

St Eugene College

Religious Education Scope and Sequence

Prep focus areas

Overarching idea – God is a God of love. Jesus taught believers to live according to God’s plan.

Focus 1: What did Jesus teach? How can I be more like Jesus?

How do we make good choices in our lives? We explore the idea that God created people with freedom to choose right or wrong. What do the stories of the Bible tell us about making good choices? We listen to, read and view stories of and about Jesus in the Gospels that tell Jesus’ life as a Jew; Jesus praying and teaching others to pray; his teachings about love, compassion and forgiveness that challenge people about the way they are living; and of his suffering, death and resurrection. We are introduced to the liturgical season of Lent. We learn about ways in which believers pray alone or with others. We learn about the Church building as a sacred place for believers and the Bible as a sacred book for believers.

Explicit Teaching about Prayer: Sign of the Cross, Amen

Focus 2: What and when do we celebrate?

In this unit, we begin with the joyful story of Easter. We recognise ways in which believers pray either alone or with others, using word, music, action, silence, images, nature, and participate with respect with a variety of these prayer experiences. Children describe ways in which believers pray together during special celebrations and rituals that mark important times in the lives of believers and in the church year.

Explicit Teaching about Prayer: Meditative prayer practices, including silence and stillness and lighting a prayer candle

Focus 3: God’s Plan for Creation

How do we live according to God’s plan in our world today? Children learn about some Old Testament stories that tell of a God of love, the creator of all, the goodness of creation, God’s special relationship with all of creation and God’s plan that people help each other to live safely and happily together, for the good of all.

Explicit Teaching about Prayer: Meditative prayer using symbols and nature

Focus 4: Advent and Christmas

How is the birth of Jesus remembered in the Church? Students explore the infancy narratives through comparing and contrasting the accounts in Matthew and Luke. We learn more about the liturgical year, with a focus on the seasons of Advent and Christmas.

Explicit Teaching about Prayer: Meditative prayer

Year 1 Focus Areas

Overarching idea – All people are created in God's own image, with dignity and natural rights.

Focus 1: Living happily and safely in community.

We learn that all people are made in the image and likeness of God. We have choices and freedom to choose right or wrong. Why do we have school and class rules at St Eugene College? As a Catholic school, these rules stem from Jesus' message of respect for all. A covenant is an agreement and, as class rules are agreed upon, we develop class covenants. What do the stories of the Old Testament tell us about God and Creation? How did the Jewish people see God in their world and how do we see God in our world today?

Explicit Teaching about Prayer: Grace, Meditative Prayer Focus: Closing eyes

Focus 2: People of God

Within the St Eugene Parish community there are many different roles, including priest, parishioner; liturgical ministries, such as musicians and altar servers; parish groups, such as family groups and prayer groups; parish ministries, such as St Vincent De Paul and Rosies. We learn about Mary, the Mother of Jesus. Children investigate the story of Mary in Luke's Gospel. We explore the way Mary is honoured and develop an understanding of the Hail Mary, a traditional Catholic prayer honouring Mary.

Explicit Teaching about Prayer: Hail Mary; Meditative Prayer Focus: Closing eyes, listening to music

Focus 3: What is Jesus calling me to do?

In this unit, students learn about the nature of Jesus' mission and ministry, for example, healing, teaching and forgiving. We explore aspects of Jewish daily life at the time of Jesus. Children listen to, view and read Gospel stories and note key events, places and characters in the life of Jesus. We learn that prayer was an important part of Jesus' life and prayer is important in the lives of believers too. Prayer is integral to the everyday life of St Eugene College. How do we see Jesus in our college community?

Explicit Teaching about Prayer: Hail Mary, Meditative Prayer

Focus 4: Church Teaching

How is the story of Jesus continued today? Jesus' story is lived in the community (school and parish). We focus on church teaching about ourselves and the way we treat one another. Students explore the words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action and why Sacraments are important to the community of believers. We learn about Advent and Christmas and read about Jesus and Mary in the stories of Jesus' birth in Matthew and Luke's Gospels.

