

To Live in Christ Jesus

Religious Education Curriculum of the Diocese of Sale



Diocese of Sale
Catholic Education Ltd

Inspiring *Faith* Inspiring *Learning*



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Bishop's Message

At my ordination to the episcopate for the Diocese of Sale, I joyfully proclaimed 'God is good. God is good indeed'. Each of us is called to work together to help the students, families and staff of our Parishes and our Schools to learn of this goodness and enter into a living relationship with God that helps to build the Kingdom of God here and now. Indeed, this is at the very heart of our work, bringing every child and young person to know God's love and to respond in love.

In all our endeavours, and most especially through our Religious Education Curriculum, our key objective is to walk alongside our students, listening to their challenges and aspirations, sharing their joy and pain, and helping to create a stillness and an openness in their hearts to the presence and action of God in their lives.

From the very first moment a person enters one of our Parish Schools, we want them to encounter the person, story and message of Jesus Christ. It is through this encounter that a fullness of life is gifted to our School communities and to the individuals that form these communities. We want people in our Schools to encounter an authentic Christian message through their lived experience of the school. In this encounter, and through the formal Religious Education programs offered in our Schools, School community members are called to witness and contribute to God's plan of salvation.

In our cultural context, where Christian truth is continually rediscovered and made real through a continuous search for it, all School community members are encouraged to be open to God's revelation as something that inspires and shapes a living faith. Through all the activities of a School's life, in its teaching and through its prayer, ritual and liturgical life, we want School community members to have the opportunity to have their faith shaped and nurtured. In this, Schools are able to draw on the richness and depth of Christian tradition for inspiration and guidance.

I am happy to offer *To Live in Christ Jesus* as our Diocesan Religious Education Curriculum and mandate its use in Catholic Schools in the Diocese of Sale. Our Diocese has a rich history of over 130 years and has proudly and faithfully carried out its mission of evangelisation and catechesis over this time. It is my hope that this curriculum will further this wonderful work across the Diocese and be a rich resource for the whole educational community.

To Live in Christ Jesus is the result of genuine collaboration across the Diocese. With leadership and direction provided by the Director of Catholic Education, staff of the Catholic Identity and Religious Education Team, Principals and Religious Education Leaders in Primary and Secondary Schools worked together to prepare an appropriate Religious Education Curriculum that will meet the diverse needs of students in our Schools. As this curriculum was being developed, important feedback was also provided by our official auditor of the curriculum, Reverend Dr Kevin Lenehan, and critical friend, Reverend Dr Brendan Reed.

Catholic Schools, being an integral part of our Parishes, are called, to go out into the world to encounter people and spread the Gospel of Love in the footsteps of Jesus. It is my hope and prayer that our *To Live in Christ Jesus* will enable this mission to be fulfilled faithfully and with great joy.

I am grateful to all who have contributed in some way to the development of *To Live in Christ Jesus* and I pray God's blessing on all who will utilise it in their classrooms, schools and Parishes.

In Domino,

Bishop Patrick O'Regan
Bishop of Sale

6 April 2018

Director's Introduction

It is with much pleasure that I present the revised Diocesan Religious Education curriculum, *To Live in Christ Jesus*.

A key finding of the 2014 Review of Religious Education in the Diocese of Sale was the need to revise the Religious Education Curriculum, *Journeying Together in Hope*, to ensure that it was meeting the needs of students in this very important area of learning and teaching in our Catholic Schools. With the implementation of the new Victorian Curriculum from 2017, the decision was taken to align the revision of the Religious Education Curriculum with the structure of the Victorian Curriculum. This has been completed and we now have a Religious Education Curriculum that makes explicit a progression of learning with associated achievement standards from Foundation through to Year 12.

In undertaking this revision, Ms Debra Punton, Deputy Director, Catholic Identity, Leadership, Learning and Teaching and members of the Catholic Identity and Religious Education team in the Catholic Education Office collaborated with Religious Education Leaders and Principals from primary and secondary Schools across the Diocese. Our auditor, Reverend Dr Kevin Lenehan, and critical friend, Reverend Dr Brendan Reed, worked with us to ensure that the curriculum was an authentic and contemporary expression of Church teaching.

In presenting this curriculum, I am mindful of the aspiration we clearly articulated in our Strategic Directions Document *Inspiring Faith Inspiring Learning* to help students deepen their understanding of the Christian story and Catholic Tradition in recontextualised School environments. Our Religious Education pedagogy needs to reflect a dialogical approach and support the development of post critical belief. It is my firm belief that *To Live in Christ Jesus* will support this critical work.

Pope Francis reminds us that educators in Catholic Schools must be, first and foremost, competent and qualified but, at the same time, people who are rich in humanity and capable of being with young people in a style of pedagogy that helps promote their human and spiritual growth. Our challenge in the years ahead is to enact *To Live in Christ Jesus* in such a way that the person and message of Jesus is central in all our endeavours with students and families present in our schools and brings each to a full and loving relationship with Christ, confidently witnessed in a contemporary world.

As Director of Catholic Education in the Diocese of Sale, I commend to you *To Live in Christ Jesus*.

Ms Maria Kirkwood

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Ltd.

6 April 2018

Rationale

Growth in religious understanding and faith occurs throughout life. The Catholic School, through its defining culture, its curriculum and its classroom-based Religious Education programs, plays an important formative role in support of families in the Religious Education of those to whom it ministers. It is a place of testimony and acceptance, where faith and spiritual accompaniment are provided to young people. It is also a place where the sacramental and dialogical approach to the teaching of Religious Education promotes a recontextualising school environment. This environment may challenge people to give shape to their personal identity in conversation with others, against the background of the Catholic Tradition.

This curriculum meets the needs of School, family and communities in evangelising students and helping them realise the beauty, the power and love of faith in Jesus Christ. In schools today a recontextualised and dialogical approach strengthens a systematic, comprehensive, enriched curriculum. It addresses this context in a pluralist and increasingly secular society. Growth and formation in a Catholic School is enhanced by the development of a post critical belief. In this, the recontextual, dialogue school is to be a community of living faith in Jesus Christ, expressing that faith in open and friendly dialogue with those of other faiths or nonbelief.

While Religious Education teachers give explicit Christian witness to, and invite students into engaged learning about, the Christian message, they cannot presuppose faith in their students. Teachers invite students to consider the religious dimensions of reality, including one's own existence, foster an understanding of the biblical narratives, the insights and challenge of the Gospel, and provide an experience of and reflection on the Christian worldview as it is expressed in Catholic Tradition.

Using a wide range of learning and teaching strategies, and being aware of and informed by personal experiences of the learner, religious educators encourage the learner to reflect on self, the world, the environment and God's Revelation in and through all these through the lenses of Sacred Scripture, Tradition, Christian Prayer and Liturgy, and Religion and Society. In all of this, the core discipline content of Religious Education is derived from the tradition of human response to the Revelation of God. Revelation can be understood as *natural*, referring to a kind of evidence of God in all created things, in the human quest for truth, goodness and beauty, in the phenomenon of religion in all cultures; it can also be understood as *historical*, referring to the knowledge and understandings that emerge from the particular encounter with God in the historical traditions of Judaism and Christianity. While these understandings of revelation are interdependent, it is the content of historical revelation which structures the Christian worldview and the ways of knowing and acting which are characteristic of the Catholic Tradition.

Revelation

Attempting to describe revelation, the Second Vatican Council stated:

By thus revealing himself God, who is invisible, in his great love speaks to humankind as friends and converses with them, so as to invite and receive them into relationship with himself. (Dogmatic Constitution on Divine revelation, *Dei Verbum*, n.2)

The Church holds that what God has revealed for the salvation of humanity, God has enabled to be passed on to all generations of humanity. Christ, in whom the full revelation of God is brought to completion, commissioned the Apostles to preach the Gospel which is the source of all saving truth and moral teaching. This commission was faithfully fulfilled by the Apostles, handing on what they had received from Christ, and what they had learned through the prompting of the Holy Spirit. The commission was fulfilled, too, by those Apostles and apostolic people who under the inspiration of the same Holy Spirit committed the message of salvation to writing over time. (*Dei Verbum*, n.7)

In order to keep this Good News forever whole and alive within the Church, the Apostles left Bishops as their successors, passing on to them the responsibility and authority to teach in their place. This sacred tradition, therefore, and Sacred Scripture of both the Old and New Testaments, is like a mirror in which the pilgrim Church on earth looks at God. (*Dei Verbum*, n.7)

Through the agency of the Holy Spirit, the Church continues to reflect on the meaning of this revelation and how it speaks to humanity. This occurs through the ongoing contemplation and study undertaken by people today, through a discernment of the spiritual realities which they experience, and through the preaching of Bishops. (*Dei Verbum*, n.8)

There exists a close connection and communication between Sacred Tradition and Sacred Scripture. Sacred Scripture is the Word of God committed to writing through the inspiration of the Holy Spirit, while Sacred Tradition takes the Word of God entrusted by Christ and the Holy Spirit to the Apostles, and hands it on to their successors, enabling it to be faithfully proclaimed and explained today. Therefore, both Sacred Tradition and Sacred Scripture are to be accepted and enacted. (*Dei Verbum*, n.9)

Sacred Tradition and Sacred Scripture form one sacred deposit of the word of God, committed to the Church. Holding fast to this deposit the entire Church united with their shepherds remain always steadfast in the teaching of the Apostles, in the common life, in the breaking of the bread and in prayers. (*Dei Verbum*, n.10)

Scripture Lens

The Scriptures are those writings recognised by the Church as inspired by God and containing the truth necessary for our salvation. They have been gathered in two great collections commonly known as the Old and New Testaments. They witness to the foundational events of God's saving relationship with the world, and relate the history of salvation in various literary forms: poetry, narrative, law, history, saga, myth, legend, letter and Gospel.

Written by different human authors and in varied circumstances, the Bible points to God who chose a people, set them free from slavery in Egypt and brought them to the promised land of Israel. In covenantal love, God does not forsake them despite their infidelity. God sends messengers, the prophets, to call the people to renewed faithfulness. Even in exile God does not abandon them. The New Testament finds the fulfilment of this story in the person of Jesus Christ, his life, death and resurrection, and reflects the faith of the early Church in its different communities as they come to know and profess Jesus as Lord.

The Church receives these sacred writings as a living Word, which summons us to repentance and gives us hope. It interprets the Scriptures in the light of Tradition and its own experience of God. Studied and interpreted, they not only inform and teach, but also sustain the prayer life of the Church. Their true and primary place lies in the assembly of the faithful where they are proclaimed as God's living Word in the liturgy and worship of the Church.

The foundational narratives of historical revelation, the Scriptures are re-enacted in and through the worship, teaching, service and witness of the Church's Tradition.

Tradition Lens

The Church is the communion of people who profess faith in the crucified and risen Jesus. Through the power of the Holy Spirit, they have never ceased to pass on this Good News and seek to live their lives in justice and loving service according to the mission they have received from Jesus Christ. Christians believe that the Spirit is constantly enlivening and guiding the Church giving its members new insight and courage as they hear and respond to the living Word of God. This conviction of the constant presence of the Spirit in the life and history of the Church has led to the Roman Catholic emphasis on Tradition. The two-fold wellspring of Scripture and Tradition is a work of the Spirit and a gift entrusted to the Church.

In its most basic sense Tradition refers to the living faith experience of the Christian community: a living faith believed, shared, celebrated and handed on. Tradition is expressed in various ways: in the faith and witness of the Apostles and their successors, in the worship, preaching and Sacraments of the community, in the reading and interpreting of Sacred Scripture, in formal definitions, dogma, doctrines and creeds, in hymns, music and art, in theology, in various spiritualities and devotional traditions, in the life stories of holy individuals and communities. Tradition complements Scripture and guards against interpretations that contradict the faith of the Church.

As the Christian community seeks to express its faith in every generation, to clarify its understanding of the meaning and implications of living the Gospel in a particular time and place, the Tradition is renewed and extended. Therefore, Tradition is a dynamic reality which brings forth the depth and meaning of all that the Church has received and hopes for in Christ.

Christian Prayer and Liturgy Lens

Christians live in communion with God and with one another. God is present in our world and our deepest self through the gift of the Holy Spirit. When people pray, they turn to that loving presence to deepen their communion with God, and allow God to work all the more in them. Through liturgies, the public prayer of the Church, the faith community gathers to express all that it is as the Body of Christ and finds itself renewed in God's love for the mission it bears. In prayer, people are drawn into the divine life of Father, Son and Spirit, whose mystery lies at the heart of all that is. Prayer is an encounter with this divine mystery.

The ways of prayer are many and reflect the varied circumstances and dimensions of humanity's relationship with God. They range from a simple, wordless prayer of presence before God, to meditation on the Scriptures, to the liturgies of the Church when the community uses ritual words, gestures and signs to express its nature as the sacrament of communion with God. In this communion with God there are moments of praise, wonder, thanksgiving, petition, intercession, repentance and searching.

Prayer has been described as a conversation with God. It includes a prior awareness in which people listen to the stirrings of the voice of God who speaks to humanity, through the Holy Spirit. Jesus taught His disciples to pray and gave humanity the Lord's Prayer as a model for prayer. He taught people to ask and to search, and so Christians respond with confidence and trust in His words. Personal prayer requires the skills of stillness and awareness, and the life of prayer calls for sustained attention and regular commitment of time.

Religion and Society Lens

Religion is a social and communal way of life, which springs out of the human heart in the search for meaning and the need to respond to the divine. It draws on authoritative teachings, stories, rituals, ethical norms, laws and spiritual experience to create a community, which in turn confers identity and purpose on its members.

Australia is a country with its own Indigenous people who live in age-old spiritual closeness to the land and its dreaming. Hence, careful attention should be given to their culture and place in Australian society. Our society also brings together many people from a diverse number of places around the world. Each of these communities has its own spirituality, customs and ways of life, often set within a religious tradition. In particular, Christianity has a deep spiritual bond with Judaism, its history and sacred Scriptures, as the people from whom Christ was born. While Christianity is the major religious tradition in Australia, each religious tradition makes its own contribution to Australian society and all should be respected and understood. In dialogue with these religions, the particularity of the Catholic faith is presented so that Christians gain deeper insight into the uniqueness of Christ, by seeking to understand and promote all that reflects God's saving will. In dialogue with other religious traditions and life philosophies, students come to discover similarities and differences in interpretation in relation to a theme. Through exploring and investigating particular themes, students are invited to grow in their own religious self-understanding and their ability to live and work constructively with those of other faiths or those of non-belief.

