

P-12 Syllabus
RELIGIOUS and CHRISTIAN EDUCATION

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1. RATIONALE

In the diverse socio-religious landscape that is Australia it is vital that students in Anglican schools have knowledge of how religious beliefs and practices inform behaviour and influence personal and community proclivities. This Anglican Schools Religious Education Syllabus not only seeks to encourage the development of religious knowledge, but also to embolden students to broaden their understanding of what can be learned from religion.

This syllabus envisages facilitating the above mission through academic rigour, pastoral perspectives, a broad range of topic choices and consideration of each school's domestic character.

PURPOSE

The purpose of the syllabus is to:

- promote a consistency of religious education across the schools in the diocese;
- provide topical and academic guidelines for teachers of Religious Education in Anglican schools;
- emphasise the Anglican approach to religion and how it has relevance and dignity within the myriad competing religious, social and political ideologies that abound in 21st century Australia;
- help develop a religious literacy for students;
- provide students with the ability and opportunity to think critically and analytically to make informed decisions about religious beliefs and practices, ethics and personal faith;
- provide students with the opportunity to experience religious practices and beliefs intrinsic to the Anglican Communion.

APPROACH

Ultimately, the syllabus strongly concurs with Garth Read and Michael Grimmet's integrative approach to Religious Education (Erricker, Lowndes & Bellchamber, 2011, p24) where students will **learn about** religion and **learn from** religion. In support of these over-arching foci the syllabus has identified six strands relating to religious enquiry, with each strand being addressed at least twice across the course of both the Primary and Secondary years.

THE STRANDS:

- The Bible and Christian Belief
- Christian Traditions and Practice
- World Religions
- Christian Living
- The Inner Life
- Thinking about Religion.

THE SYLLABUS AND OTHER CURRICULA

While this syllabus is a stand-alone document, teachers might also consider referring to the Australian Curriculum's General Competencies in their work program. Teachers will find that many of these are inherently fundamental to the teaching and learning related to Religious Education. In addition, Heads of Faculty could also incorporate Marzano's list of cognitive verbs, as recommended by QCAA. The inclusion of these two are seen as important adjuncts to the ASC's RE syllabus and serve to highlight the academic content that underpins the desired outcomes of this syllabus.

INTENDED USERS

This Syllabus has been developed for use in Anglican schools across South-East Queensland. Accordingly, the primary users and implementers of this document will be:

- Principals;
- Heads of Faculty/Department of Religious Education (under the varying titles employed in the Anglican schools operating within the diocese);
- teachers of Religious Education;
- school Chaplains.



2. GLOBAL AIMS AND OUTCOMES

The following are global aims that guide the teaching of Religious Education in Anglican schools.

Anglican Religious Education:

- makes clear the beliefs and practices of an Anglican understanding of Christianity;
- encourages the development of values and reasoning within an Anglican Christian framework;
- connects with and adds value to students' lives and experiences;
- develops students' critical and reflective thinking about faith and the 'big questions of life';
- encourages a broad understanding of significant religious belief and practice from around the world.

OUTCOMES

Through participation in this course students should:

- have a clear understanding of the beliefs and practices of the Anglican understanding of Christianity;
- engage with spiritual concepts in a manner which causes them to reflect on their own spiritual development;
- develop an appreciation of the value of faith and belief in people's lives;
- appreciate and value the diversity and commonality of all faiths;
- analyse the nature, value and impact of Christian traditions and practices;
- understand the form, function and purpose of the Bible and the diverse manner in which it is interpreted and understood.



3.1 COURSE ORGANISATION

TIME ALLOCATION

The recommended minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is:

Primary: either a minimum of two periods per week (based on the normal length of the schools lesson periods) or a minimum of 40 hours per year.

Secondary: either a minimum of two periods per week (based on the normal length of the schools lesson periods) or a minimum of 60 hours per year.

A course of study in this syllabus consists of units of work exploring the core strands across a three year period. The recommended approach is to create units that fit within a single term. With six strands and twelve terms it is recommended that each strand be covered as a major theme for two units of work across a three year period.

Units of work should be developed using the two key approaches outlined below.

3.2 KEY APPROACHES - LEARNING ABOUT AND LEARNING FROM

This syllabus encourages a balance between two pedagogical approaches: learning about and learning from religion.