Explicit Teaching about Prayer: Hail Mary; Meditative Prayer Focus: Prayer beads

Year 2 Focus Areas

Overarching idea - Covenant: relationship with God, relationship with creation, relationship with each other

Focus 1: How can we create a world of love?

Through the Bible and children's literature we explore loving relationships with God and each other. We recognise that, sometimes, the choices we make may harm loving relationships and investigate ways we seek to heal relationships through reconciliation. We investigate the Sacrament of Penance as celebrated in the Church and explore the Seasons of Lent and Easter

Explicit Teaching about Prayer: Prayers for forgiveness, including acts of contrition and Penitential Act

Focus 2: How can the story of Abraham and Sarah help us understand covenant?

God's relationship with the Jewish people as described in Old Testament texts is the focus of this unit. The Jewish people describe this concept as 'covenant'. We explore the story of Abraham and Sarah in Genesis 17, connecting to the way Jewish people remember Covenant and their relationship with God in the world today.

Explicit Teaching about Prayer: On-going focus: meditative prayer practices, including centred breathing and attending to posture

Focus 3: How can I share the messages of creation in my world?

People are called to be co-creators and stewards of God's creation. Through the messages of the Creation stories we can understand the idea of covenant as relationship with God, with each other, and creation. Through exploring other cultures' creation stories we understand that creation stories are myths that teach us to be stewards of creation. We can then pursue peace and justice out of respect for human life and all creation.

Explicit Teaching about Prayer: Prayer and the wisdom of the Saints

Focus 4: What do the stories of Jesus mean to our community today?

In this unit, we focus on the life and times of Jesus and how we can be more like Jesus in our own lives. We examine the teachings and actions of Jesus in New Testament texts and the mission and ministry of Jesus to bring about the Kingdom of God. We make connections between Jesus' mission and the way members of St Eugene College and Parish community act like Jesus today.

Year 3 Focus Areas

Overarching idea – God’s relationship with people as individuals and as community, everyday God

Focus 1: Heroes of St Eugene – How do they teach us about living a ‘good’ life?

Who are the heroes of the Bible, saints and local heroes of St Eugene College? We explore how all these historical people exemplify the values of a hero. Students make connections between the messages of the Decalogue and Jesus’ teaching in the Beatitudes, and how the scriptures can be used as a guide for making decisions. We investigate how Jesus’ message is reflected in the work of the Church and school e.g. social justice projects like Caritas and St Vincent de Paul.

Explicit Teaching about Prayer: Meditative Prayer practises

Focus 2: How is the life and message of Jesus remembered in the Sacraments of the Church?

The Sacraments of Baptism, First Eucharist and Confirmation remember key stories in the life of Jesus, e.g. Jesus’ baptism, the Last Supper and Pentecost. Students explore the sights, sounds and actions of the Sacraments of Initiation and learn that, through the Sacraments of Initiation, people are welcomed and strengthened in the Church community. Students explore the features of a parish and diocese.

Explicit Teaching of Prayer: Glory Be, Meditative Prayer practises including guided meditation

Focus 3: How are we connected with God’s world?

We encounter God’s presence and action in daily life through an experience of the created world. Students explore the diversity of God’s created world, the order and harmony of creation and the relationships that exist in the created world. Students learn about prayers of praise and thanksgiving, including psalms. Students learn that God is imaged many ways in the stories of the Old Testament, such as God as potter, mother, Creator. We hear these ideas of God also in the psalms. In the Torah the special relationship between the Jewish people and God is seen through the stories of people such as Moses and Jacob.

Explicit Teaching about Prayer: Prayers of Thanksgiving and Praise

Focus 4: How is the story of Jesus’ birth remembered in the Church?

In this unit, students examine features of New Testament text types and explore the cultural contexts of the Gospel writers. Students explore the concept of Jesus as Messiah in scripture, including the story of Jesus’ birth in the Gospel of Matthew, and the beliefs of the Church today.