There is a variety of traditions within Christianity itself. Jesus himself prayed to the Father for his followers, 'so that they might be one as we are one' (*John 17:11*). This sets a challenge to Christians to work for unity. It requires a commitment to Christian unity and a willingness to walk the path of discipleship on the basis of a common Baptism in Christ. In a global world where many religions are in contact with each other, Christians must give an account of themselves if they are to give proper witness to Christ and so fulfil the mission with which they are entrusted. The need for Christian witness and discernment is ever more pressing as the various forms of mass media increase communication, and promote multiple and divergent views.

A Note on Strands and Lenses

Strands

The Strands are the four areas through which content is learned and Religious Education is shared and understood. The Strands are divided into four learning areas: Triune God, Life and Mission of Jesus, A Sacramental Church, and Christian Life and Catholic Social Teaching.

Lenses

The Lenses are the illuminating perspectives through which we view the Strands. The Lenses are also bodies of knowledge divided into four learning areas: Scripture, Tradition, Christian Prayer and Liturgy, and Religion and Society.

Although the Strands and Lenses appear to be separate and distinct, they are woven together intricately. As the curriculum is taught, the interconnections between the Strands and Lenses will be recognised and developed.

Aims

Through the Religious Education Curriculum, the Catholic school aims to:

Invite a loving encounter with God through:

- Promoting skills of spiritual awareness and attention to the signs of God's presence in the natural world, in the history of salvation, in one's interior life, and in relations with other persons.
- Developing an appreciation of the love of God revealed through the person of Jesus Christ, God's creation, and the dignity of the human person experienced in everyday life.
- Allowing for the possibility of students growing in understanding of, and relationship with, God.
- Witnessing to the possibility of a personal and active relationship with God – Father, Son and Holy Spirit – lived out in the community of faith.
- Enabling students to develop a post-critical capacity for belief, which is marked by awareness that God is a mysterious, unseen reality mediated to them through the scriptures, rituals and practices of the community of faith.

Develop a love of self through:

- Inviting and supporting students to grow in awareness and appreciation of their own spiritual character, created in the image of God.
- Fostering skills of reflection, discernment, critical thinking and decision-making in order to act in accordance with a well formed conscience.
- Promoting an atmosphere of hope and joy.

Encourage an engagement with the Christian community through:

- Promoting knowledge of the life, faith tradition, liturgy, sacraments and mission of the Catholic Church locally and internationally.
- Developing a recontextualising environment that aims to make meaningful the Christian faith through critical encounter with other worldviews.
- Encouraging an ongoing dialogue between the Catholic faith tradition and the faith traditions and life philosophies of others, with a preferential emphasis on the Catholic Tradition.
- Promoting respect and care for the natural world.

Learning in Religious Education

The **content** of the Diocese of Sale Religious Education Curriculum is based on the Sacred Scriptures, Tradition and the Church's Magisterium (General Directory for Catechesis, 1997, p.120), particularly as expressed in the Catechism of the Catholic Church (2nd edition, 1997).

Its **methodology** is based on the Church's documents on evangelisation in Catholic education, Catechesis and Religious Education. It is also reflective of the research of the Enhancing Catholic School Identity Project, a research and implementation project carried out by the Centre for Academic Teacher Training of the Faculty of Theology and Religious Studies of the Catholic University of Leuven in Belgium, conducted under the auspices of the Catholic Education Commission of Victoria.

The Religious Education Curriculum needs to be coherent and incremental, ensuring that learning is developmentally appropriate and tailored for students' learning needs and backgrounds. As well as being reflective of the Victorian Curriculum, it also needs to engage with the living values and beliefs of a Catholic worldview. Through engagement with this Religious Education Curriculum, students should be encouraged to develop a worldview that is "... informed by Catholic beliefs and values in relation to God, life-giving relationships, justice and an ongoing search for what is good, right and true in their culture and world." (Sharkey, 2015)

Current research into pedagogy indicates that today's students learn best when they have agency as learners, when they are seen and treated as learning partners, and when their learning is centred on their engagement with the world around them (Sharkey, 2015). Taking student learning needs into account when considering Religious Education pedagogy, teachers of Religious Education need to be *Witnesses*, *Specialists* and *Moderators* (Pollefeyt, 2008).

As *witnesses*, teachers will embody an intentional Christian life. In doing this they will share insights and experiences that are appropriate for the learning process and the level of readiness of students. To do this effectively, teachers must have reflected on their personal experience of faith, and formed a positive appropriation of Christian faith in their personal life journey. As such, students will see in their teachers the Christian attitude and behaviour that can be absent from the secular atmosphere in which they live. Without this witness, living in such an atmosphere, they may begin to regard Christian behaviour as an impossible ideal (The Sacred Congregation for Catholic Education, 1982).

As *specialists*, teachers will have a deep understanding of Catholic beliefs and understandings and be suitably immersed within them. They should have a deep knowledge of the content of the Religious Education Curriculum in order to guide student learning opportunities and ensure a progression of learning for all students. Competent knowledge in the fields of theology and Scripture will help teachers in their role as specialists, as will an ongoing process of professional learning in Religious Education, theology and Scripture.

As *moderators*, teachers will be guides and mentors, challenging and enabling students to freely articulate their own intellectual, moral and religious positions. Teachers must therefore be careful when sharing their experiences to avoid presenting them as the only pathway to truth, in a mono-correlational style of pedagogy. As moderators, teachers will work to create learning environments that allow deep, dialogical encounters with faith traditions, cultural contexts and different life philosophies. They will enable students to explore their own presumptions, views and commitments in their search for meaning. In this, teachers as moderators will know how to engage students with Catholic beliefs and values without imposing these beliefs and values on them. They will also know how to create teaching and learning opportunities where students feel free to share their own understanding and viewpoints as they engage with the Catholic story. (Sharkey, 2015)

It is important to remember that religious formation is God's work, unfolding as an experience of grace for each person within the school community. Religious outcomes or faith responses cannot be enforced. Instead, they should be recognised, encouraged and supported. In all experiences at a Catholic School, religious beliefs and practices should be continuously and appropriately interpreted to ensure that they are intelligible to the members of the school community (D'Orsa and D'Orsa, 2012). Religious formation, as distinct from the content knowledge and skills presented through the Religious Education curriculum, needs to be seen as an encounter with grace (Sharkey, 2015). In developing an appropriate Religious Education Curriculum in schools, it is important to avoid indoctrination.

The **curriculum structure** takes as its frame of reference the Victorian Curriculum and is reflective of current curriculum design and contemporary practice. It recognises the essential educational partnership of home, School, Parish and Diocese, and sees classroom and school-based Religious Education as one significant component of a broader education in faith provided by all these agencies and the life of the school beyond the classroom.

Progress of student learning in Religious Education will be appropriately assessed and reported to parents/caregivers.

Triune God Strand

Doctrinal Focus

God is Trinity of persons: Father, Son and Holy Spirit

God – Creator

Jesus of Nazareth - Saviour, Word Made Flesh

Holy Spirit - Communion of Love between Father and Son

At the heart of the Christian faith stands the person of Jesus Christ who proclaimed the nearness of the Kingdom/Reign of God. Jesus is the Saviour promised in the Scriptures and is the source of salvation and new life in God. Christianity professes faith in the Triune God, revealed as Father, Son and Holy Spirit, three divine persons, equal in nature and dignity, and bound together in one communion of love. This mystery is at the centre of Christian belief and is known in faith through God's self-communication in the person and mission of Jesus Christ. This belief arises from the Christian experience of God and draws humanity into the divine life through the Holy Spirit.

Catholics believe in the Triune God: one God, the Father, the Almighty, one Lord, Jesus Christ, the only Son of God and the Holy Spirit, the Lord, the giver of life, who proceeds from the Father and the Son.

Therefore we teach about God's love as expressed in creation and ultimately expressed in the person and mission of Jesus. This love is the Holy Spirit that continues to work in the Church today.

Level Descriptions

Level Foundation	Level 1-2	Level 3-4	Level 5-6
<p>In the Foundation Level, students will develop the knowledge, skills and understandings to learn how to make the Sign of the Cross. They learn through this prayer that God is called Father, Son and Holy Spirit. They learn that God is experienced through the gift of creation. (STGLD00)</p>	<p>In Levels 1 & 2, students will develop the knowledge, skills and understandings to learn that there are different names for God. They learn that people are precious and unique. They learn that God loves all people and wants people to love others. They continue to learn about God as the loving creator who gives life. They learn that through their senses they can experience and appreciate their world, created by God and entrusted to their care. (STGLD02)</p>	<p>In Levels 3 & 4, students will develop the knowledge, skills and understandings to learn that Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. They learn that Christians name this understanding of God as Triune God (Trinity). They learn that people are created in God's image and are called to live in communion with God and others. Students learn that the creation stories invite people to be responsible stewards of creation. Students learn about Jesus as the Son of God, the promised one of the Old Testament whose life, death and resurrection reveals God's love. They learn that the Church teaches about the humanity and divinity of Jesus. They learn that they have been shown by Jesus how to live life to the full, in harmony with all creation. They learn about the variety of titles and images for the Holy Spirit and that the Holy Spirit continues to support and enliven human efforts to live according to Jesus' teaching and ministry. (STGLD04)</p>	<p>In Levels 5 & 6, students will develop the knowledge, skills and understandings to learn that Catholics recognise Jesus as both human and divine, the Son of God. They learn how Jesus, as Messiah, is the fulfilment of the Old Testament promise. They learn how Jesus' life, death and resurrection reveal God's love. Students learn that the Holy Spirit is the love expressed between the Father and the Son and that this is a gift freely given. They learn about the variety of images and metaphors to describe Triune God. Students learn that God, the creator of all, entrusts people with the world and with the responsibility to respect and nurture life. Students learn that the human person, created in the image of God, has dignity and natural rights, which must be considered in morally challenging situations. (STGLD06)</p>

Theological Development Framework (Content Descriptions)

The Triune God Strand will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level Foundation	Level 1-2	Level 3-4	Level 5-6
<ol style="list-style-type: none"> 1. Say the prayer and make the actions of the Sign of the Cross. (STGTDF0001) 2. Recognise that God is called Father, Son and Holy Spirit. (STGTDF0002) 3. Experience the wonder and beauty of God's creation through the senses. (STGTDF0003) 4. Recognise that God is called Creator and that we can experience God's love through the gift of creation. (STGTDF0004) 	<ol style="list-style-type: none"> 1. Know that God is the loving creator of our world. (STGTDF0201) 2. Explore the gift of God's creation through the senses. (STGTDF0202) 3. Explore ways people can look after the world, entrusted to their care. (STGTDF0203) 4. Begin to understand that God shows love through the gift of creation. (STGTDF0204) 5. Begin to make connections between how their family loves them, how God loves them and how people are invited to love others. (STGTDF0205) 6. Recognise, through their understanding of family love, something of Jesus' love for the Father. (STGTDF0206) 	<ol style="list-style-type: none"> 1. Know that through making the Sign of the Cross, every prayer is offered to the Triune God: Father, Son and Holy Spirit. (STGTDF0401) 2. Explore the concept of the Triune God as described in Matthew 3:13-17/Mark 1: 9-11/Luke 3:21-23. (STGTDF0402) 3. Recognise Jesus as a human person who continues to be present in his risen existence. (STGTDF0403) 4. Recognise that the Church teaches about the divinity of Jesus. (STGTDF0404) 5. Explore Jesus, the Son of God, the promised one of the Old Testament whose life, death and resurrection reveals God's love. (STGTDF0405) 6. Explore creation stories in order to deepen their understanding of the invitation to be responsible stewards of creation. 	<ol style="list-style-type: none"> 1. Explore how God is described as Father, Son and Holy Spirit, through Scripture and the arts. (STGTDF0601) 2. Explore the Gospels and other New Testament texts which proclaim Jesus as the fulfilment of God's promise in the Old Testament. (STGTDF0602) 3. Know that Catholics recognise Jesus as both human and divine, the second person of the Triune God. (STGTDF0603) 4. Explore, through Scripture, how God invites people to respect and nurture life. (STGTDF0604) 5. Explore how current humanitarian, social and political issues challenge the trust given to humanity by God to respect and nurture life. (STGTDF0605)

Level Foundation	Level 1-2	Level 3-4	Level 5-6
	<p>7. Know some of the different names for God. (STGTDF0207)</p> <p>8. Begin to recognise that God is Father, Son and Holy Spirit. (STGTDF0208)</p> <p>9. Begin to understand that Jesus had a special relationship with God. (STGTDF0209)</p> <p>10. Begin to recognise that the spirit of Jesus is alive and active through the people in the world. (STGTDF0210)</p> <p>11. Express their image of the Triune God. (STGTDF0211)</p>	<p>(STGTDF0406)</p> <p>7. Explore, through Scripture, some insights into the mystery of the Triune God. (STGTDF0407)</p> <p>8. Recognise that because people are created in the image of God, they have a responsibility to live in right relationship with the world and others. (STGTDF0408)</p> <p>9. Explore some titles and images of the Holy Spirit as outlined in Scripture. (STGTDF0409)</p> <p>10. Explore how the Holy Spirit works through people and the world to animate human efforts to live according to Jesus' teaching and ministry. (STGTDF0410)</p> <p>11. Express their image of the Triune God. (STGTDF0411)</p>	<p>6. Recognise the Holy Spirit as the love expressed between the Father and Son. (STGTDF0606)</p> <p>7. Represent their image of the Triune God. (STGTDF0607)</p> <p>8. Deepen their understanding of how the life, death and resurrection of Jesus reveals God's boundless love, giving hope to the world. (STGTDF0608)</p> <p>9. Identify examples in the media that demonstrate the Holy Spirit at work in the world. (STGTDF0609)</p> <p>10. Explain how people, through their actions, show society how to live in communion with God and others. (STGTDF0610)</p> <p>11. Explore how the human person, created in the image of God, has dignity and natural rights that must be considered in morally challenging situations. (STGTDF0611)</p>