LEARNING ABOUT CHRISTIANITY AND RELIGION

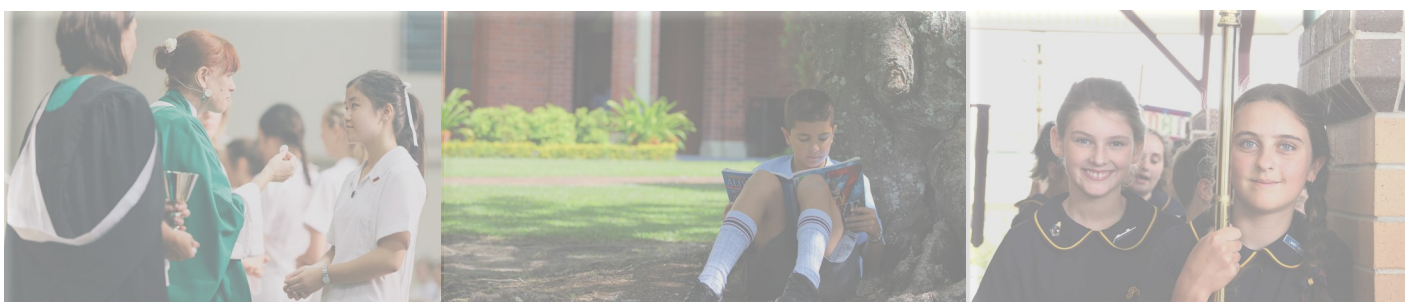
Learning about religion requires pupils to engage with religious beliefs, teachings sources and practices,” and “it focuses ones attention on acquisition of knowledge” (Erricker et al., 2011, p. 24).

This approach, Learning About, focuses on assisting students to develop a broad knowledge and understanding of Christianity and other world religions. Learning About enables students to engage with complex themes and analyse the interconnectedness between religion and people.

LEARNING FROM CHRISTIANITY AND RELIGION

Learning from religion is generally interpreted in agreed syllabuses to include pupils own responses to some of the issues that are explored within religious practice and belief and seeks to look for and recognise parallels in their own experience. It encourages students to consider what can be learnt from religious interpretations of life’s experiences, there by contributing to children’s own spiritual development and encouraging empathy and understanding about the religious beliefs and practices of others” (Erricker et al., 2011).

This approach, Learning From, encourages students to move beyond content knowledge about Christianity and other religions, and to reflect on how it might be used as a resource for living their own life.



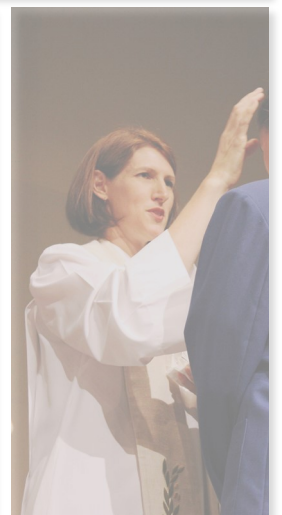
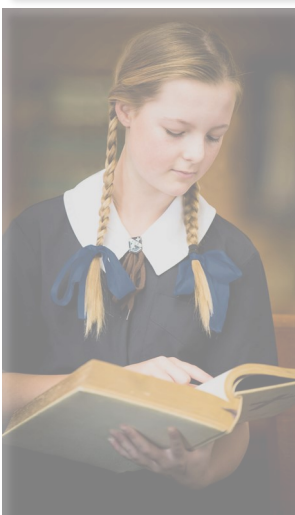
A COMBINED APPROACH

A balanced relationship between these two dimensions is vital to the quality of Religious Education in any school, and all educators are encouraged to consider deeply how both approaches are expressed in their school's Religious Education program.

The primary source of religious teaching and learning in Anglican Schools is the Christian faith. Accordingly, greatest emphasis is to be placed on learning about and learning from Christianity in our classes.

UNITS OF WORK – A THREE YEAR STRUCTURE

Within this syllabus a three year spiral structure is proposed. This means that term units of work should be developed that use each of the six strands (listed below), at least once, and preferably twice, across the three year period. This enables students to revisit concepts at a more complex level four times in their schooling.



THE SIX STRANDS

The Six Strands cover a broad spectrum of religious concepts.

THE STRANDS ARE:

1. THE BIBLE AND CHRISTIAN BELIEF (BCB)

The Old and New Testaments are the foundational documents for the Christian faith. In this strand students will develop an understanding of the content, structure and context of the Bible and approaches to its interpretation. They will explore important beliefs emerging from the scriptures and reflect on their relevance and role in their own life. Teacher should aim for a balance between Old and New Testament while recognising the importance of the Gospels to the Anglican tradition.

2. CHRISTIAN TRADITIONS AND PRACTICE (CTP)

Christian thought and practice are shaped by thousands of years of history and tradition. This strand will explore how Christians have developed their lives around their beliefs throughout history and into the modern era. It has a particular focus on Anglican worship, sacraments and practice. Students will reflect on the way these traditions and practices are life-giving for them in the contemporary Australian context.

