of life situations
 - reflecting on how God desires and enables our happiness and fulfilment.
 - exploring Luke 1:46-56 *The Magnificat*

Stage 5: Year 10 Content

A10 The Gospels

Objectives:

A student will

- value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ
- use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection

Outcomes:

A student

- provides an exegesis of a synoptic Gospel
- analyses and classifies points of comparison and contrast between the synoptic Gospels
- recognises the Gospels as an encounter with Jesus Christ

Unit Overview:

'Jesus Christ is the same yesterday and today and forever.' (Hebrews 13:8)

In this unit students will examine the Gospels as the accounts of Jesus' life and teaching, and as testimonies to the faith of the early Church in Jesus as the Christ, as well as their significance in the lives of Christians today. The Evangelists, Matthew, Mark, Luke and John, wrote these accounts from their own perspectives, taking into account the oral tradition, the historical, social and political contexts of the communities to which they belonged, as well as the needs of their communities. Students will develop an understanding of the Biblical tradition of exegesis to identify the person of Jesus as presented by the Gospel writers, as well as points of comparison and contrast between the different Gospel accounts. They will also examine art and literary forms to assist them in responding to Jesus' question - "Who do you say that I am?" (Mark 8:29).

Enduring Understanding:

That the Christian faith is centred on a personal encounter with the person of Jesus Christ, as presented in the Gospels.

Essential Questions:

1. *Why are the Gospels significant?*
2. Who do people say Jesus is?
3. Who do you say Jesus is?

Students will:

- recognise and value the significance of the Gospels by
 - exploring how they expressed the faith of the early Christian communities.

- considering them as the ‘living’ Good News which provide an encounter with Jesus Christ.
- examining their use by Christians and in Christian communities today.
- exploring Matthew 4:23-25 *Jesus Ministers to Crowds of People*; Luke 4:42-44 *Jesus Preaches in the Synagogues*; Mark 1:35-39 *A Preaching tour in Galilee* [*Selected in the context of the Gospel of the Lectionary Cycle (Years A, B, C)*]
- deepen their understanding of the Gospels by
 - investigating their authorship, social and historical contexts, and historical development.
 - examining the principal themes, structural features and textual elements.
 - analysing a Synoptic Gospel in depth.
 - exploring *A Synoptic Gospel that links with the Lectionary Cycle (Years A, B, C) of the calendar year.*
- engage in Christological enquiry by
 - examining the different portraits of Jesus contained in the Gospels.
 - examining depictions of Jesus through art and literary forms.
 - reflecting on and responding to Jesus’ question, ‘Who do you say that I am’?
 - exploring Matthew 16:13-20 *Peter’s Declaration about Jesus*; Luke 9:18-20 *Peter’s Declaration about Jesus*; Mark 8:27-30 *Peter’s Declaration about Jesus* [*Selected in the context of the Gospel of the Lectionary Cycle (Years A, B, C)*]

B10 The Church: Tradition, Challenge and Change

Objectives:

A student will

- value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church
- develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present
- analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings

Outcomes:

A student

- articulates an understanding of how the Church's mission and development has always been influenced by a range of social, cultural political and religious factors.
- investigates and evaluates the impact of significant people, movements and events on Church teachings and practices
- appreciates the enduring nature of the Church.

Unit Overview:

This unit will allow students to explore the pilgrim nature of the Catholic Church as it seeks to proclaim the Good News and work towards the fullness of the Kingdom of God. Students will investigate the Scriptural underpinnings of the Church's mission, the significant people, movements and events that have shaped the Church throughout its history and the way in which the Church lives out its mission in the world today. Students will also be given the opportunity to reflect upon their place in the continuing mission of the Church as they are called to proclaim the Good News.

Enduring Understanding:

The Church exists to proclaim the Good News of God's love to a changing world.

Essential Questions:

1. What was Jesus' mission? Why is the Church described as a 'Pilgrim Church'? How has the Church responded to the 'signs of the times'? How does the Church respond to the 'signs of the times'? Why is tradition important?
2. How do social, cultural, political and religious factors influence the Church? Who are the significant people who have contributed to the life and mission of the Church? What is the impact of key periods of Church history?
3. What are Apostolic writings and why do we have them? How does the Church respond to the changing world? In what ways is the Church active in the world? What challenges does the Church face in the contemporary world? How do we contribute to the continuing mission of the Church?

Students will:

- develop an understanding of the Church as a 'Pilgrim Church' by
 - reflecting upon its Scriptural underpinnings and relationship to the mission of Jesus.
 - exploring how it has evolved throughout history by 'responding to the signs of the times'.
 - considering the place and importance of Tradition
 - exploring John 15:1-17 *Jesus the true vine*
- deepen their understanding of the history and development of the Church by
 - documenting a detailed overview of the Church's history.
 - investigating how the Church has been shaped and changed by a range of social, cultural, political and religious factors.
 - evaluating the contribution of significant people to the life and mission of the Church.
 - analysing the emergence and impact of 'key periods' in Church history.
 - exploring Hebrews 13:6-8 *Service Well-Pleasing to God*
- value the life and mission of the Church today by
 - reflecting upon contemporary apostolic writings.
 - discussing how the Church is active in the world today.
 - considering challenges facing the Church in contemporary society.
 - considering their own contribution to sharing the Good News of Jesus.
 - exploring Ephesians 1:17-23

C10 Ecumenism and Interfaith Dialogue

Objectives:

A student will

- will value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life
- develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions
- reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning

Outcomes:

A student

- details the core beliefs and practices of the major Christian denominations and some of the non-Christian Faith Traditions
- analyses and classifies aspects of commonality and difference between the Christian denominations, and also between the Abrahamic faiths
- appreciates both the challenges and opportunities associated with religious diversity

Unit Overview:

Though all religions seek to understand and make sense of the world and our place in it, they each have a distinct set of beliefs and practices that help their believers to do so. This unit allows students to explore the emergence of diverse expressions that exist within Christianity and the beliefs and practices of the Abrahamic traditions. Students will also be encouraged to develop an appreciation of the importance of ecumenical and interfaith dialogue as ways for religious believers to work together in promoting understanding and acceptance.

Enduring Understanding:

Respect for others includes understanding and appreciating the diverse ways different religious traditions seek truth and meaning in life.

Essential Questions:

1. How is our common Christian heritage expressed in different Churches? Catholics, Anglicans, Lutherans, Pentecostals, Presbyterians, Baptists. . . are they all Christians?
2. What do the Abrahamic faith traditions have in common? What are some of the ways religion is (lived and) practised in Australia today?
3. How do people of faith deal with diversity? Why and when do people from different faith traditions get together and what do they do?

Students will:

- deepen their understanding of the Christian Tradition by
 - examining the emergence and development of various denominations.

- identifying and appreciating what the major Christian denominations share in common.
- investigating and identifying the principal beliefs, practices, and religious and social structures associated with various denominations.
- exploring John 17:20-23 *Jesus prays for all believers*
- deepen their understanding of the nature of religion by
 - examining the religious profile of the Australian community within a global context.
 - considering some of the core elements common to the major religious traditions.
 - exploring the principal beliefs, and the place of religious rituals and Sacred texts, in the Abrahamic faith traditions.
 - exploring Genesis 22:17-19 *Abraham and his offspring*
- recognise the complexities associated with religious diversity by
 - assessing the progress of the ecumenical movement in the search for unity among Christians.
 - investigating local, national and international examples of, and approaches to, inter-faith dialogue.
 - considering the challenges to understanding, cooperation and harmony between religions and religious believers.
 - exploring Luke 24:13-35 *The Walk to Emmaus*

D10 Sacraments at the Service of Communion

Objectives:

A student will

- value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church
- the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition
- interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations

Outcomes:

A student

- understands the nature and importance of the Sacraments of Holy Orders and Matrimony in the lives of the faithful
- investigates the range of ministries through which baptised persons can live out their vocation
- appreciates the baptismal call to love and serve God and one another

Unit Overview:

It is the universal call of all the baptised faithful to contribute their gifts to the life of the Church through their particular vocation. In this unit students will explore how baptised persons are called to use their individual gifts in the service of God and God's people, through the Sacraments of Matrimony and Holy Orders. Students will be encouraged to develop an appreciation of the various ways in which married and ordained persons minister to the Church, witnessing to Christ's love for her.

Enduring Understanding:

Just as there are a variety of gifts given to each person there are a variety of ways in which we are called to love and to serve.

