The Outcome
Double Pages
for Standard 2

Religious Education
supporting the
integration of
faith, life
and culture

Religious Education Framework for SA Catholic Schools
God and Revelation

Key Idea 1
Students explore God’s presence in creation and God’s self-revelation in Jesus Christ and the Holy Spirit.

The Catholic Tradition supporting this Outcome

Introduction
God’s love and mystery are reflected in creation and human experience. People can discover signs of God in the world around them, in human relationships, in their very being. This was true for Jesus too. In a special way, Jesus Christ reveals God; Jesus is the sacrament of God.

Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

God and Human Experience

- In everyday events people experience signs of God’s goodness, love, compassion and presence.
- The love and care that people show to each other is a sign of God’s loving presence.
- God’s enduring covenant with God’s people is revealed to us through key figures such as: Abraham and Sarah, Moses, the prophets, and in a new way, in Jesus. → CCC 72, Genesis, Exodus.
- Significant moments in the history of God’s outreach in love include: creation; the exodus; the exile; the life, death and resurrection of Jesus; and Pentecost. → Genesis, Exodus, Paschal Mystery as celebrated at Easter, Acts of the Apostles.

Jesus

- The appreciation of Jesus is deepened by the understanding of him as a first century Jewish person.
- Filled with the Holy Spirit, Jesus shared God’s hope for humanity and lived a God-centered life that was about right relationships.
- Jesus’ relationship with God, whom he called ‘Abba’, is one of intimacy. → Matthew, Luke; Romans; CCC 2605.
- The Gospels present us with Jesus as teacher, healer and friend.
- Jesus has shown humanity a God who is loving, always ready to forgive and always present. → Deus Caritas Est, n.12
- Christmas is a time when we remember and celebrate God becoming human. One of the titles given to Jesus in Matthew’s gospel is Emmanuel which means “God is with us”. → Matthew 1, Isaiah 7.
- The Creeds express the faith of the Christian community that Jesus is truly human and divine → Council of Nicea, Chalcedon.
- Jesus is present in the Sacraments.

Skills, Attitudes and Dispositions

Learners have opportunities to explore and develop:

- Critical and visual literacy skills as they apply to Scripture.
- An appreciation of the central role of Jesus in the Christian tradition.
- A sense of inspiration as they encounter the person of Jesus.
- A recognition of God’s ongoing presence in the world and in human experience.
Learning Outcome 2.1

Researches the ways God is revealed in human experience, and focuses on the life and work of Jesus.

Student Context
Students at this stage have a strong sense of curiosity, wonder, and awe. Experimentation and play are a large part of their learning. It is through interaction with others that students learn more about themselves and other people. God’s revelation, and the person and work of Jesus, can be appropriately explored in the context of the love and influence of significant others.

Essential Learnings
An Essential Learning focus could be one of the following examples:

- T Exploring questions about God and Jesus within their own experience.
- C Analysing a variety of written and visual texts in order to understand how texts are interpreted.
- F Participating in the shaping of a future that is grounded in God’s love for all people.
- In Exploring the implications of Jesus’ teaching about love of God, self and neighbour.
- Id Developing an appreciation of Jesus as the Christian model for being fully human.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Researches stories about Jesus and shares some of the diverse ways that Jesus reflected God’s inclusivity, compassion and justice. T • KC1 • KC2
- Listens to stories about the way Jesus befriended outsiders and discusses strategies for maintaining an inclusive classroom. In • F • KC4
- Examines how Jesus revealed God in the way he lived, prayed and challenged people e.g. Jesus’ table fellowship and/or the miracles. T • Id • F • In • KC1
- Finds examples of the activity of the Holy Spirit in human experience, e.g. in courage, laughter, joy and challenge. T • C • KC2
- Researches the Jewish context in which Jesus lived and illustrates aspects of Jesus’ relationship with God. Id • C • KC2

Links

Other Key Ideas:
KI 3, 4, 5 & 8

Other Learning Areas:
English, S&E, Art

Made in the Image of God
Being Human, Being Connected

Sample Support Material:
Unit 2.1-2 This is Your Life: the Jesus story
Unit 2.1-3 Caring for God’s Wondrous Creation

School and Community:
Class prayer and liturgy
School assemblies
Key Idea 2
Students respond to the idea that humanity is made in the image of God and grounded in God’s love, and explore the themes of grace and sin.

Introduction
It is easy find many examples of people helping others and caring for our world. God invites people to live fully, recognising the need to be in relationship with God, others and creation. The Catholic Tradition teaches that Christian people belong to local and global communities and are called to love others, especially the marginalised and disadvantaged.

Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

Community
- People are created to be in relationship with others.
- People grow in relationship with God as they grow in relationship with others. → CCC 1878.
- When people use their gifts for others they are helping to spread the Reign of God.
- The Church calls all people to seek justice for the poor and oppressed. → Church’s Social Teaching
- Sometimes in a relationship there is hurt that requires healing and forgiveness.

Creation – Sacramentality
- God is revealed in all people, the beauty of nature and all living creatures.
- God calls people into partnership with God in caring for each other and the world, with the special responsibility to revere, develop, heal, and celebrate all aspects of life. → Evangelium Vitae.
- God creates the world and all God creates is good. → Genesis, CCC 339.
- Grace is the action of God’s Spirit present in creation, relationships, and human experience.

Skills, Attitudes and Dispositions
Learners have opportunities to explore and develop:
- The skills necessary for working in cooperative settings.
- Attitudes and behaviours that contribute to human wellbeing.
- An appreciation of the value of communities.
- The desire to belong and contribute to a group.
- An openness to participate in all aspects of Church life.
Learning Outcome 2.2

Researches ways that people live in community and demonstrates an appreciation of the interdependence of people and creation.

Student Context
Students of this age are more aware of the importance of friendships and desire a sense of belonging and security within their peer group. At the same time, their exposure to issues facing society and the world increases. With help, students can recognise the possibilities for co-operation and forgiveness in their immediate communities. They can then be invited to reflect on how these skills transfer to other contexts.