3. WORLD RELIGIONS (WR)

Religious belief is a central element in many people's lives across the planet. In Australia, the landscape of belief continues to change and diversify. This strand helps students to understand the beliefs and practices of religions other than Christianity. Students will be encouraged to reflect on the way that these religions act to help people live a life of purpose and meaning.

4. CHRISTIAN LIVING (CL)

Christians are called to live their lives in a particular way, with a special emphasis on holiness, faithfulness, mercy, reconciliation, justice and ethical behaviour. The focus of this strand is how the Christian life can provide guidance on living in a way that loves God and neighbour, cares for creation and provides meaning in life. It engages with the important issues that affect young people and helps them explore ethical and life-giving actions.

5. THE INNER LIFE (IL)

The importance of the inner life to personal well-being is increasingly being recognised. This strand explores Christian thought and practice as it relates to the cultivation of a person's inner spirituality. Students will be encouraged to explore practical approaches to Christian spirituality, including the forms of worship, meditation, silence and stillness.

6. THINKING ABOUT RELIGION (TR)

People often ask philosophical and theological questions about religion and faith, seeking logical and rational answers. This strand considers these questions, seeking to explore the intellectual foundation of the Christian faith and the philosophy of religion.

IMPLEMENTING THE STRANDS

Each strand lends itself to being taught primarily through one of the two approaches, Learning About or Learning From.

In order to bring depth, richness and creativity to the development of units this syllabus encourages the use of major and minor strands for each unit. It is recommended that each unit has a major theme focussing on one strand and approach a minor theme drawing on a different strand and approach.

For example, a unit could be developed using 'The Bible and Christian Belief' (Learning About) as the major strand and using 'Christian Living' (Learning From) as its minor strand. In this way, while content about the Bible and Christian Belief is learnt, reflection on how it might apply to a student's life is also explored.

Another example would be using 'The Inner Life' (Learning From) as the major strand and pairing it with 'World Religions' (Learning About) as the minor strand. This unit might have students learning experientially about how to pray, meditate and be still in the Christian tradition, while also learning what these practices look like in other religions.

When planning a unit of work, the following should be developed:

- an overview that outlines the scope and sequence of the unit;
- an outline of how the 'Learning About' and 'Learning From' approaches will be used;
- inquiry questions, ideas and concepts that reflect the aims and objectives;
- learning experiences that allow students to explore information and reflect on its application to their own life.

When developing a unit of work, decisions should be made about the:

- nature and purpose of the assessment instrument(s);
- resources required for the unit;
- an increasing level of challenge to students and provide opportunities for them to achieve the general objectives;
- appropriate level of challenge for all students;
- learning opportunities provided to enable all students to achieve the general objectives.

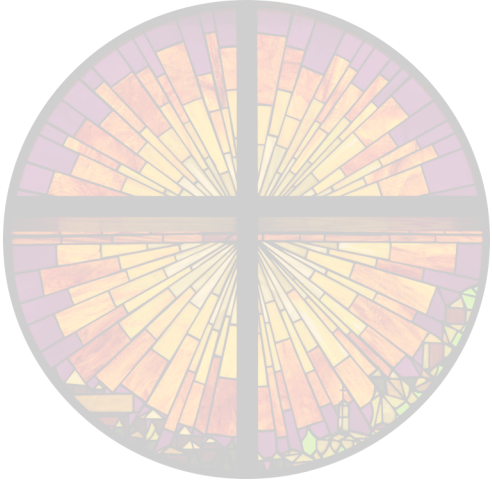


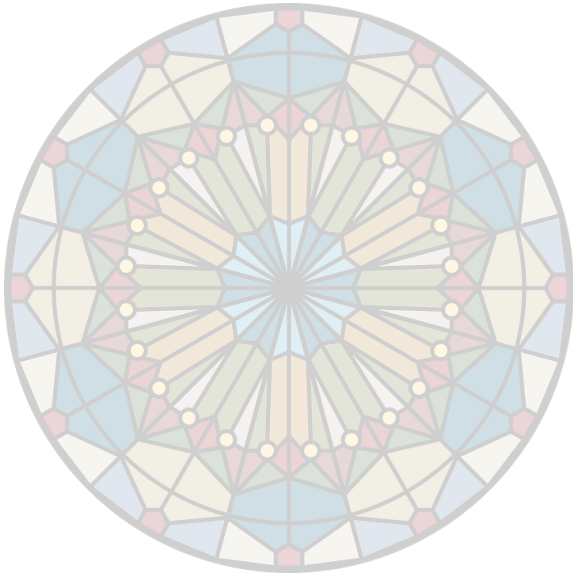
WORK PROGRAM REQUIREMENTS



A work program is the school’s plan of how the syllabus will be delivered. This allows for the special characteristics of the individual school community and its students. The school’s work program should meet the recommendations outlined in this syllabus and demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives.