Essential Questions:

1. How am I called to live out my baptismal promise and serve others in the Christian community?
2. Why is the Sacrament of Holy Matrimony called a Sacrament at the Service of Communion? Why is marriage in the Catholic Church considered to be a vocation, a sacrament and a covenant? What role do married persons play in the Church community?
3. How is the Sacrament of Holy Orders a sacrament of leadership and service? How are ordained persons called to respond to their baptism in a way that is different to lay Catholics?

Students will:

- deepen their understanding of their Baptismal call to holiness by
 - recalling the covenantal relationship between God and the Church

- reflecting upon the range of gifts that God has given to each person
- exploring the variety of ways in which baptised persons are called to respond with love to the needs of the community
- distinguishing the difference between ministry and vocation.
- exploring Ephesians 4:1-7 *Unity in the Body of Christ*
- develop an understanding of the nature and importance of Christian marriage by
 - investigating the Scriptural underpinnings of the Sacrament of Holy Matrimony
 - describing the unitive and procreative nature of the marriage covenant
 - exploring the family as the domestic Church and community of love
 - exploring Matthew 19:3-6 *God made them male and female*
- develop an appreciation of the Sacrament of Holy Orders by
 - investigating the Scriptural underpinnings of the Sacrament of Holy Orders
 - clarifying the different ministerial roles of deacon, priest and bishop
 - explaining how ordained ministers are called to leadership and service
 - exploring Mark 1:16-20 *Jesus Calls the First Disciples*

E10 Catholic Social Teaching

Objectives:

A student will

- be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change
- develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world
- research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives

Outcomes:

A student

- articulates an understanding of the core principles and themes of Catholic Social Teaching
- applies the, '*See, Judge, Act*' methodology to a range of contemporary situations.
- recognises the necessary social dimensions of personal and moral responsibility

Unit Overview:

This unit seeks to ground students in the vocation of social justice, founded in the lived example of Jesus Christ and underpinned by Scripture. It is a thread through the history of the Church as it has sought to engage with the issues that have faced its people. In the modern world, these ideas have found firm ground in the formal teachings of Catholic social doctrine, which reflect on the mission of the Church and calls us to respond to issues in our world today.

Enduring Understanding:

Social Justice emerges from the example of Jesus Christ and calls us to action in our lives.

Essential Questions:

- What situations require you to exercise personal and moral responsibility? What helps and hinders you in exercising these responsibilities?
- What is the truth that can be found in Catholic Social Teaching? What can we learn from Catholic Social Teaching and its response to the social context?
- How have Catholic Social Teachings been applied to areas of injustice in our society today? How can we continue the mission of the Church with regard to Catholic social teachings? How do I witness to the teachings of Christ and the Church so as to effect a transformation in the world?

Students will:

- recognise and value the importance of exercising personal and moral responsibility by
 - examining the varied degrees to which they are evident in the decisions and actions of individuals and groups.
 - identifying the factors which nurture and impede their development and maturation.
 - considering why these are central to authentic Christian discipleship.
 - considering the importance given to these in their own lives
 - exploring Matthew 25:35-40 *The Judgment of the Nations*
- develop an understanding of Catholic Social Teaching by
 - reflecting upon its Scriptural and philosophical foundations.
 - examining its emergence, development and expression within the Catholic Tradition.
 - analysing its core principles and themes.
 - exploring Luke 16:19-31 *The Rich Man and Lazarus*
- deepen their engagement in and critique approaches to 'faith in action' by
 - reviewing and assessing the 'See, Judge, Act' methodology.
 - researching the Catholic Church's response to social justice concerns in Australian society.
 - proposing ways in which contemporary social justice concerns might be addressed from a Christian perspective.
 - considering how they might respond to the 'social demands' of faith and contribute to the social mission of the Church
 - exploring James 2:14-17 *Faith without works is dead*

Life Skills Religious Education Curriculum

Stage 4: Year 7 Life Skills Content

A7 Sacred Scripture	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection
Outcome <i>A student</i>	<ul style="list-style-type: none"> • describes Scripture as the story of God's Revelation and locates and explores relevant Scripture passages. (LRECKSA7)
Essential Question	How do the scriptures reveal God to the Christian community?
Content	<ul style="list-style-type: none"> • Students recognise and value the Bible as a sacred text <ul style="list-style-type: none"> - identify and describe how the Bible is used in prayer and worship. - use the Bible to locate a range of Scripture references in the Old and Testaments. - retell the story of God's relationship with a significant person from the Old Testament.

B7 What it means to be Catholic	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church • develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present • analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings
Outcome <i>A student</i>	<ul style="list-style-type: none"> • identifies and explores practices and beliefs central to the Catholic Tradition and reflects upon their personal experiences of Catholic communities. (LRECKSB7)
Essential Question	How do religious beliefs influence the way people live?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of what it means to be Catholic <ul style="list-style-type: none"> - name and describe some Catholic beliefs. - identify Catholic symbols and practices found within their school community. - create a profile of the Diocese, including significant people, places, events, and celebrations. - explore how people of other backgrounds practice their Catholic faith.

C7 Stewards of Creation	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • will value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life • develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions • reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning
Outcome <i>A student</i>	<ul style="list-style-type: none"> • describes the work of one Catholic organisation which promotes ecological responsibility and identifies ways in which they can be 'stewards of creation'. (LRECKSC7)
Essential Question	What does scripture reveal about God as creator? What part do creation stories play in teaching human beings how to treat the created world?
Content	<ul style="list-style-type: none"> • Students recognise and value the sacredness of creation <ul style="list-style-type: none"> – select a range of images and/or texts and describe how they reveal the beauty of creation. – describe the work of one Catholic organisation which promotes ecological responsibility. – identify practical ways in which they can be a 'steward of creation'.

D7 Ways of Praying	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church • appreciate the role of the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition • interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations
Outcome <i>A student</i>	<ul style="list-style-type: none"> • explores how the mediums of music and art are and may be used in prayer experiences. (LRECKSD7)
Essential Question	What does Jesus teach us about prayer?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of prayer <ul style="list-style-type: none"> – describe the importance of prayer in a person's life. – recall some key prayers of the Catholic community. – participate in different prayer experiences.

E7 Affirming Human Dignity	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change • develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world • research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives
Outcome <i>A student</i>	<ul style="list-style-type: none"> • explains the concept of human dignity and describe how the Golden Rule is important for human relationships. (LRECKSE7)
Essential Question	WHY and DO ALL human beings have dignity and equality?
Content	<ul style="list-style-type: none"> • Students develop an appreciation of what it means to be human <ul style="list-style-type: none"> – explain the concept of human dignity. – describe how the Golden Rule is important for human relationships. – use a model of decision making to explore a moral decision.

Stage 4: Year 8 Life Skills Content

A8 The Teachings of Jesus	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection
Outcome <i>A student</i>	<ul style="list-style-type: none"> • explains key teachings of Jesus in the New Testament and applies them to everyday living. (LRECKSA8)
Essential Question	How did the people of first-century Israel hear Jesus' teachings?
Content	<ul style="list-style-type: none"> • Students develop their understanding of Jesus' teachings <ul style="list-style-type: none"> - recognise the principal elements of Jesus' Sermon on the Mount. - describe how parables were used by Jesus as a teaching tool. - relate Jesus' teachings and/or a parable to an everyday life situation.

B8 Disciples, Martyrs and Witnesses to Faith	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church • develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present • analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings
Outcome <i>A student</i>	<ul style="list-style-type: none"> • identifies some of the challenges facing the early Christian communities and investigates prominent Christian witnesses. (LRECKSB8)
Essential Question	How did the early Christian Church establish and develop, and how did different viewpoints on how the Christian Church should develop impact its formation?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of the early Church <ul style="list-style-type: none"> – identify some of the challenges facing the early Christian communities. – create a profile of St Paul. – research and describe the work of one prominent contemporary Christian witness.

C8 Striving for Goodness	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life • develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions • reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning
Outcome <i>A student</i>	<ul style="list-style-type: none"> • locates and describes stories from Scripture or everyday life which depict good defeating evil. (LRECKSC8)
Essential Question	What does the Bible and Catholic Church teaching have to teach Christians about freedom?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of what it means to be human <ul style="list-style-type: none"> – develop a checklist of some of their own personal strengths and weaknesses, suggesting ways to address each weakness. – describe a story from Scripture or an everyday life situation which depicts good defeating evil. – develop a prayer journal.

D8 Sacraments of Initiation	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church • appreciate the role of the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition • interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations
Outcome <i>A student</i>	<ul style="list-style-type: none"> • identifies and describes a range of Christian symbols and describes the structure and elements of one rite of initiation. (LRECKSD8)
Essential Question	Why do human beings need more than words to express deep meaning? How do symbols work, and what do they have to do with the Church's Sacraments?
Content	<ul style="list-style-type: none"> • Students recognise and value the importance of the Church's use of signs and symbols <ul style="list-style-type: none"> – identify and describe a range of Christian symbols found in a church. – describe the basic structure and elements of one rite of initiation. – research, or retell their experience of, one of the Sacraments of Initiation.

