

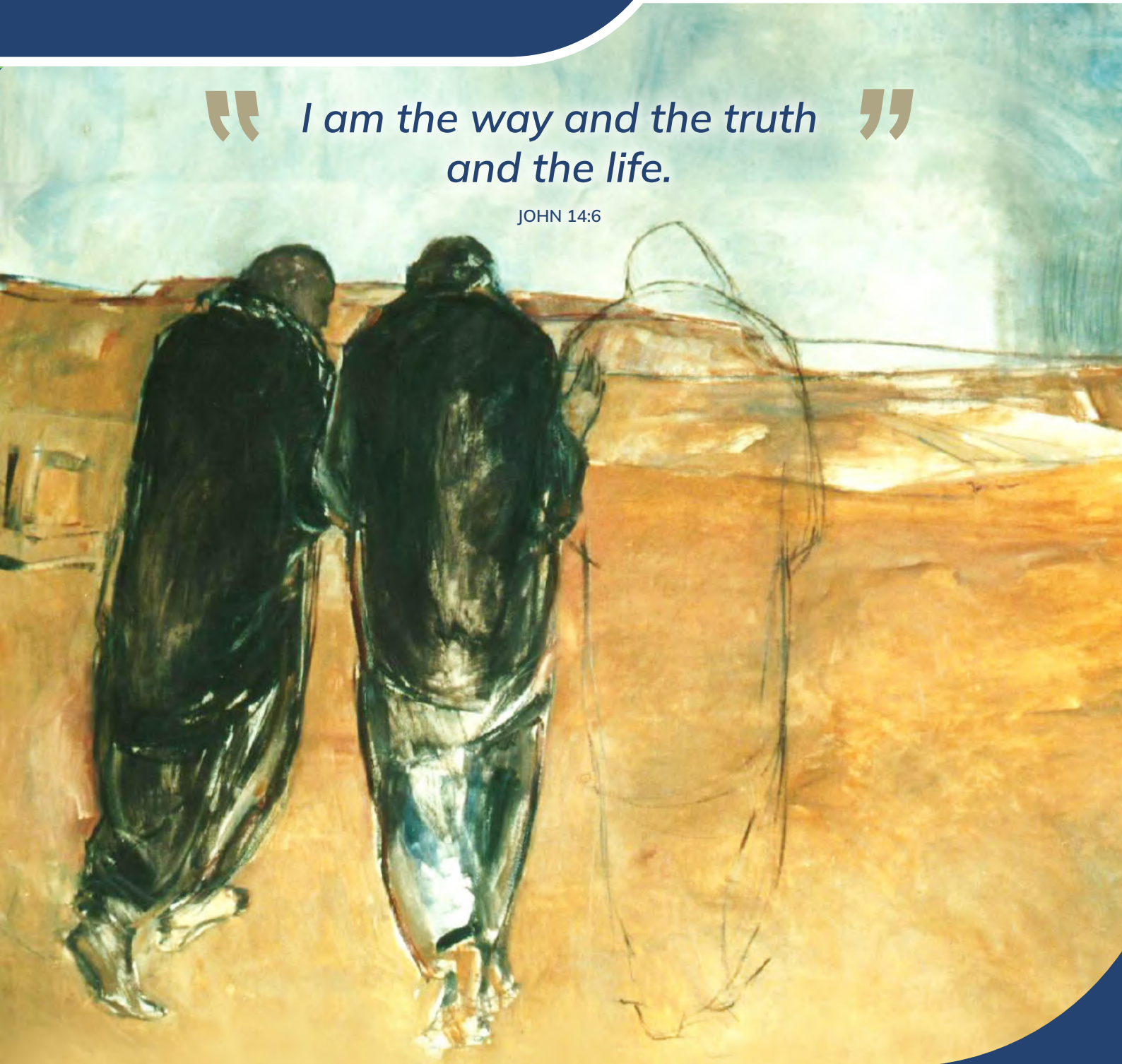
ENCOUNTERING JESUS



Catholic Schools
Parramatta Diocese

“ *I am the way and the truth
and the life.* ”

JOHN 14:6



LEARNING FOR MISSION

A Religious Education Curriculum
for Catholic Educators

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'Education is integral to the mission of the Church to proclaim the Good News. First and foremost every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth.' BENEDICT XVI, 2008

Catholic Education in Australia is informed by Church teaching and civil norms. Both Church and State have clear requirements within which Catholic schools operate. The Bishop of each Diocese has particular rights and responsibilities in relation to Religious Education (RE), some of which are delegated to the Director of Catholic Education. Under these competent authorities in the Diocese of Parramatta, a review of the Religious Education curriculum was undertaken during 2023. This review built on a draft developed in consultation with RE teachers, RE Coordinators, theologians, and curriculum experts. Throughout the process there has been an awareness of the diverse community in Parramatta, and the broad range of families choosing Catholic schools.

Since true education must strive for complete formation of the human person that looks to his or her final end as well as to the common good of societies, children and youth are to be nurtured in such a way that they are able to develop their physical, moral, and intellectual talents harmoniously, acquire a more perfect sense of responsibility and right use of freedom, and are formed to participate actively in social life (CODE OF CANON LAW, 795).

While recognising that parents are the first and lifelong educators of their children, Catholic schools work alongside them providing a foundation of knowledge and encounter in Catholic teaching. Across 13 years of schooling, students are immersed in foundational learning of Scripture, Catholic Theological Tradition, and the Magisterium. This is couched in an inquiry-based approach which provides students with opportunities to explore the interaction of faith and life; to participate in prayer and local parish activities; and to experience faith in action. By building on the foundation stone of Catholic teaching, students can then engage in experiential learning as informed learners seeking to make meaning of faith in their lives. This Religious Education curriculum provides an overview of student learning and experience across Kindergarten to Year 10. It is intended as a guide for teachers and a resource to assist with their planning of essential content and learning experiences.

The curriculum is explicitly guided by recent Vatican publications including the 2020 *Directory for Catechesis* (Pontifical Council for Promoting New Evangelisation) and the 2022 instruction *'The Identity of the Catholic School for a Culture of Dialogue'* (the Congregation for Catholic Education). These resources assist teachers to bring a deep understanding of our Catholic faith Tradition into powerful encounter and dialogue with the contemporary world through the lived experience of students within their families and the wider community.

This curriculum explores concepts that are the foundation of Catholic teaching on life, faith and mission. These foundational Catholic concepts are expressed in the essential content of every Learning Cycle. In response to the *Directory for Catechesis*, the curriculum includes ongoing encounters with Catholic prayer and liturgy. In response to the Vatican Instruction on *The Identity of the Catholic School for a Culture of Dialogue*, the curriculum brings these foundational Catholic concepts into dialogue around important questions of life that relate to students of particular ages and stages of learning. In doing so it offers a profound growth in Catholic knowledge and understandings around these important questions. For Catholic students, this offers to deepen their faith and empower them to live their baptismal call as a witness to Jesus Christ and the Catholic Church in their lives. For students of other religious and nonreligious worldviews, this growth in Catholic knowledge and understandings will assist them in their appreciation of Catholic perspectives and to consider elements that they could apply to their own lives.

In this way, this Religious Education curriculum is about learning for mission - it invites a response from all learners to engage in the dynamic mission of Jesus Christ and the Catholic Church in a manner that is appropriate to their religious perspective or commitment.





DECREE

DECREE OF PROMULGATION DIOCESE OF PARRAMATTA

Having listened to the people of God and judging it to be good for this local Church of Parramatta, I, the Most Reverend Vincent Long Van Nguyen OFM Conv, by this decree do promulgate *Encountering Jesus*, to be the new, mandated Religious Education curriculum for the students, teachers, and families of Catholic Schools Parramatta Diocese from 2025.

I delegate responsibility for implementing this curriculum to the Executive Director of Catholic Schools Parramatta Diocese.

Founded on Catholic faith and tradition and attentive to the questions of our students, this new Religious Education Curriculum will support and enhance the partnership of families, local faith communities and schools, in their commitment to the work of Religious Education.

Given at Parramatta this 22nd day of August 2024 on the feast of the Feast of Our Lady, Mother and Queen, I ask for the prayers of our Blessed Mother Mary for all those who engage in this Religious Education curriculum, that in doing so they may indeed encounter her Son, Jesus.

Most Reverend Vincent Long Van Nguyen OFM Conv STL DD
Bishop of Parramatta

Dear Friends,

After a long period of consultation, listening, and judging it to be good for this local Church of Parramatta, I am pleased to introduce *Encountering Jesus*, our new Religious Education curriculum for the students, teachers, and families of our Diocese. It is underpinned by the profound call to the mission of all the Baptised.

Encountering Jesus speaks of “the hope that is within,” with a focus on educating the head, heart, and hands to engage with Jesus Christ’s radical teaching. With Pope Francis and the whole Diocesan community, we strive to ensure that every young person experiences a joyful, blessed, transformational, and transcendent education.

Encountering Jesus inspires conversation and learning among students of diverse cultural and faith backgrounds, helping them grow in faith and freeing them to live their lives in service of others. Grounded in the living Tradition of the Church and inspired by the teachings of the Second Vatican Council, the curriculum evokes “a universal call to holiness” and a way of living the Beatitudes.

Catholic schools find their authenticity in the Gospel priorities of respect for human life and dignity, outreach, inclusion and special concern for people at risk of being left behind. *Encountering Jesus* contains a strong undercurrent of Catholic Social Teaching that calls forth actions of love, powerful witness and accompanying others as a light of hope within the complexity of our contemporary world.

I pray that *Encountering Jesus* awakens in all young people the desire to make meaning for themselves. May they grow in their sense of human dignity and worth, their appreciation of life, their capacity to question, their ability to give and receive love, and their knowledge of how to live wisely. For our Catholic students, this learning will offer them profound growth in their appreciation for their Catholic faith, empowering them to respond to their baptismal call to share the good news of Jesus Christ and to fulfil their Christian vocation to be light for the world.

Yours sincerely in Christ,



Most Reverend Vincent Long Van Nguyen OFM Conv STL DD
Bishop of Parramatta



Catholic Schools Parramatta Diocese (CSPD) is strongly committed to excellence in Catholic education. With Catholic Tradition as our guide, this includes excellence in supporting children and young people to grow in faith and learning through Religious Education.

Responding to the Vatican Instruction “The Identity of the Catholic School for a Culture of Dialogue” (Congregation for Catholic Education, 2022), Pope Francis and Bishop Vincent, this curriculum proclaims the living voice of the Gospel: Jesus’ Good News for the World.

Thanks again to our community for the interest and support of the work of our Catholic schools in sharing our faith with the next generation. Particular thanks to our parents and carers, the first educators of our students: your partnership is highly valued. We also really appreciate the engagement of our Parish Priests and clergy. A big thank you to all our teachers of Religious Education for their ongoing commitment to the faith development of our students. This curriculum will support you with content and resources to continue to inspire the hearts and minds of our students and their families.

I would also like to acknowledge the expert contribution of Very Rev Dr Kevin Lenehan, Adj Prof Susan Pascoe, Rev Prof Gerard Kelly and Mons. Dr Brendan Daly for their critical expertise in the development process of the curriculum.

I wholeheartedly endorse *Encountering Jesus*, a new curriculum for Religious Education in CSPD schools.

A handwritten signature in cursive script that reads "Jack de Groot".

Jack de Groot
Executive Director
Catholic Schools Parramatta Diocese





Monsignor Brendan Daly

ENDORSEMENT

JCD PhD

I have previously been a seminary rector in New Zealand and was principal of the National Catholic Tertiary College in New Zealand for many years. I have published over 80 refereed articles and chapters in books, and I have written several books on canon law. I was a judge on the Appeal Tribunal for Australia and New Zealand for over twenty years. I have been involved in the Catholic Church Governance Review in Australia and I am the canon law consultant for the Safeguarding Office of the Asian Bishops Conference in Manila.

I write to you concerning the review of the Religious Education (RE) Curriculum for Catholic Schools Parramatta Diocese (CSPD). I have been sent Curriculum material by email, and I have made two trips to Parramatta to meet with the writing group and Professor Gerard Kelly and Professor Susan Pascoe. I did make several suggestions about the text. All the changes I proposed have been addressed. I was impressed how everyone involved in writing the Curriculum was committed to producing a comprehensive Catholic curriculum document.

There is nothing in the Curriculum that is contrary to Catholic Church teaching on faith and morals. The Curriculum provides a comprehensive coverage of Catholic Church teaching for Catholic primary and secondary school students. The outcomes and objectives are commendable and realistic. I endorse the Curriculum in its entirety, and I am happy to grant it a Nihil Obstat.

Yours sincerely in Christ,

Monsignor Brendan Daly JCD PhD

Judicial Vicar

Tribunal of the Catholic Church for New Zealand

Lecturer in Canon Law



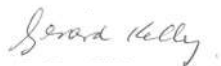
I am writing to you in your capacity as Chairperson of the Catholic Schools Parramatta Diocese Ltd Board. I am a priest in the Archdiocese of Sydney and a lecturer in Theology at the Catholic Institute of Sydney for over thirty years.

I was invited in September 2023 to review the new Religious Education curriculum for Catholic Schools Parramatta Diocese. In my written report, I made a number of initial comments about the curriculum and had the opportunity to systematically work through them. This was followed by two further meetings with the curriculum team. Those meetings also brought together two other consultants on the curriculum, Adj Prof Susan Pascoe and, for the final meeting, Mgr. Brendan Daly. These meetings were very productive and allowed time to consider the curriculum at both the macro and micro level.

I am confident that the curriculum achieves what we would expect from an RE curriculum. It helps students enquire about the faith; it is faithful to Catholic teaching; it cultivates practical reflection on Catholic social teaching; it immerses students into Catholic culture; and it promotes dialogue with society. This is a comprehensive curriculum for years K-10.

I wish you and the Board well in your own deliberations on the Religious Education curriculum with a view to making a recommendation to the bishop concerning its adoption.

Yours sincerely in Christ,



Rev Prof Gerard Kelly



I am writing to you following my involvement in the review of the Religious Education (RE) Curriculum for Catholic Schools Paramatta Diocese (CSPD). I am grateful for the opportunity to provide initial advice on the structure, content and learning approach of the CSPD Draft Religious Education Curriculum as it stood at that time and to then work with a small group of RE educators from the CSPD Mission Team to assess it from the perspective of education in faith, curriculum design, and alignment with other teaching and learning requirements in New South Wales.

I have found the team of RE specialists to be people of deep faith, excellent RE curriculum specialists, and highly committed Catholic educators. We have worked together in person on four separate occasions in different groupings and thoroughly examined the curriculum to ensure it provides the best possible immersion in faith for life for the students in CSPD schools. We have been attentive to the multicultural and multi-religious nature of the diocese and the diverse student population to ensure holistic encounters with Catholic teaching in faith involving head, heart and hands.

It was a pleasure working with people of the stature of Rev Prof Gerard Kelly and Rev Mgr Brendan Daly for the final two working sessions. They brought particular theological and canonical expertise to assess the curriculum to ensure there were no gaps and errors, and that it was thorough. From my knowledge of curriculum and learning design I have assessed that the CSPD RE Curriculum is comprehensive, robust and affirming, and aligned with complementary learning requirements of the NSW Education Standards Authority. Together we checked if the entire RE Curriculum provided graduates of CSPD schools with a well-rounded and immersive encounter with Catholic teaching and the capacity to enable them to live their lives in faith to the full. We believe it does.

I wish you well in the reception and implementation of this RE Curriculum.

Good wishes,

A handwritten signature in cursive script that reads "Susan Pascoe".

Adj Prof Susan Pascoe AM

Dear Bishop Vincent,

Re: Encountering Jesus – Catholic Schools Parramatta Diocese

At the request of Very Rev Robert Riedling, Episcopal Vicar for Education, I have examined the text of **Encountering Jesus: Learning for Mission – A Religious Education Curriculum for Catholic Educators**, submitted by Catholic Schools Parramatta Diocese.

I am now advising that, as required by Canon 830 §3, having “put aside all preferences of persons and looking only to the teaching of the Church concerning faith and morals, as declared by its magisterium,” (Can 830, §2), the text of **Encountering Jesus: Learning for Mission – A Religious Education Curriculum for Catholic Educators**, is free from moral and doctrinal error.

With best wishes

Yours in the Lord



Father Wim Hoekstra
Diocesan Censor





We acknowledge the pioneers who have enabled 200 years of Catholic Education in Australia. We continue to build on the rich tradition of generations of students, families, teachers (both lay and religious), clergy and bishops who together have created the foundations for Catholic Education in Australia and particularly those in the Diocese of Parramatta.

In recent decades we recognise *Sharing our Story* was the Religious Education curriculum that enabled the teachers of the Diocese to serve students and families since the 1990s. We acknowledge the many students, staff, parents, clergy and scholars who, from 2018 to 2021, contributed to the development of a draft curriculum that had the working title of *Living Life to the Full*. While this draft did not become the official curriculum for the Diocese, the engagement process was a significant learning experience for all involved and was a catalyst for the development of this curriculum.

The publication of the 2020 *Directory for Catechesis* and the 2022 Vatican Instruction *The Identity of the Catholic School for a Culture of Dialogue* presented Catholic Education with a new lens in considering the design of formation, teaching and learning within a Catholic school. These documents, along with the 2022 CSPD Catholic Identity Symposium, marked the beginning of a new chapter in Mission and Identity for Catholic Schools Parramatta Diocese (CSPD) and inspired the development of *Encountering Jesus - Learning for Mission: A Religious Education Curriculum for Catholic Educators*. Its development involved the engagement of a range of experts in Catholic Theology, Scripture, Religious Education and Curriculum including:

- Rev Msgr Dr Brendan Daly, BTh PG Dip Theol PhD JCD
- Rev Prof Gerard Kelly STB STL PhD STD
- The Very Rev Dr Kevin Lenehan BA, BTh(Hons), GradCertHE, MRelStud, MTh, STL, STD, PhD
- Adj Prof Susan Pascoe AM, BA, MEd (Hons) FAICD, FIPAA, FACE.

We recognise the leadership of the Most Reverend Vincent Long Van Nguyen OFM Conv DD STL who inspired the direction of this curriculum and challenged us to respond to the 'signs of the times' as guided by the Second Vatican Council, Pastoral Constitution on the Church in the modern world: *Gaudium et spes*, (Paul VI, 1965). We also acknowledge the leadership of the Diocesan Chancery and Clergy from across the Diocese.

The leadership of the CSPD Executive Director of Schools, Jack de Groot, in partnership with the CSPD Executive Leadership Team, has played a key role in encouraging and enabling this curriculum to embrace CSPD's commitment to excellence in Religious Education.

We also acknowledge the valued contributions in recent years of the members of the CSPD Mission Directorate in the development of this curriculum.

The Nature and Purpose of this Curriculum

Through this Religious Education curriculum, our schools will embark on a new chapter of growing Catholic identity that is shaped through dialogue with all community members within the 21st century context. Pope Francis reminds us that, “we cannot create a culture of dialogue if we do not have identity” (*Congregation for Catholic Education 2022:2*). It is therefore crucial that this curriculum enables all learners to have a strong understanding of Catholic teaching and identity so that they may effectively engage in dialogue with other perspectives.

Guided by the pattern of Christ's incarnation, this Religious Education curriculum invites students and teachers to read and interpret the Gospel within the conditions of their daily lives. Pope Francis states that theology must be:

“capable of reading and interpreting the Gospel in the conditions in which men and women live daily, in different geographical, social and cultural environments. Starting from here, theology can only develop in a culture of dialogue and encounter between different traditions and different knowledge, between different Christian confessions and different religions, openly engaging with everyone, believers and non-believers”. FRANCIS - AD THEOLOGIAM PROMOVENDAM, 2023, ARTICLE 4.

Through this curriculum, all those involved in Catholic education in the Diocese of Parramatta are invited to continue to grow in their understanding of what it means to be a Catholic community living in dialogue with each other and with society. All learners are also invited to share in the mission of Jesus Christ and the Church to be men and women for others. It invites all Catholics in our communities to be attentive to the presence of God in all things, and to bear witness to their relationship with Jesus Christ and the church in a manner that is well founded in Catholic teachings and alive in its love for those in need.

This Religious Education curriculum aligns with the National Catholic Education Commission's description of the contemporary nature and purpose of Religious Education in Australian Catholic learning communities:

“When Religious Education brings faith into dialogue with life it has the capacity to be a source of wisdom, a stimulus to lifelong learning, a means to personal transformation and a call to missionary discipleship... Religious Education in Australian Catholic schools develops students' knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. It expands students' spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.”

NATIONAL CATHOLIC EDUCATION COMMISSION 2018:5, 7.



The Nature and Purpose of this Curriculum



The aspiration of this curriculum is to enable students to grow in their knowledge and appreciation of the Catholic faith inclusive of its beliefs, ethics and religious practices, and in their scriptural foundations through powerful learning rich in dialogue and encounter. For Catholic students it invites an encounter of faith, to be formed in relationship with Jesus Christ, in wonder and awe of a Creator God and open to the guidance of the Holy Spirit so as to live out their baptismal call to contribute to the living mission of the Catholic Church.

For students of other religious and nonreligious worldviews, this curriculum encourages learning through encounter and dialogue in order to develop an understanding and appreciation of the inclusive mission of Jesus Christ. This encounter and dialogue invites students of all faith traditions to consider how they can contribute to this mission in their lives.

For all students it is therefore a learning for mission. It is a call to know Catholic teaching as a foundation to an encounter and dialogue that inspires action. This action is shaped by a rigorous understanding of the Catholic identity and mission of their Catholic learning community.

“Effective Religious Education engages with the actual situations of students, each of whom is a unique individual who shares in the familial, societal, ecclesial and educational contexts that typify the world and Australia today. As a result, Religious Education needs to interpret the signs of the times and ‘re-read the memory of faith’ so that students can engage in an open narrative and dialogue between the richness of the Catholic Tradition and their personal experiences and contemporary cultural contexts.” NATIONAL CATHOLIC EDUCATION COMMISSION 2018:11.

The content of this Religious Education curriculum has been designed around age-appropriate themes pertinent to the life and circumstances of students and families across CSPD while also ensuring that all foundational knowledge and understandings of Catholic beliefs, teachings, practices and traditions are engaged with across the stages of learning.

All CSPD students are invited to continue their learning in Catholic studies through *Studies in Catholic Thought*, the NSW and ACT Bishops’ Stage 6 curriculum.

This Religious Education curriculum, in partnership with the CSPD Formation Document *Life in Abundance: Human Flourishing in the Way of Jesus*, is intended to nurture a desire for lifelong learning of, and in, Catholic beliefs, teachings and traditions as an integral part of each person’s life, well beyond their time in Catholic education.

In Partnership with Families, Parish Communities and Church Agencies



CSPD respects “the primary right of parents to educate their children” and the understanding that “the family is a community of love and solidarity, which is uniquely suited to teach and transmit cultural, ethical, social, spiritual and religious values” (POPE PAUL VI, 1965 N. 11). CSPD recognises the family as each child’s first and most influential educator and is committed to partnering actively with parents and carers, encouraging open communication, supportive learning environments and active participation in school communities.

This Religious Education curriculum reflects the commitment of CSPD to supporting parents and families in this manner. Parents are encouraged to support their children by accompanying them in this learning process to help them find meaning through their experiences. This partnership with parents is fundamental and inclusive of all parents.

The curriculum offers explicit catechetical and formative support for Catholic parents and families. It integrates experiential learning and formation experiences in prayer and outreach that engage with local parish communities and Catholic outreach agencies.

It is also attentive to respecting families of all religious and cultural backgrounds, inviting engagement in a manner appropriate to their religious perspective. For example, all students may be invited to engage in a local parish eucharistic celebration that connects to themes of the curriculum.

Catholic students will be invited to participate fully in the sacramental dimension of the celebration while other students will be invited to participate through reflection and/or prayer.

The leadership of Clergy is an integral support for the faith, life and mission of each learning community. This partnership is expressed in many ways, from local Clergy leading local liturgical celebrations, being a presence in learning spaces, collaborating with teachers and students through to their important contribution to school and Diocesan education initiatives and events. This curriculum invites this partnership and creates space for initiatives to grow in response to local opportunities.


This curriculum includes an explicit call to faith in action throughout every Learning Cycle. This is designed to enable the building of close partnerships with a variety of church agencies and other organisations that serve the parishes and people of the Diocese. These partnerships offer profound experiential learning opportunities that will enhance learning both within and beyond the classroom.