Essential Learnings
An Essential Learning focus could be one of the following examples:

- T Developing thinking strategies which identify and link the interdependence of people in various aspects of life.
- C Being able to use effective communication to solve problems and encourage group cohesion.
- F Understanding what it means to live life fully and hopefully.
- In Contributing to group or community endeavours which enhance aspects of the life of the community.
- Id Developing a sense of one’s place within the community.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Creates an artwork reflecting the belief that all people are made in the image of God. Id • C • KC2
- Plans, organises and writes a psalm of praise to show that humanity is an expression of God’s creative love. C • T • I
- Id • KC3
- Identifies and names the ways that different people reflect the “face of God” in friendship, reaching out to the disadvantaged or including others in their circle. T • Id • KC1
- Celebrates past and present friendships. Composes a prayer of confidence in God’s loving help to maintain positive relationships. C • T • In • KC2
- Develops a mind-map in order to demonstrate an understanding of the interdependence of all creation. T • In • KC1
- Analyses class rules to show how they can foster positive relationships. In • KC1 • KC6

Sample Support Material:
Unit 2.2-1 Jesus Shares His Gifts

School and Community:
Cooperative learning activities
World Environment Day
Leadership roles e.g. SRC
Sacrament of Reconciliation

Other Key Ideas:
KI 4, 6, 8

Other Learning Areas:
S&E, Science, The Arts, English, ICT

Made in the Image of God
Being Moral, Being Connected
### Textual Interpretation

**Key Idea 3**

Students interpret and explore revelation given in Scripture, the Creeds and other foundational texts.

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### The Catholic Tradition supporting this Outcome

**Introduction**

Over the years, at school and at home, each person engages with a variety of texts: poetry, plays, novels, art, music, multi-media and so on. Many books contain wise sayings about life. A Catholic understanding of the Bible is that it is written in a variety of styles, each revealing something of the wonder of God. Also in the Tradition there is a rich variety of other texts.

<table>
<thead>
<tr>
<th>Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:</th>
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<tbody>
<tr>
<td><strong>Scripture</strong></td>
</tr>
<tr>
<td>• The First Testament tells the story of the covenant between God and God’s people. Utilising a variety of genres and sources it communicates the story of God’s interaction with the Jewish people before the time of Jesus.</td>
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<tr>
<td>• The Second Testament includes the four Gospels which teach about the life of Jesus and the message he gives about God’s love for all people.</td>
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<tr>
<td>• The Gospel stories encourage people to think and reflect about their lives. To help people understand God’s message, Jesus taught in a variety of ways, especially through parables.</td>
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<tr>
<td>• The Second Testament contains a number of letters which were written by St Paul to the early Christian communities.</td>
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<tr>
<td>• The Second Testament includes events in the life of Mary and highlights her relationship with Jesus.</td>
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<tr>
<td>• The messages of scriptural texts are understood in the context of their genres and socio-historical setting. → <em>The Interpretation of the Bible in the Church.</em></td>
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<tr>
<td><strong>Other Religious Texts</strong></td>
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<tr>
<td>• Creeds tell us about the beliefs of the Christian communities which developed in the four centuries after Jesus. → Chalcedon, Nicea, CCC 193-195.</td>
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<td>• Religious art and music offer further perspectives and give different interpretations of religious stories.</td>
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### Skills, Attitudes and Dispositions

*Learners have opportunities to explore and develop:*

- Basic text analysis skills.
- A variety of communication and media skills to express aspects of revelation.
- An interest in narrative.
- An openness to discuss and interact with texts to find deeper meaning.
- An appreciation of how texts contribute to personal and religious identity.
- A respect for the Bible.
Learning Outcome 2.3

Engages with a variety of religious texts and examines how diverse genres and styles relate to revelation.

Student Context
Computer games, cartoons, the internet and television are common sources of student recreation and learning. The rapid development of their literacy skills allows primary students to experience a wider range of genres and text types. These skills provide a means for exploring a variety of religious texts in new ways.

Essential Learnings
An Essential Learning focus could be one of the following examples:

- T Utilising simple descriptors to identify genres.
- C Using drama and art to illustrate the meanings of a variety of texts.
- F Examining specific genres with a view to understanding the contextual features which created the particular world view portrayed.
- In Identifying a text’s message regarding the connectedness of people, communities and creation.
- Id Developing an understanding of the role of religious texts in the religious identity of a faith community.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Identifies and records different genres in the First and Second Testaments e.g. stories, poetry, psalms, letters, history, prayers and laws. C • T • KC1
- Accesses a specific genre e.g. epic or miracle story in Scripture, and identifies the writer’s world and the audience. Discusses the message for past, present and future faith communities. T • F • KC1
- Examines a range of texts e.g. stories, myths, art, film and music and identifies the different images of God evoked through these texts. T • C • In • KC2
- Examines texts and stories from the Church Tradition that illustrate the action of the Holy Spirit in the lives of the saints and applies to their own lives. T • C • I • KC1
- Constructs a profile of the life of Mary from references to her in the Second Testament. C • Id • KC7 • KC4

Links

Other Key Ideas:
KI 7, 8, 11

Other Learning Areas:
English, The Arts, S&E

Made in the Image of God
Being Human, Being Connected

Sample Support Material:
Unit 2.3-2 The Parables of Jesus
Unit 2.1-2 This is Your Life: the Jesus Story

School and Community:
Class and school liturgies
Parish Masses
Book Week
Holy Week activities
Church and Community

Key Idea 4
Students critically reflect on change and continuity in the praying, believing, living and celebrating Church as it engages with the world.

The Catholic Tradition supporting this Outcome

Introduction
Many people throughout the world work to live the Gospel message, and bring this message to others. The mission of Jesus continues whenever people bring good news to the poor, proclaim liberty to captives, and offer healing to those in need. All Christians are called to participate in this mission of the Church.

Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

Church
- The essential mission of the Church is to evangelise. ➔ Evangelii Nuntiandi.
- As a community of believers the Church remembers and celebrates the presence of the Holy Spirit among God’s people. ➔ Pentecost, Confirmation, CCC 1287.
- Enlivened by the Holy Spirit, the Church tells the story of Jesus today, and calls each person to a life of Christian discipleship. ➔ Liturgy of the Word, CCC 737.
- Jesus taught that everybody should be treated with respect. In turn, the Church teaches that Christians have the responsibility to build a better world for all people.
- The Holy Spirit is present when people work for justice.
- The Church preaches the Good News in many different places to many different cultures.

Mission
- The Church is a community of believers called to continue the mission of Jesus. ➔ CCC 849, Redemptoris Missio, Ad Gentes Divinitus.
- Members of the Christian community are called to discover their gifts and talents and use them for the good of the community.
- When people use their gifts they are serving the community and helping to spread the Reign of God.
- Project Compassion highlights the plight of the world’s poor and invites students to respond to the Church’s mission to proclaim the Good News. ➔ Caritas, Catholic Mission Society.