E8 Alive in Christ	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change • develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world • research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives
Outcome <i>A student</i>	<ul style="list-style-type: none"> • locates and recounts stories of encounter from the Gospels and identifies core Gospel values. (LRECKSE8)
Essential Question	What were Jesus' best human qualities? Why is it a good idea to follow Jesus' example? WDJD (What did Jesus do) that was so great?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of Jesus' 'model of living' <ul style="list-style-type: none"> – use the Bible to identify some core 'Gospel values'. – retell an episode from the Gospels describing how a person was changed by their encounter with Jesus. – develop a creative response to the 'Great Commandment'.

Stage 5: Year 9 Life Skills Content

A9 Biblical Writing	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection
Outcome <i>A student</i>	<ul style="list-style-type: none"> • describes different literary forms contained in the Old and New Testaments and links specific Scripture passages to their literary form. (LRECKSA9)
Essential Question	What is truth and where is it in the Bible?
Content	<ul style="list-style-type: none"> • Students develop an awareness of the central truths of Sacred Scripture <ul style="list-style-type: none"> - locate examples of religious truths from Scripture. - name and describe some different types of literary forms found in Scripture. - explore the characteristics of one literary form.

B9 The Church in Australia	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church • develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present • analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings
Outcome <i>A student</i>	<ul style="list-style-type: none"> • explores and describes a range of Catholic communities and explores how they contribute to Australian society. (LRECKSB9)
Essential Question	Who were the people and what were the events that had an impact upon the Catholic Church in Australia?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of the story of the Catholic Church in Australia <ul style="list-style-type: none"> – describe why a person, event or organisation has been important for the Catholic Church in Australia. – outline one religious practice from an Eastern Catholic Church. – identify the number of Catholics in their local community.

C9 The Search for Meaning	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • will value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life • develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions • reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning
Outcome <i>A student</i>	<ul style="list-style-type: none"> • identifies and explores the 'big' questions of human existence and make connections with Catholic Church teachings about human life. (LRECKSC9)
Essential Question	Why do humans ask why?
Content	<ul style="list-style-type: none"> • Students investigate humanity's need to understand the world by <ul style="list-style-type: none"> – list some of the 'big' questions about human life that people have always asked. – recall a life experience of joy, hope, sickness, and/or suffering. – connect Catholic Church teachings with the 'big' questions about human life.

D9 Sacraments of Healing	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church • appreciate the role of the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition • interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations
Outcome <i>A student</i>	<ul style="list-style-type: none"> • explores and describes the Sacraments of Healing and their role in the lives of the faithful. (LRECKSD9)
Essential Question	Why is forgiveness/ healing/ hope/ reconciliation/ repentance/ sin/ suffering significant in the life of a Christian?
Content	<ul style="list-style-type: none"> • Students deepen their awareness and understanding of sin and forgiveness <ul style="list-style-type: none"> – describe the steps involved in one Rite of Reconciliation/Penance – retell a healing story from Scripture – construct a prayer for a person who needs healing

E9 Living the Commandments and Beatitudes	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change • develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world • research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives
Outcome <i>A student</i>	<ul style="list-style-type: none"> • identifies characteristics of Christian discipleship and describes how to live the values and attitudes expressed in the Beatitudes. (LRECKSE9)
Essential Question	Why were the Ten Commandments relevant to Jesus?
Content	<ul style="list-style-type: none"> • Students develop their understanding of the Ten Commandments <ul style="list-style-type: none"> – revisit the story of the Ten Commandments and why they are important to live a good life. – identify how to live out the values and attitudes that Jesus gives us in the Beatitudes. – describe what it means to be a Christian disciple.

Stage 5: Year 10 Life Skills Content

A10 The Gospels	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value and appreciate the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • develop knowledge and understanding of the nature of Scripture and its portrayal of the story of the people of God with particular emphasis on the significance of the life, teachings, death and resurrection of Jesus Christ • use and interpret the Scriptures; think critically and reflectively on the meaning of Jesus' life, death and resurrection
Outcome <i>A student</i>	<ul style="list-style-type: none"> • describes the purpose of a Synoptic Gospel and compares images of Jesus in the Synoptic Gospels. (LRECKSA10)
Essential Question	Why are the Gospels significant?
Content	<ul style="list-style-type: none"> • Students recognise and value the significance of the Gospels <ul style="list-style-type: none"> - give an example of a story about Jesus and retell it. - identify the author, audience and setting of this Gospel. - describe one of Jesus' messages and select and/or create an image to represent this.

B10 The Church: Tradition, Challenge and Change	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of their religious identity and their spiritual heritage; appreciate the richness of the tradition and the need for community; be open to participation in the mission of the Church • develop knowledge and understanding of the nature and mission of the Church, both local and universal, and its history and teachings from its beginning to the present • analyse and communicate informed viewpoints on the nature and mission of the Church; review their experience in the light of its teachings; evaluate their participation in its undertakings
Outcome <i>A student</i>	<ul style="list-style-type: none"> • identifies and investigates the mission of the Church as given by Jesus and how the Church fulfils this mission today. (LRECKSB10)
Essential Question	What was Jesus' mission? Why is the Church described as a 'Pilgrim Church'?
Content	<ul style="list-style-type: none"> • Students develop an understanding of the Church as a 'Pilgrim Church' <ul style="list-style-type: none"> – identify the mission of Jesus from selected Scripture references. – describe a significant person or event in the history of the Catholic Church. – present information on how the Church is active in the world today.

C10 Ecumenism and Interfaith Dialogue	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of the various expressions of God's presence in the world; recognise the religious diversity of humanity; acknowledge the tension between good and evil; be open to the need to integrate religion with life • develop knowledge and understanding of the action of God in creation, the reality of good and evil and the human search for meaning in Christian and other traditions • reflect on the action of God in creation; reason with appropriate information and present coherent viewpoints; recognise the reality of good and evil; make informed responses in their search for meaning
Outcome <i>A student</i>	<ul style="list-style-type: none"> • explores major Christian denominations and describes examples of Ecumenism and Interfaith Dialogue. (LRECKSC10)
Essential Question	How is our common Christian heritage expressed in different Churches? Catholics, Anglicans, Lutherans, Pentecostals, Presbyterians, Baptists. . . are they all Christians?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of the Christian Tradition <ul style="list-style-type: none"> – identify the major denominations of Christianity. – describe some common Christian beliefs. – outline an example of Ecumenism and/or Interfaith Dialogue.

D10 Sacraments at the Service of Communion	
Objectives <i>A student will</i>	<i>A student will</i> <ul style="list-style-type: none"> • value, appreciate and become aware of the potential for relating with God within the sacraments, liturgy and prayer; be willing to engage in personal and communal prayer and the liturgical life of the Church • appreciate the role of the celebrating community and the individual in the sacraments, liturgy and expressions of prayer in the Catholic tradition • interpret and communicate the nature and development of the sacraments, liturgy and prayer; prepare and participate in various expressions of private prayer and communal celebrations
Outcome <i>A student</i>	<ul style="list-style-type: none"> • explores and describes the Sacraments of Holy Orders and Matrimony and their role in the wider Church community. (LRECKSD10)
Essential Question	How am I called to live out my baptismal promise and serve others in the Christian community?
Content	<ul style="list-style-type: none"> • Students deepen their understanding of their Baptismal call to holiness <ul style="list-style-type: none"> – identify ways in which they might serve the Church community. – outline marriage as a relationship between a husband, wife and God. – describe the role of the priest in the Church community.

E10 Catholic Social Teaching	
<p>Objectives <i>A student will</i></p>	<p><i>A student will</i></p> <ul style="list-style-type: none"> • be aware of their personal responsibility for moral decision-making; recognise that moral decision-making can be both complex and demanding; accept the need to work with compassion for justice in the world; believe in their own potential to effect change • develop knowledge and understanding of Catholic moral teaching, its relationship to moral issues and place in personal decision-making, including its call to work for justice in the world • research into and reflect on Catholic moral teaching; develop the ability to make responsible moral decisions; apply the principles of justice and compassion in their lives
<p>Outcome <i>A student</i></p>	<ul style="list-style-type: none"> • recalls the core themes of Catholic Social Teaching and applies the key ideas in the 'See, Judge, Act' method to moral issues. (LRECKSE10)
<p>Essential Question</p>	<p>What situations require you to exercise personal and moral responsibility? What helps and hinders you in exercising these responsibilities?</p>
<p>Content</p>	<ul style="list-style-type: none"> • Students recognise and value the importance of exercising personal and moral responsibility <ul style="list-style-type: none"> – name situations where they are required to exercise personal and moral responsibility. – recall the core themes of Catholic Social Teaching. – identify the key ideas in the 'See, Judge, Act' method.