You are NOT required to incorporate all of the statements in the Strand Tables below into your work program; however you are encouraged to develop a program utilising a broad range of statements from across the strands.

STRAND: THE BIBLE AND CHRISTIAN BELIEF (BCB)

Year Levels	Learning About	Learning From
1 - 3	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - explore different stories from the Bible; - explore the types of things the Bible teaches Christians; - understand that Christians consider the Bible to be a special book and that God speaks through it; - understand that the Bible is many books written by many authors; - investigate the structures of the Bible (OT/NT, book names); - understand when the Bible was written in human history. 	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - reflect on how the Bible might teach them how to live a better life; - respond to stories from the Bible reflecting on what they teach them about living. 
	<p><i>Christian Belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - understand what Christians believe about who and what God is; - explore what Christians believe about the characteristics of God; - explore the roles and titles God has in the Bible. (eg. Creator, El Shaddai, Adonai); - understand who Jesus is and what Christians believe about him; - investigate how Christians find out about God (from the Bible). 	<p><i>Christian Belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - reflect on how what we believe changes how we act; - be aware of their own and their family’s ideas about God; - respect the different beliefs people can have about God.

Year Levels	Learning About	Learning From
4 -6	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - understand how to locate passages in the Bible; - investigate the Old Testament and its metanarrative; - explore how the Bible came to be written (authors, dates, location); - investigate the reliability of the translation of the Bible that exists today; - investigate the New Testament and its metanarrative; - understand the different genres in the Bible; - understand the structure of the Bible (collections – Law, Prophets, Wisdom etc). 	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - reflect on why the Bible is significant for people; - appreciate the diversity of literature in the Bible, and its intent; 
	<p><i>Christian Belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - explore the historical context in which Jesus lived; - reflect on how historical context helps in understanding the New Testament; - explore Jesus teaching on the Kingdom of God (God’s vision of a good world); - investigate what the Bible says about what God wants for individuals, our society/community and creation; - investigate what Christians believe about the nature of Jesus through the Bible; - explore miracles and what they might tell us about Jesus; - explore parables and how might we interpret them; - reflect on the concept of servanthood as modelled by Jesus. 	<p><i>Christian Belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - reflect on how seeing the world a particular way might change the way they live; - reflect on how personal interpretation of the miracles, parables and life of Jesus influences the way they live; - appreciate that others might interpret the above differently and will, therefore, express their understanding differently; - understand that historical and social context influences how texts are interpreted; - understand their own ability for servanthood.

Year Levels	Learning About	Learning From
7-9	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - understand that the Bible is many books written by many authors; - investigate the structures of the Bible (OT/NT, Book names); - understand that the Bible was written in an historical context; - explore different stories from the Bible; - explore the types of things the Bible teaches Christians; - understand that Christians consider the Bible to be a sacred text and that God speaks through it. 	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - identify how the Bible can be of value to people today in their thinking and acting - reflect on how God speaks to us through sacred text ; - reflect on how sacred texts are used to develop faith and values; - engage in a personal response to sacred texts; - Consider how their life experience influences their response to scripture.
7-9	<p><i>Christian Belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - understand what Christians believe about who and what God is; - explore what Christians believe about the characteristics of God (the Creeds); - explore the roles and titles God has in the Bible (eg creator, Sofia); - investigate how Christians develop their understanding of God through culture, media, broader Christian texts and teachings; - understand who Jesus is and what Christians believe about him. 	<p><i>Christian Belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - reflect on how other people’s views of God can influence how they view God; - consider how they learn from how other people experience God; - reflect on their own experience of the sacred; - identify teachings and actions of Jesus that could have a positive impact on their life. 

Year Levels	Learning About	Learning From
10-12	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - investigate the Bible using hermeneutics: literal, historical, cultural, feminist, liberation; - understand the historical context of the Gospels and the early church; - understand the historical, cultural context of the Christian scriptures as the story of the relationship between Christians and God; - explore in depth one Gospel and at least one significant theme from the Christian scriptures. (eg unconditional love, forgiveness, relationship with God); - continue to explore what Christians believe about the person of Jesus. 	<p><i>The Bible</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - identify a teaching of Jesus that can be of value to them in their thinking and acting; - respond to a studied text; - appreciate how different hermeneutical perspectives can impact upon the personal response to a scripture; - reflect upon the teachings of Jesus and how they can benefit their life; - reflect how other people’s lives are an expression of their Christian beliefs and understanding of the bible.
	<p><i>Christian Belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - investigate how Christian ethics are developed; - investigate how Christians apply those ethics in relation to contemporary issues, eg IVF, gender issues; - investigate what different Christian denominations believe about contemporary issues and how these reflect their biblical interpretations; - consider how Christian beliefs inform personal identity and awareness. 	<p><i>Christian belief</i> <i>At this level students will:</i></p> <ul style="list-style-type: none"> - Consider what they believe about contemporary ethical issues and how they arrived at those beliefs; - reflect on which of these Christian groups most align with their beliefs and why is that so; - explore elements of Christian beliefs that they could use in shaping their personal identity; - develop through personal reflection a statement of beliefs or a creed that indicates what they value.