Explicit Teaching of Prayer: Meditative Prayer practises including guided meditation and mindful listening.

Year 4 Focus Areas

Overarching idea – The significance of community for Christians

Focus 1: Challenge and Change

In this Unit, students will develop their understanding of living in a community, including Christian communities, and explore responses to challenges and changes. They learn that the books of the New Testament contain a variety of text types, such as narratives and parables. Students will identify the significant experiences of Catholics in Australia (c. 1788 CE - c.1850 CE) and their response to the challenges.

Explicit Teaching about Prayer: Prayers of Petition and Intercession, Litanies

Focus 2: Living in Harmony

In this unit, students explore the idea of free choice and actions within the community and how the messages and actions of Jesus are lived in the church community today. Students investigate the Sacraments of Anointing of the sick and Penance. They create prayers of blessings, petition and intercession and understand their significance for Christian communities.

Explicit Teaching about Prayer: Prayers of Blessing, Prayers of Petition and Intercession, Litanies, Meditative prayer practices, including praying with the help of colour and mandalas

Focus 3: Ancient Voices

Students learn that the books of the Old Testament contain a variety of text types such as sacred myths, narratives and psalms. Understanding the text types in the Bible helps a reader better understand God's word. The Bible's referencing system helps us to locate books, people and places in the Bible.

Explicit Teaching about Prayer: Prayers of Blessings, Litanies

Focus 4: A loving Community

Students recognise the Christian understanding of Trinity as seen in scripture passages that recount the actions of God the father, Jesus the Son and the Holy Spirit. They investigate the significance of community for Christians and ideas about living in community through an exploration of the wisdom of St Paul.

Explicit Teaching about Prayer: Prayers of Blessing, Prayers of Petition and Intercession, Litanies, Meditative prayer practices

Year 5 Focus Areas

Overarching idea – Sharing and strengthening faith in communities past and present.

Focus 1: The Bible/Gospel Writers. What do people of faith do?

In this unit, students come to understand that faith is shared and strengthened in communities past and present, including the communities of the Gospel writers. Students investigate pioneering Catholics in Australian colonies and broaden their appreciation of the wisdom of the saints, including Mary MacKillop. Students develop an understanding of the significance of personal and communal prayer and worship. They visit a Synagogue and St Stephen's Cathedral, where they participate in the Mass.

Explicit Teaching about Prayer: Review traditional prayer e.g. Lord's Prayer, St Eugene's Prayer, Grace.

Focus 2: How can the Holy Spirit move my world?

Students learn about the action of the Holy Spirit in the lives of believers, today and in the early church. They learn that the Sacrament of Confirmation remembers the action of the Holy Spirit (words, symbols and actions) and explore the gifts and fruits of the Spirit.

Explicit Teaching about Prayer: Meditative prayer including Mantras

Focus 3: How does Mary's story of faith continue across time and place?

In this unit, students explore the story of Mary, the mother of Jesus, in scripture and Mary's unique role in the Church. They compare different understandings of Mary through a variety of titles and images and learn Marian prayers, focusing on the elements of praising God and entrusting care and petitions to Mary.

Explicit Teaching about Prayer: Meditative prayer including Hail Mary, Litany of Mary of Nazareth and Rosary. Meditative prayer practices, including praying with Rosary beads

Focus 4: How can Jesus' message challenge me today?

Students explore Christian conscience and Jesus' moral teaching (Decalogue, The Beatitudes, Jesus' new law on love). They develop and explain a personal choice or action that demonstrates how Jesus' teaching can apply to the world today e.g. linked to school and classroom rules, actions in the local community.

Explicit Teaching about Prayer: Meditative prayer, Prayers and responses for Mass

Year 6 Focus Areas

Overarching idea – Jesus as the heart of Christianity

Focus 1: Just Leadership

In this unit, students learn about the Christian understanding of faith and living just lives guided by Christian teaching. They learn that Jesus' New Law is important for the way believers live their faith. This concept links with the Old Testament idea of what it means to be a prophet. Students will focus on issues of social justice in our time.