13 Religious Education Syllabus Glossary

Glossary Term	Definition
Assessment	Assessment in RE helps us to establish and understand where learners are in their learning in a point of time. This informs ongoing learning opportunities and teaching decisions insures learning growth for students.
Assessment FOR	Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Teachers provide feedback to students about their learning and how to improve.
Assessment AS	Involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding, and work towards learning intentions (goals).
Core Content	The knowledge and information that teachers are required to teach and that students are expected to learn in a given unit content area.
Cross Curriculum Priorities	Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.
Doctrine	Key statements of Catholic beliefs, teachings and practices of the Church that are written in language accessible to students.
Enduring Understanding	The ideas that are central to the Catholic faith, its traditions and rituals. The enduring understanding will be addressed in the core content for the unit content area.
Essential Questions	Questions that stimulate inquiry and provide a focus for teaching and learning.
Learning Focus	The required learning for a particular unit content area.
Key Inquiry Question	Key inquiry questions provide a focus for teaching and learning.
Outcomes	The specific values, knowledge and skills that students address in the unit.
Scripture	The selected Scripture passages underpin the focus of the unit. For the Primary RE Curriculum, it is essential

	that teachers read the Scripture passage prior to every storytelling experience. In the K-2 Curriculum, some Scripture stories have been simplified for the purpose of RE Storytelling.
Statements of Learning	The core knowledge, understanding and skills to be taught in a unit content area.
Strand	The K-10 Religious Education Curriculum is organised around five main areas of study. Each of the five areas is given equal expression throughout the curriculum.
Success Criteria	The success criteria helps teachers to decide whether their students have achieved the outcomes and learning intentions of the unit.
Religious Education Priorities	Religious Education priorities purposefully incorporate Catholic faith, traditions and rituals embedded within the unit.
The General Capabilities	General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.
The General Capabilities	General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.
Unit Overview	The unit overview provides the key focuses of each unit.

14 Theological Glossary

Glossary Term	Definition
Abrahamic	Of or relating to any of the faiths traditionally held to descend from the biblical patriarch Abraham - Judaism, Christianity, and Islam.
Adoration	The acknowledgment that God is Father, Creator and Saviour. Through prayer and worship, people as individuals and as a Church, give expression to their beliefs.
Almsgiving	Making voluntary contributions to aid the poor.
Ambo	An ambo is the reading stand (lectern) from which the lector reads the scripture at Mass.
Amoris Laetitia	"The Joy of Love" 2016 Apostolic Exhortation by Pope Francis, on the challenges and opportunities of Catholic family life.
Anointing	Smearing oil on, or applying oil to someone during a sacrament or religious ceremony.
Anointing of the Sick	One of the seven sacraments of the Catholic Church administered to those who are sick or dying. The person is "anointed" with holy oil by a bishop or priest. The verb "to anoint" comes from the Latin word, <i>inungere</i> , which means "to smear".
Apostles	(Greek <i>apostolos</i> somebody who is sent as a messenger or agent.) This refers especially to the twelve followers chosen by Jesus who were sent out to preach the good news of salvation. (Matthew 28:19; Luke 6:13; 9:10).
Apostolic Exhortation	An apostolic exhortation is a type of communication from the Pope of the Catholic Church. It treats of a theme but it does not define Church teachings.
Apostolic Writings	In keeping with the Lord's command, the Gospel was handed on in two ways: ... <i>in writing</i> "by those apostles and other men associated with the apostles who, under the inspiration of the same Holy Spirit, committed the message of salvation to writing" (CCC 76, DV 7)
Apostolicity	That quality of the Catholic Church by which she is derived from the Apostles. There is an apostolicity of origin, since the Church was first organised by the apostles chosen by Christ; of teaching because what the Church teaches now is essentially what was taught by the Apostles; and of succession in office, since there has been an unbroken historical transmission of episcopal powers, through ordination, from the Apostles to all the bishops in communion with the Bishop of Rome today.
Ascetic	The practice of spiritual and penitential things for the purpose of acquiring the habits of virtue.
Asylum Seeker	A person who has left their home country as a refugee and is seeking a place to live, with protection in another country.

Atheism	Belief in no God.
Baptism	Baptism is the first Sacrament. It makes one a member of the Church. It is an action of the Holy Spirit whereby one is transformed and born anew. Baptism frees one from original and personal sin.
Beatitudes	<p>The Beatitudes are at the heart of Jesus' preaching. They take up the promises made to the chosen people since Abraham. The Beatitudes fulfill the promises by ordering them no longer merely to the possession of a territory, but to the Kingdom of heaven (Mt 5:3-12).</p> <p>The Beatitudes depict the countenance of Jesus Christ and portray his charity. They express the vocation of the faithful associated with the glory of his Passion and Resurrection; they shed light on the actions and attitudes characteristic of the Christian life; they are the paradoxical promises that sustain hope in the midst of tribulations; they proclaim the blessings and rewards already secured, however dimly, for Christ's disciples; they have begun in the lives of the Virgin Mary and all the saints. (CCC 1716-17)</p>
Beliefs	Tenets, creeds or faith.
Benediction	A rite in which the people are blessed with the Blessed Sacrament.
Bible	Also called Sacred Scripture or the Scriptures, the Bible is a collection of books accepted by the Church as the inspired, authentic account of God's revelation and plan of salvation for the human race.
Bishop	A priest who is ordained to teach, lead and look after the spiritual and pastoral needs of a diocese.
Blessing	The act of asking God's favour on a person or thing. When God blesses one receives favours such as forgiveness, life, strength, health, deliverance and happiness.
Canon	(Greek <i>kanon</i> , rule, measure) Used by the Church to describe the full and final list of writings which the Church believes are inspired by God and which belong to the Catholic Bible.
Catholic	In general, today the term "Catholic" refers to those Christians who profess a continued tradition of faith and worship and who hold to the Apostolic succession of bishops since the time of Christ, in union with the Pope.
Catholic Social Teaching	Catholic Social Teaching is based on the belief that God has a plan for creation, a plan to build his kingdom of peace, love and justice. It is the tradition of papal and episcopal reflection about how we live this vocation (the call to treat everyone as brothers and sisters) for the common good in our world.
Charism	A gift that flows from the Holy Spirit; in reference to a religious order Charism refers to the particular character or values that are evident in its apostolic work.

Christian	A person who is baptised, believes in and follows Jesus Christ.
Christian Love	A love that is self-giving. In the New Testament expressed by Jesus in "Love one another as I have loved you" (John 5:12). In the Gospels, Christian love refers to goodwill, kindness and compassion that can't be overcome by anything the other person does.
Church	The Church is the whole body of Catholic Christians who follow Jesus in the way they live, worship and express their faith.
Commandment	Laws which guide how people should behave in their dealings with God and other human beings. The <i>Ten Commandments</i> (Exodus 20) were given by God to Moses and they form the basis of the relationship or covenant between God and the people of Israel. Jesus summarised all the commandments in the twofold command of love of God and love of neighbour.
Commentary	A series of comments, explanations, or annotations: <i>a commentary on the Bible; news followed by a commentary.</i>
Common Good	"The sum total of social conditions, which allow people, either as groups or as individuals, to reach their fulfillment more fully and more easily." The common good concerns the life of all. It calls for prudence from each, and even more from those who exercise the office of authority. It has <i>three essential elements</i> (CCC 1906): <ol style="list-style-type: none"> 1. <i>presupposes respect for the person</i> (CCC 1907) 2. <i>requires the social well-being and development of the group itself.</i> (CCC 1908) 3. <i>requires peace, that is, the stability and security of a just order</i> (CCC 1909)
Compassion	To be with another person in their suffering, pain or excitement and joy. To walk with another and try to enter into and understand the feelings of another person.
Confirmation	Confirmation is the sacrament in which, by the imposition of hands, unction and prayer, a baptised person is filled with the Holy Spirit for the inner strengthening of the supernatural life and for the courageous outward confession of faith.
Conscience	Conscience is a judgment of reason whereby the human person recognises the moral quality of a concrete act that is going to be performed, is in the process of performing, or has already completed. In all one says and does, one is obliged to follow faithfully what one knows to be just and right. It is by the judgment of one's conscience that one perceives and recognises the prescriptions of the divine law. (CCC 1778)
Contemplation	Often called the prayer of the heart. This form of prayer is silent, wordless and is simply being in the presence of God.
Conjugal (love)	This is the love a married couple should have for each other. It is unitive in that it brings them together to be faithful to each other for