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
<p>By the end of the Foundation Level, students can make the Sign of the Cross. They know through this prayer that God is called Father, Son and Holy Spirit. They recognise that God is experienced through the gift of creation. (STGAS00)</p>	<p>By the end of Level 2, students identify that there are different names for God. They know that people are precious and unique. They know that God loves all people and wants people to love others. They identify God as the loving creator who gives life. They recognise that through their senses they can experience and appreciate their world, created by God and entrusted to their care. (STGAS02)</p>	<p>By the end of Level 4, students know that Scripture speaks of God in many ways but most significantly for Christians as Father, Son and Holy Spirit. They know that Christians name this understanding of God as Triune God (Trinity). They recognise that, created in God's image, all are called to live in communion with God and others. Students explain how the creation stories invite people to be responsible stewards of creation. Students recognise Jesus as the Son of God, the promised one of the Old Testament whose life, death and resurrection reveals God's love. They know that the Church teaches about the humanity and divinity of Jesus. They recognise that they have been shown by Jesus how to live life to the full, in harmony with all creation. They identify some titles and images for the Holy Spirit. Students recognise that the Holy Spirit continues to support and enliven human efforts to live according to Jesus' teaching and ministry. (STGAS04)</p>	<p>By the end of Level 6, students know that Catholics recognise Jesus as both human and divine, the Son of God. They explain how Jesus, as Messiah, is the fulfilment of the Old Testament promise. They articulate how Jesus' life, death and resurrection reveal God's love. Students describe the Holy Spirit as the love expressed between the Father and the Son. They identify a variety of images and metaphors to describe Triune God. Students know that God, the creator of all, entrusts people with the world and with the responsibility to respect and nurture life. Students recognise that the human person, created in the image of God, has dignity and natural rights, which must be considered in morally challenging situations. (STGAS06)</p>

Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
<p>In Levels 7 & 8, students will develop the knowledge, skills and understandings to enable them to learn that God reaches out to humanity in loving relationship through creation, the history of salvation in Jesus Christ, fully human and fully divine, and the mystery of human existence. They learn key aspects of the covenantal relationship God has with humanity through the Hebrew people. They learn why God sent his Son, Jesus, and describe ways God sends the Holy Spirit into the world. They learn that the Father, Son and Holy Spirit are three divine persons equal in nature and dignity who are bound together as one being, in love. They learn ways people are invited to share in the life and love of the Triune God.</p> <p>(STGLD08)</p>	<p>In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn how people experience God's life-giving grace through the Incarnation, the Holy Spirit, the Church and creation. Students learn about the Christian call to stewardship. They learn that the Catholic doctrine of the Triune God expresses an understanding of God as love. They learn about the ways Christians give witness to the Triune God by creating loving communities where the dignity of the human person is respected.</p> <p>(STGLD10)</p>	<p>In Levels 11 & 12, students will develop the knowledge, skills and understandings to enable them to learn that the Triune God is the central mystery of Christian faith, a mystery of unity in diversity. Students learn that this mystery is revealed to humanity by God. They learn about the development of Church teaching on the Incarnation. Students learn how cultural contexts have influenced Christian understanding of the Triune God and how this mystery is expressed through the arts and architecture.</p> <p>(STGLD12)</p>

Theological Development Framework (Content Descriptions)

The Triune God Strand will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level 7-8	Level 9-10	Senior Secondary
<ol style="list-style-type: none"> 1. Describe how God reaches out and invites people into a personal relationship with God. (STGTDF0801) 2. Research the different symbols of the Holy Spirit and analyse how these deepen our understanding of God. (STGTDF0802) 3. Explores ways that the Holy Spirit has been, and continues to be, active in the world. (STGTDF0803) 4. Explore how creation reveals the power and beauty of God and draws people to God. (STGTDF0804) 5. Compare and contrast the Genesis accounts of Creation with different scientific theories on creation. (STGTDF0805) 6. Explore how human beings are connected to all of creation and exist in relationship with all living beings and all created reality. (STGTDF0806) 7. Explore the covenantal relationship between God and humanity through the Hebrew people. (STGTDF0807) 	<ol style="list-style-type: none"> 1. Compare and contrast images and titles of God the Father, Son and Holy Spirit as found in Scripture and the lived Tradition of the Church. (STGTDF1001) 2. Explain how the images and titles of each Divine person can reveal something of the unique quality of each Divine person. (STGTDF1002) 3. Explore the doctrine of the Triune God as stated in the Catechism of the Catholic Church. (STGTDF1003) 4. Examine, identify and explain the Trinitarian statements expressed in the Nicene Creed and the Apostles' Creed. (STGTDF1004) 5. Explore how the Catholic doctrine of the Triune God expresses an understanding of God as love. (STGTDF1005) 6. Explore the belief that it is through the agency of the Holy Spirit, that Catholics experience the transforming presence and grace of God in their lives, in the Church and in the world. (STGTDF1006) 	<ol style="list-style-type: none"> 1. Explore through Church teaching how Jesus Christ is fully human and fully divine. (STGTDF1201) 2. Explore the mystery of the Triune God using Church documents and texts of both contemporary and historical writers. (STGTDF1202) 3. Analyse the development of Trinitarian doctrine through the different Councils of the Church. (STGTDF1203) 4. Explore and critique how the Triune God is expressed through the arts. (STGTDF1204) 5. Identify and explore the different ways people respond to the invitation of the Holy Spirit to enter into loving relationship with the Triune God and each other. (STGTDF1205)

Level 7-8	Level 9-10	Senior Secondary
<p>8. Investigate the lives of the Patriarchs and other key figures of the Old Testament and their impact on the covenantal relationship. (STGTDF0808)</p> <p>9. Reflect upon what the lives of the Patriarchs and other key figures of the Old Testament teach people today about responding to God's invitation. (STGTDF0809)</p> <p>10. Identify ways that Jesus, fully human and fully divine, is the embodiment of the Old Testament covenantal promise. (STGTDF0810)</p> <p>11. Identify statements of belief that profess Jesus as the new covenant, the Saviour for all humanity. (STGTDF0811)</p> <p>12. Research how Jesus' life is a model for living in a covenantal relationship with God, each other and all of creation. (STGTDF0812)</p> <p>13. Explore the Trinitarian relationship expressed in the Scripture accounts of Jesus' baptism. (STGTDF0813)</p> <p>14. Investigate what the concept of the Triune God communicates about the mystery of God and the nature of a loving relationship. (STGTDF0814)</p> <p>15. Use images and metaphors to show how the three persons of the Triune God are unique but equal. (STGTDF0815)</p>	<p>7. Explore ways in which Christians give witness to the Triune God by creating loving communities where the dignity of the human person is respected. (STGTDF1007)</p> <p>8. Identify the Church's teachings on creation and the Christian call to stewardship. (STGTDF1008)</p> <p>9. Investigate an ecological injustice and describe a Christian response to the crisis. (STGTDF1009)</p>	

Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
<p>By the end of Level 8, students name some ways in which God reaches out to humanity in loving relationship. They name key aspects of the covenantal relationship God has with humanity through the Hebrew people. They explain why God sent his Son, Jesus, and describe ways God sends the Holy Spirit into the world. They articulate that the Father, Son and Holy Spirit are three divine persons equal in nature and dignity who are bound together as one being, in love. They explain ways people are invited to share in the life and love of the Triune God. (STGAS08)</p>	<p>By the end of Level 10, students explain how people experience the Father's life-giving grace through his Son, Jesus Christ, fully human and fully divine, the Holy Spirit, the Church and creation. They explain the Christian call to stewardship. They explain how the Catholic doctrine of the Triune God expresses an understanding of God as love. They describe some of the ways in which Christians give witness to the Triune God by creating loving communities where the dignity of the human person is respected. (STGAS10)</p>	<p>By the end of Level 12, students recognise the Triune God as the central mystery of Christian faith, a mystery of unity in diversity. Students explain ways Christians believe that this mystery is revealed to humanity by God. They explain the development of Church teaching on the Incarnation. Students name ways cultural contexts have influenced Christian understanding of the Triune God and how this mystery is expressed through the arts and architecture. (STGAS12)</p>

The Life and Mission of Jesus Strand

Doctrinal Focus

Jesus of Nazareth - Saviour, Word Made Flesh

At the heart of the Christian faith stands the person of Jesus Christ. Born of the Virgin Mary in Bethlehem and raised in Nazareth, Jesus proclaimed the nearness of the Kingdom/Reign of God. Jesus is the Saviour promised in the Scriptures and is the source of salvation and new life in God. Triune God, revealed as Father, Son and Holy Spirit is at the centre of Christian belief and is known in faith through God's self-communication in the person and mission of Jesus Christ.

Catholics believe in Jesus as the Christ, the Saviour promised in the Scriptures, source of salvation and new life in God, whose mission was to bring about the Kingdom/Reign of God.

Therefore we teach about God's love ultimately expressed in the person and mission of Jesus to bring about the Kingdom/Reign of God.

Level Descriptions

Level Foundation	Level 1-2	Level 3-4	Level 5-6
<p>In the Foundation Level, students will develop the knowledge, skills and understandings to learn about their own families and the family and life of Jesus. (SLMJLD00)</p>	<p>In Levels 1 & 2, students will develop the knowledge, skills and understandings to learn how Jesus lived and what he taught. They learn that, guided by Jesus' life and mission, God's plan is for people to live in loving relationship with God, others and creation. They learn about Mary's special role in the life of Jesus. (SLMJLD02)</p>	<p>In Levels 3 & 4, students will develop the knowledge, skills and understandings to learn about the historical and cultural setting in which Jesus lived. They learn about the mission and ministry of Jesus that was handed on through his disciples and continues through the Church today. They learn that Mary was a woman of faith who allowed God to work through her. (SLMJLD04)</p>	<p>In Levels 5 & 6, students will develop the knowledge, skills and understandings to learn that by responding to, and sharing in, the mission of Jesus, Christians are witnessing and proclaiming God's unconditional love and building the Kingdom/Reign of God, which is here but not yet fully realised. Students learn about Paul and how he carried on the mission of Jesus by spreading the Word throughout the known world. Students learn that Jesus, as Messiah, is the fulfilment of the Old Testament promise. They learn that many of Jesus' parables give an insight into the Kingdom/Reign of God. Students learn about Mary's role as the Christian model of a faith-filled disciple. (SLMJLD06)</p>

Theological Development Framework (Content Descriptions)

The Life and Mission of Jesus Christ Strand will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level Foundation	Level 1-2	Level 3-4	Level 5-6
<ol style="list-style-type: none"> 1. Recognise that each person has a personal story. (SLMJTDF0001) 2. Describe their own family. (SLMJTDF0002) 3. Recognise that Jesus is a member of a family. (SLMJTDF0003) 4. Name Mary and Joseph as members of Jesus' family. (SLMJTDF0004) 5. Describe ways that families and others show love. (SLMJTDF0005) 	<ol style="list-style-type: none"> 1. Describe some events in Jesus' life where he taught about God's love. (SLMJTDF0201) 2. Explore how Jesus lived as a person of compassion, love and forgiveness. (SLMJTDF0202) 3. Recognise that Jesus had a mission. (SLMJTDF0203) 4. Explore Jesus' mission. (SLMJTDF0204) 5. Begin to recognise that God wants people, guided by Jesus' life and mission, to live in loving relationship with God, others and creation. (SLMJTDF0205) 6. Explore some titles about Mary that show her importance for Christians. (SLMJTDF0206) 	<ol style="list-style-type: none"> 1. Recognise that Jesus was a practicing Jew, who lived in a particular time and place. (SLMJTDF0401) 2. Explore the historical and cultural setting in which Jesus lived. (SLMJTDF0402) 3. Explore Mary's special role in the life of Jesus and how she modelled trust in God. (SLMJTDF0403) 4. Explore some Scripture texts about Mary and identify how she was a woman of faith who allowed God to work through her. (SLMJTDF0404) 5. Explore Jesus' mission to bring about the Kingdom/Reign of God, which is also the mission of the Church. (SLMJTDF0405) 6. Explore important events described in Luke's Acts of the Apostles that show the early Church carrying on the mission of Jesus. (SLMJTDF0406) 	<ol style="list-style-type: none"> 1. Explore the type of Old Testament Messiah promised to the Hebrew people as described in the book of Isaiah. (SLMJTDF0601) 2. Know that John the Baptist preached about Jesus as Messiah, the promised one of the Old Testament. (SLMJTDF0602) 3. Explore some of the titles given to Mary that highlight her importance in the life and mission of Jesus, and her continued importance as the Christian model of a faith-filled disciple. (SLMJTDF0603) 4. Explore why Mary and John the Baptist are important Advent figures who reveal something of Jesus and his mission. (SLMJTDF0604) 5. Explore how Jesus identified with the poor and the marginalised, forgave sin, and healed sickness. (SLMJTDF0605)

Level Foundation	Level 1-2	Level 3-4	Level 5-6
		<p>7. Explore how the mission of Jesus continues through the Church today. (SLMJTDF0407)</p>	<p>6. Explore how Paul continued the mission of Jesus as described in the Acts of the Apostles and Paul's letters. (SLMJTDF0606)</p> <p>7. Explore some of Jesus' parables that give an insight into the Kingdom/Reign of God. (SLMJTDF0607)</p> <p>8. Reflect on who Jesus is for them today and what this means for how they live their life. (SLMJTDF0608)</p> <p>9. Explore how God's love is experienced in the continuing mission of Jesus expressed through the Church and people in the world. (SLMJTDF0609)</p>

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
<p>By the end of the Foundation Level, students describe their own families and the family and life of Jesus. (SLMJAS00)</p>	<p>By the end of Level 2, students know something about how Jesus lived and what he taught. They recognise that God wants people, guided by Jesus' life and mission, to live in loving relationships. They explain Mary's special role in the life of Jesus. (SLMJAS02)</p>	<p>By the end of Level 4, students describe something about the historical and cultural setting in which Jesus lived. They explain how the mission and ministry of Jesus continues today through the Church. They know that Mary was a woman of faith who allowed God to work through her. (SLMJAS04)</p>	<p>By the end of Level 6, students know that by responding to, and sharing in, the mission of Jesus, Christians are witnessing and proclaiming God's unconditional love and building the Kingdom/Reign of God. Students explain how Paul carried on the mission of Jesus by spreading the Word throughout the known world. Students recognise that Jesus as Messiah is the fulfilment of the Old Testament promise. They explain how Jesus' parables give an insight into the Kingdom/Reign of God. Students explain Mary's role as the Christian model of a faith-filled disciple. (SLMJAS06)</p>

Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
<p>In Levels 7 & 8, students will develop the knowledge, skills and understandings to enable them to learn about the historical, social, political and religious contexts in which Jesus lived. They learn about Jesus' teachings, actions and mission and what they reveal about God and the Kingdom/Reign of God. Students learn practical ways the Kingdom/Reign of God can be lived out today. (SLMJLD08)</p>	<p>In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn about the portrayal of Jesus through the Gospels. They learn about the central Christian belief in the resurrection of Jesus as the foundation for Christian hope. Through a study of Church teachings on death and eternal life, students learn how, for Christians, death has been transformed by Jesus. (SLMJLD10)</p>	<p>In Levels 11 & 12, students will develop the knowledge, skills and understandings to enable them to investigate and evaluate understandings of the mystery of Jesus Christ expressed through theological perspectives. They learn the distinctive Christology of each Gospel and express personal understandings, beliefs and questions about Jesus Christ. Students learn the reality of how evil in the world challenges their understanding of the Kingdom/Reign of God. (SLMJLD12)</p>