Explicit Teaching about Prayer: Meditative Prayer practices, including prayer journaling and the Examen

Focus 2: The Catholic Church in Australia

Students develop an appreciation of the contribution made by Australian Catholics, including lay people and religious orders, to the shaping of the Church in Australia (c. 1901 CE to the present). They learn that the Spiritual and Corporal works of mercy are foundational to the Church's teaching about concern for the common good.

Explicit Teaching about Prayer: Meditative Prayer practices, including the Examen

Focus 3: Revealing God's Love

Students explore images and titles for Jesus in scripture (e.g. Son of God, Messiah, Saviour) that are used to describe the relationship between Jesus, God and humanity.

Explicit Teaching about Prayer: Lord's Prayer

Focus 4: Faith shared, lived out and celebrated

Students learn of the developments of Christian celebrations from their Jewish roots, with a focus on the High Holy Days in the Jewish faith. They explore the Church's liturgical year through the framework of the different seasons and holy days. They are introduced to the term 'Communion of Saints'. Students will gain an understanding of the Mass and the four ways that Jesus is sacramentally present as they prepare to celebrate their own year level mass.

Explicit Teaching about Prayer: Lord's Prayer, Prayers and responses for Mass

Year 7 Focus Areas

Overarching idea – The journey of faith

Focus 1: Sacraments and sacramentality: God every day in our time and place

In this unit, students explore some ways people express their faith in different communities, past and present, including the charism of St Eugene and the Missionary Oblates of Mary Immaculate. They learn of the significance of prayer, ritual, and Sacraments for the ways believers live out their faith, personally and communally.

Explicit Teaching about Prayer: Meditative prayer – Praying with icons and images

Focus 2: How can we understand the Bible and its relevance to us?

Students consolidate understandings and reverence of the Bible. Students explore contextual information about Old and New Testament texts using Bible tools, such as biblical dictionaries and atlases. They continue to appreciate that sacred texts influence the life of believers and are important to the way people live their faith day to day and learn that New Testament texts reflect the beginnings of Christian faith.

Explicit Teaching about Prayer: Meditative prayer – Praying with scripture (Lectio Divina)

Focus 3: How do we belong to community?

Students explore Church teaching and Christian beliefs, including the Creeds (what we believe as community). They learn that the monotheistic religions (Christianity, Judaism and Islam) have common beginnings of faith seen through the story of Abraham and they explore ways in which communities of believers, past and present, express their understanding of God. Students develop their understanding of the Apostles Creed, Nicene Creed and formal prayer in the Christian tradition.

Explicit Teaching about Prayer: Amen, Hail Mary and Our Father

Focus 4: What is the common good and how can we promote it?

In this unit, students examine Church teaching and basic principles of Christian morality, such as the Decalogue (how we act within community). They explore outreach of the Catholic Church through organisations such as Rosies, Catholic Mission and St Vincent de Paul.

Explicit Teaching about Prayer: Meditative prayer – Silence and stillness; Ignatian meditation

Year 8 Focus Areas

Overarching idea – Baptism as the foundational sacrament for the Christian life

Focus Area 1: Mission matters - Fertile Question: Jesus' mission today . . . mission possible?

In this unit, students develop their understanding of the many ways in which the Church is present and active in the world today and examine the importance of developing informed responses to emerging moral questions. As this unit is taught during the season of Lent, there is a focus on Catholic social justice and the work of agencies such as Caritas and Catholic Mission. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of meditative prayer, including centred breathing and attending to posture.

Focus 2: Learning from the past - Fertile question: Who rocked the Church?

In this unit, students learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of meditative prayer, including praying with scripture (Lectio Divina), Augustinian Prayer, and Franciscan contemplative prayer.

Focus 3: Interpreting Scripture – Fertile question: Dead words or words for today?

In this unit, students are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of praying with scripture; and meditative prayer practices, including centred breathing and attending to posture.

Focus 4: Worlds apart or closer together than we think?