Skills, Attitudes and Dispositions
Learners have opportunities to explore and develop:
- Critical analysis and reflection.
- Ways to work cooperatively within the mission of the Church.
- Possibilities to proclaim the Good News.
- An understanding of their part in the mission of Jesus through their involvement in the school community.
Learning Outcome 2.4

Researches and presents examples of the Church’s mission to proclaim the Good News of Jesus.

Programming and Planning in Religious Education

Student Context
The growing gap between rich and poor is increasingly evident within Australian society. Students in the Primary Years are able to recognise the needs of others who are less fortunate, and are generally enthusiastic about responding when exposed to the plight of the poor and disadvantaged. In this there are opportunities for the students to recognise their role in the mission of the Church.

Essential Learnings
An Essential Learning focus could be one of the following examples:

- T Using a variety of thinking strategies to design a research project.
- C Using art, drama, mime or narrative to describe an aspect of mission.
- F Identifying ways in which people can participate actively in the life of the Church.
- In Working as a group to promote the mission of the Church in the world.
- Id Seeking ways to use individual gifts for the life of the community.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Researches and identifies practices, stories, rituals and symbols, which affirm the presence of the Spirit in the parish and school faith community. T • F • In • KC1
- Examines the structure of Church leadership in relation to mission and ministry. T • KC1
- Researches and presents examples of ways the early Church proclaimed the Good News of Jesus Christ. In • C • KC4
- Observes and collates information about the work of women and men in the local and global Church. I • In • T • F • KC3
- Uses surveys to discover what the local faith community does to welcome others and witness to God’s presence in humanity. T • Id • KC1
- Researches the particular traditions and heritage of the local school community. Id • KC1

Links

Other Key Ideas:
KI 5, 7, 8

Other Learning Areas:
S&E, The Arts, English

Made in the Image of God
Being Moral, Being Connected

Sample Support Material:
Unit 2.4-1 Mission: Proclaiming the Good News; Unit 2.4-2 The Pentecost Story; Unit 2.2-1 Jesus Shared His Gifts

School and Community:
Community Outreach Projects
World Environment Day
## Discipleship and the Reign of God

### The Catholic Tradition supporting this Outcome

**Introduction**  Many people have heroes: people who inspire others with what they can do, or what they have done. The Catholic Tradition informs people that, throughout the Bible, and within the Catholic story, there are many women and men who inspire others to grow in love.

### Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

#### Discipleship
- The Gospels present different understandings of discipleship.
- Discipleship is a call to a deepening friendship with God through Jesus.
- In the bonds of friendship and service to others, people come to experience the fullness of life promised by Jesus.
- Throughout the Christian story, there have been those who responded to the call to discipleship, some of whom the Church has named as saints.
- Discipleship is a life long conversion, a turning towards God with the whole of one’s being. ➔ 'Universal Call To Holiness: Lumen Gentium'.
- Discipleship is a call into a community which engages the world for the sake of the Reign of God. ➔ CCC 899, 900.
- The Holy Spirit enables disciples to preach the Good News of Jesus and use their gifts for the good of the community.
- The saints are presented to us as models of Christian discipleship. ➔ Canonisation, CCC 828

#### Reign of God
- Jesus came to bring Good News to the poor, release to prisoners, recovery of sight to the blind and freedom for the oppressed. ➔ Luke 4, Mark 1:14.
- Justice, peace and right relationships define what it means to be disciples in the world today.
- When people use their gifts for the service of others, they proclaim the Reign of God.

#### Mary
- Mary, the first disciple, listened to the Word of God in her life, and responded to it. ➔ CCC 494, Hail Mary.
- Being a disciple is an invitation to live life to the fullest. The Assumption of Mary is a sign of hope that the loving power of God will prevail. ➔ CCC 966-969.

### Skills, Attitudes and Dispositions

**Learners have opportunities to explore and develop:**

- Critical reading and viewing skills associated with religious texts.
- Skills in developing forms of prayer which support discipleship e.g. prayers of petition.
- Respect for inclusive practices.
- Appreciation of the work and motivation of Christian disciples in the past and present.
- A desire to be respectful towards others.
- An openness to explore the vocational commitment of being a follower of Jesus.

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Learning Outcome 2.5

Examines the lives and teachings of key figures in the Judeo-Christian tradition and explores discipleship in the lives of contemporary people.

Student Context
The notion of heroes is appealing to students of this age. However they will need help to differentiate between 'celebrity and hero', 'popularity and respect'. Many children have difficulty in defining positive role models even within the family. Biblical heroes and positive role models of discipleship provide a rich counter-cultural challenge to contemporary values. Imaginative presentation of these models will appeal strongly to this age.

Essential Learnings
An Essential Learning focus could be one of the following examples:

T Imagining and empathising with the life experience of another.
C Using a variety of texts, critically analysing and evaluating stories about discipleship.
F Looking at the discipleship challenges posed in the past with a view to contemporary and future perspectives.
In Working together to improve relationships and inclusive practices in a class and school context.
Id Developing notions of Christian discipleship.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Examines texts relating to significant people in the First Testament e.g. Sarah, Moses, Abraham and Ruth, and identifies how these people responded to God’s call. T • KC1 • KC6
- Reads and views a range of texts about Mary's life and records examples of her responses to God's call. T • KC7
- Examines art works and texts related to the ministry of Jesus (Mt 8), identifies how Jesus befriended outsiders, and critically reflects on the concept of inclusivity. T • In • F • KC1 • KC6
- Presents evidence from the life of a contemporary person to show how he/she fulfils the criteria for Christian discipleship. T • KC1 • KC2
- Explores the growth of the early Church communities, and identifies ways that the early Christians supported and helped each other. F • In • KC1 • KC2

Links

Other Key Ideas:
KI 4, 8

Other Learning Areas:
English, The Arts, S&E

Made in the Image of God
Being Moral, Being Connected

Sample Support Material:
Unit 2.5-1 Lent: Reaching Out
Unit 2.5-2 Mary: A Woman of Faith

School and Community:
Parish Groups e.g. St Vincent de Paul Society, Patron saint of school/parish, Project Compassion
Moral Decision Making

Key Idea 6
Students appreciate how the process of informing one’s conscience enables individuals to exercise authentic freedom when making decisions.

Introduction
When people face an important decision, many will talk about it with someone who cares for them. Their advice helps in the decision making process. The Catholic understanding is that right decisions are made when individuals engage with the teaching of the Church, pray and seek the advice of people they respect.

Conscience
- God has made humans with free will and so each human has a conscience which assists in making right choices. → CCC 1730, 1776.
- Free will means that humans have the ability to choose for or against what is good, to choose to accept or reject God. → CCC 1731, 1732; Being Human.
- Forming one’s conscience enables the person to make decisions centred on the freedom of the individual and the insights of Jesus, presented to us through Scripture and formal Church teaching.

