



Assisi Catholic College Religious Education
P – 12 Scope and Sequence

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Prep			
Unit 1	Unit 2	Unit 3	Unit 4
<p>And Jesus ... Students communicate clearly their ideas, feelings and thoughts about God’s plan that people help each other to live safely and happily together, for the good of all. They recognise Jesus’ teachings about love, compassion and forgiveness that challenged people about the way they were living. They relate examples of people having the freedom to choose between good and bad, right and wrong. The students listen and respond to stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, and of his suffering, death and resurrection. Students recognise ways in which believers pray either alone or with others. They participate with respect in a variety of these prayer experiences, the Sign of the Cross, and Amen. Students describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.</p>	<p>And God said.. Students communicate clearly their ideas, feelings and thoughts about God and the goodness of God’s creation. They identify connections between some Old Testament stories and their personal experience, including the experience of the goodness of creation. Students recognise ways in which believers pray, and participate with respect in a variety of these prayer experiences including meditative prayer.</p>	<p>Here in this place Students identify connections between some Old Testament stories and their personal experience; Students understand that prayer helps believers to follow the teachings of Jesus; to live according to God’s plan. They recognise ways in which believers pray using word, music, action, silence, images, symbols and nature. Students recognise ways in which believers pray either alone or with others. They participate with respect in a variety of these prayer experiences, the Sign of the Cross, and Amen.</p>	<p>Jesus had a family The students listen and respond to stories of and about Jesus in the Gospels that tell of Jesus’ life as a Jew, his mother Mary, his friends and family. Students describe ways in which believers pray together during special celebrations and rituals that mark important times in the life of believers and in the Church year.</p>



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Year 1			
Unit 1	Unit 2	Unit 3	Unit 4
<p><u>Created in God's image</u></p> <p>Students make connections to personal experience when explaining ways of living in accordance with God's plan for creation: that people live safely and happily in community and in loving relationship with God, with a responsibility to respect the dignity and natural rights of all people, to care for all creation and to responsibly use God's gift of the freedom to choose. Students recognise the significance of prayer in Jesus' life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences including saying Grace.</p>	<p><u>Gods action in the lives of people</u></p> <p>Students relate stories from some Old Testament texts that describe God's presence in the lives of individuals and communities. Students participate with respect in a variety of personal and communal prayer experiences, including meditative prayer.</p>	<p><u>Participating in Community</u></p> <p>Students identify the nature of Jesus' mission and ministry. Students identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.</p>	<p><u>Saying Yes</u></p> <p>Students identify some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They describe some aspects of Jewish daily life at the time of Jesus. They recognise some ways in which believers past and present honour Mary, Mother of Jesus, including praying the Hail Mary. They recognise the significance of prayer in Jesus' life and in the life of believers and participate with respect in a variety of personal and communal prayer experiences, including the Hail Mary.</p>



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Year 2			
Unit 1	Unit 2	Unit 3	Unit 4
<p><u>All the world is sacred</u></p> <p>Students recognise the sacredness of God and all creation, especially human life. They identify ways in which human beings respond to the call to be co-creators and stewards of God's creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. Students recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, with others and with all creation. Students participate with respect in a variety of personal and communal prayer experiences, including meditative prayer.</p>	<p><u>Clues from the past</u></p> <p>Students analyse some teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. Students pose questions about the life and times of Jesus and use sources provided to answer these questions. Students make connections between Jesus' teachings and actions and the way members of the Church community live today.</p>	<p><u>Saying sorry and forgiving others</u></p> <p>Students recognise choices that harm an individual and their loving relationships with God, with others. They explain ways in which believers seek to heal these relationships through reconciliation and how they celebrate reconciliation in the Sacrament of Penance. They participate with respect in a variety of personal and communal prayer experiences, including prayers for forgiveness.</p>	<p><u>A covenant people</u></p> <p>Students discuss their ideas about God's relationship with the Jewish people as described in some Old Testament stories.</p>