STRAND: CHRISTIAN TRADITION AND PRACTICE

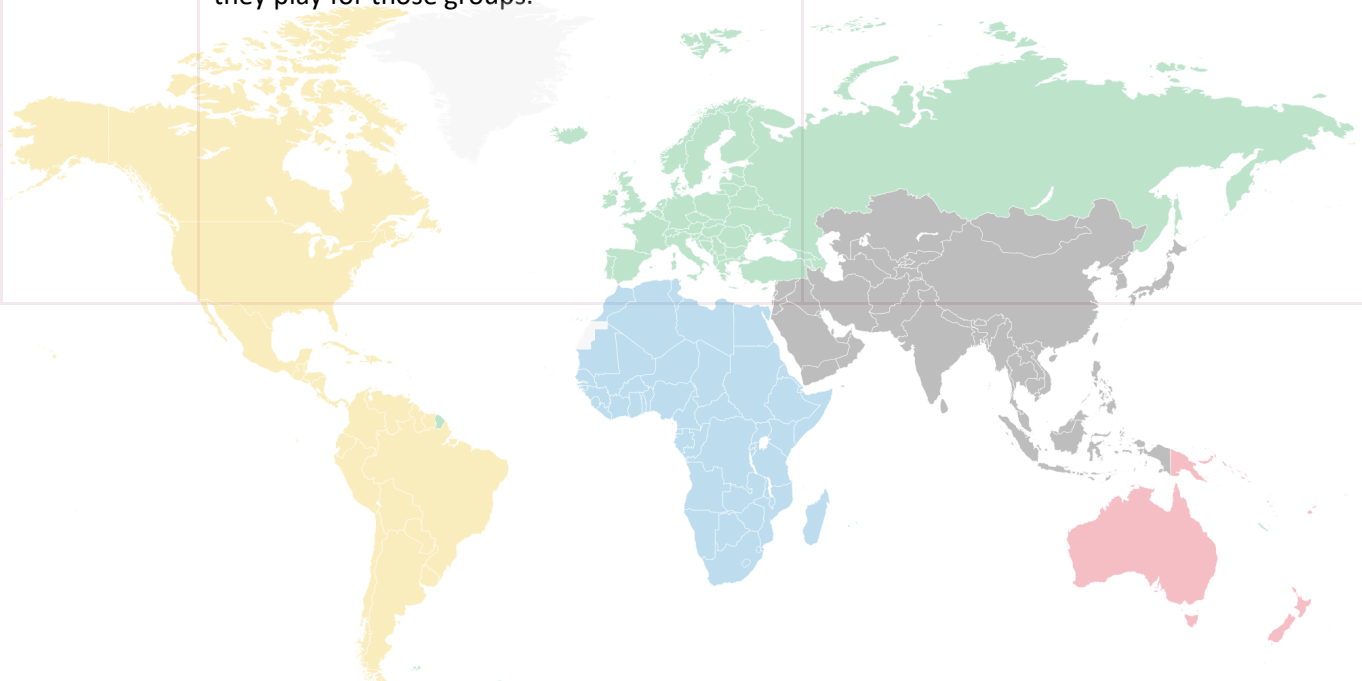
Year Levels	Learning About	Learning From
1 - 3	<p>At this level students will:</p> <ul style="list-style-type: none"> - understand what the word 'church' means; understand what a priest is and does; - explore the meaning and purpose of prayer and worship; - explore the purpose of the Church for Christians; - explore when, where and how the Church began; - explore the meaning of Easter; - explore the meaning of Christmas; - explore the meaning of Pentecost. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on how belonging to a church might be beneficial; - reflect on why ritual and practices are important; - reflect on the meaning of Easter and Christmas in their family; - reflect on how what is done in the Church today is modelled on the early Christian communities.
4 -6	<p>At this level students will:</p> <p>The Church</p> <ul style="list-style-type: none"> - explore the why there are denominations and the differences between them; - explore the development of the Church, focusing on the book of Acts and the Early Church. <p>Church Ritual Practices</p> <ul style="list-style-type: none"> - explore what the sacraments are; - explore sacraments of Initiation; - investigate what happens during baptism and its significance; - investigate what happens during the Eucharist and its meaning; - explore the Bible stories connected to baptism and Eucharist. <p>Church Social Practices</p> <ul style="list-style-type: none"> - explore the way the Church seeks to care for people and why; - explore the Biblical connections to Christian service. 	<p>At this level students will:</p> <p>Church Ritual Practices</p> <ul style="list-style-type: none"> - reflect on the role of ritual in their life; - explore how these rituals can enrich them. <p>Church Social Practices</p> <ul style="list-style-type: none"> - reflect on the reasons why they might serve others; - reflect on how the early Christian communities; mirrored Jesus' examples of servanthood.