	life, and it is procreative in that it maintains the possibility for the conception of children.
Council of Jerusalem	The gathering of the Apostles at Jerusalem to decide on the observance of the Mosaic precepts by the converts to Christianity. They declared: "It has been decided by the Holy Spirit and ourselves not to saddle you with any burden beyond these essentials: you are to abstain from food sacrificed to idols, from the meat of strangled animals and from fornication. Avoid these and you will do what is right" (Acts 15:28-29).
Contract	An agreement that takes place between two or more people or groups, with the intent to do or not do the same thing.
Convert	One who with the help of divine grace undergoes a significant spiritual change for the better. In all cases the change must be deeply interior and represent a change of mind and heart (<i>metanoia</i>) to qualify as a true conversion.
Conversion	A radical reorientation of the whole life away from sin and evil, and toward God. This change of heart or conversion is a central element of Christ's preaching, of the Church's ministry of evangelisation, and of the Sacrament of Penance and Reconciliation.
Corporal Works of Mercy	The seven Corporal Works of Mercy are the kind actions by which we help other people. They include feeding the hungry, giving drink to the thirsty, clothing the naked, welcoming the stranger, visiting the sick and imprisoned and burying the dead.
Covenant	(Latin, <i>convenire</i> , agree). A binding agreement between two people or groups.
Covenant, New	As distinct from the covenant between God and the Hebrews through Moses, the New Covenant is the new agreement God made with people through Jesus Christ's sacrifice on the cross. God has revealed himself fully by sending his own Son, in whom he has established his covenant for ever. The Son is his Father's definitive Word; so there will be no further Revelation after him. (CCC 73)
Covenant, Old	The covenant before Christ came. Beyond the witness to himself that God gives in created things, he manifested himself to our first parents, spoke to them and, after the fall, promised them salvation (cf. <i>Gen</i> 3:15) and offered them his covenant. God made an everlasting covenant with Noah and with all living beings (cf. <i>Gen</i> 9:16). It will remain in force as long as the world lasts. God chose Abraham and made a covenant with him and his descendants. By the covenant God formed his people and revealed his law to them through Moses. Through the prophets, he prepared them to accept the salvation destined for all humanity. (CCC 70-72)
Creation	The way God (who has always existed) made everything and gave life to everything. Creation also refers to everything in the universe that exists.

Creator	As Creator, God is the one who made everything from nothing, who made "heaven and earth".
Creed	A summary statement or profession of Christian faith, e.g., the Apostles' Creed, the Nicene Creed. The word "Creed" comes from the Latin <i>credo</i> , meaning "I believe," with which the Creed begins. Creeds are also called symbols of faith.
Deacon	A deacon is either a man ordained in the final stages of his journey to the priesthood, or a married or unmarried man ordained by the bishop to bring the Word of God alive for the people (called a permanent deacon). A deacon can minister at any form of prayer or worship that has the word of God as its focus. Examples include: public prayer, baptism, marriage and funeral services. They can also minister in schools, prisons, hospitals and to the military and police.
Decalogue	The Decalogue refers to the Ten Commandments from God which were given to the people of Israel by Moses.
Denomination	A distinct group of believers, especially among Protestants. Different denominations exist within a single Protestant tradition, e.g., Lutheran. They are not necessarily different, though they generally are, in their faith, worship, and form of church government.
Dignity	The excellence that deserves recognition and praise in a person or thing. Highest in dignity is God, whose superiority over all creation is the basis for adoration.
Diocese	A territory governed by a bishop. It includes all the Catholic people, parishes and institutions.
Discernment	A process of seeking to understand and accept God's will for a person and/or a community. Discernment takes time, prayer and being open to respond to God's Will.
Disciple	One who learns from a teacher or living example. In all of his life Jesus presents himself as <i>our model</i> . He is "the perfect man", who invites us to become his disciples and follow him. In humbling himself, he has given us an example to imitate, through his prayer he draws us to pray, and by his poverty he calls us to accept freely the privations and persecutions that may come our way. (CCC 52, GS 38)
Divine Inspiration	<i>God is the author of Sacred Scripture.</i> "The divinely revealed realities, which are contained and presented in the text of Sacred Scripture, have been written down under the inspiration of the Holy Spirit." God inspired the human authors of the sacred books. "To compose the sacred books, God chose certain men who, all the while he employed them in this task, made full use of their own faculties and powers so that, though he acted in them and by them, it was as true authors that they consigned to writing whatever he wanted written, and no more." The inspired books teach the truth. "Since therefore all that the inspired authors or sacred writers affirm should be regarded as affirmed by the Holy Spirit, we must

	acknowledge that the books of Scripture firmly, faithfully, and without error teach that truth which God, for the sake of our salvation, wished to see confided to the Sacred Scriptures." (CCC 105-107, DV 11)
Doctrine	Something that is taught. An individual teaching or collection of teachings. The doctrine of the Church includes the beliefs and the teachings that are based on the person and work of Jesus Christ.
Dogma	A teaching or doctrine authoritatively and explicitly proposed by the Church as revealed by God and requiring the belief of the People of God.
Domestic Church	The Christian family which is the core community in the Church and the place where children first hear the faith proclaimed.
Dominion	Having ownership of everything, and having the right to use, change, keep or throw out what is owned at will. From a Christian perspective, however, the common good of people and society determines how dominion is exercised.
Ecclesial	That which pertains to the Church as the community of believers, with stress on their faith and union through love, and on the invisible operations of divine grace among the faithful.
Ecology	The Catholic understanding of ecology is drawn from Genesis whereby the <i>Catechism of the Catholic Church</i> , in the explanation of the Seventh Commandment, states respect for the integrity of creation. Animals, like plants and inanimate beings, are by nature destined for the common good of past, present, and future humanity. Use of the mineral, vegetable, and animal resources of the universe cannot be divorced from respect for moral imperatives. Man's dominion over inanimate and other living beings granted by the Creator is not absolute; it is limited by concern for the quality of life of his neighbour, including generations to come; it requires a religious respect for the integrity of creation. (CCC 2415)
Economy of Salvation	The great plan of God by which his will and work is accomplished. This plan of salvation is described in Ephesians 1:3-14.
Ecumenism	Ecumenism, from the Greek word "oikoumene," meaning "the whole inhabited world," is the promotion of cooperation and unity among Christians. Jesus Christ founded one Church and, in the midst of his Passion, prayed, "That they may all be one." (John 17:21) In fidelity to that, the Catholic Church takes part in an ecumenical movement seeking visible unity among the diversity of Christian Churches and ecclesial communities.
Encyclical (Papal)	A "circular letter" addressed by the Pope to all members of the Church or to a specific group in the Church, or as is common for recent Popes, to all men and women of good will. The subject of an encyclical is traditionally serious and important, a matter of doctrine or morals or discipline in the Church or a matter of grave importance to the whole world.

Enlightenment	The period in the history of western thought and culture, stretching roughly from the mid-decades of the seventeenth century through the eighteenth century, characterised by dramatic revolutions in science, philosophy, society and politics.
Eparchy	A diocese of an Eastern Catholic Church.
Epistle	From the Greek word meaning "letter," This word refers to the 21 books in the New Testament that were written as letters to instruct and encourage the members of the early Church.
Ethics	A system of moral principles, the rules of conduct or approaches to making decisions for the good of the individual and society.
The Eucharist	The Eucharist is the central sacrament, and the one to which all sacraments lead. The Eucharist recalls and celebrates the death and resurrection of Jesus Christ and the new covenant between God and his people. In this sacrament, the bread and wine become the body and blood of Jesus Christ and are offered up in sacrifice.
Exegesis	<p>Exegesis is the branch of theology that investigates and expresses the true sense of Sacred Scripture.</p> <p>In the process of exegesis, a passage must be viewed in its historical and situational context with its time/purpose of writing taken into account. This is often accomplished by asking:</p> <ul style="list-style-type: none"> • Who wrote the text and who is the intended readership? • What is the context of the text, i.e., how does it fit in with the author's larger thought process, purpose, or argument in the chapter and book where it resides? • Is the choice of words, wording, or word order significant in the particular passage? • Why was the text written (e.g., to correct, encourage, or explain, etc.)? • When was the text written?
Exodus	The second book of the Bible. The book of Exodus tells the story of the freedom of the Israelites from slavery in Egypt to the time they wandered through the desert up to Mt Sinai.
Evangelii Gaudium	2013 apostolic exhortation by Pope Francis on "the Church's primary mission of evangelisation in the modern world."
Evangelii Nuntiandi	An apostolic exhortation issued in 1975 by Pope Paul VI on the theme of Catholic evangelisation.
Evil	The privation of a good that should be present. It is the lack of a good that essentially belongs to a nature; the absence of a good that is natural and due to a being. Evil is therefore the absence of what ought to be there. (CCC 309, 314)
The Fall	A term used to describe the original sin of Adam & Eve as described in Genesis. (CCC 55)