Structure of the Learning Cycles **A USER GUIDE**





Encountering Jesus is a stage-based Religious Education curriculum from Early Stage 1 through to Stage 5. Each Stage includes eight Learning Cycles, one per term, with the exception of Early Stage 1 which has four Learning Cycles. This is a similar structure to current New South Wales Education Standards Authority (NESA) K-10 syllabuses.


Teachers are encouraged to plan for Learning Cycles inspired by contextual and experiential opportunities, such as the sacraments, liturgical calendar, parish and local events, retreats, formation days, local outreach programs or initiatives.

Key terms referred to in each Learning Cycle

- **Learning Cycle:** a holistic set of learning focused around particular essential content and designed for a school term.
- **Overarching Question:** a broad, open question that aims to spark curiosity around the theme of each Learning Cycle as a catalyst for deep thinking and learning throughout the Learning Cycle.
- **Learning Cycle Overview:** a summary of the theme and content of the Learning Cycle. This includes reference to how it links to prior and future learning.
- **Significance for Learning:** learning intentions of the Learning Cycle summarising:
 - the student questions that the Learning Cycle is responding to
 - the transformative learning involved
 - the enduring understanding intended for students.
- **Transformative Learning:** relates to the difference the learning makes in strengthening understanding of the Catholic faith and its intention to 'transform' lives in Jesus Christ.
- **Enduring Understanding:** names the underlying Catholic concept or theme that is intended for deep learning that the learner will take with them into their future life.
- **Essential Content:** provides the key areas of content to be taught in the Learning Cycle. In each Learning Cycle, essential content begins with content designed for encounter and dialogue to draw in the engagement of students. 

It then relates to the Catholic foundations of:

- Bible, Tradition and Church Teachings - Ever Ancient, Ever New 
- Being Church - Catholic Faith Communities 
- Grace and Gift - The Invitational Presence of God 
- One God in Communion - The Trinity. 

The final content points relate to the call to mission, naming opportunities for students to take the learning into their lives. 

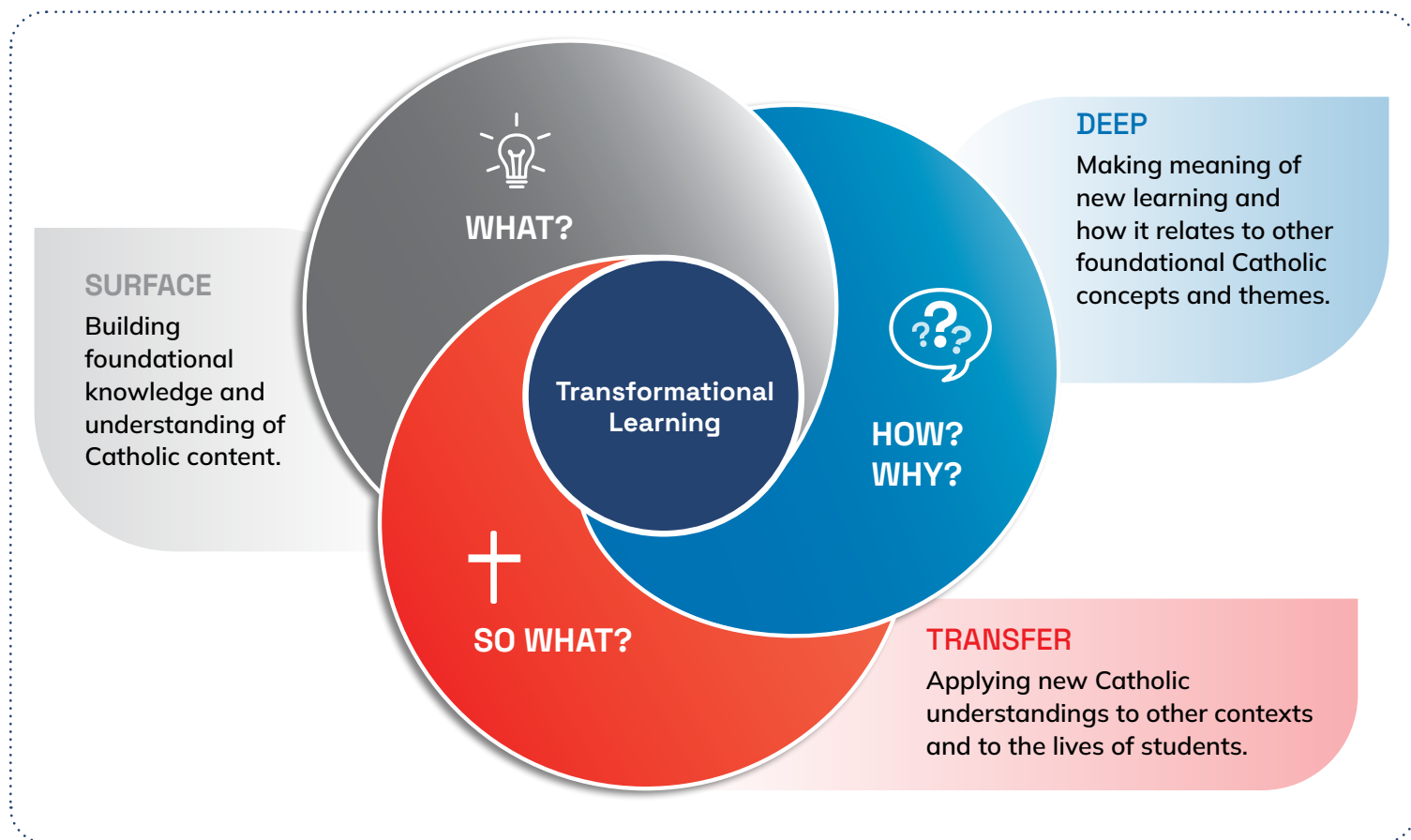
- **The Bible and Tradition:** the Catholic understanding that the Sacred Scripture of the Bible is the Word of God speaking to people's heads, hearts and hands. This is foundational to the Catholic understanding of the essential content and/or concepts of the Learning Cycle.
- **Inquiry Questions:** questions for teachers to pose to spark the curiosity and engagement of students throughout the Learning Cycle. They are open questions to generate thinking and dialogue that contribute to transformative learning.

The Inquiry Questions in each Learning Cycle are grouped as questions that are:

- Surface (building knowledge)
- Deep (making meaning)
- Transfer (applying understanding).

These groupings guide teachers towards ensuring that the learning is rigorous and well directed.

Encountering Jesus **INQUIRY QUESTIONS**



- **Holistic Learning Expectations:** guidance for designing learning for the head, heart and hands with particular reference to the essential content of each Learning Cycle. This section encourages teachers to develop holistic learning experiences for transformative learning, enabling students to understand their learning growth in each aspect: the head, heart and hands.
- **Outcomes:**
 - **Dispositions Outcomes** encourage teachers to design opportunities for students to develop their capacity in the dispositions and to recognise their own growth and opportunities for future growth.
 - **Knowledge and Skills Outcomes** name the components of the Learning Cycle that are to be demonstrated by the student. They assist teachers in the development of formative and summative assessment tasks and reporting. There is a direct link between the knowledge and skills outcome and the 'head' learning expectation. Some of the transformative learning of the 'heart and hands' may not be measured in formal assessment and reporting processes.
- **Experiential Learning (Faith in Action) Opportunities:** recommendations for possible "faith in action" opportunities for teachers to consider in designing experiential learning for their students. This includes ideas, resources and contacts with Catholic agencies that are meaningfully connected to the essential content and concepts of the Learning Cycle.

SUPPORT MATERIALS

- **Supplementary Materials:** these materials support teachers in understanding, planning and designing learning. They include:
 - Extended Introduction
 - Theological Content Knowledge
 - Glossary of Key Terms
 - Biblical commentary relating to the Scripture Passage of the Learning Cycle
 - Dispositions links to the themes and further explanation of the content
 - Additional Scripture and Church Tradition references.

Teachers can also use extra Bible passages additional to those named in the Essential Content of the Learning Cycle. This decision can be based on the Liturgical Season (eg Easter and Christmas) as well as Parish events. For example, if students are receiving their Sacraments at a particular time, specific passages may be selected for inclusion in the Learning Cycle.

Texts drawn from the Bible, Tradition and Church teachings are designed to be age appropriate. These may include the *Catechism of the Catholic Church*, *Directory for Catechesis*, *Compendium of the Social Doctrine of the Church*, Encyclicals, Exhortations, Apostolic Letters and Constitutions.

- **Insights and Examples from Learning Communities**

Each Learning Cycle will have an online space for collaborative sharing by learning communities to support teachers in their understanding, planning and designing learning. This will include:

- Assessments - strategies, ideas and examples
- Engaging with Student Inquiry - ideas, resources and samples.

STAGE OVERVIEW

Early Stage 1 Kindergarten





LEARNING OVERVIEW

Transformative Learning across Early Stage 1:

- invites students to know about the Catholic understanding of the person and teachings of Jesus, and how people can also develop a relationship with Him
- challenges students to discern who is their neighbour in today's world
- encourages students to become active participants in ecclesial life in a manner that is appropriate to their religious perspective. Students are invited to experience and learn the rich Tradition of Catholic prayer, personal and communal, including spiritual reflection, petition and thanksgiving
- encourages students to develop an understanding of the Catholic belief in the presence of God in the lives of people and that each person is uniquely wonderful.

By the end of Early Stage 1, it is anticipated that students will be able to:

HEAD	HEART	HANDS
know that Jesus taught his family and friends the meaning of human flourishing	understand the Catholic belief that formal and informal prayer can deepen a person's relationship with Jesus	practise authentic friendship in daily life
know that everyone has the right to be treated with dignity and respect	appreciate that the words and actions of Jesus relate to our lives	follow the example of Jesus, Mary and Joseph in loving our neighbour
know the Catholic understanding that when people gather in Jesus' name they are the Church	appreciate the Catholic understanding of the role of the Bible in shaping intentional Catholic faith communities	participate in the life of the Church in a manner that is appropriate to their religious perspective, including liturgical celebration and caring for others
know the Catholic understanding that each person is a gift from God to the world	appreciate the Catholic belief that God's love is revealed in the world	give thanks in daily reflection and action

By the end of each Early Stage 1 Learning Cycle students will be assessed for a report on their ability to demonstrate the following knowledge and skills.

EARLY STAGE 1 • Knowledge and Skills Outcomes

Learning Cycle	Knowledge and Skills Outcome	CODE
1. Who is my friend?	Describe how Jesus taught others how to be a good friend	KSES1.1
2. Who is my neighbour?	Explain that everyone has the right to be treated with dignity and respect	KSES1.2
3. What is Church?	Outline the Catholic understanding that when people gather in Jesus' name they are the Church	KSES1.3
4. How is God present in our world?	Describe the Catholic belief that each person is a gift from God to the world	KSES1.4

Throughout Early Stage 1 students will be guided to reflect on their growth in the following dispositions.

EARLY STAGE 1 • Disposition Outcomes

Disposition	Disposition Outcome	CODE
Be Attentive	Open to the wonder of God being present in the world	DES1.5
Be Reasonable	Use reason to think about the Bible as being sacred	DES1.6
Be Intelligent	Reflect on how someone can try and be like Jesus	DES1.7
Be Responsible	Begin an awareness that following Jesus can lead to a better world	DES1.8

LEARNING CYCLES

Early Stage 1 Kindergarten



Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that in knowing Jesus, one can develop a friendship with Him
- connects with previous learning by developing the Catholic understanding of relationships
- connects to future learning through an awareness of Jesus as a friend who treated all people with dignity and respect.

Significance for Learning

Students in Early Stage 1 are new to school and forming new friendships. They are learning about the Catholic understanding of the person of Jesus and what it means to develop a friendship with Him.

Transformative learning invites students to know about the Catholic understanding of the person and teachings of Jesus, and how people can also develop a relationship with Him.

Enduring understanding is the Catholic understanding that Jesus models for us the qualities of authentic friendship.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to know Jesus taught His family and friends the meaning of human flourishing **(HEAD)**
- to understand the Catholic belief that formal and informal prayer can deepen a person's relationship with Jesus **(HEART)**
- to practise authentic friendship in daily life. **(HANDS)**

Dispositions

Throughout Early Stage 1, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to the wonder of God being present in the world
- use reason to think about the Bible as being sacred
- reflect on how someone can try to be like Jesus
- begin an awareness that following Jesus can lead to a better world.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Early Stage 1 Kindergarten

KSES1.1 Describe how Jesus taught others how to be a good friend

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



Words and actions show the kind of friend one is



Friends are important people in our lives



Proverbs 17:17
A Friend Loves



Mark 10:13-16
Jesus Blesses the little children



The Catholic understanding that Jesus can become a friend through prayer



The Catholic understanding that Jesus' words and actions are a model for all authentic friendships and for human flourishing in this life and the life to come



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Who is my friend?

INQUIRY QUESTIONS

What is a friend? (Surface)

How did Jesus explain to be a good friend? (Deep)

Can being a good friend help our communities? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that Jesus, Mary and Joseph, through their example, teach people how to live and act in the world today
- connects with previous learning on the meaning of authentic relationships, using Jesus, Mary and Joseph as a model
- connects to future learning through an understanding that each person is a unique gift from God, and His love has been revealed to the world over time.

Significance for Learning

Students in Early Stage 1 wonder how to help others and be good people. Students are developing a sense of what it means to belong to an intentional Catholic faith community where everyone is valued.

Transformative learning challenges students to discern who is their neighbour in today's world.

Enduring understanding is to appreciate the Catholic understanding that Jesus, Mary and Joseph show people how to care for our neighbour.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to know that everyone has the right to be treated with dignity and respect **(HEAD)**
- to appreciate that the words and actions of Jesus relate to our lives **(HEART)**
- to follow the example of Jesus, Mary and Joseph in loving our neighbour. **(HANDS)**

Dispositions

Throughout Early Stage 1, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to the wonder of God being present in the world
- use reason to think about the Bible as being sacred
- reflect on how someone can try to be like Jesus
- begin an awareness that following Jesus can lead to a better world.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Early Stage 1 Kindergarten

KSES1.2 Explain that everyone has the right to be treated with dignity and respect

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Our neighbourhood and other places where relationships are found and made



Everyone is born with equal dignity (Gn 1:27)



People are different



John 13:34 "You should love one another just as I have loved you"



Jesus challenged his followers to love their neighbour as themselves



John 13:3-5, 12-15

Jesus washes the Disciples' feet



In following the example of Jesus, Mary and Joseph, Catholics are asked to love others



Putting the needs of others before our own is one way we can show love of our neighbour



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Who is our neighbour?

INQUIRY QUESTIONS

What is a neighbour? (Surface)

How does Jesus challenge us to love our neighbour? (Deep)

How can we follow the example of Jesus, Mary and Joseph in our lives today? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that when people gather in Jesus' name they become Church
- connects with previous learning by developing an understanding of belonging in the context of an intentional faith community
- connects to future learning through an awareness that although we are all unique, we all belong to the family of God.

Significance for Learning

Students in Early Stage 1 wonder about the hope and joy of gathering together to celebrate as the Catholic community.

Transformative learning encourages students to become active participants in ecclesial life in a manner that is appropriate to their religious perspective. Students are invited to experience and learn the rich Tradition of Catholic prayer, personal and communal, including spiritual reflection, petition and thanksgiving.

Enduring understanding is the Catholic understanding that the Church is the People of God gathering around Jesus.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to know when people gather in Jesus' name they become Church **(HEAD)**
- to appreciate the role of the Bible in shaping intentional Catholic faith communities **(HEART)**
- to participate in the life of the Catholic Church in a manner that is appropriate to their religious perspective, including liturgical celebration and caring for others. **(HANDS)**

Dispositions

Throughout Early Stage 1, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to the wonder of God being present in the world
- use reason to think about the Bible as being sacred
- reflect on how someone can try to be like Jesus
- begin an awareness that following Jesus can lead to a better world.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Early Stage 1 Kindergarten

KSES1.3 Outline the Catholic understanding that when people gather in Jesus' name they are the Church

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



We gather for different reasons such as sport, culture and music



We celebrate joyful events in our community



Mark 16:14-15
Jesus commissions the Twelve



The Catholic understanding that the Church is the people of God who gather to give thanks to God



The Catholic understanding that the Bible informs an understanding of community and Church



The Catholic understanding that there are many sacramental actions of the Church, each with a special meaning and purpose



We have opportunities to participate in liturgical celebrations both in the Church and in the school community



Catholics encourage each other to follow Jesus



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What is Church?

INQUIRY QUESTIONS

Why are celebrations important? (Surface)

How do sacred words and sacramental actions help us to understand the Gospel? (Deep)

What opportunities are there to be Church when we participate in celebrations? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that God loves each person for who they are
- connects with previous learning by developing the understanding of relationships to include that a person's relationship with God is as a member of His family
- connects to future learning by developing an understanding that each person is known by God and is called to give thanks in prayer and action.

Significance for Learning

Students in Early Stage 1 wonder about their place and purpose in life.

Transformative learning encourages students to develop an understanding of the Catholic belief in the presence of God in people's lives and that each person is uniquely wonderful.

Enduring understanding is the Catholic belief that God called each person by our name, as part of God's family, and God created each person for a purpose.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to know that each person is a gift from God to the world **(HEAD)**
- to appreciate that God's love is revealed in the world **(HEART)**
- to give thanks in daily reflection and action. **(HANDS)**

Dispositions

Throughout Early Stage 1, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to the wonder of God being present in the world
- use reason to think about the Bible as being sacred
- reflect on how someone can try to be like Jesus
- begin an awareness that following Jesus can lead to a better world.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Early Stage 1 Kindergarten

KSES1.4 Describe the Catholic belief that each person is a gift from God to the world

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to



How are we each different?



The Catholic understanding that each person is unique and yet all people belong to the one family of God



Luke 1:26-35

The Birth of Jesus Foretold



The Catholic belief in the Incarnation:

God became human in Jesus



Ephesians 4:4-6

Unity in the Body of Christ



The Catholic understanding of God's continued presence in the world is revealed in us and our neighbour



The Catholic practice to give thanks to God in daily prayer and action



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can God be present in our world?

INQUIRY QUESTIONS

What does it mean to be unique? (Surface)

How does the Bible explain God being present in the world? (Deep)

How can a person give thanks to God? (Transfer)

STAGE OVERVIEW

Stage 1 Years 1 and 2





LEARNING OVERVIEW

Transformative Learning across Stage 1:

- explores the Catholic understanding that Jesus' life reveals both His humanity and divinity and that by following the example of Jesus' life, people can become more like Him
- invites students to understand the Catholic belief that different forms of prayer enable a person's relationship with God to grow and deepen
- awakens students to the Catholic understanding of the significance of Baptism as initiation into God's family
- guides students in their discernment choices
- awakens students to the Catholic understanding of the wonders and joys of God's Creation
- awakens students to dignity and respect for others
- explores the Catholic understanding of the invitation to a deeper relationship with God through the Sacraments
- explores the Catholic understanding of how the Bible influences students' words and actions.

By the end of Stage 1, it is anticipated that students will be able to:

HEAD	HEART	HANDS
know the Catholic understanding that Jesus opens a pathway to a relationship with God	appreciate the Catholic understanding of how Jesus' miracles demonstrate his humanity (empathy) and divinity (love)	influence the lives of others in the way of Jesus
know the Catholic understanding that there are many ways to pray	understand the Catholic belief that Jesus taught people how to pray	appreciate the Catholic belief that all prayer opens us to a relationship with God and our neighbour
understand the Catholic belief in the link between family, community, belonging and flourishing	appreciate the Catholic understanding of the significance of Baptism and belonging to a Catholic faith community	demonstrate the Catholic understanding of the link between the Sacrament of Baptism and a lived life of faith
know the Catholic understanding that people's choices impact the individual and the lives of others in positive and negative ways	appreciate the Catholic understanding of the link between forgiveness and healing in the Sacrament of Reconciliation	be a peacemaker
understand the link between our life choices and care for Creation	appreciate the Catholic belief in the joys and wonders of Creation as a gift from God	make important choices that respect the gift of our Common Home for the good of all humanity, in particular the marginalised and the most vulnerable
begin to understand the Catholic perspective on discipleship in the Gospels	begin to grasp the Catholic understanding of the importance of discipleship in daily life	to be loving and merciful through upholding the common good
understand the Catholic belief in the power of the Holy Spirit in the Sacraments	appreciate the Catholic understanding of the gift of God's unconditional grace in and through the Sacraments	be signs and symbols of God's grace in the world as appropriate to their religious perspective
understand the Catholic belief in the purpose of the Bible	appreciate the Catholic belief in how the Bible relates to everyday life	apply the Bible in words and actions as appropriate to their religious perspective

By the end of each Stage 1 Learning Cycle students will be assessed for a report on their ability to demonstrate the following knowledge and skills.

STAGE 1 • Knowledge and Skills Outcomes

Learning Cycle	Knowledge and Skills Outcome	CODE
1. Who is Jesus?	Name how Catholics understand that Jesus opens a pathway to a relationship with God	KS1.1
2. What is prayer?	Describe the Catholic understanding that there are many ways to pray	KS1.2
3. What does it mean to belong?	Identify the Catholic belief in the link between family, community, belonging and flourishing	KS1.3
4. How can we be peacemakers?	Explain the Catholic understanding that people's choices impact the individual and the lives of others in positive and negative ways	KS1.4
5. How can we care for Creation?	Outline the link between life choices and care for Creation	KS1.5
6. How can I love my neighbour?	Explain the Catholic understanding of what it means to be a disciple of Jesus	KS1.6
7. What is a Sacrament?	Describe the Catholic belief in the power of the Holy Spirit in the Sacraments	KS1.7
8. What is the Bible?	Explain the significance of the Bible for Catholics	KS1.8

Throughout Stage 1 students will be guided to reflect on their growth in the following dispositions.

STAGE 1 • Disposition Outcomes

Disposition	Disposition Outcome	CODE
Be Attentive	Open to learning new insights regarding the Catholic understanding of Jesus	DS1.9
Be Reasonable	Use reason to consider the importance of the Bible to Catholics	DS1.10
Be Intelligent	Reflect on how to follow Jesus in daily life	DS1.11
Be Responsible	Demonstrate an awareness that following Jesus includes trying to help others	DS1.12

LEARNING CYCLES

Stage 1 Years 1 and 2



Stage 1

Years 1 and 2

LEARNING CYCLE

1

Who is Jesus?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that through Jesus each person can build a relationship with God
- connects with previous learning by providing further insight into the person of Jesus with a focus on the way that He influenced others
- connects to future learning by introducing the Catholic understanding of what it means to be a disciple of Jesus.

Significance for Learning

Students in Stage 1 wonder about Jesus' life.

Transformative learning explores the Catholic understanding of Jesus' life which reveals both His humanity and divinity and that through following the example of Jesus' life, each person can become more like Him.

Enduring understanding is the Catholic belief that through Jesus all people are invited into a loving relationship with God.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to know that Jesus opens a pathway to a relationship with God **(HEAD)**
- to appreciate how Jesus' miracles demonstrate His humanity and divinity **(HEART)**
- to influence the lives of others in the way of Jesus. **(HANDS)**

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.1 Name how Catholics understand that Jesus opens a pathway to a relationship with God

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

People can influence each other in positive and negative ways



Isaiah 43:1

"I have called you by your name"



Matthew 16:13-19

Peter's Declaration About Jesus



Jesus' life and teachings influenced the lives of others



The Catholic understanding that through Jesus' miracles we learn of His humanity and divinity



The Catholic belief that through following the example of Jesus in our daily life people can come closer to God



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Who is Jesus?

INQUIRY QUESTIONS

What did Jesus do and say? (Surface)

How did Jesus influence other people? (Deep)

Does following Jesus make a difference to how we treat others? (Transfer)

Stage 1

Years 1 and 2

LEARNING CYCLE

2

What is prayer?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that prayer is intentional communication strengthening a personal relationship with God and our neighbour
- connects with previous learning about relationships by focusing on the role of prayer in nurturing a loving relationship with God
- connects to future learning by identifying that prayer makes a difference in the life of the individual, enabling human flourishing.

Significance for Learning

Students in Stage 1 wonder why prayer is so important and how Jesus prayed.

