



Renewed Religious Education Curriculum



Catholic Schools

Some points of interest:

- The first Catholic school was established in 1820 and by 1833 there were 10 catholic schools in the whole of Australia.
- The first Catholic school in Victoria was established in Melbourne in 1840 by Father Patrick Geoghegan
- Queensland followed closely with the first Catholic schools being established in the late 1850s and 60s.
- Education in Australia became free, secular and compulsory with the Education Acts of the 1870s and 80s. Due to this legislation, all aid to Religious schools ceased

Catholic Schools

Some points of interest:

- All religious instruction happened via ROTE learning. Most of us would recognise the term **CATECHISM**.
- The Catechism consisted of a series of questions and answers which children learned and recited. Rote learning of this type continued until the early 1960s and was a common form of instruction for many subject areas, not just religion – we learned our tables, spelling, geography and history in a similar way.
- In the late 1950s, religious educators began to investigate different approaches to teaching and learning, and they learned a great deal from developments in other subject areas. Eventually, religion books developed specifically for children were written, and many may remember the My Way to God series which was a landmark development in the teaching of religion in the 1960s.

Religious Education Today

Religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

*Religious Education
Curriculum framework*





Religious Education Today

In today's religiously diverse world, students need to :

- Understand and know about other religions in the world.
- Learning first and foremost about the 'home tradition' which for us is Catholicism

Learning about religion can break down barriers, assist us to understand the social contract and encourage social cohesion. Students, therefore, need to learn about and from religion which includes the 'home tradition' as well as the religious traditions of others. Catholic Schools Guide

What does this mean for us?



Through the renewed Religious Education Curriculum, we are able to design the learning for our students and to place their learning about God, tradition, sacraments, scripture into real life situations. Through RE planning we are able to teach and develop transferable skills, such as the ability to:

- **ask deep questions**
- **critically analyse and interpret sources**
- **consider context**
- **respect and explain different perspectives**
- **develop and substantiate interpretations**
- **communicate effectively**

What does it look like?

The RE framework consists of a learning structure that is made up of 3 strands that sit within 5 content areas.

These strands are:

- **Knowledge and Understanding, i.e. seeking truth**
- **Reasoning and Responding, i.e. making meaning**
- **Personal and Communal Engagement, i.e. living story.**



Knowledge and Understanding: seeking truth

***Within this strand we are encouraging our students to be confident in :
exploring, identifying,
puzzling, thinking critically,
analysing, finding out, and
seeking multiple perspectives.***



Reasoning and Responding: making meaning

***Within this strand we are encouraging our students to be confident in :
listening with compassion,
sifting and sorting out,
questioning, wondering,
responding, prioritising,
making judgements,
considering and empathising.***



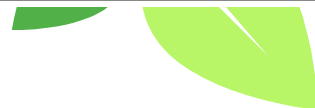
Personal and Communal Engagement: living story

***Within this strand we are encouraging our students to be confident in :
making connections,
discerning, evaluating,
appreciating, deepening
awareness, reflecting,
imagining, and applying.***



5 content areas:

Scripture and Jesus	Church and Community	God, Religion and Life	Prayer, Liturgy and Sacraments	Morality and Justice
Scripture teaches us about: the tradition of the people of Israel; the early Christian Church; and most particularly through Jesus Christ. The scriptures of the Bible are texts of faith. This content area grapples with the questions, “How can I know God? What does God ask of me?”	Church is the community of Jesus’ disciples, united in and through the Word of God. The Word of God continues to be encountered and lived out in the Church through: communicating beliefs; ritual celebration; ministries of service. This content area grapples with the questions, “Where do I belong? How can I make a difference?”	Human beings seek meaning, value, and happiness in life, both individually and in relationships with others. This content area grapples with the questions, “What is life? How do I find meaning?”	Prayer, liturgy and sacraments are vital ways that the Church community meets, interacts with and responds to the Word of God. Prayer and sacraments promote an inner personal response and a commitment to the Church’s mission to the world. This content area grapples with the questions, “Where is God? In whom do I trust?”	In the light of the scriptures, the human person is understood to be created ‘in the image and likeness of God’ and called into a new existence through Christ (link to Jesus and Scripture). This content area grapples with the questions, “Who calls me? How must I respond?”





What clues about the past are here in the present?

Year 1/2



Students learn about what it was like to attend school in the past. Students learn what it was like to attend mass in the past. They compare and contrast school and mass in the past to present day. Students explore sites in their local area and community to identify examples of change. They compare objects from the past and present. Students will learn how Indigenous Australians have lived in and around the local area for a long time before the town was built. Students will explore the Bible as a tool for learning about our Catholic Tradition.



Content to teach

Knowledge & Understanding: seeking truth

Explain various ways God's people are portrayed in the Old and New Testament (Jesus and Scripture)

Reasoning and Responding: making meaning

Interpret the significance of the sacred places (Prayer, Liturgy and Sacraments)

Interpret the significance of the life and teachings of Jesus for building community today (Morality and Justice)

What we are assessing....

	Content Descriptor/Achievement Statement	Report comments	Activities How will we achieve this?
Knowledge and Understanding: seeking truth <i>exploring, identifying, puzzling, thinking critically, analysing, finding out, and seeking multiple perspectives.</i>	Explain various ways God's people are portrayed in the Old and New Testament 	Explains how the people of God are portrayed in the Old and New Testament	<p>Based on the 4 scripture stories of the new testament.... Peter, James, Jesus, feeding of the 5000 and 2 stories from the old testament- Noah, Moses and the 10 commandments</p> <p>Choose 2 people (one from each testament) and students tell us what the bible tells us about these people. (written or oral)</p>