Figurative	A language style that uses images and comparisons to help the reader or listener visualise a situation. It introduces similes, metaphors and other sensory language to create a deeper level of understanding.
Forgiveness	To excuse the sin or actions of self or another. Pardon given to someone to help restore the relationship, e.g. between God and a person or between two people, etc.
Freedom	<p>Having the power to think, speak and/or act as one wants as well as the state of not being imprisoned or enslaved.</p> <p>Freedom has several forms, including</p> <ol style="list-style-type: none"> 1. Freedom of choice is the power to choose between alternative courses of action. This is the basis for human responsibility. 2. Freedom of commitment is the power to devote oneself to another person, and to God, as well as commitment to ideals and values. This is sometimes called "freedom for". 3. Freedom may be a matter of permission to choose, even if within certain limits. 4. There are a number of basic human freedoms – e.g. 'freedom of religion', the freedom to affirm and practise one's religious beliefs, a freedom the State should respect and uphold. <p>There is the ultimate freedom of life in God, which fulfils all the desires and hopes of our nature.</p>
Genealogy	A record or account of the ancestry and descent of a person, family, group, etc.
Genre	A category of artistic, musical, or literary composition characterised by a particular style, form, or content.
Gentile(s)	People who were not/are not Jews.
Golden Rule	The moral principle of treating others as one wants to be treated by them. It was expressed by Christ in his Sermon on the Mount: "So always treat others as you would like them to treat you; that is the meaning of the Law and the Prophets" (Matthew 7:12).
Good	Something that is desired or approved of.
Goodness (intrinsic)	The quality of being good.
Gospel	The message of salvation in Jesus Christ, the fulfillment of Old Testament expectations about God's salvific actions in history. Also, the communication of the message, which came to mean each of the accounts of the four evangelists who recorded the life, passion, death, resurrection, and words of Jesus Christ
Grace	(Latin: <i>gratia</i>) According to St Thomas Aquinas, there are three understandings of grace: (1) God's own loving kindness and favour toward human beings; (2) in others, God's gifts themselves are

	called “graces”, (3) the thanks that fills the hearts of those who appreciate God’s love and God’s gifts. Grace that constitutes us as holy is “sanctifying grace.” Grace that helps us to achieve or recover or grow in holiness is “actual grace.”
Heaven	The state of eternal happiness in God’s presence. Those who die in God’s grace and friendship and are perfectly purified live for ever with Christ. They are like God for ever, for they “see him as he is,” face to face. This perfect life with the Most Holy Trinity - this communion of life and love with the Trinity, with the Virgin Mary, the angels and all the blessed - is called “heaven.” Heaven is the ultimate end and fulfillment of the deepest human longings, the state of supreme, definitive happiness. (CCC 1023-1024)
Hell	[A] state of definitive and everlasting self-exclusion from communion with God and the blessed is called “hell.” (CCC 1033)
Heresy	The obstinate post-baptismal denial of some truth that must be believed with divine and Catholic faith, or it is likewise an obstinate doubt concerning the same. (CCC 2089)
Historical-Critical Method	A method of studying the scriptures from the historical point of view so as to better understand literary genres, source history and textual composition; the penetration of ancient languages and cultural settings to advance biblical knowledge. (The Interpretation of the Bible in the Church, Pontifical Biblical Commission, 1993)
Holy Days of Obligation	These are major feast days, including Sundays, where Catholics are required to attend Mass. In Australia, the Holy Days of Obligation are the Nativity of Our Lord Jesus Christ (Christmas Day) and the Assumption of the Blessed Virgin Mary.
Holy Orders	A sacrament where men are ordained to serve the laity after responding to God’s call. Holy Orders includes the office and ranks of bishop, priest or deacon.
Homily	An instruction or reflection which opens up the meaning of the scriptures and their application to the Christian life.
Human Dignity	Human dignity is the idea that every human has inherent worth irrespective of distinction. Distinctions include: race, colour, sex, religion, political opinion, social origin, property or other status. The <i>Catechism of the Catholic Church</i> insists the dignity of the human person is rooted in his or her creation in the image and likeness of God.
Human Rights	Human rights recognise the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe. They are based on principles of dignity, equality and mutual respect, which are shared across cultures, religions and philosophies. They are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.

Hypostatic Union	The union in Jesus of His divine nature to a human nature; two natures in the one divine person. The unique and altogether singular event of the Incarnation of the Son of God does not mean that Jesus Christ is part God and part man, nor does it imply that he is the result of a confused mixture of the divine and the human. He became truly man while remaining truly God. Jesus Christ is true God and true man. (CCC 464)
Icon	The Greek word for "image". An icon is an image of our Lord, our Lady, or one of the angels or saints, painted or glazed on a flat surface and used in Eastern Churches in place of statues. (CCC 1159-1162)
Ideological	Based on or relating to a system of ideas and ideals, especially concerning economic or political theory and policy.
Imago Dei "Image of God"	<i>"So God created humankind in his image, in the image of God he created them; male and female he created them".</i> Genesis 1:27 Being in the image of God the human individual possesses the dignity of a person, who is not just something, but someone. He is capable of self-knowledge, of self-possession and of freely giving himself and entering into communion with other persons. And he is called by grace to a covenant with his Creator, to offer him a response of faith and love that no other creature can give in his stead. (CCC 357)
Incarnation	The basic Christian doctrine which affirms that Jesus Christ took human flesh from his human mother Mary, and that he is at one and the same time fully God and fully man. Taking up St. John's expression, "The Word became flesh", the Church calls "Incarnation" the fact that the Son of God assumed a human nature in order to accomplish our salvation in it. (CCC 461)
Intercession	(Latin <i>intercessio</i> , a coming between). Intercession occurs when people pray for others. When the angels or saints plead with God for human beings on earth, they offer prayers of intercession.
Islam	A monotheistic religion characterised by the doctrine of absolute submission to God and by reverence for Muhammad (570-632 A.D.) as the chief and last prophet of God.
Islamic	Relating to or characteristic of Islam or its adherents.
Israel	The Jewish people, chosen by God to be His people and named after Israel (Jacob), from whose twelve sons the tribes of Israel descend. God formed Israel into a priestly people in their exodus from the slavery of Egypt, when He made the first or Old Covenant with them and gave them the Law through Moses.
Jewish	Of or relating to the Jews or their culture or religion.

Jews	Those who adhere to Judaism both as a religion and a people. Originally the name was restricted to the subjects of the kingdom of Judah. But after the Babylonian exile it became the common name for the race descended from Jacob and for the followers of the Mosaic religion.
Judaism	The monotheistic religion of the Jews, tracing its origins to Abraham and having its spiritual and ethical principles embodied chiefly in the Hebrew Scriptures and the Talmud.
Justice	Giving to each person what is owed to them. This leads to respecting the rights of all people and developing relationships that promote equity amongst people and the common good.
Kingdom of God	The reign of God over all people. The biblical idea was that people had to accept God as their king in order to be part of the Kingdom of God. The Kingdom or reign of God happens wherever people live in harmony with the will of God. It can be in one's hearts, families and world. Jesus proclaimed the Kingdom of God, and said that humanity is already in the Kingdom if humanity lives the Christian life and will live more completely in the Kingdom after death. The manifestation and the realisation of God's plan of salvation in all its fullness.
Laudato Si'	The second encyclical of Pope Francis. The encyclical has the subtitle "On Care For Our Common Home", 2015.
Law	A rule of conduct established by a community to keep order among people and protect their rights.
Lay oblate	A person who is associated with a religious institute in order to grow in Christian perfection by following certain rules of the institute but living outside its community structure. Such oblates share in the merits and spiritual benefits of the order or congregation.
Lectionary	A book containing the readings from scripture that are to be read at Mass on weekdays, Sundays, Feasts and special Masses throughout the liturgical year.
Litany	A form of prayer, consisting of a series of petitions or biddings which are sung or said by a priest, deacon, or leader, and to which the people make fixed responses.
Literal	Following the words of the original very closely and exactly.
Liturgy	The official public worship of the Church.
Liturgical Year	The Church's yearly cycle. It begins in late November or early December at the start of the season of Advent and runs until late November or early December. The Liturgical Year is made up of a number of seasons that form a regular pattern of celebration, worship and remembrance.