Transformative learning invites students to understand the Catholic belief that different forms of prayer enable a personal relationship with God to grow and deepen.

Enduring understanding is the Catholic belief that prayer builds a strong relationship with God.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- that there are many ways how to pray (**HEAD**)
- that Jesus taught people how to pray (**HEART**)
- that all prayer opens us to a relationship with God and our neighbour. (**HANDS**)

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.2 Describe the Catholic understanding that there are many ways to pray

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



We communicate our feelings and emotions in many different ways



Christian denominations' and world religions' approach to prayer



Matthew 6:9

"Pray then in this way"



Jesus modelled prayer



Mark 14:32-42

Jesus Prays in Gethsemane



The Catholic belief that **prayer** is an invitation to build a relationship with God through **head, heart and hands**



The liturgical seasons and liturgy support personal **prayer**

The Catholic belief that through prayer individuals can deepen their relationship with God



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What is prayer?

INQUIRY QUESTIONS

What does it mean to communicate? (Surface)

How does Jesus show others how to communicate with God? (Deep)

How could prayer make a difference to our lives? (Transfer)

Stage 1

Years 1 and 2

LEARNING CYCLE

3

What does it mean to belong?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that Baptism is an initiation into God's family
- connects with previous learning by providing an understanding of how Baptism relates to each person's relationship with God
- connects to future learning by providing an understanding of belonging and identity and its significance in building an inclusive community.

Significance for Learning

Students in Stage 1 wonder about their place in God's family. They are also wondering who Jesus is and how He relates to their life.

Transformative learning awakens students to the Catholic understanding of the significance of Baptism as initiation into God's family.

Enduring understanding recognises the Catholic belief that every person is invited to belong to God's family.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the link between family, community, belonging and flourishing **(HEAD)**
- to appreciate the significance of Baptism and belonging to an intentional Catholic faith community **(HEART)**
- to demonstrate the link between the Sacrament of Baptism and a lived life of faith. **(HANDS)**

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.3 Identify the Catholic belief in the link between family, community, belonging and flourishing

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

People experience belonging in a variety of ways



Exodus 6:7

"I will be your God and you will be my people"



The Catholic understanding of **Covenantal relationship**



The Catholic understanding that the **Bible** is the story of belonging and identity



Luke 3:21-22

The Baptism of Jesus



The Catholic understanding that the **Sacrament of Baptism** is initiation into God's family



The Catholic understanding of the significance of belonging for **human flourishing**



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What does it mean to belong?

INQUIRY QUESTIONS

What does belonging mean? (Surface)

Do Catholics believe they belong to God? (Deep)

How could belonging to God make a difference in a person's life? (Transfer)

Stage 1

Years 1 and 2

LEARNING CYCLE

4

How can we be peacemakers?

Learning Cycle Overview

This Learning Cycle:

- explores the concept that by living the *Beatitudes*, we strengthen our Catholic identity
- connects with previous learning by further exploring the Catholic understanding that through following the example of Jesus' life, each person can become more like Him
- connects to future learning by exploring the Catholic understanding that a person's choices impact them and the lives of others in positive and negative ways.

Significance for Learning

Students in Stage 1 wonder why people sometimes do the wrong thing.

Transformative learning guides students in their discernment choices.

Enduring understanding is understanding that our choices in life can have positive and/or negative consequences.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to know that a person's choices impact them and the lives of others in positive and negative ways **(HEAD)**
- to appreciate the link between forgiveness and healing in the Sacrament of Reconciliation **(HEART)**
- to be a peacemaker. **(HANDS)**

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.4 Explain the Catholic understanding that people's choices impact the individual and the lives of others in positive and negative ways

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Our choices impact our life and the lives of others



Peacemakers build relationships with others



Matthew 5:9

"Blessed are the peacemakers for they will be called children of God"



The Catholic understanding that the Bible teaches God's mercy and forgiveness



The Catholic understanding that the Sacrament of Penance and Reconciliation is a Sacrament of Healing and Love



The Catholic belief that people live life to the full when they seek forgiveness and forgive others



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can we be peacemakers?

INQUIRY QUESTIONS

What does the word peace mean? (Surface)

How is Reconciliation a Sacrament of Healing? (Deep)

How does being a peacemaker impact my life and the lives of others? (Transfer)

Stage 1

Years 1 and 2

LEARNING CYCLE

5

How can we care for Creation?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that the world is a gift from God, and that people are responsible for it
- connects with previous learning by developing the Catholic belief of God as Creator, exploring the role of humanity as caretakers of Creation
- connects to future learning by demonstrating the importance of the Bible as a source of guidance for Catholics when making choices.

Significance for Learning

Students in Stage 1 wonder about Creation and our responsibilities as co-creators and caretakers of the Earth. Transformative learning awakens students to the Catholic understanding of the wonders and joys of God's Creation. Enduring understanding is that the Earth has finite resources and our lifestyle choices have consequences.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the link between our life choices and care for Creation **(HEAD)**
- to appreciate the joys and wonders of Creation as a gift from God **(HEART)**
- to make important choices that respect the gift of our Common Home for the good of all humanity. **(HANDS)**

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.5 Outline the link between life choices and care for Creation

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



World religions' and cultures' respect for Creation



Young people around the world who are advocates for care for Creation



Genesis 2:1-4 Creation



Psalms 66:5 "Come and see what God has done: he is awesome"



Matthew 25:14-28 Parable of the Talents



The Catholic understanding that **Creation** is a gift from God to all humanity



The Catholic understanding of human beings as co-creators and caretakers, who have a responsibility for **Creation**



The Catholic understanding that the **Bible** and Tradition inform responsibility towards our Common Home



The Catholic understanding that **human flourishing** is dependent on '**Care for our Common Home**'



The Catholic belief that the human family needs to care for Creation



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can we care for Creation?

INQUIRY QUESTIONS

What is Creation? (Surface)

What does the Bible teach about care for Creation? (Deep)

Can care for Creation change the world for the better? (Transfer)

Stage 1

Years 1 and 2

LEARNING CYCLE

6

How can I love my neighbour?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that following in the example of Jesus, people are called to care for their neighbour in words and actions
- connects with previous learning by exploring further Jesus' challenge to love our neighbour and treat all people with dignity and respect
- connects to future learning by providing an opportunity for students to make a connection between their treatment of others and their potential role in building intentional faith communities.

Significance for Learning

Students in Stage 1 wonder about Jesus and His disciples.

Transformative learning awakens students to dignity and respect for others.

Enduring understanding provokes an appreciation of the Catholic understanding of discipleship.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to begin to understand discipleship in the Gospels **(HEAD)**
- to begin to engage with the importance of discipleship in daily life **(HEART)**
- to be loving and merciful through upholding the common good. **(HANDS)**

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.6 Explain the Catholic understanding of what it means to be a disciple of Jesus

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION *and* CHURCH TEACHINGS



BEING CHURCH



GRACE *and* GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER *and*



MISSION

Community support of people in need



Examples of people who suffer injustice



Matthew 5:1-11 The Beatitudes



Luke 10: 25-27

The Parable of the Good Samaritan (Introduction)



The Catholic understanding that all people are called to contribute to the **common good** (Catholic Social Teaching)



Jesus taught people how to live as a **disciple** in everyday life



Mary as the first disciple



The Catholic understanding that members of a **Catholic faith community** are called to actively care for each other



The Catholic belief that all people have the right to be treated with **dignity** and respect



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can I love my neighbour?

INQUIRY QUESTIONS

What does it mean to care for another person? (Surface)

Is Jesus' message to care for all people in need challenging? (Deep)

Can caring for others make a difference in people's lives? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that a relationship with God can be strengthened through the shared experiences of the Sacraments
- connects with previous learning through a deeper understanding of the relationship that exists between God and His people who are called to be symbols of God's grace in our world, as expressed in the Sacraments
- connects to future learning by developing an understanding of the role of the Holy Spirit as a source of inspiration and guidance.

Significance for Learning

Students in Stage 1 wonder about the Sacraments, why they exist, what they mean and how they relate to our lives.

Transformative learning explores the Catholic understanding of the invitation to a deeper relationship with God through the Sacraments.

Enduring understanding recognises the Catholic belief that the Sacraments are gifts of God's grace to the world.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the power of the Holy Spirit in the Sacraments **(HEAD)**
- to appreciate the gift of God's unconditional grace in and through the Sacraments **(HEART)**
- to be signs and symbols of God's grace in the world as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.7 Describe the Catholic belief in the power of the Holy Spirit in the Sacraments

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Signs and symbols represent an invisible reality



Symbols in Christian denominations and other world religions



Acts 14:3

“By his grace God grants signs and wonders”



Matthew 28:16-20

Jesus Commissions the Disciples



The Catholic understanding that God's grace, through the Holy Spirit, is present in and through the Sacraments



The Catholic belief that **the Sacraments** are a gift from God made known through Scripture



The Catholic understanding that Sacraments nourish the life and **integrity** of an **intentional faith community**



The Catholic belief that people can be signs and symbols of God's grace in our world



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What is a Sacrament?

INQUIRY QUESTIONS

How are signs and symbols used? (Surface)

What is the Catholic understanding of the role of the Holy Spirit in the Sacraments? (Deep)

How could a person be a sign and symbol of God's grace in our world? (Transfer)

Stage 1

Years 1 and 2

LEARNING CYCLE

8

What is the Bible?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that the Bible is a 'way of life' inspired by the Word of God
- connects with previous learning by referencing the Bible to develop an understanding of what it means to build loving relationships as communicated by God
- connects to future learning by providing students with the skills to develop reasonable interpretations of the Bible that can be continually applied.

Significance for Learning

Students in Stage 1 wonder about the purpose of the Bible and how it relates to their lives.

Transformative learning explores the Catholic understanding of how the Bible influences students' words and actions.

Enduring understanding is the Catholic belief that God speaks through the Bible and inspires people to build loving relationships.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the purpose of the Bible **(HEAD)**
- to appreciate how the Bible relates to everyday life **(HEART)**
- to apply the Bible in words and actions as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 1 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of Jesus
- use reason to consider the importance of the Bible to Catholics
- reflect on how to follow Jesus in daily life
- demonstrate an awareness that following Jesus includes trying to help others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 1
Years 1 and 2

KS1.8 Explain the significance of the Bible for Catholics

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Famous Stories



There are many sacred stories



2 Timothy 3:16

"All Scripture is inspired by God"



John 1:1

"The Word became Flesh"



The Catholic understanding that the Bible is the Word of God speaking to people's heads, hearts and hands



The Catholic belief that the Bible is the Word of God which inspires a way of life



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What is the Bible?

INQUIRY QUESTIONS

What are sacred stories? (Surface)

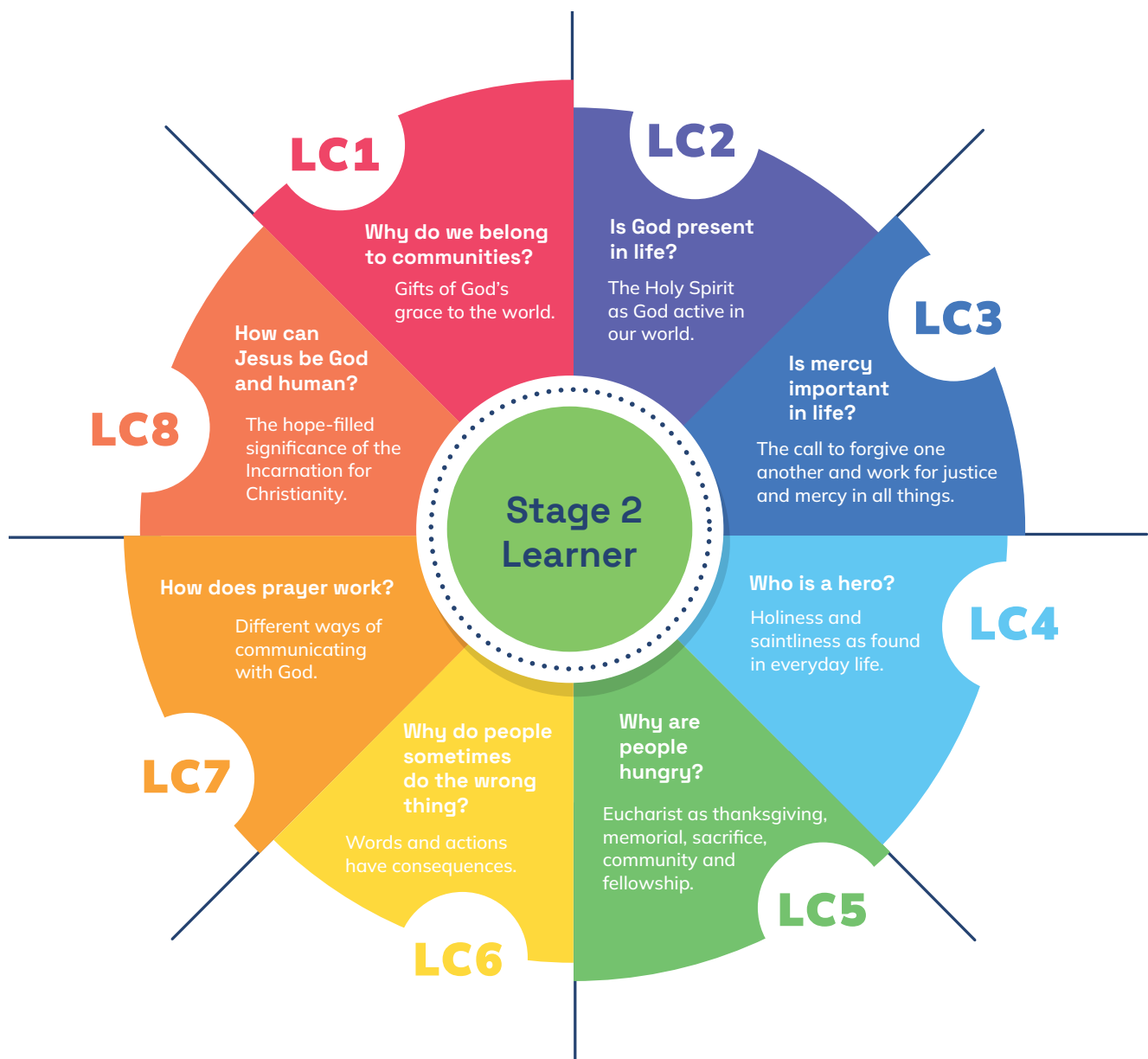
Why is the Bible thought to be sacred? (Deep)

How does the Bible inspire us? (Transfer)

STAGE OVERVIEW

Stage 2 Years 3 and 4





LEARNING OVERVIEW

Transformative Learning across Stage 2:

- leads students to discover the Catholic understanding of their potential role in building intentional Catholic faith communities
- invites students to begin engaging with the Catholic understanding of the Holy Trinity
- values the significance of forgiveness, justice and mercy
- challenges students to respond heroically to the Catholic call to holiness
- challenges students to relate to the Catholic understanding of the Eucharist as a way of life
- challenges students to form their conscience and to take responsibility for their own words and actions
- invites students to encounter God through prayer and action as appropriate to their religious perspective
- awakens students to the Catholic understanding of the depth of suffering of Mary and the followers of Jesus, through the Passion.

By the end of Stage 2, it is anticipated that students will be able to:

HEAD	HEART	HANDS
understand the importance of an inclusive community for a sense of belonging and identity	appreciate the Catholic understanding of the importance of belonging to the Catholic faith community for human flourishing	demonstrate the role of individuals in building Catholic faith communities
understand the Catholic belief in the relationship between the Father, Son and Holy Spirit	appreciate the Catholic understanding of the role of the Holy Spirit in guiding and shaping human activity in our world	use the Catholic understanding of the gifts and insights of the Holy Spirit in informing conscience and in shaping people's lives as appropriate to their religious perspective
understand the distinction between justice and mercy	appreciate the Catholic understanding of the significance of forgiveness and reconciliation as signs of God's love and mercy	respond authentically in daily life to our innate sense of justice and mercy
understand the Catholic understanding of the connection between the virtues, the call to holiness and everyday life	appreciate the Catholic understanding of the call to live a life of holiness and how this can be achieved	apply the virtues to everyday life as appropriate to their religious perspective
understand the relationship between the Eucharist and sacrifice	appreciate the challenges caused by injustice in our world	understand that the Eucharist requires a response to the injustices in our world
understand the Catholic perspective on the significance of the teachings of the Bible and the Church on an informed conscience	appreciate that our words and actions have consequences in our daily life	practise living with an informed conscience as appropriate to their religious perspective
understand the Catholic belief in communication for building and sustaining authentic relationships	appreciate the Catholic understanding of scriptural insights into prayer	experience prayer through encounter, reciprocity and action as appropriate to their religious perspective
understand the Catholic belief in the hope filled significance of Jesus Christ as both God and human	reflect on the Catholic understanding of an invitational relationship with Jesus in everyday life	show appreciation for those who walk with us on our life journey in building the 'Kingdom of God on Earth as it is in Heaven' as appropriate to their religious perspective

By the end of each Stage 2 Learning Cycle students will be assessed for a report on their ability to demonstrate the following knowledge and skills.

STAGE 2 • Knowledge and Skills Outcomes

Learning Cycle	Knowledge and Skills Outcome	CODE
1. Why do we belong to communities?	Describe how an inclusive community can build a sense of belonging and identity	KS2.1
2. Is God present in life?	Outline the Catholic belief in the relationship between the Father, Son and Holy Spirit	KS2.2
3. Is mercy important in life?	Identify the distinction between justice and mercy	KS2.3
4. Who is a hero?	Describe the Catholic understanding of the connection between the virtues, the call to holiness and everyday life	KS2.4
5. Why are people hungry?	Identify the Catholic understanding of the relationship between the Eucharist and sacrifice	KS2.5
6. Why do people sometimes do the wrong thing?	Describe the Catholic teaching of an informed conscience	KS2.6
7. How does prayer work?	Name the significance of communication for building and sustaining authentic relationships	KS2.7
8. How can Jesus be God and human?	Describe the Catholic belief of Jesus Christ being both God and human	KS2.8

Throughout Stage 2 students will be guided to reflect on their growth in the following dispositions.

STAGE 2 • Disposition Outcomes

Disposition	Disposition Outcome	CODE
Be Attentive	Open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church	DS2.9
Be Reasonable	Use the Catholic understanding of the Bible to develop reasonable interpretations of passages	DS2.10
Be Intelligent	Reflect on the Catholic understanding of how to live as a follower of Jesus Christ	DS2.11
Be Responsible	Demonstrate a responsible awareness of how decisions can have an impact on others	DS2.12

LEARNING CYCLES

Stage 2 Years 3 and 4



Stage 2

Years 3 and 4

LEARNING CYCLE

1

Why do we belong to communities?

Learning Cycle Overview

This Learning Cycle:

- explores the concept that the Catholic Church aspires to be a diverse and inclusive intentional faith community
- connects with previous learning by developing an understanding of what it means to belong to God's family and its significance in enabling individuals to flourish
- connects to future learning through the use of the Bible to describe how Jesus is a source of guidance for students' words and actions as they grow in community with others.

Significance for Learning

Students in Stage 2 wonder what community is and why people gather together as Church.

Transformative learning leads students to discover the Catholic understanding of their potential role in building intentional faith communities.

Enduring understanding is the Catholic understanding of the importance of belonging to a community that enhances human flourishing.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the importance of an inclusive community for a sense of belonging and identity **(HEAD)**
- to appreciate the importance of belonging to the Catholic faith community for human flourishing **(HEART)**
- to demonstrate the role of individuals in building intentional Catholic faith communities through welcoming and including people. **(HANDS)**

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2 Years 3 and 4

KS2.1 Describe how an inclusive community can build a sense of belonging and identity

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Communities are formed through shared values and interests



Social and inclusive activities help build strong communities



Luke 5:1-11

Jesus Calls the First Disciples



Matthew 18:20

"Where two or three are gathered in my name, I am there"



The Catholic understanding that the Catholic Church is a diverse community of the baptised



The Church is a local and universal diverse community to which Catholics belong



The Catholic understanding that intentional Catholic faith communities enhance human flourishing



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Why do we belong to communities?

INQUIRY QUESTIONS

What is a community? (Surface)

How does Jesus guide people to live as community? (Deep)

Could a flourishing community make a difference to our world? (Transfer)

Stage 2

Years 3 and 4

LEARNING CYCLE

2

Is God present in life?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that the Holy Spirit inspires and guides all of God's people
- connects with previous learning by using Scripture to develop an awareness of God's continued presence, inspiring and guiding his people through the Holy Spirit
- connects to future learning by providing an understanding of the role of the Holy Spirit in enabling people to accept a life of holiness.

Significance for Learning

Students in Stage 2 wonder about the Holy Spirit in the world.

Transformative learning invites students to begin engaging with the Catholic understanding of the Holy Trinity.

Enduring understanding is recognising the Catholic belief that the Holy Spirit is God and is active in the world.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the relationship between the Father, Son and Holy Spirit (**HEAD**)
- to appreciate the role of the Holy Spirit in guiding and shaping human activity in our world (**HEART**)
- to use the gifts and insights of the Holy Spirit in informing conscience and in shaping people's lives as appropriate to their religious perspective. (**HANDS**)

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2
Years 3 and 4

KS2.2 Outline the Catholic belief in the relationship between the Father, Son and Holy Spirit

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

People find faith in a variety of ways



World religions' perspectives on God's presence in life



1 John 3:24

"And by this we know that He abides in us, by the Spirit that He has given us"



Gal 5:22–6:10

Fruits of the Spirit - Living According to the Spirit



The Catholic understanding of the variety of ways that God is present in the world



The Catholic belief in the relationship between Father, Son and Holy Spirit, known as the Trinity



The Catholic belief that the Holy Spirit can guide and shape people's lives



The Catholic belief that gifts and insights of the Holy Spirit can guide people's decision making



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Is God present in life?

INQUIRY QUESTIONS

What is faith? (Surface)

How does God as Trinity explain the presence of God in daily life? (Deep)

How could the Holy Spirit guide a person's life? (Transfer)

Stage 2 Years 3 and 4

LEARNING CYCLE 3

Is mercy important in life?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that forgiveness and mercy are signs of God's love
- connects with previous learning about the Sacraments, making a connection with the importance of forgiveness and justice for human flourishing
- connects to future learning by appreciating that forgiveness, justice and mercy are important for building and sustaining authentic relationships.

Significance for Learning

Students in Stage 2 wonder how to seek reconciliation and why it is important to also forgive others.

Transformative learning values the significance of forgiveness, justice and mercy.

Enduring understanding is the Catholic perspective that people are called to forgive one another and work for justice and mercy in all things.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the distinction between justice and mercy (**HEAD**)
- to appreciate the significance of forgiveness and reconciliation as signs of God's love and mercy (**HEART**)
- to respond authentically in daily life to our innate sense of justice and mercy. (**HANDS**)

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2
Years 3 and 4

KS2.3 Identify the distinction between justice and mercy

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Examples of forgiveness and justice in society



Perspectives on mercy and compassion in the world



Matthew 5:7

"Blessed are the merciful for they shall receive mercy"



Jesus' teachings on justice, forgiveness and mercy



Corporal Works of Mercy and their relationship to justice and forgiveness



The Catholic understanding that the Bible gives us insight into the Sacrament of Reconciliation



The Catholic understanding that the Sacrament of Reconciliation brings people closer to God and their neighbour



The Catholic belief that there are many ways to receive and respond to the gift of God's mercy



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Is mercy important in life?

INQUIRY QUESTIONS

What do the words 'forgiveness', 'justice' and 'mercy' mean? (Surface)

How does Jesus explain the importance of mercy? (Deep)

Can being merciful have an impact on our world? (Transfer)

Stage 2

Years 3 and 4

LEARNING CYCLE

4

Who is a hero?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that each person can be a hero regardless of where they come from or how old they are, by caring for others
- connects with previous learning by developing insights regarding the Catholic understanding of Jesus and the Sacraments as sources of inspiration for living a life of holiness
- connects to future learning by appreciating that the living out of virtues and the call to holiness include responses to the injustices of the world.

Significance for Learning

Students in Stage 2 wonder about discipleship and ask what it means to be holy.

Transformative learning challenges students to respond heroically to the Catholic understanding of the call to holiness.