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Year 3			
Unit 1	Unit 2	Unit 3	Unit 4
<p><u>Looking after the world</u> Students select and use information, ideas and events in texts (including images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints) to express their ideas about God’s relationship with people as individuals and communities; God’s presence and action in daily life experiences; and the order and harmony in God’s creation. Students identify prayers of thanksgiving and prayers of praise, including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. Students participate respectfully in a variety of prayer experiences including prayers of thanksgiving and prayers of praise.</p>	<p><u>Remembering the heroes from the past</u> Students select and use information, ideas and events in texts (including key stories from the Torah) to express their ideas about God’s relationship with people as individuals and communities. Students participate respectfully in a variety of prayer experiences.</p>	<p><u>The local faith community</u> Students explain how the Scriptures provide a foundation for living a moral life, including respect for basic human rights and acknowledgement of responsibilities, in particular to the poor and disadvantaged. Students explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present, including the collaboration of clergy, religious and laity. They participate respectfully in a variety of prayer experiences, including meditative prayer.</p>	<p><u>Jesus of the Book</u> Students locate information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament texts. They use this information about texts to discuss ideas about the life and teaching of Jesus, including the Christian belief that Jesus is the Messiah. Students participate respectfully in a variety of prayer experiences, including meditative prayer.</p>



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Year 4

Unit 1	Unit 2	Unit 3	Unit 4
<p data-bbox="297 397 465 421"><u>Ancient Voices</u></p> <p data-bbox="91 430 667 619">Students, as Bible Investigators; explore the main structures of the bible, identify different text types in the bible, find God’s voice in texts and locate Psalms which act as prayers of petition. Students use this knowledge to identify God’s Trinitarian nature (Trinity) and develop prayers that they wish to offer.</p>	<p data-bbox="826 397 1032 421"><u>Living Community</u></p> <p data-bbox="694 430 1151 847">Students explore the concept of community and what that means to Christians. By investigating the writings of St. Paul they make connections between his messages for Christian unity and that of the Decalogue to describe how Christians can best live with each other in harmony with God’s divine plan. Students engage in meditative prayer practices to reflect upon these messages and then describe how they can contribute to a living community based on Christian principles.</p>	<p data-bbox="1319 397 1518 421"><u>Challenge to Heal</u></p> <p data-bbox="1184 430 1648 815">Students explore how the Church in early colonial times responded to social and religious challenges. They identify key individuals and events that depict these challenges. Students make connections to the actions of these catholic pioneers and that of the teachings of Jesus through his use of parables. Students then make further connections to contemporary church communities who continue to base their activities on the healing mission and ministry of Jesus.</p>	<p data-bbox="1809 397 2013 421"><u>Living in Harmony</u></p> <p data-bbox="1677 430 2141 879">Students explore what living in harmony looks like, firstly by identifying important life events and how they effect our experience with God (Sacraments). Students then analyse moral dilemmas relevant to their lives and make judgements as to what is right and wrong and why. Students then explore why it is important to resolve situations that have caused a breakdown in relationships – with God, others and creation. Students explore how the sacrament of penance is an important ritual for Catholics to restore broken relationships.</p>



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Year 5			
Unit 1	Unit 2	Unit 3	Unit 4
<p style="text-align: center;">Communities of Believers</p> <p>Students identify how they are part of a faith community and compare that to other school communities and other faith communities. Students explore how a community of believers practice their beliefs and explain how communities can be strengthened through ritual and prayer. Students make connections between the importance of Eucharist to Catholics and Passover to Jews.</p>	<p style="text-align: center;">The Holy Spirit</p> <p>Students explore the notion of the Holy Spirit and how it forms part of the Trinity. Students describe how the sacrament of Confirmation is significant in the lives of believers. Students then identify and describe the specific gifts and fruits of the Holy spirit and how these are used to guide believers in forming their conscience for the making of moral decisions.</p>	<p style="text-align: center;">Pioneering Catholics & Mary</p> <p>Students explore different leading figures of the Catholic church in Australia in the 19th century. Students investigate their words and actions to make connections with the words and actions of Jesus in order to strengthen the faith of believers. Students reflect upon their own words and actions to evaluate how well they apply the teachings of Jesus in their own lives. Students explore Marian prayers in order to make connections between the act praying them and the influence it has on the lives of believers.</p>	<p style="text-align: center;">Unlocking the Texts</p> <p>By using bible tools to help explore New and Old testament texts, students can unlock the deeper meanings of those texts. Students explore the book of Psalms and how they form the basis for private and communal prayers. Students compare and contrast the Gospels of Luke and Matthew in order to reveal the author's context and purpose for authoring their accounts.</p>