Moral Wisdom
- The truth of the Gospel is the basis for the ethical decisions Christian people make. → Veritatis Splendor.
- The teaching of the Church leads people to a deeper understanding of moral values.
- The belief that Jesus is fully human and fully divine (Incarnation), enables Christian people, in their moral decision making, to recognise God’s solidarity with all humankind.

Skills, Attitudes and Dispositions

Learners have opportunities to explore and develop:
- Openness to the guidance given in the teachings of the Church.
- The skills to make responsible choices.
- A recognition that individual choices can have an impact on the wellbeing of self and others.
- A recognition that love, respect, justice and forgiveness need to inform the decision making process.
- The value of prayer and reflection in decision making.
Learning Outcome 2.6

Engages with the decision making process and begins to reflect on the role of conscience.

Student Context
Making choices is challenging at this age as students struggle to develop their own identities in a wider range of social settings. Students are subject to conflicting messages about right and wrong. They are beginning to realise the impact of their own actions on others. They are also capable of exploring and developing strategies to scrutinize their own behaviours and are beginning to recognise the role of their own conscience.

Essential Learnings
An Essential Learning focus could be one of the following examples:

T Exploring decisions and their consequences.
C Explaining what constitutes a responsible decision.
F Predicting how decisions can have implications for other people.
In Identifying how choices can impact on particular groups in society and on other living things.
Id Developing an understanding of the role of moral decision-making in nurturing a positive and healthy sense of self.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

• Demonstrates an understanding that humans are endowed with free will and may choose either good actions or destructive ones. T • In • KC1
• Designs a flow chart that shows a decision making process. T • KC1
• Listens to, negotiates and co-operates with peers and adults and takes an active role in making decisions to achieve common goals. In • F • KC4
• Constructs a Y-chart describing behaviours which reflect the values of Jesus. T • KC5
• Researches and evaluates the ways Church teachings are understood in the context of family, school, peers and society, and how they impact on the actions of the individual. T • In • Id • C4
• Names values such as love, justice, respect and forgiveness that lead to authentic living. T • In • KC2

Links

Other Key Ideas:
KI 7, 5, 8, 9

Other Learning Areas:
S&SE, Health & PE, English, The Arts

Made in the Image of God
Being Moral, Being Connected

Sample Support Material:
Unit 2.6-1 Making Choices

School and Community:
Conflict resolution
Choice Theory
Sacrament of Reconciliation

Sample Support Material:
Unit 2.6-1 Making Choices
The Catholic Tradition supporting this Outcome

**Introduction**
There are many influences that shape the way people see and relate to the world. People’s moral values are formed as they engage with others and the world around them. Christians understand that the Scriptures are an important source of wisdom in deciding how to live a moral life.

**Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:**

**Moral Wisdom**
- The First and Second Testaments are a prime source of teaching for Christian ethics.
- The truth of the Gospel is the basis for ethical decisions made by Christian people. ➔ Veritatis Splendor
- The Church echoes Jesus’ teaching that every person is to be treated with respect. ➔ CCC 2444.
- In making important moral decisions Christians will be guided by the Gospels and Church teaching, and helped by prayer and God’s grace. Christians call this process discernment.

**First Testament**
- In the First Testament God is revealed as liberator of the oppressed and defender of the poor, calling people to faith and demanding justice for all.
- The heart of Jesus’ message is the commandment to love. Jesus acknowledged the Ten Commandments, but he also further revealed the power of the Spirit at work in the way they were to be lived through love. ➔ CCC 2054.

**Second Testament**
- The Gospels offer an ethical basis for people to reflect on their lives.
- In the Gospels Jesus preached God’s justice on behalf of the needy, and clearly aligned himself with the most oppressed people in his society. ➔ CCC 2448, Liberation Theology, Social Teaching of the Church.
- Jesus and the presence of God’s Reign in this world are at the heart of the parables. ➔ CCC 546, 2607.
- The core of Jesus’ ethical teaching can be found in the Sermon on the Mount in Matthew’s Gospel.

**Skills, Attitudes and Dispositions**

**Learners have opportunities to explore and develop:**
- A variety of interpretive skills for understanding how insights and teaching from Scripture have relevance in contemporary contexts.
- Contextual analysis skills.
- An appreciation of the need for just rules and laws.
- Respect for the Bible as a source of guidance for contemporary society.
- Insights into traditional moral laws validated through time.
Learning Outcome 2.7

Examines and shares how the two Testaments are key sources of ethics in the Christian Tradition.

Student Context
Primary students are developing a greater knowledge of the world, as well as the skills to carry out detailed investigations of life: past, present, and future. These investigations can begin to include an exploration of Christian ethics and their sources. With their keen sense of fairness in work and play, they are able to reflect on the need for norms and rules which foster right relationships.

Essential Learnings
An Essential Learning focus could be one of the following examples:
- T Using imagination to link scriptural teaching to examples from contemporary life.
- C Being able to receive and share meaning through texts.
- F Identifying key scriptural messages for ethical human living.
- In Using Gospel messages to motivate the planning for, and implementation of, change within the classroom community.
- Id Reading and finding meaning in texts which inform their own ethical choices.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:
- Examines the Ten Commandments and makes links to laws in today’s society. T • KC3
- Dramatises a parable played out in a modern context with the intention of showing Jesus’ underlying message. C • F • KC4
- Critically reflects on the life giving messages contained within stories from the First and Second Testaments and uses a variety of media to illustrate the meaning and implications for modern times. T • F • In • KC7
- Identifies and discusses the principles evident in the teaching of Jesus and engages in group discussion to evaluate the importance of these in today’s world. In • T • KC1
- Generates a set of class rules based on Jesus’ ‘golden rule’ - “In everything do to others as you would have them do to you.” (Matthew 7:12). C • In • KC4 • KC6

Links

Other Key Ideas:
KI 3, 6

Other Learning Areas:
English, The Arts, ICT, S&E

Made in the Image of God
Being Moral, Being Connected

Sample Support Material:
Unit 2.7-1 The Commandment to Love

School and Community:
School policies e.g. Bullying & Harassment
Class rules
School camps & excursion rules
Introduction: Jesus responded to the injustices he encountered in his society. He acted with compassion and love and challenged individuals and structures that were unjust. The Church is charged with continuing this mission. The Catholic Tradition teaches that people are ministers of justice and peace wherever they may be.

Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

**Jesus/The Reign of God**
- When people’s gifts are used to serve the community they help to spread the Reign of God.
- By his life, Jesus showed people what it means to live justly and fairly.
- People who struggle for justice and peace show what discipleship means. → Liberation Theology, Social Teaching of the Church.

**Community**
- God loves everyone and wants people to love each other. → CCC 1878.
- It is through interaction with others that people learn and grow.
- Individuals can be ministers of justice and peace to others.
- All are called to be a part of community for the world, carrying out Jesus’ mission to others. → Evangelii Nuntiandi.

**Justice**
- The Gospel stories provide a guide to living in right relationship with God and with others.
- Living in right relationship means being true to self and others, striving for justice, and seeking reconciliation.
- Jesus welcomed all people from all walks of life.
- Everyone is called to work for a more just community. → CCC 1913.
- Learning to respect and appreciate people’s differences is a step towards being inclusive.
- The four pillars essential for peace are truth, justice, freedom and love. → World Day of Peace, 2003.

Skills, Attitudes and Dispositions

**Learners have opportunities to explore and develop:**
- The ability to identify and name an injustice.
- The ability to work collaboratively.
- An understanding that the Gospels provide a guide to right relationships.
- A sense of hope based on the belief that individuals and their actions do make a difference.
- An appreciation of the richness that cultural diversity brings to our community.

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CROSSWAYS
Religious Education
Supporting the integration of faith, life and culture
Learning Outcome 2.8

Identifies social justice issues in the local community and plans positive actions to address these issues.

Student Context
Students of this age enjoy working in groups and are enthused by opportunities to act positively to solve injustices. They have an idealised view of the way the world can be. At the same time they are exposed to issues of injustice. During this period students begin to link cause and effect, and with help they can identify inequality and unjust practices. This can lead to the development of empathy with others.

Essential Learnings
An Essential Learning focus could be one of the following examples:

- T Exploring connections between personal experience and issues in the local and global community.
- C Being able to use effective communication in the solving of problems.
- F Participating in the shaping of community that is grounded in justice and respect.
- In Contributing to projects which promote social justice in the community.
- Id Developing a sense of themselves as being able to make a difference for the common good.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Examines the media and selects and critically reflects on justice issues in the light of Christian teaching and values. C • T • KC6
- Envisages and records ways that the school community could work together to create a better world. F • C • KC4
- Investigates multi-media information and creatively presents images of a world faithful to Jesus’ values of justice and peace. C • F • KC7
- Critically analyses the school harassment policy and summarises how it contributes to the common good of the school community. In • KC1
- Explores ways in which diverse cultural groups can work together to create a society that is good for all people. In • F • KC6

Links

Other Key Ideas:
KI 4, 5, 6, 7, 12

Other Learning Areas:
S&E, Drama, ICT, English

Made in the Image of God
Being Moral, Being Connected

Sample Support Material:
Unit 2.8-1 Advent Calls us to Build the Reign of God
Unit 2.3-2 The Parables of Jesus

School and Community:
KESAB
Liturgy/Prayer
Peer mediation programs
Key Idea 9
Students research and explore the concept of sacramentality and the place of Christian sacraments in the life of the Church.

Sacraments and Sacramentality

The Catholic Tradition supporting this Outcome

Introduction
When people welcome others into their homes, restore broken friendships or celebrate significant occasions, they follow particular rituals. In their actions others see their sincerity. The Catholic Tradition shows that the sacraments are celebrations of Christ’s ongoing presence in the world.

Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

Jesus
• In his life, death and resurrection Jesus reveals the love of God - that is, Jesus is the sacrament of God.
• The Church is the body of Christ on earth, a sign and symbol of Jesus’ ongoing presence and action. That is, the Church is the sacrament of Jesus.
• To those who listen to the Word of God, Jesus offers and teaches about healing, forgiveness, reconciliation and belonging to community. ➔ The Parables, Sacrament of Reconciliation

Sacramentality
• In everyday life, Christians experience events that are signs of God’s grace - God’s living and loving presence. Some of these experiences may be out of the ordinary; others may be ordinary, yet very significant.
• The love and care that people show to each other is, to Christians, a sign of God’s loving presence.

Sacraments
• God’s presence is celebrated in a special way through the sacraments of the Church.
• In the Church there are seven sacraments celebrating initiation, healing and vocation. ➔ CCC 1210.
• The Sacrament of Baptism celebrates people’s welcome and initiation into the Christian community. ➔ CCC 1267.
• In the Eucharist, the community celebrates the presence of Jesus: people remember what Jesus did; they offer sacrifice, give thanks, share a meal and are called to service.
• At each celebration of the Eucharist we remember Jesus’ life, death and resurrection, and share in his new life.
• In the Sacrament of Penance (Reconciliation) people celebrate God’s forgiveness and are called to extend forgiveness to others. ➔ CCC 1423-1424.

Skills, Attitudes and Dispositions
Learners have opportunities to explore and develop:
• The ability to locate the Gospel stories relating to welcoming, healing and mission.
• The skills to participate in class prayer and, where appropriate, a class Eucharist.
• The ability to name the seven Sacraments of the Church.
• An appreciation of the way God is experienced in others’ lives.
Outcome 2.9

Learning Outcome 2.9
Demonstrates an understanding of the Sacraments as sacred actions and symbols of God’s presence, and displays examples of Sacraments as welcoming, reconciling, renewing, healing, nourishing and ministering to the faith community.

Programming and Planning in Religious Education

Student Context
Celebrations of birthdays and cultural and key religious festivals are exciting and meaningful to children of this level. They experience a connectedness to others as well as events, past and present. Students’ own experiences of being welcomed, of being forgiven, and of being supported are critical moments in the development of their self image. These are the times during which they can relate to the presence of God in their lives.

Essential Learnings
An Essential Learning focus could be one of the following examples:

T Recognising and naming significant events that express God’s presence.
C Exploring the different levels of meaning in symbols.
F Imagining the ways in which a sacramental understanding can influence every day life.
In Working with others to create ceremonies and rituals that express meaning.
Id Naming ways in which sacraments contribute to Christian identity.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

• Demonstrates an understanding that, within the Catholic Tradition, to reconcile means to reunite, to restore harmony and to heal brokenness. T • KC4
• Explains the main symbols and structure of the celebration of the Eucharist. T • KC1
• Explores the themes of Reconciliation, such as forgiveness, honesty and self-knowledge, and relates these themes to personal and communal actions. T • In • KC4
• Listens to a range of texts, such as songs or poems, and identifies and responds to the themes of welcome, belonging, healing, service and forgiveness. T • Id • KC3
• Creates questions and interviews a Parish Priest or parent about his/her vocation and presents a report on the findings. T • C • KC2
• Designs a flow chart to display the features and components of the Sacraments of Initiation: Baptism, Confirmation and Eucharist. T • C • KC5

Links

Other Key Ideas:
KI 12

Other Learning Areas:
S&E, English, The Arts, Health

Made in the Image of God
Being Moral, Being Connected

Sample Support Material:
Unit 2.9-2 Reconciliation; Unit 2.9-3 Sacraments of Initiation; Unit 2.10-2

School and Community:
Class and community liturgies and rituals
Sacramental preparation
Catechetical programmes
Visits to Parish Church
**Standard 2**

### Prayer and Liturgy

#### Key Idea 10

Students explore prayer, including liturgical prayer, within the Christian tradition as celebration of God’s presence in people’s lives.