Enduring understanding is the Catholic understanding that holiness and saintliness are found in everyday life.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the connection between the virtues, the call to holiness and everyday life **(HEAD)**
- to appreciate the call to live a life of holiness and how this can be achieved **(HEART)**
- to apply the virtues to everyday life as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2
Years 3 and 4

KS2.4 Describe the Catholic understanding of the connection between the virtues, the call to holiness and everyday life

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Heroes in popular culture



Heroes of everyday life



Exodus 4:10-12

Moses' Miraculous Power



Jeremiah 1:4-8

Jeremiah's Call and Commission



Matthew 4:18-22

Jesus Calls the First Disciples



The Bible has many heroes who overcame hardship and adversity



The Catholic understanding that a disciple of Jesus strives to follow the Cardinal and Theological virtues



The Catholic belief that people respond to the call to holiness in everyday life



The Catholic understanding that all people are called to holiness through living the virtues in words and actions



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Who is a hero?

INQUIRY QUESTIONS

What does it mean to be heroic? (Surface)

How can we learn from the heroes in the Bible? (Deep)

Can the call to holiness inspire heroes in daily life? (Transfer)

Stage 2

Years 3 and 4

LEARNING CYCLE

5

Why are people hungry?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic belief that people gather for the Eucharist as community, in fellowship, to remember Jesus' sacrifice and to give thanks
- connects with previous learning by connecting the Eucharist with the Catholic understanding of what it means to be a disciple of Jesus and live out the meaning of the Eucharist in daily life, through words and actions
- connects to future learning by developing an understanding that we should respond to the injustices of the world and care for our neighbour.

Significance for Learning

Students in Stage 2 wonder about the presence of God in the Eucharist and our world.

Transformative learning challenges students to relate the Catholic understanding of the Eucharist as a way of life.

Enduring understanding recognises Catholic teachings of the Eucharist as thanksgiving, memorial, sacrifice, community and fellowship.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the relationship between the Eucharist and sacrifice **(HEAD)**
- to appreciate the challenges caused by injustice in our world **(HEART)**
- to understand that the Eucharist requires a response to the injustices in our world. **(HANDS)**

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2
Years 3 and 4

KS2.5 Identify the Catholic understanding of the relationship between the Eucharist and sacrifice

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

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ENCOUNTER and



MISSION

There are broken communities in the world where there is suffering and hardship



A shared meal, breaking bread together, builds intentional faith communities



Exodus 12:1-28
The First Passover Instituted



Luke 22:14-23
The Institution of the Lord's Supper



Matthew 25:35
"For I was hungry, and you gave me food,
I was thirsty, and you gave me drink"



The Catholic understanding that during the Mass, the bread and wine become the Body and Blood of Jesus Christ which sustain and nourish us.



Introduction to Catholic Social Teaching (CST) as a response to being a Eucharistic people



The Catholic belief that people are called to live the Eucharist in daily life through their words and actions



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Why are people hungry?

INQUIRY QUESTIONS

Why are some people left hungry? (Surface)

Do Jesus' words and actions at the Last Supper relate to people being hungry? (Deep)

Can the Eucharist guide us to help people in need? (Transfer)

Stage 2

Years 3 and 4

LEARNING CYCLE

6

Why do people sometimes do the wrong thing?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that people are called to inform their conscience and to respond appropriately
- connects with previous learning by making a connection between the development of an informed conscience and the Catholic understanding of what it means to be a disciple of Jesus
- connects to future learning by appreciating that words and actions have consequences in our daily life and the belief that there are many ways to receive and respond to the gift of God's mercy.

Significance for Learning

Students in Stage 2 wonder why people sometimes do the wrong thing.

Transformative learning challenges students to inform their conscience and to take responsibility for their own words and actions.

Enduring understanding is that words and actions have consequences.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the significance of the teachings of the Bible and Church on an informed conscience **(HEAD)**
- to appreciate that our words and actions have consequences in our daily life **(HEART)**
- to practise living with an informed conscience as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2
Years 3 and 4

KS2.6 Describe the Catholic teaching of an informed conscience

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

We all have the free will to act or not to act in a responsible way



Words and actions have consequences



Discernment and an **informed conscience**



Exodus 20:1-26

The Ten Commandments



Luke 21:1-4

The Widow's Offering



The Catholic understanding that people form their conscience supported by the Bible, Tradition and the teaching of the Church within the context of a Catholic faith community



The Catholic belief that a person's words and actions have the potential to promote human flourishing



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Why do people sometimes do the wrong thing?

INQUIRY QUESTIONS

What is free will? (Surface)

How could a person use the Bible to develop an informed conscience? (Deep)

How could an informed conscience help a person make decisions? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that there are different ways of communicating with God
- connects with previous learning, deepening the understanding of the Catholic belief that all prayer opens us to a relationship with God and our neighbour
- connects to future learning by appreciating the significance of prayer as a source of hope in life's journey through which people are invited into a relationship with God in everyday life.

Significance for Learning

Students in Stage 2 wonder about prayer, including the origin and meaning of certain prayers and how experiences of prayer provide opportunities to communicate with God.

Transformative learning invites students to encounter God through the Catholic understanding of prayer and action as appropriate to their religious perspective.

Enduring understanding is the Catholic worldview that all relationships are unique and require nurturing through reciprocity, love, trust, humility and perseverance.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the significance of communication for building and sustaining authentic relationships **(HEAD)**
- to appreciate the Catholic understanding of scriptural insights into prayer **(HEART)**
- to experience prayer through encounter, reciprocity and action as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2
Years 3 and 4

KS2.7 Name the significance of communication for building and sustaining authentic relationships

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

There are many ways to communicate using words and actions



Christian denominations' and other world religions' understanding of prayer



Psalm 25:1-22

Prayer for Guidance and for Deliverance



Understandings of prayer from the Hebrew Scriptures



Matthew 6:5-15
Concerning Prayer



Jesus' teachings on different ways to pray including
The Lord's Prayer



The Catholic understanding that through prayer and liturgy an individual can open their mind and heart to God through praise, thanksgiving, petition, sharing our sorrow and joy



The Catholic understanding that prayer requires encounter, reciprocity and action



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How does prayer work?

INQUIRY QUESTIONS

What are the features of a prayer?
(Surface)

How does the Bible suggest we pray?
(Deep)

Can prayer lead to action that can help other people? (Transfer)

Stage 2

Years 3 and 4

LEARNING CYCLE

8

How can Jesus be God and human?

Learning Cycle Overview

This Learning Cycle:

- explores the life and Mission of Jesus for today's world
- connects with previous learning by developing an understanding that through helping others, people are responding to the belief in the hope-filled significance of Jesus Christ as both God and human, building the Kingdom of Heaven
- connects to future learning by awakening students to the suffering in our world and the Catholic understanding of a hope-filled response from the Bible.

Significance for Learning

Students in Stage 2 wonder about the life, death and resurrection of Jesus.

Transformative learning awakens students to the Catholic understanding of the depth of suffering of Mary and the followers of Jesus, through the Passion.

Enduring understanding is the hope-filled significance of the belief in the Incarnation for Catholics.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the hope-filled significance of Jesus Christ as both God and Man **(HEAD)**
- to reflect on an invitational relationship with Jesus in everyday life **(HEART)**
- to show appreciation for those who walk with us on our life journey in building the 'Kingdom of God on Earth as it is in Heaven' as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 2 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to learning new insights regarding the Catholic understanding of the Sacraments, Jesus, prayer and the Church
- develop reasonable interpretations of the Bible
- reflect on the Catholic understanding of how to live as a follower of Jesus Christ
- demonstrate a responsible awareness of how decisions can have an impact on others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 2
Years 3 and 4

KS2.8 Describe the Catholic belief of Jesus Christ being both God and man

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Life is a journey of hope, joy and sadness accompanied in relationship with others



The Hebrew Scriptures and examples of hope in life's journey



Matthew 8:18-27

Jesus Stills the Storm



Jesus was accompanied on his life journey



The Catholic understanding that Jesus Christ is both God and Man (Christ-centred Spirituality)



The Catholic understanding of Jesus Christ as the pathway to human flourishing – historical and eschatological



The Catholic belief that journeying with others helps to build the 'Kingdom of God on Earth as it is in Heaven'



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can Jesus be God and human?

INQUIRY QUESTIONS

What did the Hebrew Scriptures teach about the coming of the Messiah? (Surface)

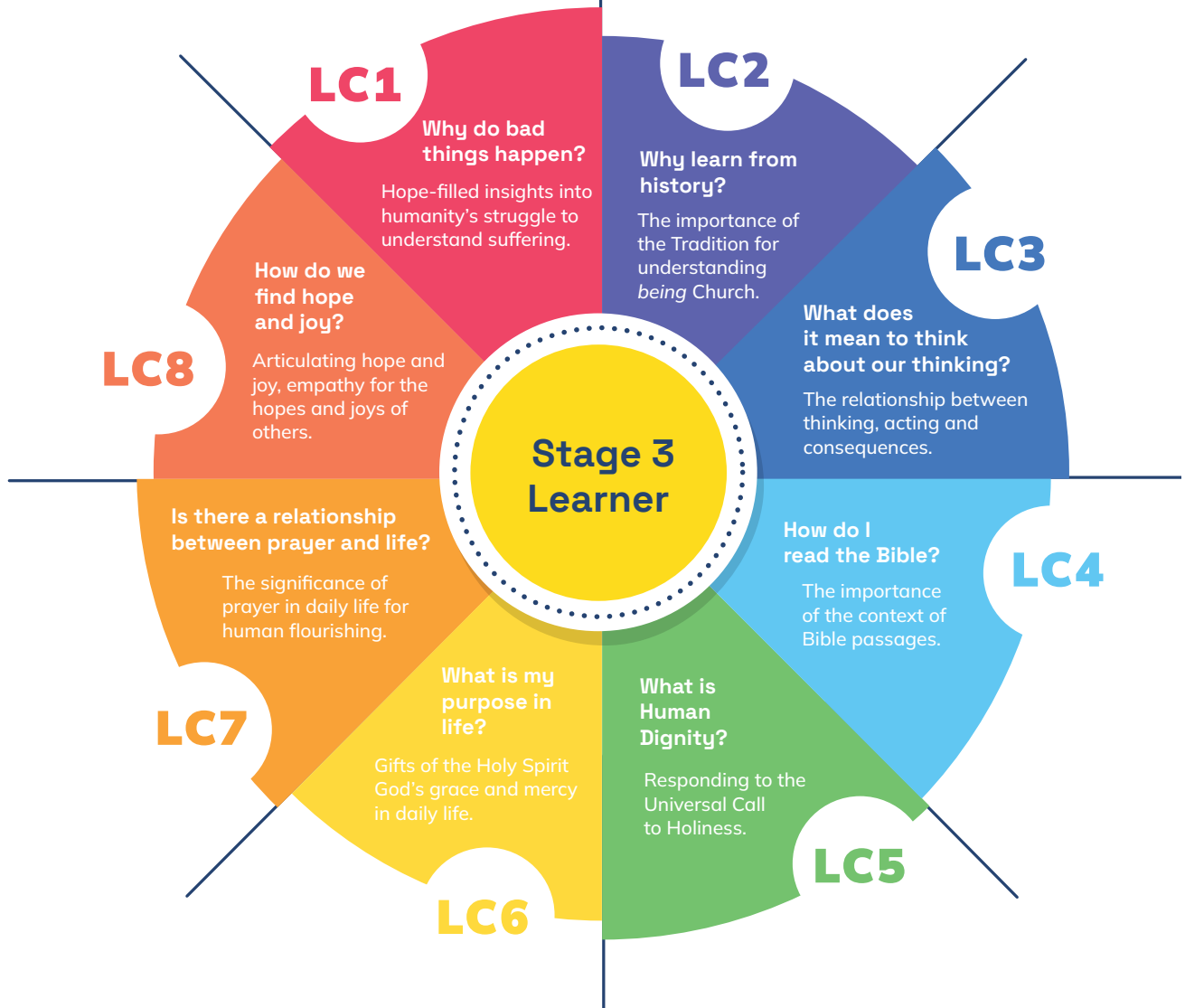
How do the miracles of Jesus highlight the Incarnation? (Deep)

What do Catholics believe is the relevance of Jesus' life, death and resurrection for today? (Transfer)

STAGE OVERVIEW

Stage 3 Years 5 and 6





LEARNING OVERVIEW

Transformative Learning across Stage 3:

- awakens students to the suffering in our world and the Catholic understanding of the hope-filled response of the Bible
- articulates an understanding of an ongoing Tradition and how the early Church, through Ecumenical Councils, has shaped the Catholic Church today
- creates the Catholic understanding of the imperative to think about thinking
- explores the Catholic understanding of how passages of the Bible need to be read in light of the context in which they were written
- recognises the Catholic understanding of characteristics of holiness, which can be awakened by responding to the teachings and example of Jesus Christ
- provides students with the opportunity to discern the Catholic understanding of the gifts of the Holy Spirit
- awakens students to the Catholic understanding of a meaningful relationship between prayer, decision making and a flourishing life
- inspires students to look on life through the Catholic understanding of authentic hope and joy.

By the end of Stage 3, it is anticipated that students will be able to:

HEAD	HEART	HANDS
understand the Catholic understanding of scriptural responses to suffering and the stories of hope and love	appreciate the Catholic understanding of the significance of Jesus' passion, death and resurrection in salvation	respond appropriately to the suffering of others and be examples of hope, mercy and love in daily life
understand the development of the early Church	appreciate the Catholic understanding of the role of the Holy Spirit in the development of Tradition	respond to an informed understanding of being Church today as appropriate to their religious perspective
develop the Catholic understanding of the importance of philosophy for truth seeking and decision making	appreciate the Catholic understanding of connections between the Bible, Tradition, philosophy and daily life	construct a personal philosophy for discernment, decision making and action informed by Catholic teaching
understand the Catholic belief in the nature of the Bible	appreciate the importance of studying the context of a Bible passage	apply the understanding of the context of a Bible passage to what it could mean for people today
appreciate the Catholic understanding of the relevance of the Bible and Tradition in contemporary culture	reflect on the Catholic understanding of the significance of human dignity in a person's response to the Universal Call to Holiness	respond to individual calls to holiness as appropriate to their religious perspective
understand the diverse and interrelated ways of knowing	appreciate the Catholic understanding of how the gifts of the Holy Spirit relate to everyday life and human flourishing	realise the Catholic belief that people can flourish when applying their gifts and talents to enhance the lives of others
develop the Catholic understanding of the significance of prayer for decision making and action	appreciate the Catholic understanding of the significance of the Bible as prayer	respond in prayer to the events of daily life as appropriate to their religious perspective
know the Catholic understanding of the Bible with regard to hope, joy and human flourishing	appreciate the Catholic understanding of the relationship between hope, joy and human flourishing	respond empathetically to the aspirational hopes and joys of others including the marginalised and the most vulnerable, particularly those in need

By the end of each Stage 3 Learning Cycle students will be assessed for a report on their ability to demonstrate the following knowledge and skills.

STAGE 3 • Knowledge and Skills Outcomes

Learning Cycle	Knowledge and Skills Outcome	CODE
1. Why do bad things happen?	Explain the Catholic understanding of suffering	KS3.1
2. Why learn from history?	Outline the development of the early Church	KS3.2
3. What does it mean to think about our thinking?	Describe the Catholic understanding of the importance of philosophy for truth seeking and decision making	KS3.3
4. How do I read the Bible?	Explain the significance for Catholics of studying the context of Bible passages	KS3.4
5. What is Human Dignity?	Identify the Catholic understanding of human dignity and its importance in contemporary culture	KS3.5
6. What is my purpose in life?	Describe the Catholic understanding of the diverse and interrelated ways of being and knowing	KS3.6
7. Is there a relationship between prayer and life?	Explain the Catholic understanding of the significance of prayer for decision making and action	KS3.7
8. How do we find hope and joy?	Describe the Catholic understanding of hope, joy and human flourishing	KS3.8

Throughout Stage 3 students will be guided to reflect on their growth in the following dispositions.

STAGE 3 • Disposition Outcomes

Disposition Cycle	Disposition Outcome	CODE
Be Attentive	Open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer	DS3.9
Be Reasonable	Develop reasonable interpretations of the Bible, Tradition and human experience	DS3.10
Be Intelligent	Reflect on the Catholic understanding of how to live a life of meaning, purpose and love	DS3.11
Be Responsible	Demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others	DS3.12

LEARNING CYCLES

Stage 3 Years 5 and 6



Stage 3

Years 5 and 6

LEARNING CYCLE

1

Why do bad things happen?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding of suffering, hope and salvation
- connects with previous learning by developing an understanding of the Catholic belief in the hope-filled significance of Jesus Christ as both God and Man, incorporating scriptural responses to suffering and the stories of hope and love
- connects to future learning by reflecting on the relationship between hope and human flourishing and the importance of acting with mercy towards others.

Significance for Learning

Students in Stage 3 wonder why bad things happen to people.

Transformative learning awakens students to the suffering in our world and the Catholic understanding of the hope-filled response of the Bible.

Enduring understanding is the Catholic perspective that from the Bible people discover hope-filled insights into humanity's struggle to understand suffering.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to develop the scriptural responses to suffering and the stories of hope and love **(HEAD)**
- to appreciate the significance for Catholics of Jesus' passion, death and resurrection in salvation **(HEART)**
- to respond appropriately to the suffering of others and be examples of hope, mercy and love in daily life. **(HANDS)**

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.1 Explain the Catholic understanding of suffering

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



All human beings experience **suffering** and **hardship**



World religions' teachings on suffering



The Catholic understanding that out of suffering and hardship, great **hope** produces great **love**



Psalm 88:1-2

Prayer for Help in Despondency



Luke 24:36-49

Jesus Appears to His Disciples



The Catholic understanding that the **Bible** witnesses to hope, mercy and the power of love in dealing with pain and suffering



The Catholic understanding of the role of Jesus' passion, death and resurrection in salvation



How Catholics are called to respond to suffering through charity, prayer, liturgy and the sacraments



The Catholic understanding of examples of love and mercy that bring hope to our world



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Why do bad things happen?

INQUIRY QUESTIONS

What are suffering and hardship? (Surface)

What is the Catholic understanding of the connection between suffering, hope and love? (Deep)

Can love and mercy bring hope to our world? (Transfer)

Stage 3 Years 5 and 6

LEARNING CYCLE

2

Why learn from history?

Learning Cycle Overview

This Learning Cycle:

- explores the significance of the Early Church for intentional faith communities
- connects with previous learning by reflecting on the meaning of Catholic belonging and identity throughout the history of the Church
- connects to future learning by providing an appreciation of the importance of Tradition in the Church.

Significance for Learning

Students in Stage 3 wonder how the Church began, the role of the Bible and the first leaders of the Christian community.

Transformative learning articulates an understanding of an ongoing Tradition and how the early Church, through Ecumenical Councils, has shaped the Catholic Church today.

Enduring understanding awakens students to the Catholic perspective of the importance of Tradition for the understanding of being Church.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the development of the Early Church (**HEAD**)
- to appreciate the role of the Holy Spirit in the development of Tradition (**HEART**)
- to respond to an informed understanding of being Church today as appropriate to their religious perspective. (**HANDS**)

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.2 Outline the development of the Early Church

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



The significance of history for our identity and developing a personal sense of belonging



Saint Paul, the Gospel writers and the formation of the **New Testament**



“For in one Spirit we were all baptised into one body”
1 Corinthians 12:13

“And I tell you, you are Peter, and on this rock I will build my church, and the gates of Hades will not prevail against it”
Matthew 16:18

“Certain people came down from Judea to Antioch and were teaching the believers”
Acts 15:1-4



Events and the leaders of the **Early Church**



The Catholic understanding of the **Ecumenical Councils** and the role of the Holy Spirit in the development of **Tradition**



The importance of Tradition to the Catholic understanding of Being Church



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Why learn from history?

INQUIRY QUESTIONS

Who were the leaders of the Early Church and what were the key events? (Surface)

How are the books and letters of the New Testament different from the Old Testament? (Deep)

Why is Tradition an important pathway to the Catholic understanding of being Church? (Transfer)

Stage 3

Years 5 and 6

LEARNING CYCLE

3

What does it mean to think about our thinking?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding, founded on the words and actions of Jesus Christ, that human freedom comes with responsibility for the needs of others
- connects with previous learning by continuing to explore the ability of humans to make decisions, developing the awareness that thinking, acting and consequences are connected and can be guided and inspired by the way of Jesus Christ
- connects to future learning by providing an appreciation of Catholic discernment when exploring the challenges, joys and opportunities of living in a postmodern world.

Significance for Learning

Students in Stage 3 wonder about the consequences of decision making.

Transformative learning creates the Catholic understanding of the imperative to think about thinking.

Enduring understanding awakens students to how the Catholic perspective connects thinking, acting and consequences.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to develop an understanding of the importance of philosophy for truth seeking and decision making (**HEAD**)
- to appreciate the connections between the Bible, Tradition, philosophy and daily life (**HEART**)
- to construct a personal philosophy for discernment, decision making and action informed by Catholic teaching. (**HANDS**)

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.3 Describe the Catholic understanding of the importance of philosophy for truth seeking and decision making

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Introduction to **philosophy and philosophers**



The relationship between thinking and **truth**



The pursuit of **wisdom** in the **Bible and Tradition** in contemporary culture



Wisdom 6:12

"Wisdom is radiant and unfading"



Influential Catholic thinkers



The relevance of philosophy for discernment, decision making and action (See, Judge, Act)



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What does it mean to think about thinking?

INQUIRY QUESTIONS

What is the purpose of philosophy? (Surface)

What is the pursuit of wisdom in the Catholic Tradition? (Deep)

How is my thinking informed by Catholic teaching? (Transfer)

Stage 3 Years 5 and 6

LEARNING CYCLE 4

How do I read the Bible?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding of the Bible as a library of inspired books that have a variety of genres, audiences and intended purposes
- connects with previous learning in Stage 1 that asked “What is the Bible?” and explored an understanding of what it means to build loving relationships as communicated by God
- connects to future learning in Stage 4 that asks “How can I apply the Bible to my life?” by providing students with the knowledge and skills to develop reasonable interpretations of Bible passages.

Significance for Learning

Students in Stage 3 wonder about the differences between Bible stories of Creation and the Gospels.

Transformative learning explores the Catholic understanding of how passages of the Bible need to be read in light of the context in which they were written.

Enduring understanding is the Catholic belief that God speaks through the Bible in a variety of genres and styles.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to develop the Catholic understanding of the nature of the Bible **(HEAD)**
- to appreciate the importance of studying the context of a Bible passage **(HEART)**
- to apply the understanding of the context of a Bible passage to what it could mean for people today. **(HANDS)**

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.4 Explain the significance for Catholics of studying the context of Bible passages

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

What is a library?



Different types of Stories



Genesis 1:1–2:3 - the story of Creation
“In the beginning God created the Heaven and Earth”



Mark 14:1–72 - the Gospel Narrative of the Arrest of Jesus
“The chief priests and the whole Sanhedrin were looking for evidence against Jesus so that they could put him to death”



The Catholic understanding that the **Bible** is a library of books written in a variety of styles and contexts



Catholic conviction that studying the context of **Bible** passages can enhance our understanding of God’s revelation



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How do I read the Bible?

INQUIRY QUESTIONS

What are the various books of the Bible?
(Surface)

How can different genres of writing communicate revelations from God?
(Deep)

How can we apply a Bible passage in our lives? (Transfer)

Stage 3 Years 5 and 6

LEARNING CYCLE

5

What is Human Dignity?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that each person in their own way is called to holiness
- connects with previous learning by providing a deeper understanding of the characteristics of holiness and their relationship to the teachings and examples of Jesus Christ
- connects to future learning by appreciating that the joyful pathway to human flourishing is open to all people of good will and is achieved through reflection on the Bible and the Sacraments.

Significance for Learning

Students in Stage 3 wonder about living the Catholic life in their cultural context.

Transformative learning recognises that the Catholic understanding of the characteristics of holiness can be awakened by responding to the teachings and example of Jesus Christ.