Lumen Fidei	"The Light of Faith" is the first encyclical of Pope Francis, issued in 2013.
Marriage	"The matrimonial covenant, by which a man and a woman establish between themselves a partnership of the whole of life, is by its nature ordered toward the good of the spouses and the procreation and education of offspring; this covenant between baptized persons has been raised by Christ the Lord to the dignity of a sacrament." (CCC 1601)
Martyr	A witness to the truth of the faith, in which the martyr endures even death to be faithful to Christ. Those who die for the faith before having received Baptism are said to have received a "baptism of blood," by which their sins are forgiven and they share in the death and Resurrection of Christ.
Meditation	This form of prayer is reflective. It is a form of prayer of the mind, where the one who meditates thinks about and reflects on God and spiritual or scriptural ideas (in Christianity).
Mercy	The quality of care for another, willingness to make an effort, even at great sacrifice, to ease another's pain, readiness to forgive, eagerness to help. There are three Hebrew roots which are frequently translated as mercy, <i>hesed</i> , <i>rahamin</i> and <i>hen</i> .
Messiah	<p>Hebrew word meaning 'anointed one'. It is translated into Greek as <i>christos</i>. It is a title designating an anointed agent sent by God for the benefit or welfare of the people.</p> <p>The idea comes from Judaism which believes that God would one day send someone to overcome evil and set up the reign of God in the world. Christians believe that Jesus Christ has done this and is therefore the Messiah.</p>
Ministry	Fulfilling a particular role based on one's gifts in the service of God, others or the Church.
Mission	(Latin <i>missio</i> , a sending) The term literally denotes "sending" and covers a variety of meanings, all somehow expressing the idea of a going forth from one person to others in the task of spreading the good news of Jesus Christ, of serving others and of building up the Christian community.
Mission of the Church	The preaching of the gospel among peoples and cultures where it is not known. It is closely connected to "evangelisation". To proclaim and to spread among all peoples the Kingdom of Christ and of God and to be, on earth, the initial budding forth of that kingdom (CCC 849, LG 5) based on the initial call of the Disciples by Jesus Christ, "And he said to them, 'Follow me, and I will make you fish for people.'" Mt 4:19
Missionary	A person who is sent by Church authority to preach the Gospel, or help strengthen the faith already professed, among people in a given place or region. Missionary endeavor requires patience. It begins

	with the proclamation of the Gospel to peoples and groups who do not yet believe in Christ, and continues with the establishment of Christian communities that are "a sign of God's presence in the world". (CCC 854)
Monastery	The place where religious men or women live in a community and they dedicate their lives to prayer and service.
Monasticism	The way of life followed by religious men and women who live in a monastery and where they are generally secluded from the world, according to fixed rule and under vows, in order to praise God through contemplation and apostolic charity. The principal duty of those living the monastic life is to offer humble service to God within the boundaries of the monastery. Some monastic institutes dedicate themselves wholly to contemplation; others engage in some works of the apostolate or of Christian charity, in accord with the character of monastic life.
Monk	(Greek <i>monachos</i> , living alone, solitary.) Originally a hermit or anchorite, but already in the early Church applied to men living a community life in a monastery, under vows of poverty, chastity, and obedience, according to a specific rule, such as that of St. Basil or St. Benedict.
Monotheism	(Greek <i>monos</i> , one; <i>theos</i> , god.) The belief that there is only one God, a supreme being who is transcendent, omniscient, omnipotent, all good, and creator of all that exists.
Morality	Living according to the rules of good behaviour. The Scriptures, the teachings of the Church and each person's conscience help people understand what is right and wrong.
Muslim (Moslem)	A believer in or adherent of Islam.
Natural Law (also: Divine Law, Revealed Law)	The moral law presupposes the rational order, established among creatures for their good and to serve their final end, by the power, wisdom, and goodness of the Creator. All law finds its first and ultimate truth in the eternal law. Law is declared and established by reason as a participation in the providence of the living God, Creator and Redeemer of all. There are different expressions of the moral law, all of them interrelated: eternal law - the source, in God, of all law; natural law; revealed law, comprising the Old Law and the New Law, or Law of the Gospel; finally, civil and ecclesiastical laws. (CCC 1950-1952)
New Evangelisation	The New Evangelisation refers to the Church's outreach to baptised Catholics who have become distant from the faith and the life of the Church. The term was coined by Saint John Paul II referring to situations: 1. "where entire groups of the baptised have lost a living sense of the faith, or even no longer consider themselves members of the Church, 2. and live a life far removed from Christ and his Gospel. In this case, what is needed is a 'new evangelisation' or a 're-evangelisation.'" (RM 30, 33)

Novena	In the Catholic Church this is a particular devotion or prayers said on nine consecutive days or occasions, such as the nine first Fridays of the month. In imitation of the nine days of prayer by the Blessed Virgin and the Apostles from the Ascension to the Vigil of Pentecost.
Nun	A woman vowed to poverty, chastity and obedience who lives in a community and who leads a life of prayer and work.
Ordain	(Latin, <i>ordinare</i> , appoint). To consecrate a member of the community for the service of the Church through the sacrament of Holy Orders.
Ordained	One who is set aside, marked with a special sign for a particular purpose. Thus, a bishop lays his hands on the head of a man to ordain him for priestly office - to stand "in the person of Christ" for His people.
Original Sin	The sin that occurred at the origins of the human race; the personal sin of Adam, as described in Genesis 2:8 - 3:24, passed onto all persons (with the exception of Jesus Christ and the Blessed Virgin Mary) as a privation of grace. "The doctrine of original sin is, so to speak, the "reverse side" of the Good News that Jesus is the Saviour of all men, that all need salvation and that salvation is offered to all through Christ." (CCC 389)
Parable	(Greek <i>parabole</i> , comparison, wise saying) Jesus' invitation to enter his kingdom comes in the form of <i>parables</i> , a characteristic feature of his teaching (CCC546). A wise saying or story used to illustrate a teaching. More than half of Jesus' teaching was done through parables.
Parish	A community of the faithful within a particular church or diocese, led by a priest.
Patriarch	The father and ruler of a family, tribe, or race in biblical history. A name commonly applied to Abraham, Isaac, and Jacob. In the eastern Catholic Churches a patriarch is subject only to the Pope, and is head of all those who belong to his Church throughout the world.
Penance	(Latin, <i>poenitentia</i> , regret). An act of prayer or self-denial carried out by a person as part of one's sorrow for sin and decision to turn to God and away from evil.
Pentecost	Feast commemorating the descent of the Holy Spirit on the Apostles. The Church was publicly displayed to the multitude, the Gospel began to spread among the nations by means of preaching (AG 4). It takes its name from the fact that it comes about fifty days after Easter. The name was originally given to the Jewish Feast of Weeks, which fell on the fiftieth day after Passover, when the first fruits of the corn harvest were offered to the Lord (Deuteronomy 16:9), and later on the giving of the law to Moses was celebrated.

Petition	(Latin <i>petitio</i> , request). A request made for something desired. A prayer of petition is one in which Christians ask a favour from God.
Pilgrim	One who travels to a holy place or shrine to show devotion and gain some spiritual benefit.
Pilgrim Church	The transitory, changeable and imperfect phase of the Church's life on earth as it moves through history on its way toward the final kingdom of God. The Church, prompted by the Holy Spirit, must walk in the same path on which Christ walked: a path of poverty and obedience, of service and self-sacrifice.
Pilgrimage	The journey made by a pilgrim to a sacred place as an act of religious devotion.
Polytheism	Belief in many gods.
Pope	The bishop of Rome and the elected spiritual leader and supreme pastoral authority within the Catholic Church.
Porta Fidei	"The door of faith" an apostolic letter by Pope Benedict XVI, proclaiming a 'Year of Faith' to run from October 2012 up to the feast of Christ the King in 2013.
Prayer	The elevation of the mind and heart to God in praise of his glory, or in sorrow for sin; a petition made to God for some desired good, or in thanksgiving for a good received, or in intercession for others before God. Through prayer the Christian experiences a communion with God through Christ in the Church.
Priest	In the Catholic Church priests are ordained to preach the Word, preside over the liturgy and the celebration of the sacraments, and care for the pastoral needs of the Christian community.
Proclaim	To praise or glorify openly or publicly.
Procreative (love)	The love of a husband and wife within a marriage that is expressed in sexual intercourse leading to the potential for a human life to be conceived.
Promise	A commitment made to God or another person vowing that one will or will not do something.
Prophetic	Of, relating to, or characteristic of a prophet or prophecy.
Protestant	Churches or believers who have their origins in the reformation period during the sixteenth century; having broken away from the Catholic Church.
Purgatory	All who die in God's grace and friendship, but still imperfectly purified, are indeed assured of their eternal salvation; but after death they undergo purification, so as to achieve the holiness necessary to enter the joy of heaven. The Church gives the name <i>Purgatory</i> to

