



Anglican Schools Commission Shared Syllabus 2021

Acknowledgement

The Anglican Schools Commission acknowledges the generosity and professionalism of the many religious educators who helped develop and create this Shared Syllabus in their own time. The first edition was primarily created by **Scott Huntington (Anglican Church Grammar School - Churchie)** and **Karen Bonini (Cannon Hill Anglican College)** and the Anglican Schools Commission wishes to gratefully acknowledge their outstanding contributions to Religious Education in Anglican schools. As with all curriculum documents, this Shared Syllabus is considered a living document, responsive to regular reviews to reflect the changing needs of students, as well as developments in teaching and learning. It is important that Religious Education, as a subject, responds to new research, developments in pedagogy and socio-cultural changes.

In 2020, a review of the Shared Syllabus was undertaken by **Maria Thompson (Cannon Hill Anglican College)**, **Stephanie Cotroneo (Anglican Church Grammar School - Churchie)**, **Catherine Syms (St Hilda's School)** and **Caro Emslie (St Paul's School)**. The ASC would like to sincerely thank these generous and professional educators for sharing their time, their knowledge, their skills and their profound wisdom to create this revised Shared Syllabus for use in 2021.

Ms Sherril Molly and the Anglican Schools Commission are extremely grateful to the community of professional educators within Anglican schools who have participated in this project.

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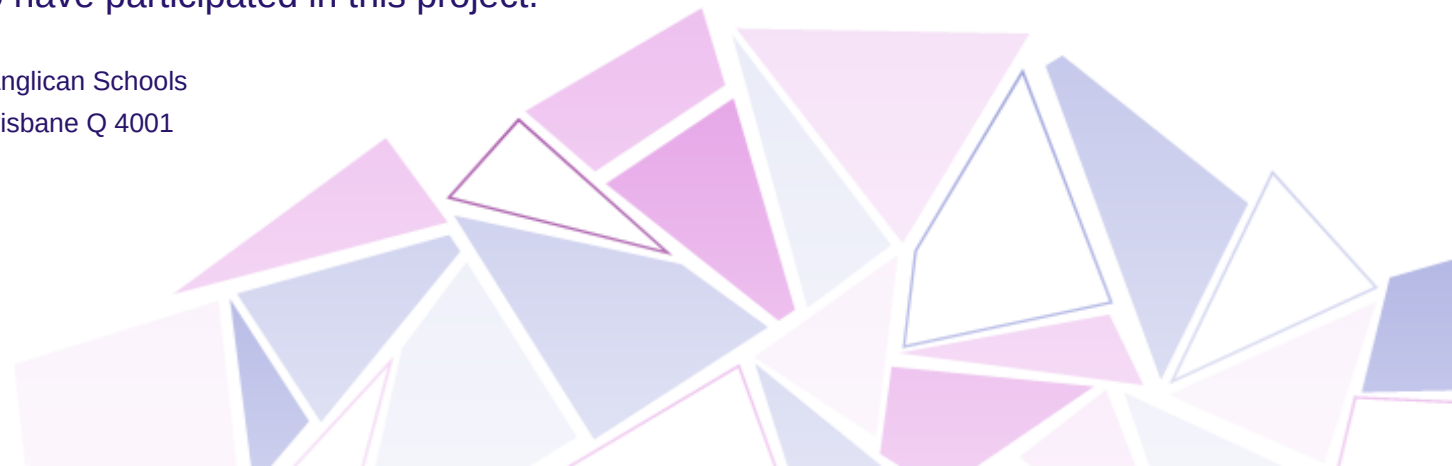
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INTENDED USERS

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 of Anglican Schools
- Heads of Faculty/Department of Religious Education (under the varying titles employed in the Anglican schools operating within the diocese)
- Teachers of Religious Education in Anglican Schools
- School Chaplains

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 social decision making. This Anglican Schools Commission (Southern Queensland) Religious Education Shared Syllabus seeks to encourage the development of religious knowledge, and to embolden students to explore the application of this knowledge to their individual lives.