Theological Development Framework (Content Descriptions)

The Life and Mission of Jesus Christ will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level 7-8	Level 9-10	Senior Secondary
<ol style="list-style-type: none"> 1. Research the historical, social, political and religious context in which Jesus lived. (SLMJTDF0801) 2. Explore how knowledge of the context of the time influences peoples' understanding of the life and mission of Jesus. (SLMJTDF0802) 3. Describe and explain the concept of the Kingdom/Reign of God, and how it shaped the life and mission of Jesus. (SLMJTDF0803) 4. Explore Jesus' teachings, actions and mission for what they reveal about God, discipleship and the Kingdom/Reign of God. (SLMJTDF0804) 5. Recognise that the Kingdom/Reign of God is here and now but will reach fulfilment at the end of time. (SLMJTDF0805) 6. Articulate the characteristics of a loving relationship as modelled by Jesus Christ. (SLMJTDF0806) 7. Explore practical ways the Kingdom/Reign of God can be lived out today. (SLMJTDF0807) 	<ol style="list-style-type: none"> 1. Compare and contrast the portrayal of Jesus in the Gospels. (SLMJTDF1001) 2. Apply a particular Gospel's portrayal of Jesus to a current context. (SLMJTDF1002) 3. Explore how Jesus' message of salvation in the gospels is one of conversion, hope, liberation and universal love. (SLMJTDF1003) 4. Compare and contrast the Gospels' account of the resurrection. (SLMJTDF1004) 5. Analyse Scripture passages which show the developing significance of the resurrection to the early Christian community. (SLMJTDF1005) 6. Study the central Christian belief in the resurrection of Jesus as the foundation of Christian hope. (SLMJTDF1006) 7. Study Church teachings on death and eternal life, in order to deepen their understanding of how, for Christians, death has been transformed by Jesus. (SLMJTDF1007) 8. Explore the invitation to hope that is inherent in the Easter story and the meaning this brings to Christians. (SLMJTDF1008) 	<ol style="list-style-type: none"> 1. Research the distinctive Christology of each Gospel. (SLMJTDF1201) 2. Explore how Christian theology describes the mystery of Jesus Christ in a variety of ways. (SLMJTDF1202) 3. Explore insights from creedal statements and the Church's Tradition into what it means to call Jesus of Nazareth, the Christ of Faith. (SLMJTDF1203) 4. Express personal understandings, beliefs and questions about Jesus Christ. (SLMJTDF1204) 5. Explore the reality of how evil in the world challenges their understanding of the Kingdom/Reign of God. (SLMJTDF1205)

Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
<p>By the end of Level 8, students know about the historical, social, political and religious contexts in which Jesus lived. They know about Jesus' teachings, actions and mission and what they reveal about God and the Kingdom/Reign of God. Students identify practical ways the Kingdom/Reign of God can be lived out today. (SLMJAS08)</p>	<p>By the end of Level 10, students explore the portrayal of Jesus through the Gospels. They explain the central Christian belief in the resurrection of Jesus as the foundation for Christian hope. Through a study of Church teachings on death and eternal life, students will express how, for Christians, death has been transformed by Jesus. (SLMJAS10)</p>	<p>By the end of Level 12, students investigate and evaluate understandings of the mystery of Jesus Christ expressed through theological perspectives. They articulate the distinctive Christology of each Gospel and express personal understandings, beliefs and questions about Jesus Christ. Students explain the reality of how evil in the world challenges their understanding of the Kingdom/Reign of God. (SLMJAS12)</p>

Sacramental Church Strand

Doctrinal Focus

Body of Christ

Community of Disciples

Witness to Unity and Justice

Effective signs of Christ's saving presence

Communal celebration of Christian identity

The Church constantly draws life from Christ at work in its midst. The Church was born from the mission of Jesus Christ and entrusted to the apostles in his death and resurrection. Through the gift of the Holy Spirit at Pentecost, the early Christian community was empowered to continue the saving mission of Christ in the world. Enlivened by the Holy Spirit, the community of disciples continues to make Jesus Christ visible in the world today. The ongoing work of the Church proclaims Christ, crucified and risen from the dead, as Lord and Saviour of all. A sacrament makes present the grace of God it signifies. This means that of its very nature, the Church and all that it does in Christ is sacramental, for it makes Christ present and effective in the world. The seven sacraments of the Church have their origin in the ministry and paschal mystery of Jesus Christ. The sacraments celebrate in symbol and ritual the Christian identity of those who come to Christ in faith. In the celebration of each sacrament, the Church, as well as the individual, draws closer to Jesus. Under the guidance of the Holy Spirit, the Church works to help humanity to know the love of God as revealed in Jesus, and to experience the life and hope that God offers.

Catholics believe that the Sacramental Church celebrates, in symbol and ritual, Christ's saving presence for those who respond in faith.

Therefore we teach the story of the Catholic Church and the meaning, symbolism, richness and rituals of Sacramental celebrations.

Level Descriptions

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<p>In the Foundation Level, students will develop the knowledge, skills and understandings to enable them to learn about belonging to a family, school and Church community. They learn that people celebrate in different ways and that Catholics have particular celebrations throughout the liturgical year. Students learn that Baptism is the sacrament that welcomes people into the Church community. (SSCLD00)</p>	<p>In Levels 1 & 2, students will develop the knowledge, skills and understandings to enable them to learn that everyone is invited to become members of the Church community that shares God's love. They learn about local Church communities and important liturgical celebrations in the Church. Students learn about some of the ways that people celebrate religious traditions. Students learn that sacraments are special celebrations in the life of the Church. They learn about some symbols and actions that are part of the celebration of Baptism. They learn about the Sacrament of Penance (Reconciliation). (SSCLD02)</p>	<p>In Levels 3 & 4, students will develop the knowledge, skills and understandings to enable them to learn that people have different experiences of life and celebrate in a variety of ways. They learn that the Church is a community of believers called to celebrate and make present the saving ministry of Jesus. They learn that the mission of Jesus continues in the Church. They learn that the Church celebrates Jesus' life, death and resurrection in the many feasts and seasons of the liturgical year. They learn about Mary as a key figure in the Catholic Church. They learn about the Sacraments of Initiation and Healing. (SSCLD04)</p>	<p>In Levels 5 & 6, students will develop the knowledge, skills and understandings to enable them to learn about the major Catholic feasts and seasons in the liturgical year. They learn that the mission of the Church is to bring about the Kingdom/Reign of God. They learn about the history of the Catholic Church in Australia. They learn that the Church honours Mary as Mother of God. They learn how the sacramental life of the Church nourishes the faith journey of its community. They learn about the gifts and fruits of the Holy Spirit and how these can be animated in people's lives. (SSCLD06)</p>

Theological Development Framework (Content Descriptions)

The Sacramental Church Strand will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<ol style="list-style-type: none"> 1. Recognise that they belong to a family and school community. (SSCTDF0001) 2. Recognise that people can belong to a Church community. (SSCTDF0002) 3. Recognise that Catholics belong to a Parish community led by the Parish Priest. (SSCTDF0003) 4. Recognise that the Church welcomes people through the celebration of the Sacrament of Baptism. (SSCTDF0004) 5. Explore ways they celebrate with their families. (SSCTDF0005) 6. Explore celebrations as an important part of life. (SSCTDF0006) 7. Recognise that Catholics have particular celebrations throughout the liturgical year. (SSCTDF0007) 	<ol style="list-style-type: none"> 1. Explore the Church as a believing, welcoming, serving, caring and celebrating community that shares God's love. (SSCTDF0201) 2. Know that local Church communities (Parishes) are ministered to by Priests and led by the Bishop of each Diocese. (SSCTDF0202) 3. Explore some of the ways that people celebrate religious traditions. (SSCTDF0203) 4. Recognise that sacraments are special celebrations in the life of the Church. (SSCTDF0204) 5. Name some symbols and actions that are part of the Sacrament of Baptism, the first Sacrament of Initiation. (SSCTDF0205) 	<ol style="list-style-type: none"> 1. Recognise that people have different experiences of life and culture and celebrate in a variety of ways. (SSCTDF0401) 2. Recognise that the Church, led by the Pope, Bishop of Rome, is a community of believers called to celebrate and make present the mission of Jesus. (SSCTDF0402) 3. Explore some of the ministries that exist within their local Church community. (SSCTDF0403) 4. Explore how the Church celebrates Jesus' life, death and resurrection in the many feasts and seasons of the liturgical year. (SSCTDF0404) 5. Explore the events of Holy Week as depicted in Scripture. (SSCTDF0405) 	<ol style="list-style-type: none"> 1. Explore the major Catholic feasts and seasons of the liturgical year. (SSCTDF0601) 2. Explore the Easter Triduum, the most important time of the liturgical year. (SSCTDF0602) 3. Explain the origin, meaning and importance of the feast of Pentecost. (SSCTDF0603) 4. Know that the Church is founded on the living faith of the early Christians and empowered by the Holy Spirit to witness to unity and justice. (SSCTDF0604) 5. Know that the mission of the Church is to bring about the Kingdom/Reign of God. (SSCTDF0605) 6. Recognise that Catholics are called to the mission of the Church, and are united through the ministry of the Pope.

Foundation Level	Level 1-2	Level 3-4	Level 5-6
	<p>6. Explore some of the special events and rituals that take place during Lent, Holy Week and Easter. (SSCTDF0206)</p> <p>7. Know something about <i>The Coming of the Holy Spirit</i>, found in Acts 2:1- 4. (SSCTDF0207)</p> <p>8. Identify symbols associated with Pentecost. (SSCTDF0208)</p> <p>9. Identify some of the special events and rituals that take place during Advent and Christmas. (SSCTDF0209)</p> <p>10. Explore the importance of saying sorry, forgiving others and being forgiven. (SSCTDF0210)</p> <p>11. Recognise that in the Sacrament of Penance (Reconciliation) Catholics say sorry to God for any harm they have caused in their relationship with others, then celebrate God's loving forgiveness. (SSCTDF0211)</p>	<p>6. Explore some of the rituals that take place during Lent, Holy Week and Easter. (SSCTDF0406)</p> <p>7. Explore the feast of Pentecost. (SSCTDF0407)</p> <p>8. Explore the season of Advent as a time of waiting and preparing for Jesus, the promised one of the Old Testament. (SSCTDF0408)</p> <p>9. Explore the importance of the rituals that take place during Advent and Christmas. (SSCTDF0409)</p> <p>10. Explore some Scripture passages that depict various people preparing for and responding to the birth of Jesus. (SSCTDF0410)</p> <p>11. Recognise that Mary is honoured and celebrated as a key figure in the Catholic Church. (SSCTDF0411)</p> <p>12. Explore the three Rites of Reconciliation and the four parts of the Sacrament. (SSCTDF0412)</p>	<p>(SSCTDF0606)</p> <p>7. Research the story of their local Parish, identifying key people involved in the life of the Parish over time. (SSCTDF0607)</p> <p>8. Research some of the men and women who shaped and inspired the development of the Australian Catholic Church. (SSCTDF0608)</p> <p>9. Explore how the Church honours and prays through Mary, Mother of God, and through other saints from all ages who have carried forward the mission of Jesus. (SSCTDF0609)</p> <p>10. Explore why Mary is a key figure in Advent. (SSCTDF0610)</p> <p>11. Explore how the sacramental life of the Church nourishes the faith journey of its community. (SSCTDF0611)</p> <p>12. Explore the purpose and meaning of each sacrament. (SSCTDF0612)</p> <p>13. Explore the significance of the rituals, symbols, words and</p>

Foundation Level	Level 1-2	Level 3-4	Level 5-6
		<p>13. Explore the Eucharist, recalling the events of the Last Supper on the first Holy Thursday. (SSCTDF0413)</p> <p>14. Identify the ways Jesus is truly present in the celebration of the Eucharist. (SSCTDF0414)</p> <p>15. Explore the rituals, symbols, words and gestures of the Sacraments of Initiation and Healing. (SSCTDF0415)</p>	<p>gestures of each of the seven sacraments. (SSCTDF0613)</p> <p>14. Know that in the Sacrament of Confirmation people renew their baptismal promises and affirm the presence of the Holy Spirit in their lives. (SSCTDF0614)</p> <p>15. Know that in the Diocese of Sale, the Sacrament of Confirmation completes the process of Christian Initiation. (SSCTDF0615)</p> <p>16. Identify and explore the gifts and fruits of the Holy Spirit and how these can be animated in people's lives. (SSCTDF0616)</p> <p>17. Provide examples of people who, through their lives, demonstrate the gifts and fruits of the Holy Spirit. (SSCTDF0617)</p>

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
<p>By the end of the Foundation Level, students know something about belonging to a family, school and Church community. They recognise that people celebrate in different ways and that Catholics have particular celebrations throughout the liturgical year. Students know that Baptism is the sacrament that welcomes people into the Church community. (SSCAS00)</p>	<p>By the end of Level 2, students know that everyone is invited to become members of the Church community that shares God’s love. They know something about local Church communities and important liturgical celebrations in the Church. Students recognise some of the ways that people celebrate religious traditions. Students know that sacraments are special celebrations in the life of the Church. They identify some symbols and actions that are part of the celebration of Baptism. They know something about the Sacrament of Penance (Reconciliation). (SSCAS02)</p>	<p>By the end of Level 4, students know that people have different experiences of life and celebrate in a variety of ways. They recognise that the Church is a community of believers, called to celebrate and make present the saving ministry of Jesus. They describe how the mission of Jesus continues in the Church. They know how the feasts and seasons of the liturgical year celebrate the life, death and resurrection of Jesus. They know why Mary is a key figure in the Catholic Church. They know something about the Sacraments of Initiation and Healing. (SSCAS04)</p>	<p>By the end of Level 6, students explain the major Catholic feasts and seasons in the liturgical year. They know that the mission of the Church is to bring about the Kingdom/Reign of God. They outline the history of the Catholic Church in Australia. They explain how the Church honours Mary as Mother of God. They know how the sacramental life of the Church nourishes the faith journey of its community. They identify the gifts and fruits of the Holy Spirit and explain how these can be animated in people’s lives. (SSCAS06)</p>

Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
<p>In Levels 7 & 8, students will develop the knowledge, skills and understandings to enable them to learn about the life and mission of the sacramental Church. They learn that sacraments express and enrich the shared life of the Christian community, celebrating initiation, healing and service and that each sacrament has its own history, symbols and rituals. (SSCLD08)</p>	<p>In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn how the Catholic Church worships and celebrates as a sacramental community. They learn about the ongoing renewal of the Catholic Church, both locally and globally, and the call to service that is implicit in the Sacrament of the Eucharist, the source and summit of Christian life. They learn that the Church is called into dialogue with other Christian traditions and religions of the world. (SSCLD10)</p>	<p>In Levels 11 & 12, students will develop the knowledge, skills and understandings to learn about interfaith dialogue and assess its effectiveness. They learn about the Church's institutional response to challenges it faces today and into the future. They learn about the Sacraments of Loving Commitment, the meaning of vocation in a Christian context, and ways of living out this call to service. (SSCLD12)</p>

Theological Development Framework (Content Descriptions)

The Sacramental Church Strand will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level 7-8	Level 9-10	Senior Secondary
<ol style="list-style-type: none"> 1. Explore the meaning of 'Church' and how it is expressed in Catholic Tradition. (SSCTDF0801) 2. Describe the events that led to the formation of the early Church. (SSCTDF0802) 3. Explore how the Pentecost event marked the beginning of the Church's mission. (SSCTDF0803) 4. Research the life, journeys and mission of St Paul. (SSCTDF0804) 5. Explore the emergence of the early Church, its characteristics and structure. (SSCTDF0805) 6. Compare and contrast the characteristics and structure of the early Church with the Church today. (SSCTDF0806) 7. Explore how Jesus is the visible sign of God's love and the Church is the manifestation of God's love. (SSCTDF0807) 8. Explore how the Church exists for the salvation of the whole world and to bring about the Kingdom/Reign of God. (SSCTDF0808) 	<ol style="list-style-type: none"> 1. Explore the ways in which the Catholic Church worships and celebrates as a sacramental community. (SSCTDF1001) 2. Explore the ways in which the Church serves the local and global community by participating in Jesus' healing and reconciling ministry. (SSCTDF1002) 3. Explore how Catholics are called to engage in the renewal of the Church. (SSCTDF1003) 4. Examine the Reformation, its causes and consequences. (SSCTDF1004) 5. Examine the Church's response to the Reformation. (SSCTDF1005) 6. Explain the causes and consequences of The East-West Schism of 1054. (SSCTDF1006) 7. Examine the role of the various Church Councils in setting new directions for the Church. (SSCTDF1007) 	<ol style="list-style-type: none"> 1. Investigate interfaith dialogue and assess its effectiveness. (SSCTDF1201) 2. Explore the Church's institutional response to challenges it faces today and into the future. (SSCTDF1202) 3. Explore the Church's response to local and global issues. (SSCTDF1203) 4. Explore the call to vocation through examining the life of Mary, mother of Jesus. (SSCTDF1204) 5. Explore the meaning of vocation in a Christian context: single, married and religious life. (SSCTDF1205) 6. Reflect upon one's own call to service and identify ways of living out that service. (SSCTDF1206) 7. Explore the Catholic understanding of the Sacraments of Loving Commitment: Marriage and Holy Orders. (SSCTDF1207)

Level 7-8	Level 9-10	Senior Secondary
<p>9. Research their local Catholic community and the different ministries within that community. (SSCTDF0809)</p> <p>10. Explore the meaning of 'sacrament' and how it is expressed in Catholic Tradition. (SSCTDF0810)</p> <p>11. Explore how the sacraments are communal celebrations that call the Christian community into a deeper relationship with God. (SSCTDF0811)</p> <p>12. Examine the history, symbols and rituals of each sacrament and how they have changed over time. (SSCTDF0812)</p>	<p>8. Examine the major events, people and groups who contributed to the emergence and development of the Catholic Church in Australia. (SSCTDF1008)</p> <p>9. Explore some of the issues and challenges faced by the Catholic Church in Australia, both historically and today. (SSCTDF1009)</p> <p>10. Explore how the Church is called into dialogue with other Christian traditions and religions of the world. (SSCTDF1010)</p> <p>11. Explore the connections between the Exodus account of the Passover, the Last Supper and the celebration of the Eucharist. (SSCTDF1011)</p> <p>12. Examine the Order of the Mass. (SSCTDF1012)</p> <p>13. Explore how the Eucharist is the source and summit of Christian life and calls Catholics to action. (SSCTDF1013)</p>	

Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
<p>By the end of Level 8, students chronicle the narrative of the Church and explain its mission. They recognise sacraments as expressing and enriching the shared life of the Christian community, celebrating initiation, healing and service. They explain the history, symbols and rituals of each sacrament. (SSCAS08)</p>	<p>By the end of Level 10, students explain how the Catholic Church worships and celebrates as a sacramental community. They chronicle the ongoing renewal of the Catholic Church, both locally and globally. They recognise the call to service that is implicit in the Sacrament of the Eucharist. They explain why the Church is called into dialogue with other Christian traditions and religions of the world. (SSCAS10)</p>	<p>By the end of Level 12, students provide examples of interfaith dialogue and assess its effectiveness. They identify and explain the Church's institutional response to challenges it faces today and into the future. They articulate the nature of vocation and explain ways of living out this call to service. (SSCAS12)</p>

Christian Life and Catholic Social Teaching Strand

Doctrinal Focus

The flourishing of human persons

The common good of societies

Shared responsibility in relation to creation

Religious communities which are founded on the Old and New Testaments find in them both the imperative and the guidance to discern ways of being and acting in the world which respond to the creative love of God. Catholic communities also find guidance for living and acting in the traditions of social and moral teaching that have arisen over centuries of Gospel inspired practice.

Catholics believe that humanity is created in the image and likeness of God and that the Scriptures and the social teaching of the Church call people and governments to work for peace, justice and the promotion of the common good of society.

Therefore we teach the fundamental moral understanding of the dignity of human persons and how this is animated in the principles of Catholic Social Teaching, calling humanity to respond.

Level Descriptions

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<p>In the Foundation Level, students will develop the knowledge, skills and understandings to enable them to learn that they are unique and loved by their family and others. They learn about the love of God through relationships with others. (SCLCSTLD00)</p>	<p>In Levels 1 & 2, students will develop the knowledge, skills and understandings to enable them to learn about their needs and the needs of others. Students learn that the love of God is expressed in the beauty of creation. They learn that God invites people to love and care for themselves, others and their world. Students recognise their own gifts and talents and explore how these can be used to help others. They learn that people's choices and actions affect themselves, others and creation. They learn that through right relationships with others they experience the love of God. (SCLCSTLD02)</p>	<p>In Levels 3 & 4, students will develop the knowledge, skills and understandings to enable them to learn that Catholic Tradition calls people to love God and to love one another. They learn that all are invited to respond to God's love by showing care for self, others and creation. Students learn about the mission of Jesus and how personal gifts and talents can support this mission which is continued in the Church today. Students begin to learn about the principles of Catholic Social Teaching (CST), particularly focussing on the dignity of the human person, which is fundamental to how people treat themselves and others. They learn that people are called to make right choices and to take responsibility for their actions. (SCLCSTLD04)</p>	<p>In Levels 5 & 6, students will develop the knowledge, skills and understandings to enable them to learn about the meaning of mission and determine ways people can make a personal response now and in the future. They learn about the challenges of following the mission of Jesus today. They learn about the principles of Catholic Social Teaching (CST) drawn from the Scriptures and the moral teaching of the Church. They learn to consider local and global challenges in light of CST, and explain the impact of these challenges. (SCLCSTLD06)</p>

Theological Development Framework (Content Descriptions)

The Christian Life and Catholic Social Teaching Strand will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<ol style="list-style-type: none"> 1. Describe how they are unique as individual persons. (SCLCSTTDF0001) 2. Describe how they are loved by their family and others. (SCLCSTTDF0002) 3. Begin to recognise that people are loved by God. (SCLCSTTDF0003) 	<ol style="list-style-type: none"> 1. Identify their needs and the needs of others in the world. (SCLCSTTDF0201) 2. Know that people can come to recognise and love God through an appreciation of the beauty and wonder of creation. (SCLCSTTDF0202) 3. Identify ways people can love and care for themselves, others and the world. (SCLCSTTDF0203) 4. Recognise their own gifts and talents and provide examples of how these can be used to help others. (SCLCSTTDF0204) 5. Recognise that their choices and actions affect themselves and others. (SCLCSTTDF0205) 6. Recognise that through right relationships with others people may experience the love of God. (SCLCSTTDF0206) 	<ol style="list-style-type: none"> 1. Explore the dignity of the human person as expressed in Scripture. (SCLCSTTDF0401) 2. Name and explore some of the principles of Catholic Social Teaching that flow from the Christian understanding of the dignity of the human person. (SCLCSTTDF0402) 3. Make links to the principles of Catholic Social Teaching as they explain and demonstrate ways Catholics respond to God's call to love God and to love one another. (SCLCSTTDF0403) 4. Describe an event from Scripture that depicts Jesus helping others in times of need. (SCLCSTTDF0404) 5. Explain mission as service, modelled and taught by Jesus. (SCLCSTTDF0405) 	<ol style="list-style-type: none"> 1. Name and explore all of the principles of Catholic Social Teaching which flow from the Christian understanding of the dignity of the human person. (SCLCSTTDF0601) 2. Make links to the principles of Catholic Social Teaching as they explain how people can respond to God's love by treating each other with dignity. (SCLCSTTDF0602) 3. Explain the meaning of mission as described in Scripture. (SCLCSTTDF0603) 4. Make connections between the mission of Jesus and the principles of Catholic Social Teaching. (SCLCSTTDF0604) 5. Explore issues of social justice and the implications for our world. (SCLCSTTDF0605)

Foundation Level	Level 1-2	Level 3-4	Level 5-6
		<p>6. Identify how personal gifts and talents can support the mission of Jesus that continues in the Church today. (SCLCSTTDF0406)</p> <p>7. Identify and explore actions, groups and organisations that reach out to others in need. (SCLCSTTDF0407)</p> <p>8. Provide examples of ways that people make right choices and take responsibility for their actions. (SCLCSTTDF0408)</p> <p>9. Explain how people’s actions can impact on the environment and can also affect others. (SCLCSTTDF0409)</p>	<p>6. Explore Biblical examples of social injustice and make comparisons to social injustice today. (SCLCSTTDF0606)</p> <p>7. Explore the Beatitudes (Matt. 5:1-12) and explain the message for early Christians and for people today. (SCLCSTTDF0607)</p> <p>8. Determine ways people can make a personal response to the Beatitudes now and in the future. (SCLCSTTDF0608)</p> <p>9. Identify people who give witness to the Good News of Jesus both locally and globally. (SCLCSTTDF0609)</p> <p>10. Suggest practical ways people can animate Jesus’ mission to work for justice and peace. (SCLCSTTDF0610)</p> <p>11. Explore ways in which the Church is active in the world (local, regional and global), particularly to the poor and marginalised in order to build the Kingdom/Reign of God. (SCLCSTTDF0611)</p>

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
<p>By the end of the Foundation Level, students know they are unique and loved by their family and others. They recognise that God loves them. (SCLCSTAS00)</p>	<p>By the end of Level 2, students recognise their needs and the needs of others. Students know that people can recognise and love God through an appreciation of the beauty and wonder of creation. They know that God invites people to love and care for themselves, others and the world. Students recognise their own gifts and talents and explore how these can be used to help others. They recognise that their choices and actions affect themselves, others and creation. They recognise that through right relationships with others people may experience the love of God. (SCLCSTAS02)</p>	<p>By the end of Level 4, students know that Catholic Tradition calls people to love God and to love one another. They recognise that all are invited to respond to God's love by showing care for self, others and creation. Students explore the mission of Jesus and how personal gifts and talents can support this mission that continues in the Church today. Students articulate the principles of Catholic Social Teaching (CST), particularly focussing on the dignity of the human person. They recognise that people are called to make right choices and to take responsibility for their actions. (SCLCSTAS04)</p>	<p>By the end of Level 6, students explain the meaning of mission and determine ways people can make a personal response now and in the future. They recognise the challenges of following the mission of Jesus today. They explain the principles of Catholic Social Teaching drawn from the Scriptures and the moral teaching of the Church. They consider local and global challenges in light of Catholic Social Teaching (CST), and explain the impact of these challenges. Students describe how CST challenges members of the Church, including Catholic School communities, to continue the mission of Jesus. (SCLCSTAS06)</p>

Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
<p>In Levels 7 & 8, students will develop the knowledge, skills and understandings to enable them to learn that the teachings, actions and mission of Jesus Christ inspire people to lead Christian lives. They learn that Christian life is nourished within a faith community, inviting people into dialogue and service. Students learn how justice calls people to be in right relationship with God, others and creation. (SCLCSTLD08)</p>	<p>In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn that Christian life challenges Catholics to share in the mission of Christ as disciples. They learn that the Christian understanding of the dignity of the human person requires the pursuit of the common good in a spirit of solidarity. Students learn how Christian life calls people to an understanding of the Church's moral and ethical teachings and can identify the role of conscience in moral decision-making. They learn how inspirational figures in Catholic Tradition encourage a Christian thirst for justice. (SCLCSTLD10)</p>	<p>In Levels 11 & 12, students will develop the knowledge, skills and understandings to enable them to learn that moral decision-making, as a discerned response to contemporary culture, is part of Christian life. They learn that Christians are called to 'read the signs of the times' in light of Scripture and Tradition, and are called to act in ways that bring about the transformation of the world. (SCLCSTLD12)</p>

Theological Development Framework (Content Descriptions)

The Christian Life and Catholic Social Teaching Strand will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level 7-8	Level 9-10	Senior Secondary
1. Explore the teachings, actions and mission of Jesus Christ that inspire people to lead Christian lives. (SCLCSTTDF0801)	1. Explore how the Christian understanding of the dignity of the human person is a basis for moral decision-making. (SCLCSTTDF1001)	1. Explore the Christian understanding of the dignity of the human person in relation to Catholic Social Teaching. (SCLCSTTDF1201)
2. Explore the Ten Commandments and how they relate to life in the contemporary world. (SCLCSTTDF0802)	2. Examine factors that promote or limit personal moral responsibility. (SCLCSTTDF1002)	2. Explore the concept of 'signs of the times' and investigate some positive and negative movements and ideologies present in the world today. (SCLCSTTDF1202)
3. Explore how an understanding of the Kingdom/Reign of God influences the way Catholics live. (SCLCSTTDF0803)	3. Identify various aspects that contribute to the formation of moral values and decision-making. (SCLCSTTDF1003)	3. Investigate and analyse contemporary social justice issues. (SCLCSTTDF1203)
4. Explore how Catholics honour God the Creator by caring for the environment and all living things. (SCLCSTTDF0804)	4. Examine the role of conscience in Christian decision-making. (SCLCSTTDF1004)	4. Explore different understandings of personal and collective responsibilities towards local and global issues. (SCLCSTTDF1204)
5. Explore Catholic social justice projects, both locally and globally. (SCLCSTTDF0805)	5. Apply the steps of a Christian moral decision-making model. (SCLCSTTDF1005)	5. Explore the source and origin of Catholic Social Teaching in Catholic Tradition. (SCLCSTTDF1205)
6. Explore how peoples' choices affect their relationship with God, others and creation. (SCLCSTTDF0806)	6. Explore the moral teachings of the Church. (SCLCSTTDF1006)	6. Explore how Scripture and Church documents can inform a Christian response to social justice issues and Christian life. (SCLCSTTDF1206)
7. Explore issues that adolescents are confronted with and how the choices they make affect themselves and others. (SCLCSTTDF0807)	7. Examine the response of different religious traditions to moral issues. (SCLCSTTDF1007)	7. Explore how the key principles of Catholic Social Teaching can inform a Christian response to a social justice issue. (SCLCSTTDF1207)
	8. Explore how Christian decision-making lives out the Kingdom/Reign of God. (SCLCSTTDF1008)	