#### The Catholic Tradition supporting this Outcome

**Introduction**

Every person can have some wonderful conversations and do some great things with their friends. At other times, they can sit quietly with each other, comfortable with the friendship that brings them together. The Catholic Tradition informs us that prayer can take many forms. There can be actions and words. There can be times of silence and solitude.

**Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:**

<table>
<thead>
<tr>
<th>Prayer</th>
<th>Communal prayer – Liturgy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prayer is an expression of God’s relationship with each person and his/her relationship with God.</td>
<td>• Where two or three gather in the name of Jesus, God’s presence is celebrated. → Acts of the Apostles.</td>
</tr>
<tr>
<td>• People pray in different ways: through word, song, silence, movement and stillness.</td>
<td>• The Church community has a rich tradition of formal and informal prayer.</td>
</tr>
<tr>
<td>• Through the gift of the Spirit, present in prayer, each person grows in relationship with Jesus. → CCC 2670 ff.</td>
<td>• The formal prayer of the Church is called Liturgy. → CCC 2655</td>
</tr>
<tr>
<td>• Prayer reflects the dynamic relationship between God and each person.</td>
<td>• The Church gathers in Liturgy to celebrate the life, death and resurrection of Jesus. → Eucharist and other sacraments.</td>
</tr>
<tr>
<td>• Prayer can be a time to give thanks and praise to God, or a time to ask God to help people in need. → Psalms.</td>
<td>• At Mass, Jesus is present in the community that gathers, in the Word proclaimed, in the Eucharist and in the presiding minister.</td>
</tr>
<tr>
<td>• In the life of Jesus people can see how important prayer was to him, and learn from the example he gives. → Gospels, CCC 2599ff.</td>
<td>• Mass has the following parts: 1) Introductory Rites: including the gathering and Penitential Rite 2) Liturgy of the Word: including readings, homily and Prayers of Intercession 3) Liturgy of the Eucharist: including the Procession of Gifts, Eucharistic Prayer and Communion Rite 4) Concluding Rite: including the blessing and sending forth. → General Instruction of the Roman Missal.</td>
</tr>
</tbody>
</table>

#### Skills, Attitudes and Dispositions

**Learners have opportunities to explore and develop:**

- Skills for organising different prayer experiences.
- Skills for meditative prayer.
- A desire to be involved in the sharing of prayer and the celebration of liturgy.
- A richer appreciation of the power of a variety of prayer forms.
- An understanding of how Scripture is used in liturgical celebrations.
Learning Outcome 2.10

Examines a variety of liturgical celebrations and prayers and explains how prayer is a dynamic encounter with God.

Programming and Planning in Religious Education

Student Context
Imagination, creativity, symbols and actions are powerful elements of prayer for Primary Years students. While aware of the many traditional prayers and liturgical forms, some children may find it difficult to relate to the spirituality of these forms of worship. Active participation in dynamic class liturgy and prayer will be an important basis for students to learn about, and appreciate, prayer in the Catholic Tradition.

Essential Learnings
An Essential Learning focus could be one of the following examples:

- T Using multiple intelligences, plans a variety of prayer experiences.
- C Appreciating the meaning and power of liturgical symbol and ritual.
- F Relating prayer and liturgy to personal experiences.
- In Working with others to develop a variety of classroom prayer experiences.
- Id Reflecting with others on how the liturgy builds community.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Listens to stories about how Jesus prayed and contributes to a class frieze depicting the times Jesus communicated with God, and the words he used. C • In • KC2
- Discusses and summarises ideas about how the Eucharist is a celebration of the special presence of the risen Jesus. In • C • KC2
- Responds to a range of prayer experiences in a prayer journal. C • T
- Celebrates God’s love and goodness expressed in creation, by composing psalms of praise and thanks. C • T • KC3
- Explores the elements of Sunday Mass using the themes of gathering, listening, responding, sharing and going forth. C • T

Links

Other Key Ideas:
KI 3, 4, 9

Other Learning Areas:
English, The Arts, S&E

Made in the Image of God
Being Human, Being Connected

Sample Support Material:
Unit 2.10-1 Talking and Listening to God
Unit 2.10-2 Eucharist: Gathering to Celebrate

School and Community:
Preparing and celebrating school liturgy
Blessing ceremonies
The Liturgical Year of the Church

Key Idea 11

Students research and communicate how the life, death and resurrection of Jesus is celebrated in the seasons and feasts of the Church’s Liturgical Year.

The Catholic Tradition supporting this Outcome

Introduction

Australia celebrates significant events in her history. In commemorating these, Australians not only remember past events, but the lives of people who shaped their history. In the richness of their faith, Catholics celebrate significant events, festivals and people.

Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

The Liturgical Year

• The Church celebrate Jesus’ life, death and resurrection in the many feasts and seasons of the Liturgical Year.
• The Church celebrate: Advent, Christmas, Ordinary Time, Lent and Easter.
• Easter is the most important celebration of the Christian year.
• Ash Wednesday begins the season of Lent, which leads to Holy Week.
• The season of Lent is a time of preparation, conversion and reflection on the life and ministry of Jesus.
• At Pentecost the Church celebrates the gift of the Holy Spirit.
• The season of Advent, before Christmas, is a time of waiting for the birth of Jesus.
• Christmas celebrates the birth of Jesus and his ongoing presence.
• Christian people celebrate Sunday, the day of the Lord, as a holy day. ➔ Dies Domini.
• The Catholic Tradition calls believers to follow the life of Jesus during the weeks of the year.
• Saints’ days encourage us to remember and celebrate people who have provided a model of the Christian life.