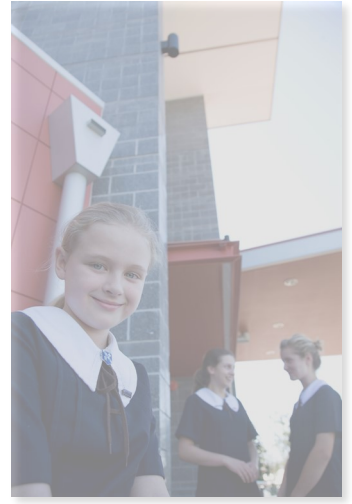


Year Levels	Learning About	Learning From
7-9	<p>At this level students will:</p> <p>The Church</p> <ul style="list-style-type: none"> - understand the structure and history of the Anglican Church (Scripture, Reason, Tradition, Experience); - investigate the liturgical year and its celebrations; - explore significant people of the Church. <p>Church Ritual Practices</p> <ul style="list-style-type: none"> - explore the sacraments; - explore the diverse nature of Church worship; - analyse the Anglican Eucharist ritual; <p>Church Social Practices</p> <ul style="list-style-type: none"> - explore the Biblical motivation for mission; - explore the link between Christianity and social justice; - examine the Anglican Marks of Mission. 	<p>At this level students will:</p> <p>The Church</p> <ul style="list-style-type: none"> - appreciate how the ‘three legged stool’ provides a balanced approach to applying Anglican beliefs and practices to your life; <p>Church Ritual Practices</p> <ul style="list-style-type: none"> - attend an Anglican ritual and be open to the experience of the sacred; - reflect on how Christian tradition such as attending Church or praying regularly might shape you; - consider what a non-Christian might find inspiring or spiritually uplifting about the ritual of baptism (or another sacrament) and its symbols; <p>Church Social Practices</p> <ul style="list-style-type: none"> - appreciate how Christian teachings and actions in their school and society affect their view of issues of social justice. - reflect on the Church’s role in societal servanthood
10-12	<p>At this level students will:</p> <p>The Church</p> <ul style="list-style-type: none"> - explore the different expressions of Christianity and the Anglican Church; - examine the development of denominations as an expression of and response to unique cultural and historical pressures. <p>Church Ritual Practices</p> <ul style="list-style-type: none"> - analyse the purpose of ritual in the Anglican tradition; <p>Church Social Practices</p> <ul style="list-style-type: none"> - explore the impact of Christian organisations on the Australian and local landscape. 	<p>At this level students will:</p> <p>The Church</p> <ul style="list-style-type: none"> - attend an Anglican ritual and be open to the experience of the sacred; - respect that many different expressions and practices of Christianity can be positive and life-affirming; <p>Church Ritual Practices</p> <ul style="list-style-type: none"> - reflect on how Christian tradition such as attending Church or praying regularly might shape them; <p>Church Social Practices</p> <ul style="list-style-type: none"> - use Christian teachings and other sources to define their own perspective of and response to issues of social justice.

STRAND: WORLD RELIGIONS

Year Levels	Learning About	Learning From
1 - 3	<p>At this level students will:</p> <ul style="list-style-type: none"> - experience incidental teaching about other world religions; - understand that people have different religious beliefs and practices; - understand that World religions began a long time ago; - understand that there are stories and sacred books from other religions; - understand that people from other religions have special places to worship; - understand that world religions began in different ways and were started by different people. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - explore the values of people with different ideas. 
4-6	<p>At this level students will:</p> <ul style="list-style-type: none"> - explore the Sacred Texts of different world religions and the role they play for those groups; - explore the sacred places of different world religions and the role they play for those groups; - explore the founders and significant people of different world religions and the role they play for those groups. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on sacred places or people are important in their family; - reflect on the role special books or heroes play in shaping their family.