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Year 6

Unit 1	Unit 2	Unit 3	Unit 4
<p>Justice Through Leadership</p> <p>Students are to explore the notion of leadership and its core principle of seeking justice. They explore how Catholics are called to perform works of mercy, which have their foundations in Hebrew and Christian Scriptures. Students identify how they can apply the Catholic notion of justice in their community, for the Common Good.</p>	<p>Revealing God's Love</p> <p>Students explore the term "Communion of Saints" and describe how the faithful receive and share in God's love. Students explore New Testament texts to identify and describe how God works through the Holy Spirit and Jesus, to reveal God's love. Through investigation, students make connections between New Testament events and words of Jesus, with Old Testament texts that parallel or prophesise Jesus to be the saviour. Throughout the term students experience different ways of praying the Lord's prayer.</p>	<p>Celebrating Beliefs</p> <p>Students explore how Jesus fulfils Old Testament prophecy as a way of identifying Jesus devoted follower of Judaism. Students then compare and contrast the nature of Jewish and Christian religious calendars that set the key celebrations of faith. Students finally investigate the significance of the Eucharist for Christians identifying the central role it has for the lives of believers.</p>	<p>Leading the Celebration</p> <p>Students research and explain Jesus' relationship with God, the Father and humanity. Student will also make connections between some key celebrations of the Church's liturgical year and the story of salvation. Forms of artistic impression (eg art, music, drama etc) will be used to express a deeper understanding of God. Finally, students in groups, are to coordinate with each other to prepare and lead a class celebration to finish the term.</p>



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Year 7			
Unit 1	Unit 2	Unit 3	Unit 4
<p><u>Doing Good</u></p> <p>Students investigate how believers past and present decided what was good and how believers can show Christian moral behaviour in the modern world. Students explore the Christian context of moral behaviour and how the Catholic Social Teaching (CST) concept of the Common Good is put into practice in daily life. Students examine various individuals who have promoted or are promoting the common good CST.</p> <ol style="list-style-type: none"> 1. How do believers, past and present, decide what was good? 2. How do believers show Christian moral behaviour in a modern world? 	<p><u>The Power of Words</u></p> <p>Students investigate the cultural context of the human authors of the New Testament, using a range of Biblical tools; including Biblical commentaries. Students are explicitly exposed to the Three Worlds of the Text model and use this model to critically analyse selected texts. Students will demonstrate their critical understanding of the deeper meaning of New Testament (NT) texts and how they can be applied in a modern context.</p> <ol style="list-style-type: none"> 1. How can something written so long ago still matter today? 	<p><u>Where it All Began</u></p> <p>Students investigate the Assisi Catholic College community to determine what makes it Catholic. Students investigate how Catholicism has developed over time including its foundation within Judaism. Students extend their exploration to discovering similarities between the three Abrahamic faiths. Students examine the structure of the organisation of the Catholic Church and how it is structured today.</p> <ol style="list-style-type: none"> 1. Who are we as a Franciscan community? 2. What are the ancient beginnings of the Church? 3. How do we operate as a Catholic organisation? 	<p><u>Sacraments & Faith Communities</u></p> <p>Students investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers. They examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. Students demonstrate their understanding by explaining the structure and purpose of selected Sacraments.</p> <ol style="list-style-type: none"> 1. How does the Church know what rituals to perform? 2. What is so special about the sacraments?



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Year 8

Unit 1	Unit 2	Unit 3	Unit 4
<u>Mission Matters</u>	<u>Unity and Diversity</u>	<u>Covenant</u>	<u>Movers and Shakers</u>
<p>Students explore Jesus as a man with a mission, which was to proclaim a new understanding about God and God’s Kingdom. Students investigate how the church seeks to continue this mission through its presence and actions in the world today.</p> <p>1. Jesus’ mission today; is it a mission possible?</p>	<p>Students investigate how Christian denominations are united through their common Baptism and their understanding of God in the form of the Trinity. This Baptism signifies a common call to participate in Jesus’ mission. Students also investigate the Initiation Rituals of the other Abrahamic faiths by identifying similarities and differences between them.</p> <ol style="list-style-type: none"> 1. How can believers begin their journey of faith? 2. Are Catholics the only ones to believe in the Trinity? 	<p>Students investigate the Catholic understanding of God’s saving plan for all creation through the gift of grace enabling believers to overcome sin. Students explore Old Testament (OT) texts to identify the unique relationship between God and God’s people through the theme of covenant. Students critically analyse these texts using the three worlds of the text model to demonstrate their understanding of how the theme of covenant is present in these texts.</p> <ol style="list-style-type: none"> 1. Is God’s relationship with humans still the same as in the past? 2. What does Jesus have to do with God’s saving plan for humans? 3. How can believers have a relationship with God in today’s world? 	<p>Students investigate how the church has evolved over time as a result of key individuals and their ideas through their writings, which challenged and inspired other believers. Students also investigate events that challenged the authority of the Church in society and how the church responded to these challenges. Students demonstrate their knowledge through presenting their knowledge and understanding of a key individual in the Church’s past.</p> <ol style="list-style-type: none"> 1. Who rocked the Church? 2. What shook the Church?