Saints and Feast Days

• The Catholic Church recognizes the holiness of people who have lived before us. Some of these people the Church calls saints. ➔ Canonisation, CCC 828.
• Some saints are remembered in special ways at liturgical celebrations during the year. All saints, including those who have not been formally canonised by the Church, are remembered and celebrated on All Saints Day. ➔ Ordo.

Liturgies

• Liturgies are formal rituals of the Church. They have a form established by the Church.
• Liturgical rituals always include readings from Scripture, Prayers of Intercession and in the case of Mass, the Eucharistic Prayer.
• The gathering of the people, with the celebrant presiding, is a key element of liturgy.

Skills, Attitudes and Dispositions

Learners have opportunities to explore and develop:

• Cooperative skills for planning, preparing, and celebrating liturgies.
• Research skills for investigating backgrounds to major festivals.
• Skills for comparing the origins and meaning of secular and Church symbols at Christmas and Easter.
• Respect for the Christian tradition of Sunday as a holy day.
Learning Outcome 2.11

Researches the major Church festivals and lives of the saints and designs seasonal liturgies.

Programming and Planning in Religious Education

Student Context
Students of this age love to be actively involved in the planning and celebration of special events. It gives them a great sense of belonging and personal value. They are capable of understanding historical perspectives particularly when connections are made to their own experience. They readily participate in liturgy and ritual, especially when they understand the background of the celebration and when they are actively involved.

Essential Learnings
An Essential Learning focus could be one of the following examples:

- T Comparing the Church’s liturgical calendar with events in the secular calendar.
- C Being able to receive and share meaning through texts, symbols and rituals.
- F Understanding how the examples of significant individuals can help define a future society.
- In Contributing as a member of a team in designing a seasonal liturgy.
- Id Participating in a group activity, exploring and celebrating an event that shapes identity.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Selects a major festival or saint’s day from the Church’s cycle and researches its historical origins, the ways it is celebrated, and its relevance for people today. In • C • KC3
- Discusses how liturgical celebrations relate to the rhythms and patterns of everyday life and writes a reflective piece about a colour or event in his/her life. Id • T • KC2
- Works in groups and uses key prayers, colours, and appropriate symbols to design and celebrate a prayer service for one season e.g. Christmas, Lent, Easter. C • In • KC4
- Discusses and evaluates the significance of Sunday Eucharist and explains why it is a memorial of Easter. F • T • KC1
- Explains the links between Lent and the call to conversion for the Reign of God, and plans and designs a service program supporting a local group during Lent. T • In • KC4
- Discusses how Christmas may be a time of sharing the peace and joy of Jesus. In • KC2

•

Links

Other Key Ideas:
KI 10, 12

Other Learning Areas:
English, The Arts, S&E

Sample Support Material:
Unit 2.11-2 Symbols of the Nativity

School and Community:
Class and community liturgies and rituals

•
Religious Traditions

Key Idea 12

Students investigate beliefs, rituals and festivals in diverse religious traditions and demonstrate an appreciation of their own tradition and respect for other religious traditions.

The Catholic Tradition

supporting this Outcome

Introduction

Many cultures have different ways of celebrating the same religious event. There are also cultures and people who have different religious experiences that they celebrate in their own way. Catholic Tradition appreciates that God dwells within all of these religious experiences.

Statements from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

God and Community

- In community, there is a call to love and respect others in word and action, and to celebrate each person’s gifts.
- It is through other people that each person experiences God’s love. ➔ CCC 1878.
- Only a world in which love reigns will be able to enjoy authentic and lasting peace.
- Peace is our work; it calls for our courageous and united action. But it is inseparably and above all a gift of God: it requires our prayer. ➔ Pope John Paul II, World Day of Peace, 1979.

Discipleship and Ecumenism

- Jesus’ prayer for his disciples was that they be one and Christians are called to work towards this unity.
- The early Church listened to the teachings of the Apostles and was united in the breaking of bread, love, good works and prayer. ➔ Acts of the Apostles.
- At historical moments the Christian Church has experienced conflict and division. Various denominations developed, finding different ways to express their faith.
- Christian unity focuses upon the belief in one Lord, one faith, one baptism. ➔ Ephesians.

Other Religious Traditions

- The Holy Spirit is present in all religious traditions.
- The Catholic Church rejects nothing of what is true and holy in other religions. It has a high regard for the manner of life, conduct, precepts and teachings in other traditions. The Church accepts that, although different in many ways from its own teaching, these traditions nonetheless reflect a ray of the truth which enlightens all people. ➔ Dominus Iesus, Nostra Aetate.

Skills, Attitudes and Dispositions

Learners have opportunities to explore and develop:

- Skills for researching other religious traditions.
- Understanding and respect for people from different religious backgrounds.
- A sense of the sacred within the religious practices of different groups.
- A growing appreciation of the need for harmony and unity within a local community.
- A deeper personal commitment to working for justice that brings peace to all peoples.
Learning Outcome 2.12

Researches and celebrates religious traditions in the school and local community and appreciates the need for unity and harmony amongst local groups.

Student Context
Students are becoming increasingly aware of differences among people in their immediate world. This is reinforced by the multicultural nature of neighbourhoods, school populations, and images presented in literature and the media. With guidance students can enjoy learning about cultures and traditions that differ from their own. While discovering the richness of such diversity, they can come to appreciate their own cultural and religious identity.

Essential Learnings
An Essential Learning focus could be one of the following examples:

T Realising that people from other cultures living in local communities express their understanding of God in other ways.
C Learning how language and knowledge can be powerful ways to promote harmony and unity among local groups.
F Identifying the challenges and possibilities for harmony and unity in local contexts.
In Critically reflecting on the ways in which diversity enhances community.
Id Reflecting on the ways in which identity is shaped by culture.

Examples of Evidence
Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:

- Visits, observes and describes the sacred space and buildings of another religious tradition. T • KC1
- Invites and plans for a speaker from another tradition to talk about religious and cultural celebrations and writes a response to the talk. C • In • KC3
- Publishes observations about a ritual from another tradition and identifies features shared with a Catholic ritual. T • In • C • KC2
- Explores the human need for a variety of prayer experiences. Id • C • KC6
- Surveys members of the school community to build a profile of diversity in the local context and explores strategies for building harmony. In • KC1

Links

Other Key Ideas:
KI 2, 8

Other Learning Areas:
S&I

Made in the Image of God
Being Connected

Sample Support Material:
Unit 2.12-1 Faith in our Neighbourhood

School and Community:
Cooperative learning activities
World Prayer Day
Visits to local churches
Invited speakers
The Marian Procession
The Double Page Template

Strand
There are 4 Key Ideas in each of the 3 conceptual Strands: Believing, Living & Celebrating. The Praying Strand is integrated across the others.