Enduring understanding is the Catholic perspective that love of God and a life of meaning and purpose modelled on the life of Christ is a joyful pathway to human flourishing, a holiness that is open to all people of good will.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to appreciate the relevance of the Bible and Tradition in contemporary culture **(HEAD)**
- to reflect the significance of human dignity in a person's response to the Universal Call to Holiness **(HEART)**
- to respond to individual calls to holiness as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.5 Identify the Catholic understanding of human dignity and its importance in contemporary culture

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



The opportunities and challenges of living in our contemporary society



The Catholic understanding that all humans are made in the image and likeness of God (*Imago Dei*)



“...faith, hope, and love abide, and the greatest of these is love”
1 Corinthians 13:13

“So God created humankind in His image”
Genesis 1:27



The Catholic understanding of teachings of the Bible and Tradition on human dignity and the Universal Call to Holiness



The Catholic understanding of Baptism and Anointing of the Sick



The Catholic understanding of responding to the Universal Call to Holiness



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What is human dignity?

INQUIRY QUESTIONS

What does it mean to be made in the image and likeness of God? (Surface)

How is holiness portrayed in the Bible and Tradition? (Deep)

To what extent can the Universal Call to Holiness be realised in everyday life? (Transfer)

Stage 3 Years 5 and 6

LEARNING CYCLE 6

What is my purpose in life?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that God made each person for a purpose: called by name to use their gifts and talents to contribute to his Mission
- connects with previous learning by developing the understanding that each person is a gift from God and can flourish when applying their gifts and talents to enhance the lives of others
- connects to future learning by reflecting on the Catholic understanding of how to live a life of meaning, purpose and love.

Significance for Learning

Students in Stage 3 wonder about their purpose in life (existential) and the challenge to recognise their gifts and talents to enhance the human flourishing of others.

Transformative learning provides students with the opportunity to discern the Catholic understanding of the gifts of the Holy Spirit.

Enduring understanding awakens students to the significance of the Catholic belief in the gifts of the Holy Spirit and God's love and mercy in daily life.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the diverse and interrelated ways of knowing **(HEAD)**
- to appreciate how the gifts of the Holy Spirit relate to everyday life and human flourishing **(HEART)**
- to realise how people can flourish when applying their gifts and talents to enhance the lives of others. **(HANDS)**

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.6 Describe the Catholic understanding of the diverse and interrelated ways of being and knowing

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Ways of knowing: How do we know things?



Different perspectives on purpose in life



The Catholic understanding that every person is challenged to discover their reason for **being**, which is a prerequisite for **human flourishing**



The Catholic understanding of **conscience** as the mind of God in the heart of humanity



The Promise of the Holy Spirit
John 14:15-31



“The Holy Spirit is given to each of us in a special way”
1 Corinthians 12:7



The Catholic understanding that the **Gifts of the Holy Spirit**, through the **Sacrament of Confirmation** and God’s **grace**, empower people



The Catholic understanding that all people are born for a particular purpose and when they discover that purpose, they begin to flourish



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What is my purpose in life?

INQUIRY QUESTIONS

What are the different ways of knowing? (Surface)

What are some ways of thinking that could promote human flourishing? (Deep)

How could the gifts of the Holy Spirit relate to everyday life? (Transfer)

Stage 3 Years 5 and 6

LEARNING CYCLE

7

Is there a relationship
between prayer and life?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic perspective of responding through prayer to the challenges of life
- connects with previous learning by reflecting on the purpose of prayer and making a connection between prayer, decision making and a flourishing life
- connects to future learning by providing a framework in which prayer and discernment are part of daily life and influence people's actions.

Significance for Learning

Students in Stage 3 wonder about whether prayer makes any difference.

Transformative learning awakens students to the Catholic understanding of the meaningful relationship between prayer, decision making and a flourishing life.

Enduring understanding is the Catholic perspective of the significance of prayer which cultivates a relationship with God and enhances human flourishing.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the significance of prayer for decision making and action **(HEAD)**
- to appreciate the significance of the Bible as prayer **(HEART)**
- to respond in prayer to the events of daily life as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.7 Explain the Catholic understanding of the significance of prayer for decision making and action

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

The relationship between **contemplation on action** and **action on contemplation**



The Catholic understanding of the **Bible** as prayer



“Be joyful in hope, patient in affliction, faithful in prayer”
Romans 12:12

“Be still, and know that I am God”
Psalm 46:10



The Catholic understanding of Mary as a model of prayer



The Catholic understanding of **prayer, Eucharist** and **metanoia**



The Catholic understanding of prayer and discernment in the Sacraments at the Service of Communion



The Catholic understanding of **prayer and discernment** in daily life as a means to **human flourishing**



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Is there a relationship between prayer and life?

INQUIRY QUESTIONS

What do the Bible and Tradition teach about prayer? (Surface)

What is the link between contemplation, action and human flourishing? (Deep)

To what extent should prayer and discernment be a part of daily life? (Transfer)

Stage 3 Years 5 and 6

LEARNING CYCLE

8

How do we find hope and joy?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that the Gospel of Jesus Christ calls people to respond to others in need
- connects with previous learning by connecting students' understanding of hope with joy and their relationship to human flourishing using examples from the Bible
- connects to future learning by encouraging a response to the Catholic Social Teaching to care for others in need.

Significance for Learning

Students in Stage 3 wonder about the absence of hope and joy in daily life.

Transformative learning inspires students to look at life through the Catholic understanding of authentic hope and joy.

Enduring understanding challenges students to articulate their own hope and joy, while at the same time having empathy for the hopes and joys of others, particularly others in need.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to know the Bible with regard to hope, joy and human flourishing **(HEAD)**
- to appreciate the relationship between hope and joy and human flourishing **(HEART)**
- to respond empathetically to the aspirational hopes and joys of others, particularly others in need. **(HANDS)**

Dispositions

Throughout Stage 3 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- be open to exploring new insights regarding the Catholic understanding of purpose, suffering, hope, love and the importance of prayer
- develop reasonable interpretations of the Bible, Tradition and human experience
- reflect on the Catholic understanding of how to live a life of meaning, purpose and love
- demonstrate a responsible awareness of how human decisions and actions can impact on the lives of others.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 3
Years 5 and 6

KS3.8 Describe the Catholic understanding of hope, joy and human flourishing

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Hope and joy in contemporary culture



The challenges with understanding hope and joy in a world that contains loss and suffering



Psalm 33:20-22

The Greatness and Goodness of God



Luke 17: 20-21

The Coming of the Kingdom



The Catholic understanding that **hope** and **joy** are central to **human flourishing**



The Catholic understanding that reading and praying with the Bible deepens an individual's relationship with **God**



The Catholic understanding that teachings of the **Bible** and **Tradition** on hope and joy offer guidance for discernment and decisions in life



The Catholic understanding of working for the hope and joy of others (**Faith in Action**), in particular the **marginalised** and the most **vulnerable**



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How do we find hope and joy?

INQUIRY QUESTIONS

What are hope and joy? (Surface)

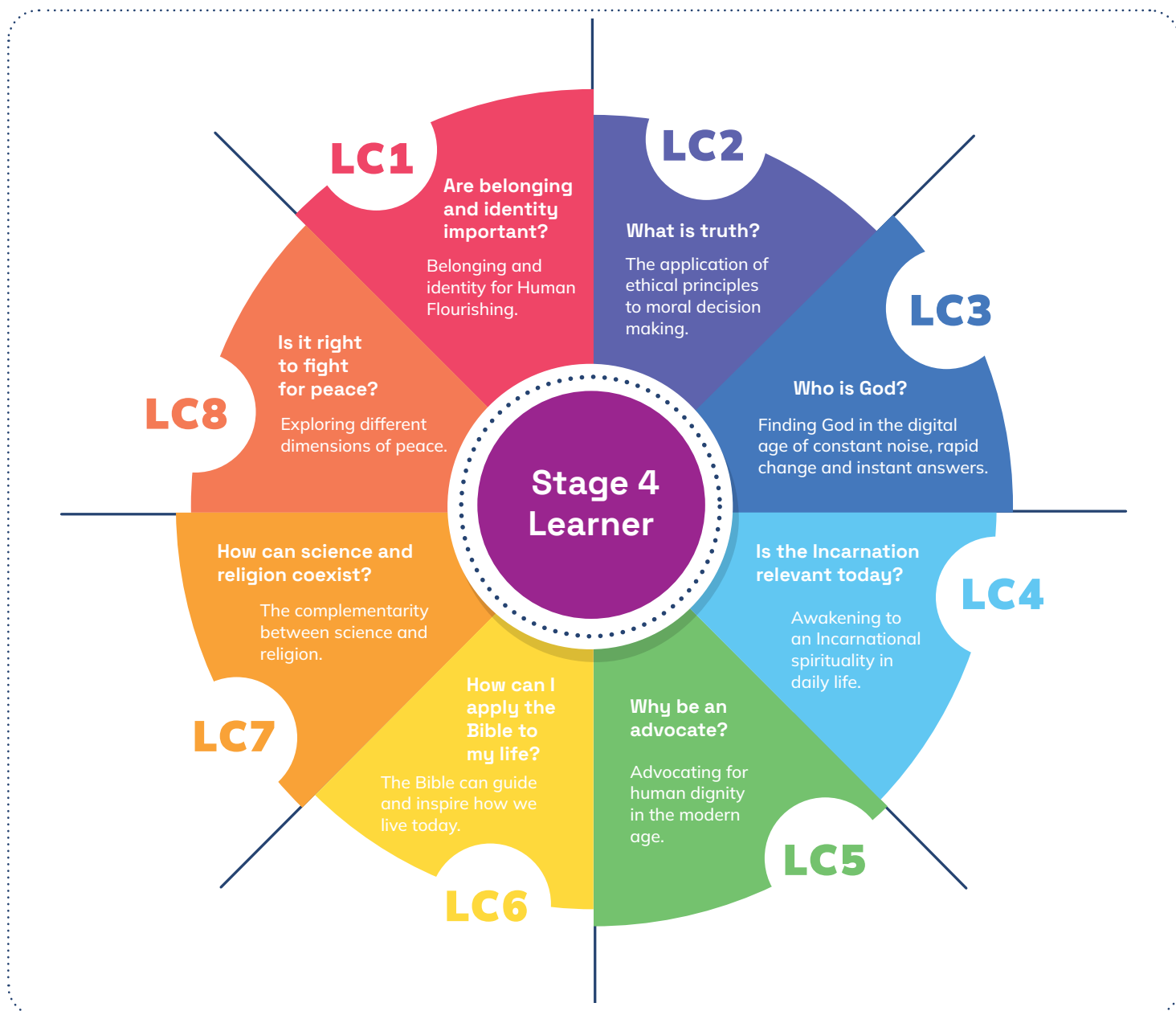
How does the Bible explain hope and joy? (Deep)

Are hope and joy linked to human flourishing? (Transfer)

STAGE OVERVIEW

Stage 4 Years 7 and 8





LEARNING OVERVIEW

Transformative Learning across Stage 4:

- empowers students to discern the Catholic understanding of hope-filled realities of their own faith, life, identity, family and community
- explores aspects of Catholic moral reasoning in relation to truth and falsehood
- invites students to recognise the Catholic understanding of the Trinity and incarnational activity of God in their lives
- inspires students to investigate the relevance of the Bible and Tradition for understanding the Catholic belief in the Incarnation
- awakens students to the profound insights of Catholic Social Teaching (CST) for human flourishing
- explores the Catholic understanding of how the Bible can be trusted as a source of guidance and inspiration in how we live and how we make important decisions about our life
- awakens students to the Catholic understanding of the complementarity of science and religion with regard to existential questions
- awakens students to the Catholic understanding of the correlation between inner and external peace.

By the end of Stage 4, it is anticipated that students will be able to:

HEAD	HEART	HANDS
develop understandings of the Catholic realities of belonging and identity	appreciate the significance of diversity within a Catholic faith community	actively participate in the sacramental reality of the school as appropriate to their religious perspective
understand that there are diverse ways of knowing	appreciate the implications of Catholic moral reasoning with regard to objective and subjective truth	actively participate in discernment of conscience with regard to diverse ethical schools of thought as appropriate to their religious perspective
explain human attempts to articulate the existence of God	appreciate the significance of the Trinity for the Catholic Church	act on the Catholic belief in the connectivity between prayer, encounter, emotion, reason and faith in action as appropriate to their religious perspective
explain the Catholic understanding of the importance of the Incarnation for Catholic faith and life	appreciate the Catholic understanding of the relevance of a Christ-centred Spirituality	reflect on the Catholic belief that through encounter and face-to-face relation with the other we incarnate Christ in daily life
understand the opportunities and challenges of upholding human dignity in the modern age	appreciate the Catholic understanding of teachings of the Bible and Tradition with regard to the dignity of every person	advocate for human dignity and freedom
understand the teachings of the Bible that offer guidance on how to live as individuals and as the Church	to appreciate how the Bible can challenge a person to make decisions that are counter-cultural	contemplate how to apply teachings of the Bible to personal decision making
understand the nuances in the historical relationship between science and religious faith	appreciate the cultural and ideological constraints in the dialogue between science and religious faith	be active in our responsibility to 'Care for our Common Home' (CST) as appropriate to their religious perspective
understand the Catholic belief in the correlation between inner and external peace	appreciate the Catholic understanding of the Eucharist as Sacrament and life	be active in daily life in the promotion of inner and external peace as appropriate to their religious perspective

By the end of each Stage 4 Learning Cycle students will be assessed for a report on their ability to demonstrate the following knowledge and skills.

STAGE 4 • Knowledge and Skills Outcomes

Learning Cycle	Knowledge and Skills Outcome	CODE
1. Are belonging and identity important?	Explore the understandings of the Catholic realities of belonging and identity	KS4.1
2. What is truth?	Explain the Catholic understanding that there are diverse ways of knowing	KS4.2
3. Who is God?	Explain human attempts to articulate the existence of God	KS4.3
4. Is the Incarnation relevant today?	Examine the Catholic understanding of the importance of the Incarnation for Catholic faith and life	KS4.4
5. Why be an advocate?	Explore the opportunities and challenges of upholding human dignity in the modern age	KS4.5
6. How can I apply the Bible to my life?	Analyse how the teachings of the Bible can offer guidance for how to live	KS4.6
7. Can science and religion coexist?	Articulate the nuances in the historical relationship between science and religious faith	KS4.7
8. Is it right to fight for peace?	Explore the Catholic belief in the correlation between inner and external peace	KS4.8

Throughout Stage 4 students will be guided to reflect on their growth in the following dispositions.

STAGE 4 • Disposition Outcomes

Disposition Cycle	Disposition Outcome	CODE
Be Attentive	Attend to new insights regarding the Catholic understanding of the connection between faith and life	DS4.9
Be Reasonable	Develop reasonable insights through rational exploration of the Bible, Tradition and human experience	DS4.10
Be Intelligent	Reflect on connections between the Catholic understanding of God with the study of science and the pursuit of peace	DS4.11
Be Responsible	Demonstrate a responsible awareness of the implications of human decisions and actions	DS4.12

LEARNING CYCLES

Stage 4 Years 7 and 8



Stage 4 Years 7 and 8

LEARNING CYCLE

1

Are belonging and identity important?

Learning Cycle Overview

This Learning Cycle:

- explores the concept of belonging to the Catholic intentional faith community and is aimed at students beginning their experience of Secondary Catholic education. It invites them to explore and discern how they can become a part of their local school community
- attempts to build a bridge of welcome between students who are engaging with Catholic education for the first time and others in their community who have experienced Catholic Primary education
- connects to future learning by equipping all students with key concepts of how to engage effectively in their faith community.

Significance for Learning

Students in Stage 4, cognisant of moving into a new intentional faith community, wonder about their own evolving identity, where they belong, and what their purpose in life is.

Transformative learning empowers students to discern the Catholic understanding of the existential and hope-filled sacramental realities of their own faith, life, identity, family and community.

Enduring understanding inspires students to confidently explore their own questions with regard to faith, belonging and identity.

Holistic Learning Expectations

During this Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to develop an understanding of the Catholic realities of belonging and identity **(HEAD)**
- to appreciate the significance of diversity within an intentional Catholic faith community **(HEART)**
- to actively participate in the sacramental reality of the school as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.1 Explore the understandings of the Catholic realities of belonging and identity

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



BIBLE, TRADITION and CHURCH TEACHINGS



BEING CHURCH



GRACE and GIFT



ONE GOD IN COMMUNION

and animated by content relating to



ENCOUNTER and



MISSION

Belonging and identity are lifelong journeys of self-discovery



The roles of belonging and identity in Christian denominations and other world religions



Unity in diversity in the global Catholic Church



Characteristics of the Catholic faith community including leadership roles, worship, prayer and celebration



Jesus' call to his followers

Matthew 5:13-16

Salt and Light

"For where two or three gather in my name, there am I with them"

Matthew 18:20



The Catholic understanding that an intentional Catholic faith community awakens an awareness of God



Exploring examples of Catholic faith communities and their impact on enhancing the common good



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Are belonging and identity important?

INQUIRY QUESTIONS

What does it mean to belong? (Surface)

How can the Catholic faith community promote a sense of belonging? (Deep)

What impact can the Catholic faith community have on the broader community? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that moral reasoning and decision making are reliant upon an informed conscience
- connects to prior learning in which students unpacked the notion of existential purpose through the various ways of knowing
- connects to future learning by developing in students an appreciation of discernment and reasoning as important elements for human flourishing.

Significance for Learning

Students in Stage 4 wonder about making moral choices in life and discerning right from wrong. Transformative learning explores aspects of Catholic moral reasoning in relation to truth and falsehood. Enduring understanding consists of the application of ethical principles to moral decision making.

Holistic Learning Expectations

During this Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand that there are diverse ways of knowing **(HEAD)**
- to appreciate the implications of Catholic moral reasoning with regard to objective and subjective truth **(HEART)**
- to actively participate in discernment of conscience with regard to diverse ethical schools of thought as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.2 Explain the Catholic understanding that there are diverse ways of knowing

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



The different **ways of knowing**



Subjective and objective understandings of truth



World religions' approach to right and wrong



John 8: 31-38

"The truth will set you free"

True Disciples

"We are from God, and whoever knows God listens to us; but whoever is not from God does not listen to us.

This is how we recognise the Spirit of truth and the spirit of falsehood"

1 John 4:6



Catholic Church teachings on **sin, discernment** and **informed conscience**



Evaluating ethical **schools of thought**



The influence of moral reasoning on self, society and culture



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

What is Truth?

INQUIRY QUESTIONS

What is an informed conscience? (Surface)

How do we differentiate between subjective and objective truth? (Deep)

How does moral reasoning influence society and culture? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the opportunity of finding God in the digital age of constant noise, rapid change and instant answers
- connects to prior learning that focused on strengthening a personal relationship with and awareness of God through prayer
- connects to future learning by provoking in students an awareness of the philosophical arguments for God while also enhancing understanding of the Catholic belief in the mystical presence of a God who is love.

Significance for Learning

Students in Stage 4 wonder about the presence of God in their life and world.

Transformative learning invites students to recognise the Catholic understanding of the Trinity and incarnational activity of God in their lives.

Enduring understanding is the Catholic invitation to live the Great Commandment (Mk 12:28-34) and to discern, “to love another person is to see the face of God”.

Holistic Learning Expectations

During this Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to explain human attempts to articulate the existence of God **(HEAD)**
- to appreciate the significance of the Trinity for the Catholic Church **(HEART)**
- to act on the connectivity between prayer, encounter, emotion, reason and faith in action as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.3 Explain human attempts to articulate the existence of God

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



God in history, religions and cultures



Philosophical arguments for the existence of God



Bible references for the existence of God



1 John 4: 7-21
"God is Love"



Philippians 1:2

"Grace to you and peace from God our Father
and the Lord Jesus Christ"



The Catholic understanding of God is love



The Catholic understanding that Prayer moves people to
transcendence as a way of knowing God



The Catholic understanding that love of God is relational
and is communicated through head, heart and hands



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Who is God?

INQUIRY QUESTIONS

What are the philosophical arguments for the existence of God? (Surface)

How does the Trinity inform our understanding of God, Bible, Church and moral decision making? (Deep)

What is the relationship between thought, prayer and action? (Transfer)

Stage 4 Years 7 and 8

LEARNING CYCLE 4

Is the Incarnation relevant today?

Learning Cycle Overview

This Learning Cycle:

- explores a Christ-centred Spirituality for Catholics: informs (head), inspires (heart) and motivates (hands)
- connects to prior learning which introduced students to the Catholic notions of hope and joy in everyday life
- connects to future learning in which students will discover the importance of a Christ-centred Spirituality for living as a Catholic adherent.

Significance for Learning

Students in Stage 4 wonder about the humanity and divinity of Jesus Christ and the relevance of the Incarnation for a contemporary life of faith.

Transformative learning inspires students to investigate the relevance of the Bible and Tradition for understanding the Catholic belief in the Incarnation.

Enduring understanding awakens students to the significance of the Catholic perspective of a Christ-centred Spirituality in daily life.

Holistic Learning Expectations

During Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to explain the importance of the Incarnation for Catholic faith and life **(HEAD)**
- to appreciate the relevance of a Christ-centred Spirituality **(HEART)**
- to reflect on how, through encounter and face-to-face relation with the other, we incarnate Christ in daily life. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.4 Examine the Catholic understanding of the importance of the Incarnation for Catholic faith and life

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



The importance of Tradition in **faith and culture**



Luke 1:46-55

'Mary's Song of Praise' - The Magnificat



John 1: 1-18

"The Word became Flesh"



The Catholic understanding of the **Incarnation** in the **Bible** and **Tradition**



The **Creed** as a statement of faith in the Incarnation



Catholic conviction that a Christ-centred Spirituality makes Christ real in daily life



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Is the Incarnation relevant today?

INQUIRY QUESTIONS

What is the Incarnation? (Surface)

Why is the Incarnation part of the Creed? (Deep)

How can the Incarnation inform, inspire and motivate the Catholic life? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the significance of human dignity in the modern age
- connects to prior learning which articulated the importance of human dignity in contemporary culture
- connects to future learning in which students will discern various moral imperatives which call on a response from people of faith.

Significance for Learning

Students in Stage 4 wonder about the challenges to human dignity in today's world.

Transformative learning awakens students to the profound insights of Catholic Social Teaching (CST) for human flourishing.

Enduring understanding inspires students to advocate for human dignity in the modern age as appropriate to their religious perspective.

Holistic Learning Expectations

During this Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the opportunities and challenges of upholding human dignity in the modern age **(HEAD)**
- to appreciate teachings of the Bible and Tradition with regard to the dignity of every person **(HEART)**
- to advocate for human dignity and freedom. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.5 Explore the opportunities and challenges of upholding human dignity in the modern age

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

The challenges and opportunities with regard to Human Dignity



The UN Declaration on Human Rights



Christian denominations' and world religions' perspectives on Human Dignity



Matthew 25:40

"Whatever you do to the least of my brothers and sisters you do unto me"



John 13:1-16

Jesus washes the feet of the Disciples



Effect of Biblical Teachings and Tradition on the human person



Catholic Social Teaching (CST) with regard to Human Dignity



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Why be an advocate?

INQUIRY QUESTIONS

What are human rights? (Surface)

How does the Bible challenge thinking about human dignity and human rights? (Deep)

Is Catholic Social Teaching relevant to how we live today? (Transfer)

Stage 4 Years 7 and 8

LEARNING CYCLE 6

How can I apply the Bible to my life?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that the Bible can guide and inspire how we live today
- connects with previous learning in Stage 3 that asked “How do I read the Bible?” to develop an understanding of what it means to apply teachings of the Bible to everyday life and personal decision making
- connects to future learning by providing students with the skills to develop reasonable interpretations of the Bible that can be applied to their lives.

Significance for Learning

Students in Stage 4 wonder about the relevance of the Bible to their lives.

Transformative learning explores the Catholic understanding of how the Bible can be trusted as a source of guidance and inspiration in how we live and how we make important decisions about our life.

Enduring understanding is the Catholic belief that God speaks through the Bible so that we can be guided to live life to the full.

Holistic Learning Expectations

During this Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the teachings of the Bible that offer guidance on how to live as individuals and as the Church **(HEAD)**
- to appreciate how the Bible can challenge a person to make decisions that are counter-cultural **(HEART)**
- to contemplate how to apply teachings of the Bible to personal decision making. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.6 Analyse how the teachings of the Bible can offer guidance for how to live

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Inspirational movies and literature



Ways of making decisions in life



Proverbs 1:7

“Fear of the Lord is the beginning of knowledge, but fools despise wisdom and instruction”



Matthew 5:1-15

The Beatitudes and Salt for the World



The Catholic understanding that the Bible is the Word of God that offers guidance and insight into how to live as a Church and make personal choices



Catholic conviction that the Bible can inspire people to live life to the full and make a difference in our world



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can I apply the Bible to my life?