Level 7-8	Level 9-10	Senior Secondary
<p>8. Explore the principles of Catholic Social Teaching that promote right relationships. (SCLCSTTDF0808)</p> <p>9. Explore the importance of respecting the dignity of the human person and how this helps to shape identity. (SCLCSTTDF0809)</p> <p>10. Identify the qualities of healthy relationships and examine how relationships change over time. (SCLCSTTDF0810)</p> <p>11. Explore the spiritual, emotional and physical changes that occur during adolescence. (SCLCSTTDF0811)</p> <p>12. Explore how the Christian call to justice and service invites people into a deeper relationship with God. (SCLCSTTDF0812)</p> <p>13. Research the lives of people who have been inspired to live as disciples of Christ. (SCLCSTTDF0813)</p>	<p>9. Identify the challenges a Christian life seeks to address in order for the Kingdom/Reign of God to flourish. (SCLCSTTDF1009)</p> <p>10. Research the lives of saints, prophets, martyrs and other inspirational figures of the Church, and examine ways in which they are models of discipleship. (SCLCSTTDF1010)</p> <p>11. Explore the challenges and opportunities of living a Christian life today. (SCLCSTTDF1011)</p> <p>12. Explore the response of the Catholic Church in addressing ecological, social and economic issues. (SCLCSTTDF1012)</p> <p>13. Explore the links between the two great commandments (love God and love one another), the Ten Commandments and the Beatitudes as guides for living the Christian life. (SCLCSTTDF1013)</p>	<p>8. Critique various Christian responses to social justice issues over time. (SCLCSTTDF1208)</p> <p>9. Explore how Christian life finds expression within particular vocations oriented to the service of others. (SCLCSTTDF1209)</p>

Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
<p>By the end of Level 8, students articulate how the teachings, actions and mission of Jesus Christ inspire people to lead Christian lives. They explain how Christian life is nourished within a faith community. Students explain how justice calls people to be in right relationship with God, others and creation. (SCLCSTAS08)</p>	<p>By the end of Level 10, students describe how Christian life challenges Catholics to share in the mission of Christ as disciples. They recognise that the Christian understanding of the dignity of the human person requires the pursuit of the common good in a spirit of solidarity. Students explain how Christian life calls people to an understanding of the Church’s moral and ethical teachings and can identify the role of conscience in moral decision-making. They identify inspirational figures in the Catholic Tradition and how they encourage a Christian thirst for justice. (SCLCSTAS10)</p>	<p>By the end of Level 12, students explain how Christians are called to ‘read the signs of the times’ in light of Scripture and Tradition, and are called to act in ways that bring about the transformation of the world. (SCLCSTAS12)</p>

Scripture Lens

Doctrinal Focus

Word of God alive and active

Foundational story of Christianity

In Sacred Scripture, God speaks to humanity in a human way. The Scriptures are those writings recognised by the Church as inspired by God and containing the truth necessary for salvation. Consisting of the Hebrew Scriptures, the deuterocanonical literature, the Gospels and early Christian writings, they have been gathered into two great collections commonly known as the Old and New Testaments. They witness to the foundational events of God's saving relationship with the world, and tell that story in various literary forms: poetry, prose, law, history, saga, letter and Gospel. The Church receives these sacred writings as a living word giving hope to humanity. The reader needs to be attentive to what the human authors truly wanted to affirm, and to what God wanted to reveal by their words. In order to discover the sacred authors' intentions, the reader needs to take into account the context of the authors' time and culture, the literary genres in use at that time, and the modes of feeling, speaking and narrating current in those times. The reader also needs to be attentive to how Scripture speaks to them today.

There exists a close connection and communication between Sacred Tradition and Sacred Scripture. Sacred Scripture is the word of God committed to writing through the inspiration of the Holy Spirit, while Sacred Tradition takes the Word of God entrusted by Christ and the Holy Spirit to the Apostles, and hands it on to their successors, enabling it to be faithfully proclaimed and explained today. Therefore, both Sacred Tradition and Sacred Scripture are to be accepted and enacted.

Catholics believe that Sacred Scripture gives support and vigour to the life of the Church and the individual, is food for the soul and the source of spiritual life.

Therefore we teach about the Bible, explore Scriptural texts, and invite reflection and response.

Level Descriptions

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<p>In the Foundation Level, students will develop knowledge, skills and understandings that enable them to learn some stories about Jesus from the Bible. (LSLD00)</p>	<p>In Levels 1 & 2, students will develop knowledge, skills and understandings that enable them to learn that for Christians, the Bible is a sacred book that contains many stories about God: Father, Son and Holy Spirit. They learn that the Bible consists of two main sections, the Old and New Testaments. They learn some books, authors and settings in the Bible. (LSLD02)</p>	<p>In Levels 3 & 4, students will develop knowledge, skills and understandings to enable them to learn that the Bible is an important collection of books written by different people over hundreds of years that witnesses to God’s saving relationship with the world. They learn that Scripture contains messages and teachings for people, past and present. (LSLD04)</p>	<p>In Levels 5 & 6, students will develop knowledge, skills and understandings to enable them to learn about some Scripture texts that are central to Jewish and Christian faith and life. They learn that the four Gospels provide an inspired witness to the person and life of Jesus. Students learn about the similarities and differences between the four Gospels and reasons for these. They learn how to locate books and passages in the Old and New Testaments. Students learn about the different genres in Scripture. (LSLD06)</p>

Theological Development Framework (Content Descriptions)

The Scripture Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to ...

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<p>a) Explore some stories about Jesus written in the Gospels. (LSTDF00a)</p> <p>b) Respond to Scripture through prayer, drama, music, movement and visual arts. (LSTDF00b)</p>	<p>a) Explore some stories about God: Father, Son and Holy Spirit, found in the Bible. (LSTDF02a)</p> <p>b) Recognise that the Bible is a sacred book for Christians, that has two main sections the Old and New Testaments. (LSTDF02b)</p> <p>c) Identify some books, authors and settings in the Bible. (LSTDF02c)</p> <p>d) Know that the Gospels contain important messages for their audience, past and present. (LSTDF02d)</p> <p>e) Explore some important messages from the Gospels. (LSTDF02e)</p> <p>f) Reflect and respond to Scripture through prayer, drama, music, movement and visual arts. (LSTDF02f)</p>	<p>a) Explore the Bible as an important collection of books produced by different authors in different times. (LSTDF04a)</p> <p>b) Know that the Old Testament describes God's relationship with the Jewish people. (LSTDF04b)</p> <p>c) Know that the New Testament chronicles the Good News of Jesus. (LSTDF04c)</p> <p>d) Explore the genres and groupings of some of the books in the Bible. (LSTDF04d)</p> <p>e) Explore the social and religious context of the life of Jesus. (LSTDF04e)</p> <p>f) Explore the meaning and message of some of Jesus' parables. (LSTDF04f)</p>	<p>a) Explore the role that oral tradition played in the formation of Scripture. (LSTDF06a)</p> <p>b) Explore the culture in which different books of the Bible were written: religious, geographical, social, historical and political. (LSTDF06b)</p> <p>c) Explore Scripture central to Jewish and Christian faith and life. (LSTDF06c)</p> <p>d) Know that the different genres convey truth in different ways. (LSTDF06d)</p> <p>e) Explore the portrayal of Jesus in each of the four Gospels. (LSTDF06e)</p> <p>f) Explore parables, recounts, prophetic writing, psalms and myths in the Old and New Testament. (LSTDF06f)</p> <p>g) Locate and cite passages of the Bible by book, chapter and verse. (LSTDF06g)</p>

Foundation Level	Level 1-2	Level 3-4	Level 5-6
		g) Reflect, interpret and respond to Scripture texts using prayer, drama, music, movement and visual arts. (LSTDF04g)	h) Identify appropriate texts for class and school liturgies and prayer. (LSTDF06h) i) Reflect on Scripture and respond in prayer, exploring the message and significance for today. (LSTDF06i)

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
By the end of the Foundation Level, students know some stories about Jesus from the Bible. (LSAS00)	By the end of Level 2, students know that for Christians, the Bible is a sacred book that contains many stories about God: Father, Son and Holy Spirit. They articulate that the Bible consists of two main sections, the Old and New Testaments. They know some books, authors and settings in the Bible. (LSAS02)	By the end of Level 4, students know that the Bible is an important collection of books written by different people over hundreds of years that witnesses to God's saving relationship with the world. They recognise that Scripture contains messages and teachings for people, past and present. (LSAS04)	By the end of Level 6, students know some Scripture texts that are central to Jewish and Christian faith and life. They know that the four Gospels provide an inspired witness to the person and life of Jesus. They explain some of the similarities and differences between the four Gospels and reasons for these. Students can locate books and passages in the Old and New Testaments. They recognise different genres in Scripture. (LSAS06)

Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
<p>In Levels 7 & 8, students will develop the knowledge, skills and understandings to enable them to learn that Catholics believe that the Bible is a collection of sacred books, inspired by the Holy Spirit and written in a variety of literary forms. They learn that an authentic interpretation of Scripture requires an understanding of its cultural, historical and geographical settings. Students learn that the Bible reveals God's covenantal love through both the Old and New Testaments. They learn ways in which Scripture informs Christian Tradition and its lived expression.</p> <p>(LSLD08)</p>	<p>In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn how Scriptural context influences the study, understanding and lived expression of Scripture. Students learn stories of Old Testament prophets, where people are called back to the covenantal relationship with God. They learn ways that believers are nourished by Scripture and how they are called to make a positive impact in the world. They learn ways in which Scripture informs Christian Tradition and its lived expression.</p> <p>(LSLD10)</p>	<p>In Levels 11 & 12, students will develop the knowledge, skills and understandings to enable them to learn how to analyse, interpret and respond to a range of Scripture passages in light of contemporary biblical scholarship. They learn how believers are nourished by Scripture and how they are called to make a positive impact in the world. They learn ways in which Scripture informs Christian Tradition and its lived expression.</p> <p>(LSLD12)</p>

Theological Development Framework (Content Descriptions)

The Scripture Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to ...

Level 7-8	Level 9-10	Senior Secondary
<ul style="list-style-type: none"> a) Explore how truth is expressed in various ways. (LSTDF08a) b) Explore the Bible as a collection of sacred books, inspired by the Holy Spirit and written in a variety of literary forms. (LSTDF08b) c) Explore the genres of miracles, parables, call stories, narratives and letters. (LSTDF08c) d) Explore ways in which Scripture gives witness to the development of Israel's relationship with God and reveals God's covenantal love with all humanity. (LSTDF08d) e) Explore the context in which Jesus lived: historical, social, political and religious. (LSTDF08e) f) Explore ways in which Scripture chronicles the formation and mission of the early Christian communities. (LSTDF08f) g) Interpret Scripture texts within their historical, cultural and literary contexts. (LSTDF08g) 	<ul style="list-style-type: none"> a) Explore Scripture as central to the faith, life, teaching and worship of the Church. (LSTDF10a) b) Explore the connection between Scripture and Tradition. (LSTDF10b) c) Explore ways in which the mystery of God is revealed through Scripture. (LSTDF10c) d) Explore stories of Old Testament prophets, where people are called back to the covenantal relationship with God. (LSTDF10d) e) Explore similarities and differences in Scripture texts from the Gospels, focussing on the impact of authorship and audience. (LSTDF10e) f) Explore how believers are nourished by Scripture and are called to make a positive impact in the world. (LSTDF10f) g) Explore Scripture that speaks to contemporary opportunities, challenges and issues. (LSTDF10g) 	<ul style="list-style-type: none"> a) Explore Scripture with similar themes to illustrate how they express the same truth but in different ways. (LSTDF12a) b) Explore the connection between Scripture and Tradition. (LSTDF12b) c) Explore Biblical commentaries in order to produce an exegesis of Scripture texts. (LSTDF12c) d) Explore Scripture that speaks to contemporary opportunities, challenges and issues. (LSTDF12d) e) Express a personal, reflective and informed response to Scripture. (LSTDF12e)

Level 7-8	Level 9-10	Senior Secondary
<p>h) Explore the Old Testament's vision of the Kingdom/Reign of God. (LSTDF08h)</p> <p>i) Explore the New Testament's radical and unique vision of the Kingdom/Reign of God. (LSTDF08i)</p> <p>j) Explore Scripture texts that are foundational to Catholic Social Teaching principles. (LSTDF08j)</p> <p>k) Explore ways in which Scripture informs Christian Tradition and its lived expression. (LSTDF08k)</p> <p>l) Express a personal response to Scripture. (LSTDF08l)</p>	<p>h) Express a personal and informed response to Scripture. (LSTDF10h)</p>	



Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
<p>By the end of Level 8, students know that Catholics believe that the Bible is a collection of sacred books, inspired by the Holy Spirit and written in a variety of literary forms. They recognise that an authentic interpretation of Scripture requires an understanding of its cultural, historical and geographical settings. Students identify that the Bible reveals God's covenantal love through both the Old and New Testaments. They recognise ways in which Scripture informs Christian Tradition and its lived expression. (LSAS08)</p>	<p>By the end of Level 10, students explain how Scriptural context influences the study, understanding and lived expression of Scripture. They identify key stories where Old Testament prophets call people back to the covenantal relationship with God. Students provide examples of ways believers can be nourished by Scripture and called to make a positive impact in the world. (LSAS10)</p>	<p>By the end of Level 12, students analyse, interpret and respond to a range of Scripture passages in light of contemporary biblical scholarship. They explain how believers can be nourished by Scripture and called to make a positive impact in the world. (LSAS12)</p>

Tradition Lens

Doctrinal Focus

Work of the Spirit

Gift entrusted to the Church

Living faith believed, shared, celebrated and handed on

Tradition refers to the living faith experience of the Christian community: a living faith believed, shared, celebrated and handed on. Tradition is expressed in various ways: in the faith and witness of the Apostles and their successors, the Bishops, in the worship, preaching and sacraments of the community, in the reading and interpreting of Sacred Scripture, in formal definitions, dogma, doctrines and creeds, in hymns, music and art, in theology, in various spiritualities and devotional traditions and in the life stories of holy individuals and communities. Tradition complements Scripture and guards against interpretations that contradict the faith of the church.