Year Levels	Learning About	Learning From
7-9	<p>At this level students will:</p> <ul style="list-style-type: none"> - investigate at least one Abrahamic and one Eastern religion as lived in Australia. One or more of the following elements could be explored: - beliefs - rituals and Practices - ethical Issues - history - sacred Texts - sacred places - founders and significant people 	<p>At this level students will:</p> <ul style="list-style-type: none"> - respect the diversity of religious beliefs and practices; - value elements from other religions that could be beneficial to their life; - appreciate the diversity of religious sources; - understand that religious wisdom is available to anyone; - value how awareness of religious diversity can contribute towards a more harmonious society.
10-12	<p>At this level students will:</p> <ul style="list-style-type: none"> - investigate at least one Abrahamic and one Eastern religion not previously studied. Compare and contrast at least two religions in one of the following elements: - beliefs - rituals and practices - ethical Issues - sacred texts - sacred places - founders and significant people 	<p>At this level students will:</p> <ul style="list-style-type: none"> - respect the diversity of religious beliefs and practices; - value elements from other religions that could be beneficial to their lives; - appreciate the diversity of religious sources; - understand that religious wisdom is available to anyone; - value how awareness of religious diversity can contribute towards a more harmonious society.

STRAND: CHRISTIAN LIVING

Year Levels	Learning About	Learning From
1 - 3	<p>At this level students will:</p> <ul style="list-style-type: none"> - explore why we should we try to be a good person; - investigate how the Bible guides us in making good choices; - investigate ways of making good choices; - understand how to show respect for others; - explore the consequences of different choices; - explore ways Jesus demonstrated love and care of people; - explore the community to which we belong; - investigate who our neighbours are; - understand what Christians believe about living a good life. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on what they can learn from Christian values; - become aware of how Christian values help them make good choices; - reflect on the positive and negative consequences of making choices; - reflect on how Jesus' teachings provide the role modelling for their own lives; - explore how can they be a positive person in their classroom, school and neighbourhood.
4 -6	<p>At this level students will:</p> <ul style="list-style-type: none"> - explore why we should we try to be a good person; - investigate how people might think differently about what it means to be good; - investigate what the Bible says about 'being good'; - explore bullying and how bullies should be treated; - investigate how our society is affected by discrimination and prejudice; - explore how Jesus showed love and compassion; - investigate what makes a 'fair' and 'just' decision; - explore the Ten Commandments; - investigate human rights/animal rights/ environment. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - identify how they try to live a good life; - reflect on what interferes with people being good; - reflect on why it is hard to be good; - consider how the Ten Commandments and Jesus' teachings help them to live well with others; - consider what the Anglican Church has to show them about human rights, animals rights and our environment.

7-9

At this level students will:

- explore Christian living through the concept of Social Justice facilitated by a close study of, for example, the Beatitudes;
 - explore spiritual and material poverty and their impact;
 - explore humility in a world of self;
 - explore the importance of doing the right thing because it is the right thing;
 - explore responsibility to keep social peace;
 - explore that individuals have the possibility to be more fully developed spiritual human beings;
 - explore the individual's responsibility to show mercy;
 - explore the individual's responsibility to stand up for what is right and honourable;
 - explore the value of enduring hardship and learning from it;
 - explore what the Bible and Christian faith might teach about relationships:
- myself
 - others
 - environment
 - God

At this level students will:

- reflect on how the role model of Jesus is the example for Christian Living;
- appreciate the equal value of all humans according to the example of Jesus;
- be aware of the impact of their personal actions both positive and negative on the people around them;
- appreciate that the bible has an ethical framework that can be applied to modern ethical dilemmas;
- reflect on how The Beatitudes and other Christian texts can help them to be more fully aware and rounded human beings;
- appreciate that the Christian faith enables them to reflect on the choices that they make in their relationships.



10-12

At this level students will:

Individual Christian Living

- explore how individual Christians express their commitment to living a Christian life in relation to (for example):

- equality
- simplicity
- materialism
- technology and bioethics
- sexual ethics
- crime and punishment

Living as a Christian in Community

- explore the contribution of Christian communities to (for example):

- health care
- education
- international Aid
- welfare & community assistance
- examine the motivations that compel these communities to work altruistically.

At this level students will:

- reflect on how the role model of Jesus is the example for Christian Living;

- appreciate the equal value of all humans according to the example of Jesus;

- be cognisant of the impact of my actions and my speech on the people around me;

- consider the effects of a materialistic world on their lives and how simplicity could be an alternative;

- reflect on how Christian communities can or have affected their own life;


- reflect on the motivations that compel them to act as they do.