INQUIRY QUESTIONS

What does the Bible say about how to live? (Surface)

How could Bible teachings challenge a person to make counter-cultural decisions? (Deep)

Could following the teachings of the Bible have a positive impact on the lives of others? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding of science and religion through the example of 'Care for our Common Home'
- connects to prior learning in which students explored the importance of reason which engages with the various ways of knowing
- connects to future learning by exploring the opportunities and challenges of upholding the Catholic perspective in the modern age.

Significance for Learning

Students in Stage 4 wonder about the conflict in the history of the relationship between science and religion.

Transformative learning awakens students to the Catholic understanding of the complementarity of science and religion with regard to existential questions.

Enduring understanding challenges students to discern the significance of the Catholic perspective on the complementarity of science and religion, particularly with regard to 'Care for our Common Home'.

Holistic Learning Expectations

During this Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the nuances in the historical relationship between science and religious faith **(HEAD)**
- to appreciate the cultural and ideological constraints in the dialogue between science and religious faith **(HEART)**
- to be active in our responsibility to 'Care for our Common Home' as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.7 Articulate the nuances in the historical relationship between science and religious faith

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

The role of science and religion



World religions' perspectives on Science and Creation



Interpretations of Creation and evolution



Psalm 111:1-10

Praise for God's Wonderful Works

Genesis 1:1-11

Creation of the World



The Bible and Tradition and 'Care for our Common Home' (CST)



Science and 'Care for our Common Home' (CST)



The Catholic understanding of science, prayer and the gifts of the Holy Spirit and the wonders of Creation



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can science and religion coexist?

INQUIRY QUESTIONS

What do science and religion say about the creation of the world? (Surface)

Could the Bible and Tradition be a force for ecological justice? (Deep)

Who is responsible for the future of our planet? (Transfer)

Stage 4 Years 7 and 8

LEARNING CYCLE 8

Is it right to fight for peace?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that peace begins within the person and transcends our will to power
- connects to prior learning focused on the Catholic belief of hope and joy present within the world
- connects to future learning in which students will discuss the involvement of religion in issues of good and evil and the approach of various religious worldviews on the question of evil.

Significance for Learning

Students in Stage 4 wonder about the celebration of the Eucharist, 'living' the Mass and the promotion of peace in our world.

Transformative learning awakens students to the Catholic understanding of the correlation between inner and external peace.

Enduring understanding provokes students to explore the significance of the Catholic perspective on the different dimensions of peace.

Holistic Learning Expectations

During this Learning Cycle, all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the correlation between inner and external peace **(HEAD)**
- to appreciate the Eucharist as Sacrament and life **(HEART)**
- to be active in our daily life in the promotion of inner and external peace as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 4, students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- attend to new insights regarding the Catholic understanding of the connection between faith and life
- develop reasonable insights through rational exploration of the Bible, Tradition and human experience
- reflect on connections between the Catholic understanding of God and the study of science and pursuit of peace
- demonstrate a responsible awareness of the implications of human decisions and actions.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 4
Years 7 and 8

KS4.8 Explore the Catholic belief in the correlation between inner and external peace

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



The correlation between inner and external peace



Conflict and **Reconciliation** in our world today



Christian denominations' and world religions' perspectives on peace



Matthew 5:9

"Blessed are the peacemakers"

John 16:33

"I have told you these things, so that in me you may have peace. In this world you will have trouble. But take heart! I have overcome the world"



War and peace in the Bible



Catholic Tradition and the **Just War Theory**



The Catholic understanding of the **Eucharist** as the expression of **peace (CST)**



The Catholic understanding of building intentional Catholic faith communities for human flourishing



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Is it right to fight for peace?

INQUIRY QUESTIONS

What is peace? (Surface)

Does Catholic Social Teaching promote peace in the world? (Deep)

Can the Catholic school community fight for peace? (Transfer)

STAGE OVERVIEW

Stage 5 Years 9 and 10





LEARNING OVERVIEW

Transformative Learning across Stage 5:

- invites students to discern and interpret (hermeneutics) the relevance and impact of Jesus' actions and teachings for today's world
- challenges students to critique mystery, myth and metaphor in the lifelong quest for insight and human flourishing
- provokes students to critically consider whether religion is a force for good or evil in the world
- awakens students to the reality that their decisions regarding care of the planet have moral implications
- awakens students to discerning the Catholic understanding of the attributes of an authentic relationship
- awakens students to the Catholic understanding of the possibilities of God's grace for being, seeing and loving
- awakens students to the Catholic understanding of the significance of discernment, conscience and the role of the Holy Spirit
- encourages students to reflect on the Catholic understanding of a Christ-centred Spirituality nurtured by prayer, faith and action.

By the end of Stage 5 all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings in order to:

HEAD	HEART	HANDS
explain the potential of hermeneutics for an enhanced understanding of religious texts	reflect on the Catholic understanding of the significance of Jesus' life for human flourishing	critique social, economic and political movements in light of the Catholic understanding of contemporary discipleship
explore the Catholic understanding of suffering and its transformation through the power of hope, and draw conclusions about the paradox of suffering in the world	discern the significance of communicating and engaging in Catholic apologetics	be an agent for good in a complex and continuously changing world through living the Four Transcendental Precepts as appropriate to their religious perspective
outline the relevance and significance of Incarnational Spirituality in the life of Catholic followers	appreciate the Catholic understanding of the significance of free will in human agency	discern the Catholic understanding of the significance of religious adherence as a force for good in building Catholic faith communities
explain the moral imperative of ecological decision making for Catholic adherents	appreciate the Catholic understanding of the significance of the Bible and Church teachings regarding to stewardship	apply Catholic Social Teaching to the challenges of climate change for an intentional Catholic faith community and make a commitment to action
understand what is meant by 'an authentic relationship'	awaken students to the Catholic understanding of self-transcendence as a prerequisite for authentic relationships	engage in authentic relationships to enhance human flourishing as appropriate to their religious perspective
understand the Catholic perspective of the Four Transcendental Precepts as dispositions for life	discern the significance of the Catholic understanding of contemplation on action and action on contemplation	integrate the practice of contemplation on action and action on contemplation in daily life as appropriate to their religious perspective
explore the Catholic understanding of the significance of discernment and vocation for human flourishing	appreciate that the Universal Call to Holiness is inclusive of all	integrate the practice of contemplation on action and action on contemplation in daily life as appropriate to their religious perspective
comprehend the Catholic understanding of the significance of faith and reciprocity for prayer	appreciate how the Catholic understanding of prayer and Incarnational Spirituality enhance human flourishing	engage in a variety of prayer experiences as appropriate to their religious perspective

By the end of each Stage 5 Learning Cycle students will be assessed for a report on their ability to demonstrate the following knowledge and skills.

STAGE 5 • Knowledge and Skills Outcomes

Learning Cycle	Knowledge and Skills Outcome	CODE
1. If a person believes that Jesus is the Son of God, what impact could that have on their life?	Explain the potential of hermeneutics for an enhanced understanding of religious texts	KS5.1
2. If God is love, why is there evil in the world?	Explain the Catholic understanding of suffering and its transformation through the power of hope, and draw conclusions about the paradox of suffering in the world	KS5.2
3. Is religion a force for good or evil in the world?	Explore the relevance and significance of free will and Incarnational Spirituality in the life of Catholic followers	KS5.3
4. Is 'Care for our Common Home' a moral imperative?	Critically reflect on the moral imperative of ecological decision making for Catholics in light of the Bible and Church teachings regarding stewardship	KS5.4
5. How do I recognise an authentic relationship?	Explore the Catholic understanding of authentic relationships	KS5.5
6. How do we make good decisions?	Explore the Catholic perspective of the Four Transcendental Precepts as dispositions for life	KS5.6
7. How can I be holy?	Explore the Catholic understanding of discernment, vocation and the Universal Call to Holiness	KS5.7
8. Why pray?	Explain connections between the Catholic understanding of faith, prayer and human flourishing	KS5.8

Throughout Stage 5 students will be guided to reflect on their growth in the following dispositions.

STAGE 5 • Disposition Outcomes

Disposition	Disposition Outcome	CODE
Be Attentive	Consider new content and experiences while being attentive to historical, cultural and religious contexts	DS5.9
Be Reasonable	Ask self-reflective questions which promote discerned distinction between fact, opinion and belief	DS5.10
Be Intelligent	Develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience	DS5.11
Be Responsible	Demonstrate a reflective awareness of the moral implications of acting from an informed conscience	DS5.12

LEARNING CYCLES

Stage 5 Years 9 and 10



Stage 5

Years 9 and 10

LEARNING CYCLE

1

If a person believes that Jesus is the Son of God, what impact could that have on their life?

Learning Cycle Overview

This Learning Cycle:

- explores the actions and teachings of Jesus in terms of their relevance and impact for today's world. This includes an analysis of Jesus as communicated through the Bible and Church Teachings with the view to transferring these understandings to contemporary settings of students and their lives
- connects to prior learning by building on learning cycles in previous stages that have explored the identity and mission of Jesus Christ and transferring this understanding to particular contemporary contexts
- connects to future learning by opening new inquiries regarding particular contemporary issues, which will be the focus of future Stage 5 Learning Cycles.

Significance for Learning

Students in Stage 5 wonder, in light of the revolutionary words and actions of Jesus, if it is right to challenge authority.

Transformative learning invites students to discern and interpret (hermeneutics) the relevance and impact of Jesus' actions and teachings for today's world.

Enduring understanding awakens students to the significance of the Catholic perspective on the challenges and hope-filled opportunities of following the way of Jesus (discipleship) in our postmodern culture.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to explain the potential of hermeneutics for an enhanced understanding of religious texts **(HEAD)**
- to reflect on the significance of Jesus' life for human flourishing **(HEART)**
- to critique social, economic and political movements in light of contemporary discipleship. **(HANDS)**

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.1 Explain the potential of hermeneutics for an enhanced understanding of religious texts

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to



The significance of **hermeneutics** for understanding historical and contemporary texts



Hermeneutics of the Bible and sacred texts of world religions



Women, men and saints (contemporary and historical) who have thought and behaved counter-culturally and challenged authority for the **Common Good**



Matthew 5:38-48
Concerning Retaliation

The Catholic understanding of the narrative of Jesus, using the hermeneutic lens of the revolutionary Christ



The Catholic understanding of the relevance of Jesus' life and teachings for **human flourishing** in a **postmodern culture**



The Catholic understanding of the challenges, welcoming and hope-filled opportunities of living in the way of Jesus - contemporary discipleship



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

If a person believes that Jesus is the Son of God, what impact could that have on their life?

INQUIRY QUESTIONS

What do the Bible and Church Teachings suggest about how to be a follower of Jesus? (Surface)

Could Jesus' teachings be considered revolutionary? (Deep)

Could freedom be considered essential to our understanding of human flourishing? (Transfer)

Stage 5

Years 9 and 10

LEARNING CYCLE

2

If God is love, why is there evil in the world?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding of good and evil through the lens of mystery, myth and metaphor
- connects to prior learning in which students explored the sources of good and evil in the world. Students have developed an appreciation of the diversity of religious beliefs which seek truth
- connects to future learning in which students explore how they can embody God's love in a world which contains evil.

Significance for Learning

Students in Stage 5 wonder how to understand and respond to good and evil.

Transformational learning challenges students to critique mystery, myth and metaphor in the lifelong quest for insight and human flourishing.

Enduring understanding encourages students to explore the Catholic perspective to apply reason to the paradox of suffering.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to explore suffering and its transformation through the power of hope and draw conclusions about the paradox of suffering in the world **(HEAD)**
- to discern the significance of communicating and engaging in Catholic apologetics **(HEART)**
- to be an agent for good in a complex and continuously changing world through living the Transcendental Precepts: Being Attentive, Intelligent, Reasonable, Responsible as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.2 Explain the Catholic understanding of suffering and its transformation through the power of hope and draw conclusions about the paradox of suffering in the world

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Extent and Forms of Suffering in the World



The complexity of knowing good and evil



Christian denominations' and world religions' perspectives on suffering



The Book of Job



1 John 4:7-21

The Christian understanding that God is love



Matthew 26:36-46
Agony in the Garden



The Catholic Apologetics understanding of natural and moral evil



The Catholic response to the presence of suffering in the world and its transformation through the power of hope (Theodicy)



The Catholic understanding of living beyond the paradox and human flourishing



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

If God is love, why is there evil in the world?

INQUIRY QUESTIONS

What is the Catholic understanding of natural evil and moral evil? (Surface)

How does the Catholic understanding of Theodicy attempt to explain suffering in the world? (Deep)

Can the Catholic understanding of Theodicy promote human flourishing? (Transfer)

Stage 5

Years 9 and 10

LEARNING CYCLE

3

Is religion a force for good or evil in the world?

Learning Cycle Overview

This Learning Cycle:

- explores the historical impact of religion on society and culture and examines how this can clash with foundational understandings of religion
- connects to prior learning on what it means to be Church and the role of the Church in the modern world
- connects to future learning through learning cycles that give students opportunities to reflect on choices that will have a significant impact on the lives of others.

Significance for Learning

Students in Stage 5 wonder about the purpose and value of religion in modern life.

Transformational learning provokes students to critically consider whether religion is a force for good or evil in the world.

Enduring understanding is the significance of the Catholic perspective on religious adherence for the promotion of the common good and for human flourishing.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to outline the relevance and significance of Incarnational Spirituality in the life of Catholic followers **(HEAD)**
- to appreciate the significance of free will in human agency **(HEART)**
- to discern the significance of religious adherence as a force for good in building intentional Catholic faith communities. **(HANDS)**

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.3 Explore the relevance and significance of free will and Incarnational Spirituality in the life of Catholic followers

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Religion as a force for good and evil in the world



Characteristics of religious adherence for the promotion of Common Good and human flourishing



The Catholic understanding of free will



Matthew 23
Jesus' critique of religion



Romans 12:9-21
Marks of the True Catholic



A Christ-centred Spirituality as the Catholic foundation for religious adherence



Building intentional Catholic faith communities



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Is religion a force for good or evil in the world?

INQUIRY QUESTIONS

What are good and evil? (Surface)

Would the world be better off without religion? (Deep)

What would Jesus say today about the role religion plays in the world? (Transfer)

Stage 5

Years 9 and 10

LEARNING CYCLE

4

Is 'Care for our Common Home'
a moral imperative?

Learning Cycle Overview

This Learning Cycle:

- explores the issue of climate change through a religious and moral lens. It exposes students to Catholic Social Teachings and their relevance to foundational issues that the world faces today
- connects to prior learning that focused on the Catholic understanding of stewardship that referred to other Catholic Social Teachings and Aboriginal and Torres Strait Islander understandings of stewardship
- connects to future learning by establishing the basis for Catholic Social Teachings as a guide for living as a Catholic today.

Significance for Learning

Students in Stage 5 wonder about the impact of their decisions on the environment.

Transformative learning awakens students to the reality that their decisions regarding care of the planet have moral implications.

Enduring understanding that stewardship and ecological responsibility are issues of informed conscience and having a moral imperative, especially for citizens of developed nations.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to explain the moral imperative of ecological decision making for Catholic adherents **(HEAD)**
- to appreciate the significance of the Bible and Church teachings regarding stewardship **(HEART)**
- to apply Catholic Social Teaching to the challenges of climate change for an intentional Catholic faith community and make a commitment to action. **(HANDS)**

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.4 Critically reflect on the moral imperative of ecological decision making for Catholics in light of the Bible and Church teachings regarding stewardship

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



Understandings of **stewardship** from world religions



Aboriginal and Torres Strait Islander Spirituality and the **stewardship** of the land



The Catholic understanding that every person has a moral responsibility to respect and '**Care for our Common Home**'



Pope Francis advocates that world leaders have a particular moral imperative to '**Care for our Common Home**'



Genesis 1:1-31
Six Days of Creation and the Sabbath



The Catholic understanding of the **Bible** on the wonders of Creation and the importance of **stewardship**



Catholic Social Teaching with regards to the '**Care for our Common Home**'



The role of intentional Catholic faith communities and '**Care for our Common Home**'



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Is 'Care for our Common Home' a moral imperative?

INQUIRY QUESTIONS

How significant are the consequences of climate change? (Surface)

Do developed countries have a particular moral obligation to 'Care for our Common Home'? (Deep)

Is *Laudato Si'* an alert for our time? (Transfer)

Stage 5

Years 9 and 10

LEARNING CYCLE

5

How do I recognise an authentic relationship?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic understanding that authentic relationships are essential for human flourishing
- builds a bridge to prior learning in which students unpacked the opportunities and challenges which affect human dignity in a postmodern world. They will be able to draw on prior learning on love, virtue and authenticity
- connects to future learning in which students will discern how to develop authentic and loving relationships into the future.

Significance for Learning

Students in Stage 5 wonder about the significance of love and social media.

Transformative learning awakens students to discerning the Catholic understanding of the attributes of an authentic relationship.

Enduring understanding relates to a Catholic perspective to nurture attentiveness to the transcendent and the place of self-transcendence for human flourishing.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the meaning of 'an authentic relationship' (**HEAD**)
- to awaken students to self-transcendence as a prerequisite to authentic relationships (**HEART**)
- to engage in authentic relationships to enhance human flourishing as appropriate to their religious perspective. (**HANDS**)

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.5 Explore the Catholic understanding of authentic relationships

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to



The challenge of maintaining **authentic relationships** in a contemporary context of **technology and social media**



The impact of technology on relationships



Christian denominations' and world religions' perspectives on marriage



Psalms 16:11

Song of Trust and Security in God

1 John 4:18-19

God is Love



Catholic teachings on the sacrament of marriage



The Catholic understanding of **truth**, relationships and **human flourishing**



The Catholic understanding of self-transcendence and authentic relationships



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How do I recognise an authentic relationship?

INQUIRY QUESTIONS

What is 'an authentic relationship'? (Surface)

Do Catholic teachings on marriage promote authentic relationships? (Deep)

Can self-transcendence lead to human flourishing? (Transfer)

Stage 5

Years 9 and 10

LEARNING CYCLE

6

How do we make good decisions?

Learning Cycle Overview

This Learning Cycle:

- explores the Catholic perspective of discernment as a means of being attentive, intelligent, reasonable and responsible (Transcendental Precepts)
- connects to prior learning in which students explored their personal call to holiness through discernment of the Holy Spirit and living the Catholic Beatitudes
- connects to future learning as students explore what it means to live authentically according to the Catholic worldview. They will be challenged to consider the implications of this understanding for future choices and relationships.

Significance for Learning

Students in Stage 5 wonder about how they can authentically live out their faith in daily life.

Transformative learning awakens students to the Catholic understanding of the possibilities of God's grace for being, seeing and loving.

Enduring understanding offers insight into the Catholic perspective of the significance of contemplation on action and action on contemplation to enhance human flourishing.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to understand the Four Transcendental Precepts as dispositions for life (**HEAD**)
- to discern the significance of contemplation on action and action on contemplation (**HEART**)
- to integrate the practice of contemplation on action and action on contemplation in daily life as appropriate to their religious perspective. (**HANDS**)

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.6 Explore the Catholic perspective of the Four Transcendental Precepts as dispositions for life

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to

Aspects of **authenticity**



The Catholic understanding of the relationship between authenticity and human flourishing



Psalms 119:15
The Glories of God's Law
Matthew 5: 1-11
The Beatitudes



The Catholic understanding of discovering **God's grace**



The Catholic understanding of grace and the person of Mary



The Catholic understanding of **hope, love and joy**



The Transcendental Precepts' place in living the Catholic life
- **Being, seeing, loving and acting**



The Catholic understanding of contemplation on action and action on contemplation



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How do we make good decisions?

INQUIRY QUESTIONS

What is authenticity? (Surface)

How does the Catholic understanding of grace relate to hope, love and joy? (Deep)

What does it mean to live a life of hope? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the Universal Call to Holiness and invites students to consider how they could live out this call in daily life
- connects to prior learning that has examined the Catholic understanding of the gifts of the Holy Spirit, the people of God and moral decision making
- connects to future learning which further explores discernment and informed conscience for decision making in life.

Significance for Learning

Students in Stage 5 wonder about the relevance of service in the Universal Call to Holiness.

Transformational learning awakens students to the Catholic understanding of the significance of discernment, conscience and the role of the Holy Spirit.

Enduring understanding encourages students to gain insight into the Catholic perspective of vocation for human flourishing.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to explore the significance of discernment and vocation for human flourishing **(HEAD)**
- to appreciate that the Universal Call to Holiness is inclusive of all **(HEART)**
- to practise contemplation on action and action on contemplation in daily life as appropriate to their religious perspective. **(HANDS)**

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.7 Explore the Catholic understanding of discernment, vocation and the Universal Call to Holiness

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



and animated by content relating to



The contrast between a job and **vocation**



Understandings of **vocation** from world religions



Exploration of the Catholic understanding of the meaning and relevance of **holiness**



The Catholic understanding of discernment and an **informed conscience** made possible through the gifts of the **Holy Spirit**



Holiness, prophets and heroic leaders in the Bible



Matthew 5:1-11 - The Beatitudes

Acts 11:26 Followers of Jesus first called Christians as engaged in Christ-like behaviour



The Catholic perspective on Mary's response to God in her life



The Catholic understanding of **vocation** and the **Universal Call to Holiness**



Contemplation on action and action on contemplation



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

How can I be Holy?

INQUIRY QUESTIONS

What makes someone a holy person? (Surface)

What is holiness in modern life? (Deep)

Can we live a holy life today in any vocation? (Transfer)

Learning Cycle Overview

This Learning Cycle:

- explores the role of prayer in the lives of people today, inviting students to consider the transformative potential of a regular prayer life for themselves
- connects to prior learning which examined the role of prayer in the life of the Church
- connects to future learning which explores prayer as a foundational dimension of discernment and moral decision making.

Significance for Learning

Students in Stage 5 wonder about the benefits of prayer in modern life.

Transformational learning encourages students to discern the Catholic understanding of a Christ-centred Spirituality nurtured by prayer, faith and action.

Enduring understanding is the Catholic perspective that prayer builds a relationship with God and our neighbour - contemplation on action and action on contemplation.

Holistic Learning Expectations

During this Learning Cycle all students will be invited to engage in encounter and dialogue in order to develop an understanding and appreciation of the following Catholic beliefs and understandings:

- to comprehend the significance of faith and reciprocity for prayer (**HEAD**)
- to appreciate prayer and Incarnational Spirituality as enhancing human flourishing (**HEART**)
- to engage in a variety of prayer experiences as appropriate to their religious perspective. (**HANDS**)

Dispositions

Throughout Stage 5 students will be encouraged to develop the following dispositions and will be invited to reflect on their growth in these:

- consider new content and experiences while being attentive to historical, cultural and religious contexts
- ask self-reflective questions which promote discerned distinction between fact, opinion and belief
- develop reasonable insights regarding the Catholic understanding of discernment drawn from the Bible, Tradition and human experience
- demonstrate a reflective awareness of the moral implications of acting from an informed conscience.

Knowledge and Skills Outcome

By the end of the Learning Cycle students will be able to demonstrate the following knowledge and skills and will be assessed on their ability to do so.

Stage 5
Years 9 and 10

KS5.8 Explain connections between the Catholic understanding of faith, prayer and human flourishing

ESSENTIAL CONTENT

The key content is underpinned by Catholic foundations:



The significance and variety of public and private prayer in Christian denominations and world religions



The Catholic understanding of ways of praying



The *Lex Orandi* axiom



Prayers in the Bible - The Psalms, The 'Our Father', 1 Philipians 1:1-9 and 1 Colossians 1:1-14



Jeremiah 29:12

"Then you will call upon Me and go and pray to Me, and I will listen to you"



The Catholic understanding of a *Christ-centred Spirituality* and prayer



The Catholic understanding of *mystery* and *prayer*



The Catholic understanding of prayer and building relationships with God and our neighbour



INQUIRY LEARNING

The overarching question is a provocation to stimulate curiosity and engagement.

The inquiry questions are offered as examples to assist in designing learning.

OVERARCHING QUESTION

Why pray?