There exists a close connection and communication between Sacred Tradition and Sacred Scripture. Sacred Scripture is the Word of God committed to writing through the inspiration of the Holy Spirit, while Sacred Tradition takes the word of God entrusted by Christ and the Holy Spirit to the Apostles, and hands it on to their successors, enabling it to be faithfully proclaimed and explained today. Therefore, both Sacred Tradition and Sacred Scripture are to be accepted and enacted.

Catholics believe that Tradition is a dynamic reality which brings forth the depth and meaning of all that the Church has received and hopes for in Christ.

Therefore we teach the content and history of Catholic Tradition, and how it is conveyed and lived.

Level Descriptions

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<p>In the Foundation Level, students will develop the knowledge, skills and understandings to enable them to learn about families and the wider community. Students learn that the Church teaches people about Jesus. They learn that the Church is a community of people who follow Jesus.</p> <p>(LTLD00)</p>	<p>In Levels 1 & 2, students will develop the knowledge, skills and understandings to enable them to learn how families and Church communities share experiences that help people grow in knowledge of God.</p> <p>(LTLD02)</p>	<p>In Levels 3 & 4, students will develop the knowledge, skills and understandings to enable them to learn that Catholic Tradition is shared and celebrated through the life of the Church. They learn that people may celebrate beliefs through other religious traditions and ways of life.</p> <p>(LTLD04)</p>	<p>In Levels 5 & 6, students will develop the knowledge, skills and understandings to enable them to learn that Catholic Tradition has been, and continues to be, nurtured and passed on through the life of the Church. They learn some key teachings of the Church as outlined in the Nicene Creed and Apostles' Creed.</p> <p>(LTLD06)</p>

Theological Development Framework (Content Descriptions)

The Tradition Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to ...

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<ul style="list-style-type: none"> a) Explore their own family and what it means to belong to a family. (LTTDF00a) b) Explore communities to which they belong. (LTTDF00b) c) Recognise that the Church teaches people about Jesus. (LTTDF00c) d) Recognise that the Church is a community of people who follow Jesus. (LTTDF00d) 	<ul style="list-style-type: none"> a) Explore experiences of being part of a family. (LTTDF02a) b) Explore experiences of being part of a community. (LTTDF02b) c) Explore what it means to be part of a Church community. (LTTDF02c) d) Explore experiences people share, both in families and Church communities, which help them to grow in knowledge of God. (LTTDF02d) 	<ul style="list-style-type: none"> a) Explore some of the ways that Catholic Tradition is shared and celebrated through the life of the Church. (LTTDF04a) b) Explore some of the ways people may celebrate beliefs through other religious traditions and ways of life. (LTTDF06a) 	<ul style="list-style-type: none"> a) Explore key teachings of the Church. (LTTDF06a) b) Explore what the Church teaches about the birth, death and resurrection of Jesus Christ. (LTTDF06b) c) Explore belief statements as outlined in the Nicene Creed and Apostles Creed. (LTTDF06c) d) Explore some of the ways Catholic Tradition has been, and continues to be, nurtured and passed on through the life of the Church. (LTTDF06d)

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
By the end of the Foundation Level, students know something about families and the wider community. Students know that the Church teaches people about Jesus. They know that the Church is a community of people who follow Jesus. (LTAS00)	By the end of Level 2, students describe experiences people share, both in families and Church communities, which help them to grow in knowledge of God. (LTAS02)	By the end of Level 4, students explain some of the ways that Catholic Tradition is shared and celebrated through the life of the Church. They recognise that people may celebrate beliefs through other religious traditions and ways of life. (LTAS04)	By the end of Level 6, students know that Catholic Tradition has been, and continues to be, nurtured and passed on through the life of the Church. They describe some key teachings of the Church as outlined in the Nicene Creed and Apostles' Creed. (LTAS06)

Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
In Levels 7 & 8, students will develop the knowledge, skills and understandings to enable them to learn about the richness of Tradition, and how, through the agency of the Holy Spirit, it helps people to make meaning of the Christian story. They learn that the life and teachings of Jesus Christ, as expressed through the lived Tradition of the Church, can inspire people to lead Christian lives. (LTLD08)	In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn that Tradition is the transmission of the message of Christ and this can occur in many different ways, thus promoting the ongoing renewal and unity of the Church. They learn that there are truths that Catholics believe and hold in common. Students learn that being a member of the Church invites a response to accept the wisdom of the faith community, expressed through Tradition. (LTLD10)	In Levels 11 & 12, students will develop the knowledge, skills and understandings to enable them to learn that Tradition helps the Church community to understand the meaning and implication of Scripture in a particular time and place. Students learn that Tradition brings forth the depth and meaning of all that the Church has received in Christ. They learn that the lived Tradition has changed over time, while always aspiring to reach the fullness of divine truth. (LTLD12)

Theological Development Framework (Content Descriptions)

The Tradition Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to ...

Level 7-8	Level 9-10	Senior Secondary
<p>a) Explore how Christian life is nurtured and lived within a faith community, through the agency of the Holy Spirit. (LTTDF08a)</p> <p>b) Define 'Tradition', including reference to the Magisterium of the Church. (LTTDF08b)</p> <p>c) Explore the formation and characteristics of early Christian communities and how they succeeded in passing on Tradition. (LTTDF08c)</p> <p>d) Explore how Tradition is expressed in hymns, music and art, in various spiritual and devotional traditions and in the life stories of holy individuals and communities. (LTTDF08d)</p> <p>e) Explore the beliefs of the Church and how they are expressed through devotional practices, both in the Parish and School community. (LTTDF08e)</p> <p>f) Explore how the 'signs of the times' influenced the formation, charism and vocation of religious orders. (LTTDF08f)</p>	<p>a) Explore how Tradition is central to the faith, life, teaching and worship of the Church. (LTTDF10a)</p> <p>b) Explore the Apostles' Creed and Nicene Creed as an articulation of Catholic belief. (LTTDF10b)</p> <p>c) Explore the <i>Catechism of the Catholic Church (CCC)</i> as a reference text for Church teachings. (LTTDF10c)</p> <p>d) Explore how Tradition is expressed through dogmas, doctrines and creeds, hymns, music and art, theology, spiritual and devotional traditions, and in the life stories of holy individuals and communities. (LTTDF10d)</p> <p>e) Explore how the Church, as the body of Christ, bears witness to Tradition. (LTTDF10e)</p> <p>f) Explore how Tradition reveals the mystery of God. (LTTDF10f)</p> <p>g) Express a personal response to the lived Tradition of the Church. (LTTDF10g)</p>	<p>a) Explore ways in which Jesus is understood and portrayed in the rich history of Christian Tradition. (LTTDF12a)</p> <p>b) Explore how the lived Tradition has changed over time, while always aspiring to reach the fullness of divine truth. (LTTDF12b)</p> <p>c) Explore how people respond to the lived Tradition of the Church. (LTTDF12c)</p> <p>d) Express a personal response to the lived Tradition of the Church. (LTTDF12d)</p>

Level 7-8	Level 9-10	Senior Secondary
<p>g) Use the <i>YouCat</i> and the <i>Compendium of the Catechism of the Catholic Church (CCCC)</i> as reference texts for Church teachings. (LTTDF08g)</p> <p>h) Express a personal response to the lived Tradition of the Church. (LTTDF08h)</p>		

Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
<p>By the end of Level 8, students describe ways that Tradition helps people make meaning of the Christian story and inspires people to lead Christian lives. (LTAS08)</p>	<p>By the end of Level 10, students articulate ways in which Tradition assists in the transmission of the message of Christ. They describe how Tradition can promote the ongoing renewal and unity of the Church. Students identify commonly held truths within Tradition. They recognise that being a member of the Church invites a response to accept the wisdom of the faith community, expressed through Tradition. (LTAS10)</p>	<p>By the end of Level 12, students explain ways in which Tradition helps the Church community to understand the meaning and implication of Scripture in a particular time and place. Students provide examples of ways in which Tradition brings forth the depth and meaning of all that the Church has received in Christ. They explain how the lived Tradition has changed over time, while always aspiring to reach the fullness of divine truth. (LTAS12)</p>

Christian Prayer and Liturgy Lens

Doctrinal Focus

Personal and communal relationship with God

Listening and responding to God's Spirit

Prayer is a conversation with God. It includes a prior awareness in which people listen to the stirrings of the voice of God who speaks to them through the Holy Spirit. God is present in the world and in a person's deepest self through the gift of the Holy Spirit, and when people pray, they turn to that loving presence to deepen their communion with God, and to allow God to work all the more in them. The ways of prayer are many and reflect the varied circumstances and dimensions of a person's relationship with God.

Liturgy is the official public worship of the Church. It is concerned with building up the Church to be the human presence of Christ. It is a public act celebrated for the good of the community and is central to Christian life. Through prayer and liturgy, people are drawn into the divine life of Father, Son and Holy Spirit, whose mystery lies at the heart of all that is. It is through prayer and liturgy that people encounter the divine mystery.

Catholics believe that in opening themselves to the loving presence of God through prayer and liturgy, they allow their relationship with God to be deepened, and allow God to work more fully through them.

Therefore we teach the importance of prayer and liturgy for the individual and the Church, teach how to engage in prayer and liturgy, and explore the transformational experience that both can provide.

Level Descriptions

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<p>In the Foundation Level, students will develop the knowledge, skills and understandings to enable them to learn that through prayer people are with God in a special way. Students learn to share informal prayers and develop their knowledge of some traditional prayers. They learn some of the words, gestures and actions involved in the Mass. (LCPLLD00)</p>	<p>In Levels 1 & 2, students will develop the knowledge, skills and understandings to enable them to learn that, like Jesus, people can have a conversation with God at any time, in any place and in many different ways. They learn that prayer involves ritual, symbol, celebration and silence, and is a way of thanking God for life and creation. They learn some of the traditional prayers of the Church and share informal prayers. They learn how to pray in different ways They learn some of the words, gestures and actions involved in the Mass. (LCPLLD02)</p>	<p>In Levels 3 & 4, students will develop the knowledge, skills and understandings to enable them to learn how Jesus prayed and that in order to grow in relationship with God, people celebrate and pray together at different times, in different forms. They learn about the origins and significance of traditional Christian prayers and compose a variety of informal prayers. They learn how different ways of praying can be incorporated into prayer sessions. They learn that for Catholics, the celebration of the Mass is the heart of community prayer. They learn about the Mass. Students learn how the Christian community prepares for the liturgical seasons of Lent and Advent through prayer and action. They learn that Mary is honoured and celebrated through prayers, feasts and seasons of the Church’s liturgical year. (LCPLLD04)</p>	<p>In Levels 5 & 6, students will develop the knowledge, skills and understandings to enable them to learn how prayer is experienced and expressed within Christian communities and other religious traditions. They learn that Scripture is a source of inspiration and example for personal and communal prayer. They learn about the words, actions, gestures, symbols and prayers involved in liturgical celebrations. They learn that through prayer, the Holy Spirit enables people to acknowledge their sinfulness and experience the healing, reconciling power of God’s love. Students explore the origins and significance of traditional Christian prayers in the life of the Church. They learn how different ways of praying can be incorporated into classroom prayer experiences. (LCPLLD06)</p>

Theological Development Framework (Content Descriptions)

The Christian Prayer and Liturgy Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Foundation Level	Level 1-2	Level 3-4	Level 5-6
<ul style="list-style-type: none"> a) Explore the meaning of prayer. (LCPLTDF00a) b) Express how they can talk to God. (LCPLTDF00b) c) Say the prayer and make the actions of the Sign of the Cross. (LCPLTDF00c) d) Create a short prayer to God using their own words. (LCPLTDF00d) e) Become familiar with some informal and traditional prayers. (LCPLTDF00e) f) Identify some of the words, gestures and actions involved in the Mass. (LCPLTDF00f) 	<ul style="list-style-type: none"> a) Know that people can have a conversation with God at any time, in any place and in many different ways. (LCPLTDF02a) b) Know that prayer is a way of thanking and praising God for life and creation. (LCPLTDF02b) c) Experience and participate in prayers of praise, thanksgiving, sorrow and petition. (LCPLTDF02c) d) Describe ways that people celebrate as a community. (LCPLTDF02d) e) Describe ways Catholics celebrate as a community. (LCPLTDF02e) f) Identify the Parish Church as a special place for the Catholic community to gather, celebrate and pray. (LCPLTDF02f) 	<ul style="list-style-type: none"> a) Explore ways that prayer can be part of daily life, helping people to grow in relationship with God. (LCPLTDF04a) b) Explore the four types of prayer: praise, thanksgiving, sorrow and petition. (LCPLTDF04b) c) Explore a variety of prayer forms e.g. music, movement and meditation. (LCPLTDF04c) d) Know that the celebration of the Mass (the Eucharist) is the heart of a Catholic community's prayer. (LCPLTDF04d) e) Know the origins and significance of traditional Christian prayers. (LCPLTDF04e) f) Compose a variety of informal prayers. (LCPLTDF04f) g) Incorporate different types of prayers into prayer sessions. (LCPLTDF04g) 	<ul style="list-style-type: none"> a) Explore Scripture as a source of inspiration and example for personal and communal prayer. (LCPLTDF06a) b) Know, experience and create prayer services using different forms and types of prayer. (LCPLTDF06b) c) Explore the healing power of prayer. (LCPLTDF06c) d) Explore the words (especially the responses), actions, gestures and symbols involved in liturgical celebrations. (LCPLTDF06d) e) Explore prayers from other religious traditions. (LCPLTDF06e) f) Explore prayers that honour the school's patron or founder. (LCPLTDF06f) g) Explore the origins and significance of traditional