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Year 9			
Unit 1	Unit 2	Unit 3	Unit 4
<p><u>Inspired By Jesus</u></p> <p>Students explore the key teachings of Jesus through his parable and miracle stories. Students analyse the causes and effects of developments that occurred in the Church from 1750CE-1918CE, and make judgements about their importance. Students demonstrate their understanding of how the teachings and messages of Jesus can be used as inspiration for Catholics today. They explain the significance of the writings of various lay and religious leaders during this time and link this to the Mission of Jesus.</p> <ol style="list-style-type: none"> 1. How was Jesus inspiring? 2. Who in the past was inspired by Jesus? 3. What does being inspired by Jesus look like today? 	<p><u>Making Sense of Jesus</u></p> <p>Students examine the three foundational beliefs of Christianity (incarnation, resurrection and ascension) and draw conclusions on the significance of these beliefs for Catholics past and present. They understand that Jesus was both physically human and spiritually divine. Students explain the significance of the three forms of Penance and the celebration of the Sacraments of Healing. They participate respectfully in a variety of forms of Christian Meditation, including walking a Labyrinth and they reflect on this experience.</p> <ol style="list-style-type: none"> 1. What is so important about Jesus for Catholics? 2. How should believers respond to these beliefs in their thoughts and actions? 	<p><u>Learning From the Past</u></p> <p>Students investigate the sources of the Pentateuch (JEDP) in order to gain a greater understanding of good and evil co-existing in human history. Students deconstruct these texts in order to explore the understandings of God, sin and suffering, characters, events and themes of the Pentateuch. Students are able to express their own ideas about human weakness and sin in the world using evidence from sources.</p> <ol style="list-style-type: none"> 1. What are the understandings of believers past and present about good and evil? 2. How does the Pentateuch and the nature of its authorship highlight themes of good and evil? 3. What is needed for Good to overcome Evil today? 	<p><u>Restoring the Balance</u></p> <p>Students explore the concepts of the priestly, prophetic and kingly work of Jesus. They investigate the Church's response to emerging moral questions and issues. Students develop their understanding of Christian Meditation and participate in meditative prayer. Students evaluate the impact of the Catholic Social Teachings on an individual's moral behaviour. They examine ways in which believers live their Christian vocation, and distinguish between their participation in the priestly, prophetic and kingly work of Jesus Christ.</p> <ol style="list-style-type: none"> 1. Why Should I Care?



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Year 10			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Beliefs : This unit has THREE areas of focus:</p> <ul style="list-style-type: none"> • Human Existence • Religions of the World • Trinity: God, Jesus the Christ, Spirit <p>The unit is designed to provide students with the opportunity to explore the world of Beliefs from the perspectives of different Religions such as Buddhism, Judaism and Christianity.</p>	<p>Church: This term students study the topic of the Church. The three areas of focus:</p> <ul style="list-style-type: none"> • Liturgy and Sacraments • People of God • Church History <p>Students will be enabled to come to an understanding and appreciation the nature of the Church and its presence in the world. It is envisaged that students will broaden their understanding of the the Church and its message.</p>	<p>Christian Life: This unit has THREE areas of focus:</p> <ul style="list-style-type: none"> • Moral Formation • Mission and Justice • Prayer and Spirituality <p>The unit is designed to provide students with the opportunity to explore the Christian Life. Students will be involved in learning about Morality as a key to living the Christian Life. This together with Prayer and Spirituality enable students to see the relationship between moral formation, mission and justice and personal prayer and spirituality. The underlying Scriptural basis is from St Paul who talks about the way the message of the risen Christ is to be at the forefront of who we are and what we do.</p>	<p>Sacred Texts: The areas of study include:</p> <ul style="list-style-type: none"> • The Old Testament (Hebrew Scriptures) • The New Testament (Christian Scriptures) • Christian Spiritual Writings and Wisdom <p>In this unit students are given the opportunity to develop your abilities to read, understand and better appreciate the Sacred Texts of the Hebrew and Christian peoples. Importantly they will have the opportunity to appreciate the significance of the Scriptures within the tradition of Christian writings.</p>