INQUIRY QUESTIONS

What is public prayer and what is private prayer? (Surface)

Are there different ways to pray for different people? (Deep)

Can an active prayer life help a person to flourish? (Transfer)

Stage 6 Studies in Catholic Thought

All CSPD students are invited to continue their learning in Catholic studies through *Studies in Catholic Thought*, the NSW and ACT Bishops Stage 6 Curriculum. This is part of a continuum of student engagement in Religious Education shown in the diagram below.

CSPD also offers *Studies of Religion* and a school-based ministry program (*Learning for Mission*) in Stage 6 in keeping with this continuum.

STUDIES IN CATHOLIC THOUGHT: OVERVIEW

Rationale

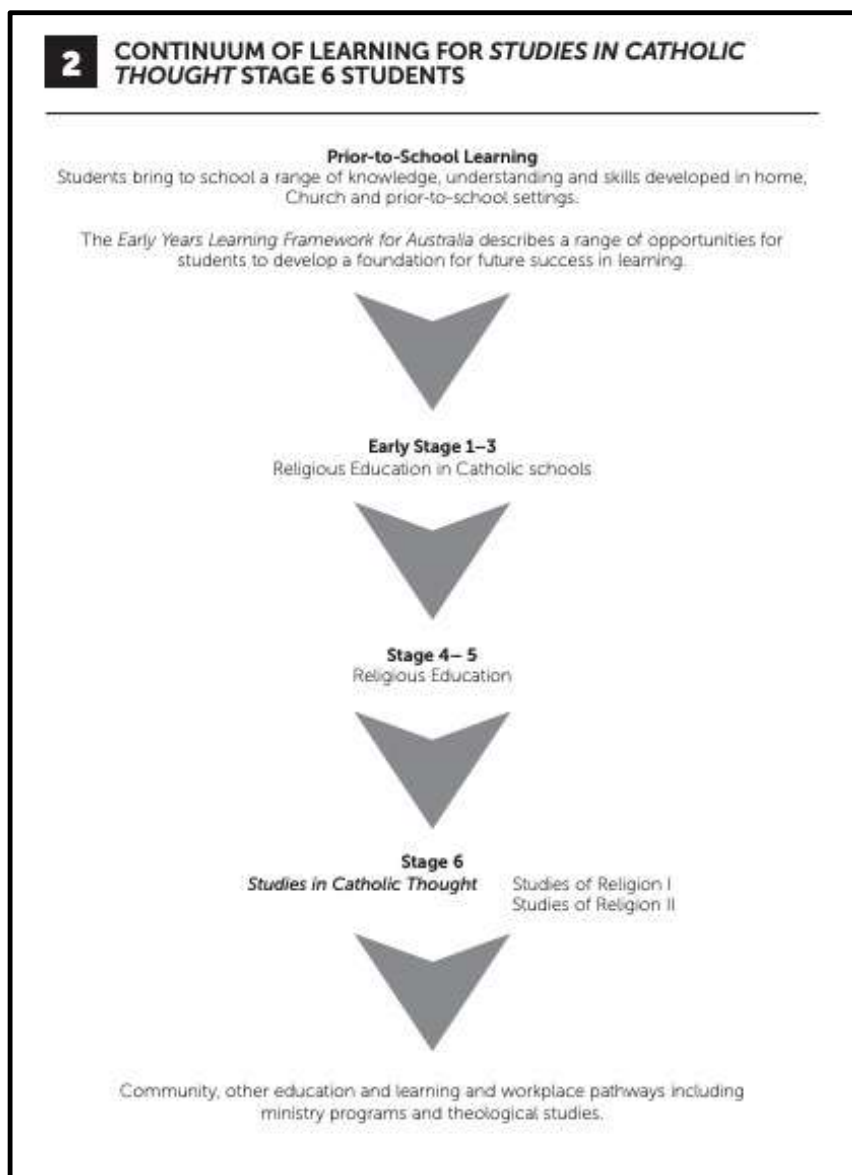
Studies in Catholic Thought continues to develop the skills and understandings developed in the Religious Education courses undertaken by students throughout K–10. Students develop skills that are transferable to other areas, including the inquiry process, dealing with evidence and building sustainable arguments. Students will continue to develop skills in critical thinking, developing reasoned and evidence-based arguments.

The skills, knowledge and understanding that students acquire through undertaking *Studies in Catholic Thought* provide a foundation for further study; the world of work; informed, responsible and active citizenship; and lifelong learning. It fosters a critical and intelligent approach to understanding and interpreting the teaching and thinking of the Catholic Tradition, as well as the effective communication of informed accounts conveying detail, ideas and judgements.

Studies in Catholic Thought complements the pattern of study for students undertaking *Studies of Religion I* and *Studies of Religion II*. *Studies in Catholic Thought* provides students with added depth of knowledge concerning the Catholic Church within the broader Christian Tradition. (*Studies in Catholic Thought Syllabus*, 2018, p5)

Aim

“*Studies in Catholic Thought* seeks to develop students’ knowledge and understanding of the Catholic Faith and of Christianity. It will explore the theology, Scripture and philosophy that underpin the understanding of the human person within the Catholic Tradition and the Christian life of virtue that follows. The course seeks to develop a deeper understanding of the social doctrine of the Catholic Church and the Catholic ascetic Tradition with a view to enabling students to be immersed in the wider Catholic Tradition. At the same time, *Studies in Catholic Thought* will develop students’ ability to use inquiry skills and reason through engagement with Catholic teachings and literature.” (*Studies in Catholic Thought Syllabus*, 2018, p7)

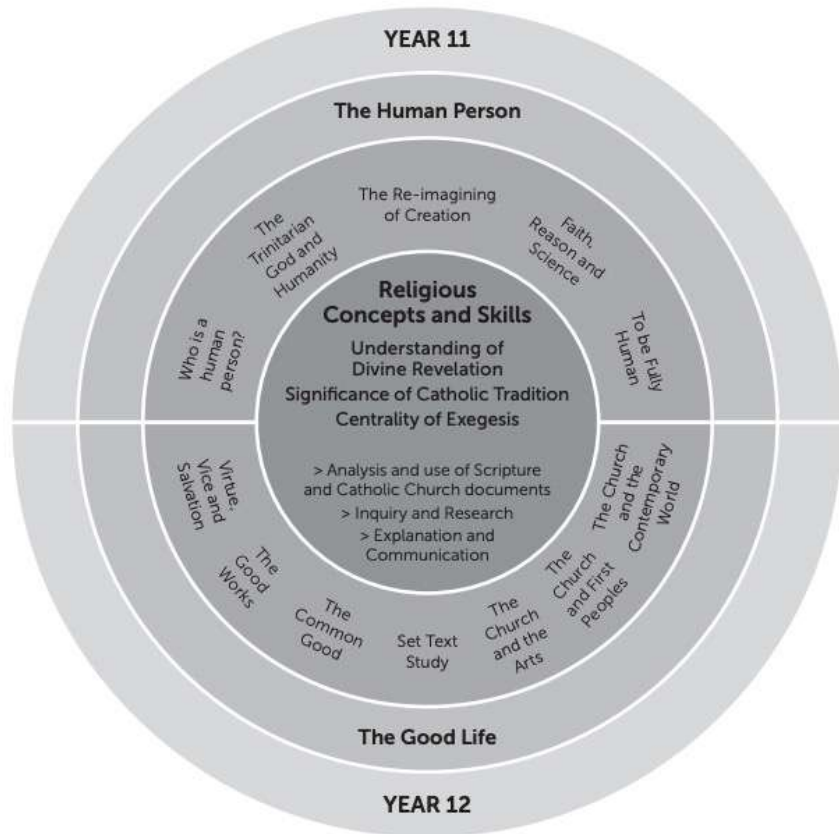


Studies in Catholic Thought Syllabus (2018, p6)

Content:

An overview of the content of *Studies in Catholic Thought* is shown in the diagram.

10 ORGANISATION OF CONTENT



Reference List

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APPENDIX A

Foundations Continuum

Four foundations of Catholic faith Tradition are found in the essential content of each Learning Cycle in each stage of learning. Encounters with these foundations progress as a continuum of learning across each stage as students mature and grow as learners. The following tables illustrate a mapping of this learning progression. This continuum represents the explicit links to the concept and essential content in the relevant Learning Cycle.

GRACE AND GIFT The Invitational Presence of God

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Sacramentality	LC2 Putting the needs of others before our own is one way we can show love of our neighbour	LC4 The Catholic belief that people live life to the full when they seek forgiveness and forgive others	LC2 The Catholic understanding of the variety of ways that God is present in the world	LC5 The Catholic understanding that all humans are made in the image and likeness of God	LC1 The Catholic understanding that a Catholic faith community awakens an awareness of God	LC2 The Catholic understanding of living beyond the paradox and human flourishing
	LC3 The Catholic understanding that there are many sacramental actions of the Church, each with a special meaning and purpose	LC5 The Catholic understanding that Creation is a gift from God to all humanity	LC2 The Catholic belief that the Holy Spirit can guide and shape people's lives	LC6 The Catholic understanding of conscience as the mind of God in the heart of humanity	LC3 The Catholic understanding that prayer moves people to transcendence as a way of knowing God	LC4 The Catholic understanding of the Bible on the wonders of Creation and the importance of stewardship
	LC4 The Catholic understanding of God's continued presence in the world is revealed in us and our neighbour	LC7 The Catholic understanding that God's grace, through the Holy Spirit, is present in and through the Sacraments	LC4 The Catholic understanding that all people are called to holiness through living the virtues in words and actions	LC8 The Catholic understanding of working for the hope and joy of others (Faith in Action), in particular the marginalised and the most vulnerable	LC4 The Catholic understanding of the Incarnation in the Bible and Tradition	LC5 The Catholic understanding of truth, relationships and human flourishing
					LC5 Catholic Social Teaching (CST) regarding Human Dignity	LC7 The Catholic understanding of discernment and an informed conscience, made possible through the gifts of the Holy Spirit
					LC7 Science and the 'Care for our Common Home' (CST)	

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Sacraments of Initiation, Baptism, Confirmation, Eucharist	<p>LC3 The Catholic understanding that the Church is the people of God who gather to give thanks to God</p> <p>LC4 The Catholic understanding that each person is unique and yet all people belong to the one family of God</p>	<p>LC3 The Catholic understanding that the Sacrament of Baptism is an initiation into God's family</p>	<p>LC1 The Catholic understanding that the Catholic Church is a diverse community of the baptised</p> <p>LC2 The Catholic belief that gifts and insights of the Holy Spirit can guide people's decision making</p> <p>LC5 The Catholic understanding that during the Mass, the bread and wine become the Body and Blood of Jesus Christ which sustain and nourish us</p> <p>LC7 The Catholic understanding that through prayer and liturgy individuals can open their minds and hearts to God through praise, thanksgiving, petition, sharing our sorrow and joy</p>	<p>LC1 How Catholics are called to respond to suffering through charity, prayer, liturgy and the Sacraments</p> <p>LC5 The Catholic understanding of Baptism and Anointing of the Sick</p> <p>LC6 The Catholic understanding that the gifts of the Holy Spirit, through the Sacrament of Confirmation and God's grace, empower people</p> <p>LC7 The Catholic understanding of prayer, the Eucharist, and metanoia</p>	<p>LC1 Matthew 18:20 "For where two or three gather in my name, there am I with them."</p> <p>LC4 The Catholic understanding of the Incarnation in the Bible and Tradition</p> <p>LC8 The Catholic understanding of the Eucharist as the expression of peace (CST)</p>	<p>LC2 The Catholic understanding of living beyond the paradox and human flourishing</p> <p>LC6 The Catholic understanding of discovering God's grace</p>

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Sacraments of Healing and Penance and Reconciliation, Anointing of the Sick		LC4 The Catholic understanding that the Sacrament of Penance and Reconciliation is a Sacrament of Healing and Love	LC3 The Catholic understanding that the Sacrament of Reconciliation brings people closer to God and their neighbour LC6 The Catholic understanding that people form their conscience supported by the Bible, Tradition and the teachings of the Church within the context of a Catholic faith community	LC1 How Catholics are called to respond to suffering through charity, prayer, liturgy and the Sacraments LC5 The Catholic understanding of Baptism and Anointing of the Sick LC7 The Catholic understanding of prayer and discernment in daily life as a means to human flourishing	LC2 Catholic Church teachings on sin, discernment and informed conscience LC8 Conflict and reconciliation in our world today	LC1 Matthew 5:38-48 Concerning retaliation LC2 The Catholic Apologetics understanding of natural and moral evil LC7 The Catholic understanding of discernment and an informed conscience, made possible through the gifts of the Holy Spirit LC8 The Catholic understanding of mystery and prayer such as Anointing of the Sick
Sacraments at the Service of the Communion Holy Orders, Matrimony	LC2 In following the example of Jesus, Mary and Joseph, Catholics are asked to love others LC3 The Catholic understanding that there are many sacramental actions of the Church, each with a special meaning and purpose		LC1 The Church is a local and universal diverse community to which Catholics belong LC4 The Catholic belief that a person's words and actions have the potential to promote human flourishing	LC2 Matthew 16:18 "And I tell you, you are Peter, and on this rock I will build my church, and the gates of Hades will not prevail against it." LC5 The Catholic understanding of teachings of the Bible and Tradition on human dignity and the Universal Call to Holiness LC7 The Catholic understanding of prayer and discernment in the Sacraments at the Service of Communion	LC3 1 John 4: 7-21 "God is Love"	LC5 Catholic teachings on commitment and fidelity in marriage LC7 The Catholic understanding of vocation and the Universal Call to Holiness

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Prayer	LC1 The Catholic understanding that Jesus can become a friend through prayer	LC2 Jesus modelled prayer The Catholic belief that prayer is an invitation to build a relationship with God through head, heart and hands	LC5 Luke 22:14-23 The institution of the Lord's Supper	LC1 How Catholics are called to respond to suffering through charity, prayer, liturgy and the Sacraments	LC1 Matthew 18:20 "For where two or three gather in my name, there am I with them."	LC8 The Catholic understanding of ways of praying
	LC3 The Catholic understanding that the Church is the people of God who gather to give thanks to God	LC8 The Catholic understanding that the Bible is the Word of God speaking to people's heads, hearts and hands	LC7 Jesus' teachings on different ways to pray including The Lord's Prayer	LC7 The Catholic understanding of the Bible as prayer	LC3 The Catholic understanding that prayer moves people to transcendence as a way of knowing God	LC3 The Catholic understanding of a Christ-centred spirituality and prayer
	LC4 The Catholic practice to give thanks to God in daily prayer and action		The Catholic understanding that through prayer and liturgy individuals can open their minds and hearts to God through praise, thanksgiving, petition, sharing our sorrow and joy	The Catholic understanding of Mary as a model of prayer	LC7 The Catholic understanding of science, prayer and the gifts of the Holy Spirit and the wonders of Creation	
			The Catholic understanding that prayer requires encounter, reciprocity and action	The Catholic understanding of prayer, the Eucharist, and metanoia		

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Incarnational Spirituality	<p>LC2 In following the example of Jesus, Mary and Joseph, Catholics are asked to love others</p> <p>LC3 Catholics encourage each other to follow Jesus</p> <p>LC4 The Catholic belief in the Incarnation: God became human in Jesus</p>	<p>LC1 The Catholic understanding that through Jesus' miracles we learn of His humanity and divinity</p> <p>LC6 Jesus taught people how to live as a disciple in everyday life</p> <p>LC8 John 1:1 The Word became Flesh</p>	<p>LC8 The Catholic understanding that Jesus Christ is both God and human (Christ-centred Spirituality)</p> <p>The Catholic understanding of Jesus Christ as the pathway to human flourishing – historical and eschatological</p> <p>The Catholic belief that journeying with others helps to build the 'Kingdom of God on Earth as it is in Heaven'</p>	<p>LC1 The Catholic understanding of the role of Jesus' passion, death and resurrection in salvation</p> <p>LC6 The Catholic understanding that all people are born for a particular purpose and when they discover that purpose, they begin to flourish</p>	<p>LC1 Characteristics of the Catholic faith community that includes leadership roles, worship, prayer and celebration</p> <p>LC3 God in history, religions and cultures</p> <p>LC4 The Catholic understanding of the Incarnation in the Bible and Tradition</p> <p>The Creed as a statement of faith in the Incarnation</p> <p>LC6 Catholic conviction that the Bible can inspire people to live life to the full and make a difference in our world</p> <p>LC8 The Catholic understanding of the Eucharist as the expression of peace</p>	<p>LC1 The Catholic understanding of the challenges, welcoming and hope-filled opportunities of living in the way of Jesus - contemporary discipleship</p> <p>LC3 A Christ-centred spirituality as the Catholic foundation for religious adherence</p> <p>LC7 Acts 11:26 Followers of Jesus first called Christians as engaged in Christ-like behaviour</p> <p>LC8 The Catholic understanding of a Christ-centred spirituality and prayer</p>

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Liturgy	<p>LC3</p> <p>We have opportunities to participate in liturgical celebrations both in the Church and in the school community</p>	<p>LC2</p> <p>The liturgical seasons and liturgy support personal prayer</p> <p>LC7</p> <p>The Catholic understanding that God's grace, through the Holy Spirit, is present in and through the Sacraments</p>	<p>LC1</p> <p>The Catholic understanding that the Catholic Church is a diverse community of the baptised</p> <p>LC5</p> <p>The Catholic understanding that during the Mass, the bread and wine become the Body and Blood of Jesus Christ which sustain and nourish us</p> <p>LC7</p> <p>The Catholic understanding that through prayer and liturgy individuals can open their mind and heart to God through praise, thanksgiving, petition, sharing our sorrow and joy</p>	<p>LC1</p> <p>How Catholics are called to respond to suffering through charity, prayer, liturgy and the Sacraments</p> <p>LC7</p> <p>The Catholic understanding of prayer, the Eucharist, and metanoia</p>	<p>LC1</p> <p>Characteristics of the Catholic faith community that include leadership roles, worship, prayer and celebration</p>	<p>LC8</p> <p>The Catholic understanding of mystery and prayer such as Anointing of the Sick</p>

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Catholic Faith Communities	<p>LC2 In following the example of Jesus, Mary and Joseph, Catholics are asked to love others</p> <p>LC3 We celebrate joyful events in our community</p> <p>The Catholic understanding that the Church is the people of God who gather to give thanks to God</p>	<p>LC6 The Catholic understanding that members of a Catholic faith community are called to actively care for each other</p> <p>LC7 The Catholic understanding that the Sacraments nourish the life and integrity of an intentional faith community</p>	<p>LC1 The Catholic understanding that the Catholic Church is a diverse community of the baptised</p> <p>LC4 The Catholic understanding that all people are called to holiness through living the virtues in words and actions</p> <p>LC5 The Catholic belief that people are called to live the Eucharist in daily life through their words and actions</p> <p>LC6 The Catholic understanding that people form their conscience supported by the Bible, Tradition and the teachings of the Church within the context of a Catholic faith community</p>	<p>LC2 The importance of Tradition to the Catholic understanding of being Church</p> <p>LC8 The Catholic understanding of working for the hope and joy of others (Faith in Action), in particular the marginalised and the most vulnerable</p>	<p>LC1 Characteristics of the Catholic faith community that include leadership roles, worship, prayer and celebration</p> <p>The Catholic understanding that a Catholic faith community awakens an awareness of God</p> <p>LC6 The Catholic understanding that the Bible is the Word of God that offers guidance and insight into how to live as a Church and make personal choices</p> <p>LC8 The Catholic understanding of building Catholic faith communities for human flourishing</p>	<p>LC4 The role of Catholic faith communities and 'Care for our Common Home'</p>
The Institutional Structure of the Church				<p>LC2 The Catholic understanding of the institutional structure of the Church, Ecumenical Councils and the role of the Holy Spirit in the development of Tradition</p>	<p>LC1 Characteristics of the Catholic faith community that include leadership roles, worship, prayer and celebration</p>	

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Living a Moral Life	LC1 Words and actions show the kind of friend one is	LC1 The Catholic belief that through following the example of Jesus in our daily life people can come closer to God	LC2 The Catholic belief that gifts and insights of the Holy Spirit can guide people's decision making	LC3 The relevance of philosophy for discernment, decision making and action (See, Judge, Act)	LC2 The influence of moral reasoning on self, society and culture	LC1 The Catholic understanding of the challenges, welcoming and hope-filled opportunities of living in the way of Jesus - contemporary discipleship
	LC2 In following the example of Jesus, Mary and Joseph, Catholics are asked to love others	LC4 The Catholic belief that people live life to the full when they seek forgiveness and forgive others	LC3 The Catholic understanding that the Sacrament of Reconciliation brings people closer to God and their neighbour	LC5 The opportunities and challenges of living in our contemporary society	LC3 The Catholic understanding that prayer moves people to transcendence as a way of knowing God	LC2 The complexity of knowing good and evil
		LC6 The Catholic belief that all people have the right to be treated with dignity and respect	LC5 The Catholic belief that people are called to live the Eucharist in daily life through their words and actions	LC6 The Catholic understanding that the gifts of the Holy Spirit, through the Sacrament of Confirmation and God's grace, empower people	LC5 The challenges and opportunities regarding Human Dignity	LC5 The Catholic understanding of self-transcendence and authentic relationships
		LC8 The Catholic belief that the Bible inspires a way of life	LC6 The Catholic belief that a person's words and actions have the potential to promote human flourishing	LC7 The Catholic understanding of prayer and discernment in daily life as a means to human flourishing	LC6 The Catholic understanding that the Bible is the Word of God that offers guidance and insight into how to live as a Church and make personal choices	LC8 The Catholic understanding of prayer and building relationships with God and our neighbour
				LC8 The Catholic understanding that the teachings of the Bible and Tradition on hope and joy offer guidance for discernment and decisions in life	LC8 Matthew 5:9 "Blessed are the peacemakers"	

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Catholic Social Teaching - The Option for the Poor	LC2 Everyone is born with equal dignity Jesus challenged his followers to love their neighbour as themselves	LC6 The Catholic understanding that members of a Catholic faith community are called to actively care for each other	LC5 There are broken communities in the world where there is suffering and hardship	LC1 All human beings experience suffering and hardship LC5 The Catholic understanding of responding to the Universal Call to Holiness	LC5 Catholic Social Teaching regarding human dignity	LC2 The Catholic understanding of living beyond the paradox and human flourishing
		LC5 The Catholic understanding that human flourishing is dependent on 'Care for our Common Home'			LC7 The Bible and Tradition and 'Care for our Common Home' Science and 'Care for our Common Home' (CST)	LC4 The Catholic understanding of the Bible on the wonders of Creation and the importance of stewardship
Catholic Social Teaching - Subsidiarity and Participation			LC1 Social and inclusive activities help build strong communities LC4 The Catholic understanding that a disciple of Jesus strives to follow the Cardinal and Theological virtues	LC5 The Catholic understanding of responding to the Universal Call to Holiness		LC7 The contrast between a job and vocation

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Catholic Social Teaching - The Common Good	LC2 Putting the needs of others before our own is one way we can show love of our neighbour	LC6 The Catholic understanding that all people are called to contribute to the common good	LC4 The Catholic belief that people respond to the call to holiness in everyday life			LC1 Women, men and saints (contemporary and historical) who have thought and behaved counter-culturally and challenged authority for the common good LC3 Characteristics of religious adherence for the promotion of the common good and human flourishing
Catholic Social Teaching - Integral Human Promotion	LC1 The Catholic understanding that Jesus' words and actions are a model for all authentic friendships and for human flourishing in this life and the life to come	LC3 The Catholic understanding of the significance of belonging for human flourishing	LC8 The Catholic belief that journeying with others helps to build the 'Kingdom of God on Earth as it is in Heaven'	LC1 The Catholic understanding of examples of love and mercy that bring hope to our world	LC6 Catholic conviction that the Bible can inspire people to live life to the full and make a difference in our world	LC3 Building Catholic faith communities
Catholic Social Teaching - Solidarity		LC4 The Catholic understanding that the Sacrament of Penance and Reconciliation is a Sacrament of Healing and Love	LC1 Social and inclusive activities help build strong communities	LC1 How Catholics are called to respond to suffering through charity, prayer, liturgy and the Sacraments	LC8 Conflict and reconciliation in our world today	LC7 The contrast between a job and vocation
Catholic Social Teaching - Peace		LC4 Peacemakers build relationships with others			LC8 The correlation between inner and external peace The Catholic understanding of the Eucharist as the expression of peace	