	this final purification of the elect, which is entirely different from the punishment of the damned. (CCC 1030-1031)
Real Presence	The teaching of the Catholic Church that Jesus Christ is present at and in the Eucharist in his body and blood, humanity and divinity, under the form of bread and wine. (CCC 1373-1379)
Redemption	(Latin, <i>redimere</i> , buy back) (1) The action of God in saving the Hebrew people from disaster. (2) The action of the life, death and resurrection of Jesus, which 'buys us back' from sin into the grace of God. Redemption is a gift from God by which we have been saved from the power of evil.
Reformation	The Reformation is the political and religious event in the sixteenth century that divided the Western Christian Church into Catholic and Protestant.
Religious Freedom	Religious freedom means you are free to believe in a set of religious doctrines and codes of conduct, free to live according to what you believe, and to work with fellow believers in living out your beliefs. Importantly, it also means being free to share what you believe in the public arena, for the consideration of others.
Religious Rule	The plan of life and discipline, approved by the Bishop or the Holy See, under which religious live in order to grow in Christian perfection and perform the works of the apostolate proper to their institute.
Rerum Novarum	'Rights and Duties of Capital and Labor', is an encyclical issued by Pope Leo XIII in 1891.
Resurrection (of Christ)	The rising from the dead of Christ on the third day after his death and burial. Christ's Resurrection is a basic truth of Christianity, which is expressed in all the Creeds and in all rules of faith of the ancient Church.
Revelation	A most fundamental principal of Christianity describing the process by which God, through words and actions, reveals himself to us, and also reveals his plans for friendship with us and his invitation to communion of life with him. Revelation can refer to the communication of some particular truth by God, but the fullness of revelation shines forth in Jesus Christ, the sum total of revelation. (Dei Verbum #2)
Rite	(Latin <i>ritus</i> , ceremony) the religious and liturgical customs of a group of Christians who have their own priesthood and hierarchy, their own liturgical rules and canon law, and their own spiritual tradition. For example, Roman, Maronite. A single ceremony with its own special form, e.g. Baptism. (Woods, 2002)
Ritual	(Latin <i>ritualis</i> , relating to religious ceremonies). Any action or set of actions symbolising the feelings or relationships that people have towards each other and the world around them. For example,

	shaking hands. An established way of carrying out religious rites and ceremonies that are to be used by the Church's minister in celebration of the sacraments, blessings and devotions.
Rosary	The Rosary is a prayer made up of twenty mysteries that reflect on the life of Jesus and Mary. One of the most recognisable aspects of the Rosary is the Rosary Beads arranged in a circle that are used during the prayer.
Rosh Hashanah	The Jewish New Year.
Sacrament	(Latin, <i>sacramentum</i> and Greek, <i>mysterion</i>). Signifying one of the seven central liturgical rites of the Church through which participants experience the paschal mystery of Christ, are formed into the body of Christ and receive or grow in the life of grace.
Sacrament of Reconciliation and Penance	"Those who approach the sacrament of Penance obtain pardon from God's mercy for the offence committed against him, and are, at the same time, reconciled with the Church which they have wounded by their sins and which by charity, by example, and by prayer labours for their conversion." (CCC 1422)
Sacramental	Sacred signs which bear a resemblance to the sacraments in so far as they signify the effects, especially of a spiritual kind, which are obtained through the Church (CCC 1667).
Sacred	The holy or divine. That which pertains to God, as distinguished from what pertains to human beings.
Salvation	(Latin, <i>salus</i> , health; Greek, <i>soteria</i> , safe return home). Being saved from danger and enemies. In the New Testament, Jesus is described as the one who saves the human race from the power of evil through his incarnation, life, death and resurrection. Salvation means also the attainment of Heaven.
Schism	This refers to a formal breach in Church unity brought about when a particular group separates itself from the larger faith community.
Scroll	(Middle English, <i>scrowle</i> ; Old French, <i>escro(u)e</i> , strip of parchment; Frankish, <i>skroda</i> , piece or shred). An ancient book in rolled-up shape. The writing was done on papyrus, animal skin, or parchment, each piece approximately six inches wide and ten inches long. The pieces were sewn together and rolled smoothly around a stick. The reader would unroll the manuscript off the stick onto another stick. Frequently the roll would be over a hundred feet long. Much of the Old and New Testaments was written on scrolls, as were literary and scientific documents. The title was sometimes written on the outside edge of the scroll.
Sectarian	Division based on adherence to a particular set of beliefs and the rejection of the broader community.

Sectarianism	Discriminating against some members of society based on their religious beliefs, e.g. the past social and economic division of society between Catholic and Protestant Australians.
Secular	Not connected with things religious or spiritual.
Secularism	The separation of religious beliefs and values from public life.
Sin	<p>(Latin, <i>sons</i>, hurtful, guilty). Hebrew words for sin mean to shoot an arrow and 'miss the mark', that is, to fail to achieve a goal. To sin is to be deliberately unfaithful to what God asks of us. In the New Testament, sin is the result of failing to live the new life in Christ. Thus, failure affects our relationship with God, other people and ourselves.</p> <p>Sin is an offence against God as well as a fault against reason, truth and right conscience. Sin is a deliberate thought, word, deed, or omission contrary to the eternal law of God. In judging the gravity of sin, it is customary to distinguish between mortal and venial sins.</p>
Steward	In scriptural terms, humans have been entrusted with the care and responsibility of all of creation, including the world's resources, all living creatures and one another, and with the understanding of the revelation of God.
Stewardship	In the scriptures, stewardship is used to mean having the duty and responsibility to manage responsibly the tasks which God entrusts to humans.
Social Justice	Social justice means that everybody, including governments, organisations and individuals, should treat all other people with dignity according to their rights as human beings. True social justice does not allow the existence of favouritism, racism or any unjust discrimination against other people.
Solidarity	Solidarity...is a firm and persevering determination to commit oneself to...the good of all and of each individual, because we are all really responsible for all. (Pope John Paul II, <i>Sollicitudo Rei Socialis</i> , On Social Concern, 1987, #38)
Subsidiarity	The principle of subsidiarity protects people from abuses by higher-level social authority and calls on these same authorities to help individuals and intermediate groups to fulfil their duties. This principle is imperative because every person, family and intermediate group has something original to offer to the community. (Compendium of the Social Doctrine of the Church, par. 187)
Testament	The name given to the two major parts of the Bible; a synonym for "covenant," as in Old and New Covenants. The Old Testament recounts the history of salvation before the time of Christ (46 books), and the New Testament unfolds the saving work of Jesus and the apostolic beginnings of the Church (27 books).

Thanksgiving	Prayers of thanksgiving are expressions of gratitude and recognition that all we have is a gift from a generous Creator.
Theology	“Faith seeking understanding” Saint Anselm (1033-1109).
Theology of the Body	St. John Paul II's integrated vision of the human person. The human body has a specific meaning, making visible an invisible reality, and is capable of revealing answers regarding fundamental questions about us and our lives.
Torah	The first 5 books of the Bible are known as the Torah, the 5 books of Moses or the Pentateuch. These 5 books are sacred to the Jewish people.
Tradition	(Latin, <i>traditio</i> , corresponding to Greek, <i>paradosis</i> : transmission). The basic meaning refers to the transmission in the Church, of beliefs, doctrines, rituals, and entities such as the scriptures.
Trinity	One of the principal doctrines of the Catholic faith which expresses belief in one God as three distinct persons: Father, Son and Holy Spirit. This is a great mystery of the Christian faith and cannot be fully explained in human language.
Virtue	A virtue is a habitual and firm disposition to do good. It allows the person not only to perform good acts, but to give the best of himself. (CCC 1083)
Vocation	(Latin, <i>vocatio</i> , a calling). A calling to follow a particular career or occupation in life. Because they belong to Christ through baptism, all Christians have a vocation to become mature disciples of Christ and to become holy as active members of the Church community. They help spread the kingdom of God through special Christian vocation as lay persons, consecrated religious, or ordained ministers.
Yom Kippur	Considered the holiest day in the Jewish calendar, Yom Kippur is the Day of Atonement. It is a day set aside to repent for one's sins throughout the past year and is characterised by intense prayer and fasting.