STRAND: INNER LIFE

Year Levels	Learning About	Learning From
1 - 3	<p>At this level students will:</p> <ul style="list-style-type: none"> - learn how to prepare for and behave in worship/chapel; - learn to be still; - investigate what a sacred place is; - explore what a ritual is; - explore and engage in prayerful activities. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - be aware of how an experience of prayer feels to them; - reflect on what it means to have a special place; - reflect on the importance of special places.
4 - 6	<p>At this level students will:</p> <ul style="list-style-type: none"> - Explore and experience some disciplines of the inner life: - prayer - solitude - worship - explore Christian meditation and contemplation; - explore the characteristics that make environments conducive to stillness, silence, prayer and reflection; - participate in different methods of Christian meditation and contemplation; - examine the life of a Christian saint and the importance they placed on the inner life; - investigate the inner life practices of a monastic tradition. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on how they feel after participating in inner life disciplines; - consider what they have learnt from studying a Christian saint and monastic traditions that they think could help them.



<p>7-9</p>	<p>At this level students will:</p> <ul style="list-style-type: none"> - explore and experience some disciplines on the inner life: - prayer - meditation - contemplation - solitude - explore solitude and self-reflection practices; - explore the purpose of fasting (eg. technology, food, furniture); - understand the benefits of inner life disciplines for a holistic lifestyle. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on their experience of fasting and describe its impact on them. (Students should not be encouraged to fast from food in this age group); - experience different forms of meditation and self-reflection; - consider how practices of the inner life can be transformative.
	<p>At this level students will:</p> <ul style="list-style-type: none"> - explore and experience some disciplines on the inner life: - prayer - meditation - contemplation - fasting - solitude - reflection; - reflect on how media/consumerism impacts on our thinking/feeling and inner life; - explore how Christian inner life practices provide greater personal and relational insight. 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on their experience of meditation and describe its impact on them; - experience different forms of meditation and self-reflection; - consider how practices of the inner life can be transformative. 

STRAND: THINKING ABOUT RELIGION

Year Levels	Learning About	Learning From
1 - 3	<p>At this level students will:</p> <ul style="list-style-type: none"> - investigate the concept of God and explore questions such as: - What do people believe about God? - Why do people believe in the existence of God? - Where do people get their ideas about God? - Why are some behaviours right or wrong? - What are the consequences of our behaviour on the self our relationships with others, God and the environment? 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on their own and their family's beliefs about God; - appreciate that there are numerous perspectives about God; - reflect upon a time when they made someone happy or sad; - consider the things that they do in their school that makes their school a happy/sad place.
4 - 6	<p>At this level students will:</p> <ul style="list-style-type: none"> - explore questions such as: - What is Religion: - What is the purpose of religion? - What does religion do for people? - Why do some people not participate in religion? - What is Belief? - Why do some believe in God and some don't? - From where do people get their beliefs? - How do beliefs shape actions? 	<p>At this level students will:</p> <ul style="list-style-type: none"> - reflect on how religion and belief shapes people's lives; - appreciate how Anglican beliefs have shaped their school. 

7-9 **At this level students will:**

explore questions such as:

- What is Knowledge?
- How do people acquire knowledge about the world?
- What is the nature of truth: science, personal, social?
- Why is truth important and how is it discerned?
- How does truth relate to religious knowledge?
- How is God perceived?
- Why do people believe or not believe in God?
- How has society, science, family and experiences shaped how you perceive God?
- How is God perceived and how does this perception shape thoughts, feelings and actions?
- What is Religion?
- What makes something a religion? Elements?
- How does society and media shape perceptions of religion?

At this level students will:

- appreciate that not all claims of 'truth' have the same degree of reliability;
- analyse what sources of truth have shaped their religious beliefs;
- consider what influences have shaped their beliefs about God;
- consider how their perception of God has influenced their belief and vice-versa;
- understand that their perceptions of God will change throughout their life;
- recognise that they are influenced by social values and perceptions about God and belief.



<p>10-12</p>	<p>At this level students will:</p> <p>explore questions such as:</p> <ul style="list-style-type: none"> - Is religion (Christianity) socially beneficial? - Can religion and science co-exist? - Are all religions inherently sexist? - Should religion be separated from politics? - Why does religion still exist? - What gods have replaced God in modern society? - Why is there evil? - Why is there suffering? - What does this have to do with God? - What does religion say about these? 	<p>At this level students will:</p> <ul style="list-style-type: none"> - appreciate the strengths and weaknesses of religion in society; - reflect on how this unit has changed their attitudes and thoughts towards the benefit of religions in society; - consider what they might value as a 'god' in their life; - consider what they have learnt from religion; - appreciate the complexity of evil and suffering; - appreciate that religion can offer solace in times of suffering.
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