BEING CHURCH Catholic Faith Communities

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Catholic Social Teaching - Dignity		<p>LC6</p> <p>The Catholic belief that all people have the right to be treated with dignity and respect</p>		<p>LC5</p> <p>The Catholic understandings of the Bible and Tradition on human dignity and the Universal Call to Holiness</p>	<p>LC5</p> <p>The challenges and opportunities regarding human dignity</p> <p>Christian denominations' and world religions' perspectives on human dignity</p>	

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Sacred Scripture and Church Tradition	Every Learning Cycle has recommended Scripture passages and references to the Church's rich living Tradition.					
Understanding the New Testament	<p>LC1 The Catholic understanding that Jesus' words and actions are a model for all authentic friendships and for human flourishing in this life and the life to come</p> <p>LC3 The Catholic understanding that the Bible informs an understanding of community and Church</p>	<p>LC3 The Catholic understanding that the Bible is the story of belonging and identity</p> <p>LC4 The Catholic understanding that the Bible teaches God's mercy and forgiveness</p> <p>LC5 The Catholic understanding that the Bible and Tradition inform responsibility towards our Common Home</p> <p>LC8 The Catholic understanding that the Bible is the Word of God speaking to people's heads, hearts and hands</p>	<p>LC3 The Catholic understanding that the Bible gives us insight into the Sacrament of Reconciliation</p> <p>LC4 The Bible has many heroes who overcame hardship and adversity</p> <p>LC6 The Catholic understanding that people form their conscience supported by the Bible, Tradition and the teachings of the Church within the context of a Catholic faith community</p>	<p>LC1 The Catholic understanding that the Bible gives witness to hope, mercy and the power of love in dealing with pain and suffering</p> <p>LC4 The Catholic understanding that the Bible is a library of books written in a variety of styles and contexts</p> <p>LC5 The Catholic understanding of teachings of the Bible and Tradition on human dignity and the Universal Call to Holiness</p> <p>LC7 The Catholic understanding of the Bible as prayer</p> <p>LC8 The Catholic understanding that reading and praying with the Bible deepen an individual's relationship with God</p>	<p>LC4 The Catholic understanding of the Incarnation in the Bible and Tradition</p> <p>LC5 Biblical teachings and Tradition on the human person</p> <p>LC6 The Catholic understanding that the Bible is the Word of God that offers guidance and insight into how to live as a Church and make personal choices</p> <p>LC7 The Bible and Tradition and 'Care for our Common Home'</p>	<p>LC4 The Catholic understanding of the Bible on the wonders of Creation and the importance of stewardship</p> <p>LC7 Holiness, prophets and heroic leaders in the Bible</p>

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Understanding the Hebrew Scriptures (Old Testament)		<p>LC3 The Catholic understanding of Covenantal relationship</p> <p>LC5 The Catholic understanding that the Bible and Tradition inform responsibility towards our Common Home</p>	<p>LC4 The Bible has many heroes who overcame hardship and adversity</p> <p>LC6 The Catholic understanding that people form their conscience supported by the Bible, Tradition and the teachings of the Church within the context of a Catholic faith community</p> <p>LC7 Understandings of prayer from the Hebrew Scriptures</p> <p>LC8 The Hebrew Scriptures and examples of hope in life's journey</p>	<p>LC1 The Catholic understanding that the Bible gives witness to hope, mercy and the power of love in dealing with pain and suffering</p> <p>LC3 The pursuit of wisdom in the Bible and Tradition in contemporary culture</p> <p>LC4 The Catholic understanding that the Bible is a library of books written in a variety of styles and contexts</p> <p>LC7 The Catholic understanding of the Bible as prayer</p>	<p>LC7 The Bible and Tradition and 'Care for our Common Home' (CST)</p> <p>LC8 War and peace in the Bible</p>	<p>LC4 The Catholic understanding of the Bible on the wonders of Creation and the importance of stewardship</p> <p>LC7 Holiness, prophets and heroic leaders in the Bible</p>
Mary and the Saints	<p>LC2 In following the example of Jesus, Mary and Joseph, Catholics are asked to love others</p>	<p>LC6 Mary as the first disciple</p>	<p>LC4 Heroes of everyday life</p> <p>The Catholic understanding that a disciple of Jesus strives to follow the Cardinal and Theological virtues</p>	<p>LC2 Saint Paul, the Gospel writers and the formation of the New Testament</p> <p>LC3 Influential Catholic thinkers</p> <p>LC7 The Catholic understanding of Mary as a model of prayer</p>	<p>LC3 The Catholic understanding that Love of God is relational and is communicated through head, heart and hands</p> <p>LC4 Luke 1:46-55 'Mary's Song of Praise' - The Magnificat</p>	<p>LC1 Women, men and saints (contemporary and historical) who have thought and behaved counter-culturally and challenged authority for the common good</p> <p>LC6 The Catholic understanding of Grace and the person of Mary</p> <p>LC7 Holiness, prophets and heroic leaders in the Bible</p> <p>The Catholic perspective on Mary's response to God in her life</p>

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Faith and Reason	LC1 The Catholic understanding that Jesus can become a friend through prayer	LC1 The Catholic understanding that through Jesus' miracles we learn of his humanity and divinity	LC2 People find faith in a variety of ways The Catholic belief in the relationship between the Father, Son and Holy Spirit known as the Trinity	LC1 The Catholic understanding of the role of Jesus' passion, death and resurrection in salvation	LC2 The different ways of knowing Subjective and objective understandings of truth	LC1 The significance of hermeneutics for understanding historical and contemporary texts
	LC4 The Catholic understanding that each person is unique and yet all people belong to the one family of God	LC2 The Catholic belief that through prayer individuals can deepen their relationship with God	LC3 Jesus' teachings on justice, forgiveness and mercy	LC2 The Catholic understanding of the institutional structure of the Church, Ecumenical Councils and the role of the Holy Spirit in the development of Tradition	Catholic Church teachings on sin, discernment and informed conscience	The Catholic understanding of the relevance of Jesus' life and teachings for human flourishing in a postmodern culture
		LC3 The Catholic understanding of the significance of belonging for human flourishing	LC4 The Catholic belief that people respond to the call to holiness in everyday life	LC3 The relationship between thinking and truth	LC3 Philosophical arguments for the existence of God	LC2 The Catholic Apologetics understanding of natural and moral evil
		LC4 Our choices impact our life and the lives of others	LC5 Catholic Social Teaching (CST) as a response to being a Eucharistic people	LC4 Catholic conviction that studying the context of Bible passages can enhance our understanding of God's revelation	LC4 The Creed as a statement of faith in the Incarnation	LC4 Pope Francis advocates that world leaders have a particular moral imperative to 'Care for our Common Home'
		LC5 The Catholic understanding that the Bible and Tradition inform responsibility towards our Common Home	LC6 Discernment and an informed conscience	LC5 The Catholic understanding that all humans are made in the image and likeness of God (Imago Dei)	LC5 Biblical teachings and Tradition on the human person	The Eight Principles of Catholic Social Teaching regarding 'Care for our Common Home'
		LC6 The Catholic belief that all people have the right to be treated with dignity and respect	LC8 The Catholic understanding of Jesus Christ as the pathway to human flourishing – historical and eschatological	LC6 Ways of knowing: How do we know things? The Catholic understanding of conscience as the mind of God in the heart of humanity	Catholic Social Teaching (CST) regarding Human Dignity	LC5 A Catholic understanding of truth, relationships and human flourishing
				LC7 The Catholic understanding of prayer and discernment in daily life as a means to human flourishing	LC7 The role of science and religion	LC7 The Catholic understanding of discernment and an informed conscience, made possible through the gifts of the Holy Spirit
				LC8 The Catholic understanding that the teachings of the Bible and Tradition on hope and joy offer guidance for discernment and decisions in life	LC8 Catholic Tradition and the Just War Theory	LC8 The Lex Orandi axiom

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
God/Father	<p>LC3 The Catholic understanding that the Church is the people of God who gather to give thanks to God</p> <p>LC4 The Catholic understanding that each person is unique and yet all people belong to the one family of God</p>	<p>LC2 The Catholic belief that prayer is an invitation to build a relationship with God through head, heart and hands</p> <p>LC3 Exodus 6:7 "I will be your God and you will be my people"</p> <p>LC4 The Catholic understanding that the Bible teaches God's mercy and forgiveness</p> <p>LC5 The Catholic understanding that Creation is a gift from God to all humanity</p> <p>LC7 The Catholic belief that the Sacraments are a gift from God made known through Scripture</p> <p>LC8 The Catholic understanding that the Bible is the Word of God speaking to people's heads, hearts and hands</p>	<p>LC2 The Catholic understanding of the variety of ways that God is present in the world</p> <p>The Catholic belief in the relationship between the Father, Son and Holy Spirit known as the Trinity</p> <p>LC3 The Catholic belief that there are many ways to receive and respond to the gift of God's mercy</p> <p>LC8 The Catholic understanding that Jesus Christ is both God and human</p>	<p>LC4 Genesis 1:1-2:3 The story of Creation "In the beginning God created the Heavens and Earth"</p> <p>Catholic conviction that studying the context of Bible passages can enhance our understanding of God's revelation</p> <p>LC5 The Catholic understanding that all humans are made in the image and likeness of God (Imago Dei)</p> <p>LC6 The Catholic understanding of conscience as the mind of God in the heart of humanity</p>	<p>LC2 1 John 4:6 "We are from God, and whoever knows God listens to us; but whoever is not from God does not listen to us."</p> <p>LC3 The Catholic understanding of "God is love"</p> <p>LC4 John 1:1-18 The Word became Flesh</p> <p>LC6 The Catholic understanding that the Bible is the Word of God that offers guidance and insight into how to live as a Church and make personal choices</p> <p>LC7 Genesis 1:1-11 Creation of the World</p>	<p>LC2 1 John 4:7-21 The Christian understanding that God is love</p> <p>LC4 Genesis 1:1-31 Six Days of Creation and the Sabbath</p> <p>LC5 1 John 4:18-19 "God is Love"</p> <p>LC6 The Catholic understanding of discovering God's grace</p>

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Jesus/Son	LC1 The Catholic understanding that Jesus can become a friend through prayer	LC1 Jesus' life and teachings influenced the lives of others	LC2 The Catholic belief in the relationship between the Father, Son and Holy Spirit known as the Trinity	LC1 The Catholic understanding of the role of Jesus' passion, death and resurrection in salvation	LC4 The Catholic understanding of the Incarnation in the Bible and Tradition	LC1 The Catholic understanding of the narrative of Jesus using the hermeneutic lens of the revolutionary Christ
	The Catholic understanding that Jesus' words and actions are a model for all authentic friendships and for human flourishing in this life and the life to come	The Catholic understanding that through Jesus' miracles we learn of his humanity and divinity	LC3 Jesus' teachings on justice, forgiveness and mercy	LC4 Mark 14:1-72 - the Gospel Narrative of the arrest of Jesus	The Creed as a statement of faith in the Incarnation	The Catholic understanding of the relevance of Jesus' life and teachings for human flourishing in a postmodern culture
	LC2 Jesus challenged his followers to love their neighbour as themselves	LC2 Jesus modelled prayer	LC5 The Catholic understanding that during the Mass, the bread and wine become the Body and Blood of Jesus Christ which sustain and nourish us		Catholic conviction that a Christ-centred Spirituality makes Christ real in daily life	The Catholic understanding of the challenges, welcoming and hope-filled opportunities of living in the way of Jesus
	LC4 The Catholic belief in the Incarnation: God became human in Jesus	LC3 Luke 3:21-22 The Baptism of Jesus	LC7 Jesus' teachings on different ways to pray including The Lord's Prayer			LC2 Matthew 26:36-46 Agony in the garden
		LC6 Jesus taught people how to live as a disciple in everyday life	LC8 Jesus was accompanied on his life journey			LC3 A Christ-centred spirituality as the Catholic foundation for religious adherence
		LC8 John 1:1 The Word became Flesh	The Catholic understanding that Jesus Christ is both God and human			LC8 The Catholic understanding of a Christ-centred spirituality and prayer

CONCEPT	Early Stage 1	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Holy Spirit		<p>LC3 Luke 3: 21-22 The Baptism of Jesus</p> <p>LC7 The Catholic understanding that God's grace, through the Holy Spirit, is present in and through the Sacraments</p>	<p>LC2 The Catholic belief in the relationship between the Father, Son and Holy Spirit known as the Trinity</p> <p>The Catholic belief that the Holy Spirit can guide and shape people's lives</p> <p>The Catholic belief that gifts and insights of the Holy Spirit can guide people's decision making</p>	<p>LC2 The Catholic understanding of the institutional structure of the Church, Ecumenical Councils and the role of the Holy Spirit in the development of Tradition</p> <p>LC6 The Catholic understanding that the gifts of the Holy Spirit, through the Sacrament of Confirmation and God's grace, empower people</p>	<p>LC2 1 John 4:6 This is how we recognise the spirit of truth and the spirit of falsehood</p> <p>LC7 The Catholic understanding of science, prayer and the gifts of the Holy Spirit and the wonders of Creation</p>	<p>LC7 The Catholic understanding of discernment and an informed conscience, made possible through the gifts of the Holy Spirit</p>

APPENDIX B

Bible Passages Continuum

Bible passages are found in the essential content of each Learning Cycle in each stage of learning. Encounters with these passages progress as a continuum of learning across each stage as students mature and grow as learners. This progression has two dimensions: the choice of the passage and the use of the passage by the teacher. The following tables illustrate a mapping of this learning progression. It is an expectation that teachers select additional biblical passages according to the liturgical season (eg Easter, Christmas)

	TESTAMENT	LEARNING CYCLE 1	LEARNING CYCLE 2	LEARNING CYCLE 3	LEARNING CYCLE 4	LEARNING CYCLE 5	LEARNING CYCLE 6	LEARNING CYCLE 7	LEARNING CYCLE 8
Early Stage 1	Old	Proverbs 17:17 A Friend Loves							
	New	Mark 10:13-16 Jesus blesses the little children	John 13:34 "You should love one another just as I have loved you"	Mark 16:14-15 Jesus Commissions the Twelve	Luke 1:26-35 The birth of Jesus foretold				
Stage 1	Old	Isaiah 43:1 "I have called you by your name"	John 13:3-5, 12-15 Jesus washes his disciples' feet	Exodus 6:7 "I will be your God and you will be my people"	Genesis 2:1-4 Creation				
	New	Matthew 16:13-19 Peter's declaration about Jesus	Matthew 6:9 "Pray then in this way"	Luke 3:21-22 The Baptism of Jesus	Matthew 5:9 "Blessed are the peacemakers for they will be called children of God"	Matthew 25:14-28 Parable of the Talents	Matthew 5:1-11 The Beatitudes	Acts 14:3 "By his grace God grants signs and wonders"	2 Timothy 3:16 "All Scripture is inspired by God"
			Mark 14:32-42 Jesus prays in Gethsemane				Luke 10:25-27 The parable of the Good Samaritan (Introduction)	Matthew 28:16-20 Jesus commissions his disciples	John 1:1 The Word became Flesh

	TESTAMENT	LEARNING CYCLE 1	LEARNING CYCLE 2	LEARNING CYCLE 3	LEARNING CYCLE 4	LEARNING CYCLE 5	LEARNING CYCLE 6	LEARNING CYCLE 7	LEARNING CYCLE 8
Stage 2	Old				Exodus 4:10-12 Moses' miraculous power Jeremiah 1:4-8 Jeremiah's call and commission	Exodus 12:1-28 The first Passover instituted	Exodus 20:1-26 The Ten Commandments	Psalms 25:1-22 Prayer for Guidance and for Deliverance	
	New	Luke 5:1-11 Jesus calls the first disciples Matthew 18:20 "Where two or three are gathered in my name, I am there"	1 John 3:24 "And by this we know that he abides in us, by the Spirit that he has given us" Gal 5:22-6:10 Fruits of the Spirit - Living according to the Spirit	Matthew 5:7 "Blessed are the merciful for they shall receive mercy"	Matthew 4:18-22 Jesus calls the first disciples	Luke 22:14-23 The institution of the Lord's Supper Matthew 25:35 "For I was hungry, and you gave me food, I was thirsty, and you gave me drink"	Luke 21:1-4 The widow's offering	Matthew 6:5-15 Concerning Prayer	Matthew 8:18-27 Jesus stills the storm
Stage 3	Old	Psalms 88:1-2 Prayer for help in despondency		Wisdom 6:12 "Wisdom is radiant and unfading"	Genesis 1:1-2:3 The story of Creation "In the beginning God created the Heavens and Earth"	Genesis 1:27 "When we deal with each other, we should do so with the sense of awe that arises in the presence of something holy and sacred"		Psalms 46:10 "Be still, and know that I am God"	Psalms 33:20-22 The greatness and goodness of God
	New	Luke 24:36-49 Jesus appears to his disciples	1 Corinthians 12:13 "For in one Spirit we were all baptised into one body" Matthew 16:18 "And I tell you, you are Peter, and on this rock I will build my church" Acts 15:1-4 "Certain people came down from Judea to Antioch and were teaching the believers"		Mark 14:1-72 The Gospel Narrative of the arrest of Jesus	1 Corinthians 13:13 "... faith, hope, and love abide, and the greatest of these is love"	John 14:15-31 The promise of the Holy Spirit 1 Corinthians 12:7 "The Holy Spirit is given to each of us in a special way"	Romans 12:12 "Be joyful in hope, patient in affliction, faithful in prayer"	Luke 17:20-21 The coming of the Kingdom

	TESTAMENT	LEARNING CYCLE 1	LEARNING CYCLE 2	LEARNING CYCLE 3	LEARNING CYCLE 4	LEARNING CYCLE 5	LEARNING CYCLE 6	LEARNING CYCLE 7	LEARNING CYCLE 8
Stage 4	Old						Proverbs 1:7 "Fear of the Lord is the beginning of knowledge"	Psalms 111:1-10 Praise for God's wonderful works Genesis 1:1-11 Creation of the world	
	New	Matthew 5:13-16 Salt and light Matthew 18:20 'For where two or three gather in my name, there am I with them"	John 8:31-38 "The truth will set you free"	1 John 4:7-21 "God is Love"	Luke 1:46-55 'Mary's Song of Praise' - The Magnificat John 1:1-18 The Word became Flesh	Matthew 25:45 "Whatever you do to the least of my brothers and sisters you do unto me"	Matthew 5:1-15 The Beatitudes and salt for the world		Matthew 5:9 "Blessed are the peacemakers"
Stage 5	Old		The Book of Job		Genesis 1:1-31 Six Days of Creation and the Sabbath		Psalms 119:15 The Glories of God's Law		The Psalms
	New	Matthew 5:38-48 Concerning retaliation	1 John 4: 7-21 The Christian understanding that God is love Matthew 26:36-46 Agony in the garden	Matthew 23 Jesus' critique of religion Romans 12: 9-21 Marks of the True Catholic		1 John 4: 18-19 "God is Love"	Matthew 5:1-11 The Beatitudes	Matthew 5:1-11 The Beatitudes Acts 11:26 Followers of Jesus first called Christians as engaged in Christ-like behaviour	Matthew 6:9 "Pray then in this way"
									1 Philipians 1:1-9 1 Colossians 1:1-14

APPENDIX C

Prayer and Liturgy

Traditional prayers and liturgical responses will be given due consideration within each Learning Cycle. Encounters with these traditional prayers and liturgical responses progress as a continuum of learning across each stage as students mature and grow as learners throughout their schooling. The following tables illustrate a mapping of this learning progression.

	TESTAMENT	LEARNING CYCLE 1	LEARNING CYCLE 2	LEARNING CYCLE 3	LEARNING CYCLE 4	LEARNING CYCLE 5	LEARNING CYCLE 6	LEARNING CYCLE 7	LEARNING CYCLE 8
Early Stage 1	Prayers	The Sign of the Cross	Morning Offering Hail Mary	Our Father	Grace Before Meals				
	Liturgical Responses			Greeting: Sign of the Cross Response: "Amen" "The Lord be with you" Response: "And with your spirit" The Kyrie: "Lord have mercy"; "Christ have mercy"; "Lord have mercy" General Intercessions: "Lord hear us" Responses: "Lord hear our prayer" "Amen"					
Stage 1	Prayers	The Angelus	Our Father		Act of Contrition	Glory be to the Father	Hail Mary		
	Liturgical Responses	Final Blessing: "The Lord be with you" Response: "And with your spirit." "May almighty God bless you, the Father, and the Son, and the Holy Spirit" Response: "Amen" Dismissal Response: "Thanks be to God."	Our Father ... Response: "For the kingdom, the power and glory are yours, now and forever"		The Sign of Peace			The Preparation of the Offerings Response: "Blessed be God forever" Prayer over the Offerings Response: "May the Lord accept the sacrifice at your hands, for the praise and glory of his name, for our good and the good of all his holy Church." Our Father Lamb of God	1st Reading/2nd Reading The Word of the Lord Response: "Thanks be to God" Gospel: The Lord be with you" Response: "And with your spirit" A reading from the Holy Gospel according to Response: "Glory to You, O Lord" The Gospel of the Lord Response: "Praise to you, Lord Jesus Christ"

	TESTAMENT	LEARNING CYCLE 1	LEARNING CYCLE 2	LEARNING CYCLE 3	LEARNING CYCLE 4	LEARNING CYCLE 5	LEARNING CYCLE 6	LEARNING CYCLE 7	LEARNING CYCLE 8
Stage 2	Prayers		The Regina Coeli	The Examen				The Rosary Christian meditation	The Angelus
	Liturgical Responses		The Gloria			Eucharistic Prayer Holy, Holy, Holy, Lord... Memorial Acclamations People's Communion "Lord, I am not worthy that you should enter under my roof, but only say the word and my soul shall be healed"	Penitential Act: "Confiteor"	The Collect	
Stage 3	Prayers	Stations of the Cross Reconciliation		Examination of conscience		Peace Prayer - St Francis of Assisi	Prayer to the Holy Spirit	Hail Holy Queen Eucharistic Adoration	
	Liturgical Responses		The Profession of Faith: The Nicene Creed/The Apostles' Creed					Lamb of God Communion: "Lord, I am not worthy that you should enter under my roof, but only say the word and my soul shall be healed"	

	TESTAMENT	LEARNING CYCLE 1	LEARNING CYCLE 2	LEARNING CYCLE 3	LEARNING CYCLE 4	LEARNING CYCLE 5	LEARNING CYCLE 6	LEARNING CYCLE 7	LEARNING CYCLE 8
Stage 4	Prayers	School prayer/ Patron Saint prayer	The Examen Reconciliation	Christian Meditation The Rosary Eucharistic Adoration	Hail Mary The Magnificat The Angelus		Glory Be	Canticle of the Sun - St Francis of Assisi	
	Liturgical Responses	The Preparation of the Offerings Response: "Blessed be God forever" Prayer over the Offerings Response: "May the Lord accept the sacrifice at your hands, for the praise and glory of His name, for our good and the good of all His holy Church." Our Father Lamb of God		Final Blessing: "The Lord be with you" Response: "And with your spirit" "May almighty God bless you, the Father, and the Son, and the Holy Spirit" Response: "Amen" Dismissal Response: "Thanks be to God."	Profession of Faith: Nicene/ Apostles' Creed	The Sign of Peace	1st Reading/ 2nd Reading The Word of the Lord Response: "Thanks be to God" Gospel: "The Lord be with you" Response: "And with your spirit" A reading from the Holy Gospel according to Response: "Glory to You, O Lord" The Gospel of the Lord Response: "Praise to you, Lord Jesus Christ"	The Gloria	Eucharistic Prayer Holy, Holy, Holy, Lord ... Memorial Acclamations People's Communion "Lord, I am not worthy that you should enter under my roof, but only say the word and my soul shall be healed"
Stage 5	Prayers	Stations of the Cross	The Divine Mercy Chaplet	Prayer to the Holy Spirit Eucharistic Adoration	Prayer of Peace - St Francis of Assisi	Christ has no body - St Teresa of Avila	The Angelus The Regina Coeli	Examination of Conscience Reconciliation	Our Father Labyrinth walk
	Liturgical Responses		Penitential Act: "Confiteor"						Our Father Response: "For the kingdom, the power and glory are yours, now and forever"



Catholic Schools
Parramatta Diocese