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Year 11 Study of Religion		
Unit 1	Unit 2	
<p>First semester of Year 11 examines / explores the issue of Ultimate Questions. In the study students are asked to consider, reflect upon, research and learn about how formal religions such as Christianity, Buddhism, Islam and Judaism understand big issues related to life and death, the afterlife: heaven, hell, nirvana as examples. Further students have the opportunity to understand the nature of God in the context of God and suffering, death, dying and the afterlife.</p>	<p>Second semester of Year 11 examines / explores Ritual from the perspectives of the already listed formal religions. Students explore/ examine rituals associated with daily life, spiritual life including the sacraments, the liturgical/religious calendar. The aim of such a study is for students to understand that religions have rituals which are closely linked to life and the way life is lived in relation to God. Students will also have the opportunity to see the history and the historical development of such rituals within the context of formal religion.</p>	
Year 12 Study of Religion		
Unit 3	Unit 4	Unit 5
<p>In Term 1 students currently study the unit Sacred Space. How /why is a place or space designated Sacred? What makes for the sacred? Students explore this concept and the nature of Sacred Space. Integral to this study is a visit to the Synagogue, the Greek</p>	<p>In term 2 students study the unit Sacred Texts. The emphasis is upon the texts of Judaism and Christianity in the main with reference to other sacred texts as appropriate. Students look at the historical background, the authorship and the general social context of the writings and their association with the life context of the Hebrew and the Christian peoples.</p>	<p>In Semester 2 (terms 3-4) students study the unit Values and Ethics. This is a comprehensive unit which focuses upon the theories of ethical understanding and their relationship to religion. In this context, students examine the history of Environmental Ethics and the ethics of Just War. These issues have an historical background are are foremost issues confronting current society. Students are also given the opportunity to explore an ethical issue from a range of issues as well as the Environmental and Just War Ethical issues.</p>



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Year 11 Religion and Ethics			
Unit 1	Unit 2	Unit 3	Unit 4
<p>Meaning and Purpose: Everyone seeks meaning and purpose to life. Worldviews and religious traditions offer varied perspectives on living lives of meaning and purpose. Students explore the nature and significance of meaning making systems within the context of religious and cultural systems. Areas such as personal identity, personal beliefs, art/film/literature... and the lives of significant people are investigated, in order to understand the broader picture of meaning making.</p>	<p>Indigenous Australian Spirituality: This is a new unit in the course of study for Year 11. The focus is upon the spirituality of ATSI peoples and their relationship to their historical/social and religious context. Students investigate the ATSI spirituality and reflect upon their own spirituality in a spirit of respect, reciprocity, understanding of cross-generational perspectives and connectivity of the peoples of the broader Australian context.</p>	<p>Spirituality: This is a multi-faceted area of study. Students explore the nature and meaning of spirituality and the way in which spirituality underpins meaning and identity both personal and communal. Personal journey and spirituality differs. Communal spirituality also has different modes of expression. The Arts as well as formal religious practice, ecology... all play a part in expressing and aiding understanding of personal and communal spirituality in its various contexts.</p>	<p>Sacred Stories: Everyone has a story. Everyone enjoys a good story. There is always something about a story that is captivating. When the idea of the Sacred is incorporated into story, then this adds a new dimension and one which can be 'mind blowing.' In the telling and retelling of story whether personal or communal, people see meaning in life and as it relates to identity. What do the stories of people such as Moses, Buddha, Jesus... offer? What of the Dreaming? How does the media tap into the realm of story?</p>
Year 12 Religion and Ethics			
Unit 5	Unit 6	Unit 7	Unit 8
<p>Social Justice: Social Justice is not just a theory. The Christian Church as indeed other religions, has a history in this regard. Students explore issues of inequality, injustice, the contrast between rich and poor... in the context of the personal, the wider society and its various outreach organizations, the spiritual: how does belief relate to action?</p>	<p>Peace and Conflict: Conflict is inherent within human populations. Historically there is often conflict around religion and different socio-cultural-religious perspectives. Religion can be a means for peace and for conflict within the world. Resolution may be achieved through understanding and acceptance of religious, spiritual and ethical differences. Students explore these areas in the context of the personal, the relational and the spiritual.</p>	<p>Good and Evil: All religion and belief systems provide perspectives on good, evil and suffering. Finding meaning in a world characterised by goodness, evil and suffering are of a concern to people. Students investigate this complex relationship. They also explore the realities of good and evil, truth and beauty as these impact on the lives of human beings, irrespective of faith tradition.</p>	<p>Ethics and Morality: Students consider the role/ nature of right / wrong in the context of being human and living in community. They explore the role of moral decision making as influenced by personal, cultural, historical and religious factors.</p>