Foundation Level	Level 1-2	Level 3-4	Level 5-6
	<p>g) Know some traditional prayers and share informal prayers. (LCPLTDF02g)</p> <p>h) Knows some words, gestures and actions of the Mass. (LCPLTDF02h)</p> <p>i) Recognise that prayer involves ritual, symbol, celebration and silence. (LCPLTDF02i)</p> <p>j) Explore some liturgical symbols and colours. (LCPLTDF02j)</p> <p>k) Know that Jesus prayed. (LCPLTDF02k)</p>	<p>h) Explore some of the words, actions and gestures involved in the Mass. (LCPLTDF04h)</p> <p>i) Explore the parts of the Mass: Introductory Rites, Liturgy of the Word, Liturgy of the Eucharist and Concluding Rites. (LCPLTDF04i)</p> <p>j) Explore examples of Jesus praying. (LCPLTDF04j)</p> <p>k) Explore how God's faithfulness and goodness are recalled and celebrated throughout the liturgical seasons. (LCPLTDF04k)</p> <p>l) Explore prayers, feasts and seasons that honour Mary. (LCPLTDF04l)</p> <p>m) Pray to God through Mary using some traditional and informal prayers. (LCPLTDF04m)</p> <p>n) Explore how the Christian community prepares for the liturgical seasons of Lent and Advent through prayer and action. (LCPLTDF04n)</p>	<p>Christian prayers in the life of the Church. (LCPLTDF06g)</p> <p>h) Explore the origins of traditional Christian prayers that honour Mary, such as The Magnificat, The Angelus, Hail Holy Queen and the Rosary. (LCPLTDF06h)</p>

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
<p>By the end of the Foundation Level, students recognise that when people pray they are with God in a special way. Students share informal prayers and some traditional prayers. They identify some of the words, gestures and actions involved in the Mass. (LCPLAS00)</p>	<p>By the end of Level 2, students know that Jesus prayed and describe prayer as having a conversation with God at any time, in any place and in many different ways. They recognise that prayer involves ritual, symbol, celebration and silence, and is a way of thanking God for life and creation. Students share informal prayers and some traditional prayers. They know some of the words, gestures and actions involved in the Mass. (LCPLAS02)</p>	<p>By the end of Level 4, students describe ways and times people celebrate and pray together. They explain different types of prayer and identify the ways prayer and celebration can help people grow in relationship with God. They recognise the Mass as the most important celebration for the Church community and explain some of the words, actions and gestures of the parts of the Mass. Students know how Jesus prayed and that when people pray they celebrate God's presence. They know the origins and significance of traditional Christian prayers and compose a variety of informal prayers. They incorporate different types of prayers into prayer sessions. They recognise how the Christian community prepares for the liturgical seasons of Lent and Advent through prayer and action. They know that Mary is honoured and celebrated by the Church. (LCPLAS04)</p>	<p>By the end of Level 6, students identify how prayer is experienced and expressed within Catholic communities and other religious traditions. They explain how Scripture is a source of inspiration and example for personal and communal prayer. They identify and explain the elements of liturgical celebrations. They recognise that through prayer, the Holy Spirit enables people to acknowledge their sinfulness and experience the healing, reconciling power of God's love. Students explore the origins and significance of traditional Christian prayers in the life of the Church. They know how different ways of praying can be incorporated into classroom prayer experiences. (LCPLAS06)</p>

Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
<p>In Levels 7 & 8, students will develop the knowledge, skills and understandings to enable them to learn about prayer and liturgy and the importance of each to the worshipping community. Students learn about the many types and forms of Christian prayer, both personal and communal, that are part of the rich heritage of the Church. (LCPLLD08)</p>	<p>In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn how prayer is an expression of people’s relationship with God and that prayer and liturgy are each central to the life and mission of the Church. They learn that prayer and reflection can support wise decision-making. (LCPLLD10)</p>	<p>In Levels 11 & 12, students will develop the knowledge, skills and understandings to enable them to learn how prayer and liturgy celebrate the life and faith experience of individuals and communities. They learn how spirituality can be nourished and expressed through prayer and liturgy. (LCPLLD12)</p>

Theological Development Framework (Content Descriptions)

The Christian Prayer and Liturgy Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level 7-8	Level 9-10	Senior Secondary
<ul style="list-style-type: none"> a) Define prayer. (LCPLTDF08a) b) Define liturgy. (LCPLTDF08b) c) Explore the importance of prayer for Catholics and for other faith traditions. (LCPLTDF08c) d) Explore types and forms of Christian prayer, both personal and communal, which are part of the heritage of the Church. (LCPLTDF08d) e) Explore prayers that are important to the Church and School community. (LCPLTDF08e) f) Examine the different parts of the Mass. (LCPLTDF08f) g) Explore the structure of the Liturgical calendar. (LCPLTDF08g) h) Explore the spirituality of Indigenous Australians as a rich source of reflection and prayer. (LCPLTDF08h) 	<ul style="list-style-type: none"> a) Explore how prayer is an expression of an individual and communal relationship with God. (LCPLTDF10a) b) Explore types and forms of Christian prayer, both personal and communal, which are part of the heritage of the Church. (LCPLTDF10b) c) Explore forms of worship, sacred objects, sensory stimuli (e.g. bells, incense) and methods of prayer used in Catholicism, Judaism, Islam and Aboriginal and Torres Strait Islander Spirituality and identify ways in which they enrich one's own belief system. (LCPLTDF10c) d) Explore how Christian prayer and liturgy are each central to the life and mission of the Church, playing an important role in faith formation. (LCPLTDF10d) e) Explore ways in which Scripture informs and enriches the prayer life of individuals and communities. (LCPLTDF10e) 	<ul style="list-style-type: none"> a) Explore how prayer and liturgy celebrate the life and faith experience of individuals and communities. (LCPLTDF12a) b) Define spirituality. (LCPLTDF12b) c) Explore different styles of spirituality. (LCPLTDF12c) d) Explore ways in which spirituality can be nourished and expressed through prayer and liturgy. (LCPLTDF12d) e) Explore types and forms of Christian prayer, both personal and communal, which are part of the heritage of the Church. (LCPLTDF12e) f) Explore how prayer and reflection can support wise decision-making. (LCPLTDF12f) g) Express a personal response to prayer and liturgy. (LCPLTDF12g)

Level 7-8	Level 9-10	Senior Secondary
i) Express a personal response to prayer and liturgy. (LCPLTDF08i)	f) Explore how prayer and reflection can support wise decision-making. (LCPLTDF10f) g) Express a personal response to prayer and liturgy. (LCPLTDF10g)	

Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
By the end of Level 8, students define prayer and liturgy and explain the importance of each to the worshipping community. Students identify and explain the many types and forms of Christian prayer, both personal and communal. (LCPLAS08)	By the end of Level 10, students explain that prayer is an expression of people's relationship with God and that prayer and liturgy are each central to the life and mission of the Church. They explain how prayer and reflection can support wise decision-making. (LCPLAS10)	By the end of Level 12, students explain how prayer and liturgy celebrate the life and faith experience of individuals and communities. They explain how spirituality can be nourished and expressed through prayer and liturgy. (LCPLAS12)

Religion and Society Lens

Doctrinal Focus

Dialogue within the Catholic Tradition

Dialogue with other religious traditions and life philosophies

Religion is a social and communal way of life, which springs out of the human heart in the search for meaning and the desire to respond to the divine. It draws on authoritative teachings, stories, rituals, ethical norms, laws and spiritual experience to create a community. This community shapes identity and gives purpose to its members. There is a variety of traditions within Christianity. This sets a challenge to Christians to work for unity. In a global world where many religions are in contact with each other, Christians must give an account of themselves if they are to give proper witness to Christ and so fulfil the mission with which they are entrusted.

Australia is a country with its own Indigenous people who live in age-old spiritual closeness to the land and its dreaming. Our society also brings together many people from a diverse number of places around the world. Each of these communities has its own spirituality, customs and ways of life, often set within a religious tradition. Each religious tradition makes its own contribution to Australian society and all should be respected and understood. The Religion and Society Lens enables people to give shape to their personal identity in dialogue with others against the backdrop of a dialogue with the preferred stance of the Catholic Tradition.

Catholics believe that by virtue of a common baptism in Christ, Christians are called to commit to unity with each other and discipleship, and be open to intercultural and religious dialogue.

Therefore we teach the importance of engaging in authentic dialogue through a spirit of openness and respect against the backdrop of the preferred stance of the Catholic Tradition.

Level Descriptions

Foundation Level	Level 1-2	Level 3-4	Level 5-6
			In Levels 5 & 6, students will develop the knowledge, skills and understandings to enable them to learn how Catholics and other religious traditions celebrate and live out their core beliefs, symbols and social structures. (LRSLD06)



Theological Development Framework (Content Descriptions)

The Religion and Society Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Foundation Level	Level 1-2	Level 3-4	Level 5-6
			<ul style="list-style-type: none"> a) Explore some of the beliefs, symbols and social structures of Catholicism. (LRSTDF06a) b) Explore some of the beliefs, symbols and social structures of Christianity, Judaism and Islam. (LRSTDF06b) c) Explore how Catholics celebrate and live out their core beliefs, rituals and mission. (LRSTDF06c) d) Explore how other religious traditions celebrate and live out their faith. (LRSTDF06d) e) Explore the importance of engaging with the other in dialogue, through a spirit of openness and respect. (LRSTDF06e)

Achievement Standards

Foundation Level	Level 2	Level 4	Level 6
			By the end of level 6, students explain ways in which Catholics and other religious traditions celebrate and live out their core beliefs, symbols and social structures. (LRSAS06)



Level Descriptions

Level 7-8	Level 9-10	Senior Secondary
<p>In Levels 7 & 8, students will develop the knowledge, skills and understandings to learn about the role religion plays in society and that religious freedom is a fundamental human right. They learn that the nature and role of religion in society is informed by faith, openness, dialogue and cultural sensitivity. Students learn about the beliefs and lived experience of Catholicism and other religions. They learn what it means to be Catholic in the contemporary world. (LRSLD08)</p>	<p>In Levels 9 & 10, students will develop the knowledge, skills and understandings to enable them to learn that religious perspective can influence personal and communal code of ethics and morality. They learn how a person's religious community, society and other factors shape the development of personal spirituality and moral code. They learn the importance of ecumenism in developing Christian unity through dialogue. They learn how Aboriginal and Torres Strait Islander spiritualities contribute to the development of an Australian spirituality. (LRSLD10)</p>	<p>In Levels 11 & 12, students will develop the knowledge, skills and understandings to enable them to learn how the Catholic Tradition, and other religious traditions, respond to the ultimate questions of life. They learn how different traditions and communities support people in their search for meaning. (LRSLD12)</p>

Theological Development Framework (Content Descriptions)

The Religion and Society Lens will be encountered, taught and learnt in a way that promotes Post Critical Belief through a recontextualisation of the Catholic Tradition in dialogue with other faith traditions and life philosophies.

Students should be able to...

Level 7-8	Level 9-10	Senior Secondary
<p>a) Explore the role religion plays in our society. (LRSTDF08a)</p> <p>b) Explore religious freedom as a fundamental human right. (LRSTDF08b)</p> <p>c) Explore how the Church, inspired by the Holy Spirit, continues her mission today in a spirit of openness towards others. (LRSTDF08c)</p> <p>d) Explore the eight aspects of a religious tradition and apply it to Christianity, Judaism, Islam and Aboriginal and Torres Strait Islander spirituality. (LRSTDF08d)</p> <p>e) Explore the meanings and heritage of the religious symbols within your school. (LRSTDF08e)</p> <p>f) Explore the religious traditions and life philosophies within the school and local community. (LRSTDF08f)</p> <p>g) Explore the Christian call to respect cultural and religious diversity. (LRSTDF08g)</p>	<p>a) Explore how one's religious community, society and other factors shape personal spirituality and moral code. (LRSTDF10a)</p> <p>b) Explore the influence of the media on personal and social spirituality and morality. (LRSTDF10b)</p> <p>c) Explore historical and/or theological reasons for divisions within Christianity. (LRSTDF10c)</p> <p>d) Explore the role of ecumenism in drawing Christian traditions into life-giving relationships and unity. (LRSTDF10d)</p> <p>e) Explore how different communities express their Catholic identity. (LRSTDF10e)</p> <p>f) Research the theological context of the ideas expressed in different works of art, architecture, music, dance, literature and film. (LRSTDF10f)</p> <p>g) Explore religious and secular beliefs and rituals surrounding death and the afterlife. (LRSTDF10g)</p>	<p>a) Explore the ultimate questions about the meaning of life, common to the human person. (LRSTDF12a)</p> <p>b) Explore a number of secular and diverse religious responses to the ultimate questions and meaning in life. (LRSTDF12b)</p> <p>c) Explore how the Catholic Church provides a specific religious context for exploring ultimate questions of meaning and purpose. (LRSTDF12c)</p> <p>d) Explore ways in which artistic mediums have challenged religious ideas. (LRSTDF12d)</p> <p>e) Explore how religious experiences, tradition and communities, including Aboriginal and Torres Strait Islander spiritualities, serve to support people in their search for meaning. (LRSTDF12e)</p> <p>f) Explore how a Christian understanding of the 'signs of the times' implores reflection and action. (LRSTDF12f)</p>

Level 7-8	Level 9-10	Senior Secondary
<p>h) Explore some similarities and differences between the Catholic faith tradition and other major world faith traditions. (LRSTDF08h)</p> <p>i) Explore how different religions and religious ideas are expressed through art, architecture, music, dance, literature and film. (LRSTDF08i)</p> <p>j) Explore what it means to be Catholic in the contemporary world. (LRSTDF08j)</p> <p>k) Express a personal response to the role of faith in a pluralist society. (LRSTDF08k)</p>	<p>h) Explore the eschatological images of the New Testament and what they reveal about the end of time. (LRSTDF10h)</p> <p>i) Explore how Aboriginal and Torres Strait Islander spiritualities contribute to an understanding of Australian spirituality. (LRSTDF10i)</p> <p>j) Express a personal response to the role of faith in a pluralist society. (LRSTDF10j)</p>	<p>g) Explore how God's grace is made manifest wherever people strive for life-giving experiences of justice, freedom and truth. (LRSTDF12g)</p> <p>h) Express a personal response to the role of faith in a pluralist society. (LRSTDF12h)</p>



Achievement Standards

Level 7-8	Level 9-10	Senior Secondary
<p>By the end of Level 8, students will identify the characteristics and lived experience of a variety of religious traditions and explain the role religion plays in society. They articulate what it means to be Catholic in the contemporary world. (LRSAS08)</p>	<p>By the end of Level 10, students recognise that one’s religious community, society and other factors shape the development of personal spirituality and moral code. They explain the importance of ecumenism in developing Christian unity through dialogue. Students identify Aboriginal and Torres Strait Islander spiritualities, beliefs and practices and recognise how they contribute to the development of an Australian spirituality. (LRSAS10)</p>	<p>By the end of Level 12, students identify how the Catholic Tradition, and other religious traditions, respond to the ultimate questions of life. They explain how different traditions and communities support people in their search for meaning. (LRSAS12)</p>