In this unit, students learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences (including prayers from the Liturgy of the Hours). Students witness to the ecumenical spirit through praying and working for Christian unity.

Year 9 Focus Areas

Overarching idea – The common search for God

Focus Area 1: Putting people first! – Fertile question: Why should I care?

In this unit, students learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching.

Focus 2: Religion and our world! - Fertile question: Will the world end tomorrow?

In this unit, students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism) and develop their understanding of the experience of sin throughout human history. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. Students apply these techniques to gain insights into the presence of social sin in the contemporary world.

Focus 3: Jesus and Christianity – Fertile question: If Jesus came back today, would he be a Christian?

In this unit, Year 9 students apply form criticism and narrative criticism to gain a greater understanding of Scripture, with an emphasis on the healing and miracle stories found in the Gospels. They learn about the three forms of penance (prayer, fasting and almsgiving) and, in turn investigate the Sacraments of Healing (Penance and Anointing of the Sick), and participate in personal and communal prayer experiences. *Through use of form and narrative criticism*, students develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

Focus 4: Never see a need - Fertile question: Do I see a need?

In this unit, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). Students continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.

Year 10 Focus Areas

Overarching idea – The Mystery of God

Focus Area 1: What is the cost of belonging? - Fertile question – What is the cost of belonging?

In this unit, Year 10, students examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation.

Focus 2: Decisions! Decisions! – Fertile Question: Do I have the courage to care?

In this unit, students develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australia and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They investigate Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history.

Focus 3: Around the world in 80 faiths – Fertile question: I am . . . you are???

In this unit, Year 10 students learn about the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer, contemplative prayer and meditative prayer practices, including praying with the help of nature. Students participate in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Focus 4: The mystery of God - Fertile question: Why all the mystery?

In this unit, Year 10 students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world. They explore the different representations of God in the Old Testament by various human authors in different historical, social and cultural contexts.

**Religious Education Scope and Sequence -
Years 11 & 12 St Eugene College**

Year Level Description	
In Years 11 and 12, students at St Eugene College choose to study either Religion and Ethics or Study of Religion. As much as possible, students study similar topics as follows:	
Year 11	
Religion and Ethics	Study of Religion
Spirituality (The Oblate Story)	Religion in a time of change (the missionary work of the Oblates in Sri Lanka or Indonesia – link to Immersion program)
Good & evil	
	Ultimate Questions - Origins
The Australian Scene	Religion-State Relations
Spirituality II (with a focus on Ritual)	Ritual
Year 12	
Religion and Ethics	Study of Religion
Peace and conflict	
	Ultimate Questions – Being human
Sacred stories	Sacred texts
Ethics and morality	Religion, values and ethics
Social Justice	
Achievement Standard	
As per QCAA Exit Standards for Religion & Ethics and Study of Religion.	

Year 11 Religion and Ethics

Semester 1

Spirituality & Ritual (1) – The Oblate Story

- Spirituality gives meaning and direction to people's lives.
- Individuals and communities establish roles and promote particular ways of living using rituals and symbols that encourage the growth of a person's spirituality.

Personal

- What is spirituality?
- Do I regard myself as having spirituality?
- How does understanding another's spirituality impact me?
- Does the St Eugene College motto ("Dare to grow in faith, hope and love") apply to my life?

Relational

- Do mainstream religious expressions of spirituality such as the Oblate tradition meet the needs of people in the modern age?
- How does the spirituality of St Eugene de Mazenod influence/define/challenge the College community at Burpengary?
- In what ways am I part of a wider Oblate community?

Spiritual

- Is spirituality important in defining a person?
- How important is spirituality in Oblate communities?
- What are some of the features of Oblate spirituality?

Good and evil

- An understanding of the realities of good and evil, and of truth and beauty, provide ways for people to make sense of the good and bad aspects of human existence.
- Finding meaning in a world characterised by goodness, evil and suffering are of concern to many people.
- All religions and belief systems maintain understandings of –good, evil and suffering.