The Catholic Tradition box
This contains a broad range of insights from the Tradition relevant to this Outcome, from Scripture, liturgy, doctrine and a range of Church documents.

Introduction to the Catholic Tradition box
This provides a contextual or interesting window into the Tradition.

Sub –Themes of the Key Idea
These provide groupings of the Tradition Statements, similar to the former DSS Themes.

Tradition Statements
Several of these could be incorporated in a unit developed for this Learning Outcome. They are written for teachers to present the concepts at the level at which they are meant to be understood by students.

Tradition Reference
The arrow points to Tradition sources such as Church documents, Scripture, doctrine, liturgy, moral theology, and theological reflection. See reference list in part 10.

Key Idea
This is one of the 12 Key Ideas which states the fundamental concepts and learnings. The Learning Outcome develops this Key Idea in a particular way at this Standard. The Tradition Box statements are identified under this KI Tag.

Standard 2
Discipleship and the Reign of God

Introduction
Most people love to have heroes; people who inspire us with what they can do, or what they have done. The Catholic tradition informs people that, throughout the Bible, and within the Catholic story, there are many men and women who too can inspire us to grow in love.

Statement from the Tradition like the following are relevant to this Key Idea and Learning Outcome:

Discipleship
- The Gospels present different understandings of discipleship.
- Discipleship is a call to a deepening friendship with God through Jesus.
- In the bonds of friendship and service to others, people come to experience the fullness of life promised by Jesus.
- Throughout the Christian story, there have been those who responded to the call to discipleship, some of whom the Church has named as saints.
- Discipleship is a life long conversion, a turning towards God with the whole of one’s being. ⇒ ‘Universal Call To Holiness: Lumen Gentium’.
- Discipleship is a call into a community which engages the world for the sake of the Reign of God. ⇒ CCC 899, 900.
- The Holy Spirit enables disciples to preach the Good News of Jesus and use their gifts for the good of the community.
- The Saints are presented to us as models of Christian discipleship. ⇒ Canonisation, CCC 828

Reign of God
- Jesus came to bring Good News to the poor, release to prisoners, recovery of sight to the blind and freedom for the oppressed. ⇒ Luke 4, Mark 1:14.
- Justice, peace and right relationships define what it means to be disciples in the world today.
- When people use their gifts for the service of others, they proclaim the Reign of God.
- Mary
  - Mary, the first disciple, listened to the Word of God in her life, and responded to it. ⇒ CCC 494, Hail Mary.
  - Being a disciple is an invitation to live life to the fullest. The Assumption of Mary is a sign of hope that the loving power of God will prevail. ⇒ CCC 966-969.
  -

Skills, Attitudes and Dispositions
Learners have opportunities to explore and develop:
- Critical reading and viewing skills associated with religious texts.
- Skills in developing “forms of prayer” which support discipleship e.g. prayers of petition.
- Respect for inclusive practices.
- Appreciation of the work and motivation of Christian disciples in the past and present.
- A desire to be respectful towards others.
- An openness to explore the vocational commitment of being a follower of Jesus.
-
Framework Learning Outcome

The Double Page is designed around the Framework Learning Outcome. The Framework Learning Outcome here combines Standard 2 with Key Idea 5 to articulate Outcome 2.5.

The Framework Learning Outcome broadly describes the knowledge, skills and understandings that learners are expected to develop in this Standard. The verb is italicised to emphasise the learning process.

Learning Outcome 2.5

Programming and Planning in Religious Education

Examples of Evidence

- Each of the following examples would indicate that a student has achieved one or more aspects of the Learning Outcome:
  - Examines texts relating to significant people in the First Testament e.g. Sarah, Moses, Abraham and Ruth, and identifies how these people responded to God’s call. T + KC1 + KC6
  - Reads and views a range of texts about Mary’s life and records examples of her responses to God’s call. T + KC7
  - Examines art works and texts related to the ministry of Jesus (Matt: 8), identifies how Jesus befriended outsiders and critically reflects on the concept of inclusivity. T + In + F KC1 + KC6
  - Presents evidence from the life of a contemporary person to show how they fulfilled the criteria for Christian discipleship. T + KC1 + KC2

Student Context

The notion of heroes is appealing to students of this age. However they will need help to differentiate between ‘celebrity and hero’, ‘popularity and respect’. Many children face difficulty in defining positive role models even within the family. Biblical heroes and positive role models of discipleship provide a rich counter-cultural challenge to contemporary values. Imaginative presentation of these models will appeal strongly to this age.

Essential Learnings

An Essential Learning focus could be one of the following examples:

- T Imagining and empathising with the life experience of another.
- C Using a variety of texts, critically analysing and evaluating stories about discipleship.
- F Looking at the discipleship challenges posed in the past with a view to contemporary and future perspectives.
- In Working together to improve relationships and inclusive practices in a class and school context.
- Id Developing notions of Christian discipleship.

Empty Space

Only the Framework Learning Outcome is mandated. Every other aspect of the Double Page invites the teacher to add and adjust in the light of the local context and curriculum focus.

Links

Other Key Ideas:
- KI 4, 5

Other Learning Areas:
- English, The Arts, SEE

FLE:
- Relationships
- Making Choices

Sample Support Material:
- Unit 2.5-1 Lent Reaching Out
- Unit 2.5-2 Mary A Woman of Faith

School and Community:
- Parish Groups e.g. St Vincent de Paul Society, Patron saint of school/parish
- Project Compassion

Links to...

- Other Key Ideas - Double Pages and their Tradition boxes.
- Other Learning Areas.
- Made in the Image of God (formerly FLE) themes.
- Sample Support Material units.
- School and broader community.
For Catholic Tradition References – see Crossways Section B - 10

<table>
<thead>
<tr>
<th>Essential Learnings</th>
<th>Key Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>KC1 Collecting, analysing &amp; organising information</td>
</tr>
<tr>
<td>C</td>
<td>KC2 Communicating ideas and information</td>
</tr>
<tr>
<td>F</td>
<td>KC3 Planning and organising activities</td>
</tr>
<tr>
<td>In</td>
<td>KC4 Working with others in teams</td>
</tr>
<tr>
<td>Id</td>
<td>KC5 Using mathematical ideas and techniques</td>
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<td>KC6 Solving problems</td>
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<td>KC7 Using technology</td>
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For Catholic Tradition References – see Crossways Section B - 10

Religious Education supporting the integration of faith, life and culture

Religious Education Framework for SA Catholic Schools
CATHOLIC EDUCATION SA 2007