Personal

- How do I account for and respond to the good and the bad in the world?
- How do my views and experiences of good and evil influence my vision for human life and the world?
- When and how do I experience beauty in my life?

Relational

- How does society and the media depict good and evil?
- How do individuals, society and religions respond to good and evil, truth and beauty?

Spiritual

- How have religions and belief systems engaged with concepts of good and evil?
- What understanding and guidelines have religions and belief systems contributed to an understanding of good and evil?

Semester 2

Spirituality & Ritual (2)

- Spirituality gives meaning and direction to people's lives.
- Individuals and communities establish roles and promote particular ways of living using rituals and symbols that encourage the growth of a person's spirituality.

Personal

- How does understanding another's spirituality impact me?
- What has been my experience of secular and religious rituals?

Relational

- How do different people and groups express spirituality?
- How do groups organise roles to facilitate spiritual expression?
- How do communal rituals and ceremonies that mark major life events (e.g. birth, marriage, completing school, beginning work, death) contribute to spirituality?
- How do symbolism and ritual help create a sense of spirituality?
- Do mainstream religious expressions of spirituality meet the needs of people in the modern age?

Spiritual

- How have the Arts been used to express spirituality?
- How are signs, symbols and texts important to spiritual expression?

The Australian Scene

- A variety of religious traditions, belief systems and spiritualities exist in Australia.
- Religious traditions and belief systems are influenced by an Australian view of life.
- Understandings and expressions of religions, belief systems and spiritualities in Australia have changed over the years.

Personal

- What does being an Australian mean to me?
- What has shaped my concept of being Australian?
- What is my religious/belief/spiritual heritage?
- How do I relate to people who are of different religious traditions, belief systems and spiritualities?

Relational

- How do Australians view religions, beliefs and spiritualities?
- In what ways are Aboriginal spiritualities and Torres Strait Islander spiritualities expressed?
- How do Australians celebrate religious and spiritual diversity?

Spiritual

- To what extent is Australia a secular society?
- To what extent do religion, beliefs and spiritualities influence everyday life?

Year 12 Religion and Ethics

Semester 1

Peace and conflict

Personal

- What does peace mean to me?
- How might being a peacemaker be a sign of strength and/or weakness?
- In what ways and where do I experience peace or conflict in my life?
- How do I, or should I, deal with conflict?
- What is social violence and how would I deal with it?
- How does my gender/culture shape the way I see peace, conflict and violence?

Relational

- What is peace?
- What is conflict?
- What does peace mean to my family, friends and the society in which I live?
- How can we live peacefully in a multi-faith and diverse community?

Spiritual

- What do religious traditions teach about peace and justice?
- Is peace an active or passive practice?
- How can peace be encouraged and conflict avoided?

Sacred Stories

- Stories capture and preserve experiences and ideals.
- Family stories, community stories, national, cultural and religious stories shape and inspire people and reinforce common beliefs.
- In the telling and retelling of significant stories people may find meaning in life.

Personal

- What is my story?
- How do I tell it?
- What is my family's story?
- How do the actions and reflections in our own, our families' and friends' stories express the values that we consider most important?

Relational

- What do stories reveal about community beliefs, traditions and values?
- How are group and national identities shaped by common stories?
- What messages do stories hold that influence the ways by which people behave towards each other?

Spiritual

- What stories link us to the other and give a sense of the divine?
- What are the stories about God and the gods?
- How are religious/spiritual stories used, e.g. for preaching and teaching, for highlighting values and shared traditions, and for framing ritual experience?
- How does one religious story generate different truths?

Semester 2

Ethics and morality

- Concepts of right and wrong underpin all human communities.
- The process of moral decision making is influenced by personal, cultural, historical and religious factors.

Personal

- What do I understand to be right and wrong?
- What do I understand by the terms moral, immoral and amoral?
- Which situations require personal, moral decisions?
- What motivates my moral choices?
- Is morality only a question of personal preference?
- What guidelines or limits regarding ethical and moral matters would assist me to make decisions?

Relational

- How do people express moral and ethical values?
- How do moral and ethical choices impact on local and global communities?

Spiritual

- What would be appropriate avenues for ethical and moral guidance?
- What is the relationship between personal faith and moral action?
- What are some consequences for moral and immoral action in terms of spiritual wellbeing?

Social Justice

- There are inequalities in the world and vast differences between the very poor and the very rich.
- Religions provide a framework for examining such inequality.
- Social justice issues have always evoked religious and ethical responses.

Personal

- What are my rights?
- What are my responsibilities?
- Do I want to make a difference?
- How can I contribute to a just world?

Relational

- Are the same issues important to all societies?
- Are all peoples' rights equal?
- Who is responsible for social justice?
- What can we do to deal with injustices in our local, national and international community?
- What is the difference between charity and justice?
- What are society's responsibilities in maintaining the global environment?

Spiritual

- What is justice?
- Who are inspirational leaders, both past and present?
- What motivates them?
- How do religions work to achieve changes in social systems?
- Is justice necessarily linked with religion?
- What is a 'justice' spirituality?

Year 11 Study of Religion

Semester 1

Religion in a time of change (The Oblate Story)

- The French Revolution and its effects on religious belief
- Contemporary Christian understandings of Mission
- Reasons why St Eugene de Mazenod founded a *missionary* order
- Understanding Sri Lanka or Indonesia (History and religious composition)

The reasons why the Oblates are a Christian presence in Sri Lanka or Indonesia

Ultimate Questions – Origins

- The story of God
 - Animism
 - Abrahamic religions
 - Religion and science
- Creation
 - Judeo-Christian stories of Creation
 - Aboriginal and Torres Strait Islander Dreamtime stories
 - Scientific theories of Creation (e.g. Evolution, “Big Bang”)

Semester 2

Ritual

- Approaches and models for analysing ritual
- Examples of secular and sacred rituals
- Catholic Sacraments of Commitment and Healing (i.e. Anointing of the Sick)
- Buddhist rituals associated with commitment and death
- Islamic rituals associated with commitment and death

Religion – State Relations

- Conceptual approaches for understanding Religion – State Relations
- Religion – State Relations in Nazi Germany (focus on Dietrich Bonhoeffer)
- History of Religion-State relations in Australia
- Religious diversity in 21st century Australia
- The contribution of the Catholic Church
- Implications of the ‘Stolen Generations’ for Religion-State relations in multicultural, multifaith Australia in the 21st century

Year 12 Study of Religion

Semester 1

Ultimate Questions – Being human

- Judeo-Christian understandings of the human person (analysis of Gn 1-11)
- Christian understandings of God as Trinity
- Catholic social teaching derived from Christian scriptures
- Buddhist understandings of the human person
- The contribution of secular theories to understanding the human person (e.g. Erikson, Maslow)

Sacred Texts

- My sacred story
- Personal, social, secular and sacred stories
- Approaches and methods for analysing sacred texts
- Development of the Torah as common to Abrahamic faiths
- The development of Christianity to 325CE (i.e. Nicea)
- The development of Islam
- The place of Jesus of Nazareth and Mary of Nazareth in Christian and Islamic traditions
- The uses and misuses of sacred texts
- Christian initiatives for justice and peace
- The search for unity – *A common word between us and you* (Islam)
- The Crusades
- Fundamentalism in Christianity and Islam

Semester 2

Religion, Values and Ethics

- What do we mean by “values” and “ethics”?
- The connection between religion, values and ethics
- See-Judge-Act methodology
- Application of See-Judge-Act to a contemporary ethical issue:
 - The ethical dimension of climate change
- Individual, independent study on an ethical issue with minimal teacher support (e.g. asylum seekers, drugs in sport, just war, euthanasia, cloning, animal welfare, abortion, euthanasia, same sex relationships)
- Ethical frameworks
 - Natural Law
 - Proportionalism
 - Utilitarianism
 - Situation Ethics