This Shared 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.

THE ANGLICAN ETHOS

*The vocation of Anglican Schools is education
driven by a vision of humanity
shaped by the image of God
made visible in Jesus,
present in every human being.*

This Shared Syllabus reflects the intention of the Anglican Ethos for Schools in Southern Queensland and seeks to contribute to and underpin the markers of this Ethos.

This Shared Syllabus acknowledges that the Summative Markers of an Anglican school are:

Incarnational

God is Love, perfect and in person. We live essential words, in person.

Intellectual

We engage in the fearless pursuit of truth

Pastoral

We practise respect for the whole person in community

Missional

We form people for the transformation of the world, in the service of God and the common good

Faithful

We keep sacred rhythms attending to the goodness of life, celebrating the story and sovereignty of God

Hospitable

All have a place to belong

PURPOSE

The purpose of the Anglican Schools Commission (Southern Queensland) Shared Syllabus is to:

- support academic 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 of competing religious, worldviews and 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 in order 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



OVERARCHING AIMS

The following are 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



APPROACHES - Learning About and Learning From

This syllabus strongly concurs with Garth Read and Michael Grimmitt's integrative approach to Religious Education (Erricker, Lowndes & Bellchamber, 2011, p.24) 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.

Educators are encouraged to consider deeply how both approaches are expressed in their school's work 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.

LEARNING ABOUT CHRISTIANITY AND RELIGION

Learning about religion requires pupils to engage with religious beliefs, teachings sources and practices," and "it focuses one's 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 a Christian worldview and other world religions and worldviews. **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, thereby 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 the Christian worldview and other religions and worldviews, and to reflect on how their knowledge might be used as a resource for guiding their own life choices and as a way to shape their character development.

THE SIX STRANDS

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. Teachers 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 AND WORLDVIEWS (WRWV)

Religious beliefs and worldviews are 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 associated with institutional and personal worldviews, as well as religions other than Christianity. Students will be encouraged to reflect on the way that these worldviews and religions influence the beliefs, values, experiences and identities of people and help them 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. Christian Living allows students the opportunity to explore their own character development, so that they may flourish as confident and compassionate people, who will positively contribute to society.

5. THE INNER LIFE (IL)

The importance of the inner life to personal well-being is increasingly recognised and appreciated in society. 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. PHILOSOPHY OF RELIGION AND ETHICS (PRE)

Human beings seek answers to the existential questions of life. e.g. How should we live? Why are we here? How should we act? Is there a God? This strand seeks to facilitate a deep intellectual quest for truth and meaning through the disciplines of philosophy of religion and theoretical and applied ethics.



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, and in response to the interwoven and complex nature of this area of study, this Shared Syllabus encourages the use of major and minor strands for each unit. It is recommended that each unit has a major theme focusing on one strand and approach, and 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.

A SPIRAL CURRICULUM APPROACH

Religious Education works well when a Spiral Curriculum model is used. This allows the students to revisit concepts and content as they move through their school life. The benefits of a spiral curriculum are that concepts and ideas are reinforced each time the students revisit a topic and students can move from simplistic ideas to more complex ideas.

(<https://files.eric.ed.gov/fulltext/ED538282.pdf>)

With greater maturity and more experience, students may develop deeper understanding and new perspectives. This Syllabus offers the students the opportunities to reflect on knowledge and refine ideas as they grow.

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 school's 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 school's lesson periods) or a minimum of 60 hours per year.

THE SYLLABUS AND OTHER CURRICULA

While this syllabus is a stand-alone document, Religious Education can be a powerful adjunct to the Australian Curriculum and mapping your units to the Australian Curriculum will serve to highlight the meaningful and relevant connections between a course in Religious Education and the requirements of the Australian Curriculum. Furthermore, as a subject, Religious Education can support all students to achieve the educational goals as set out in the [Melbourne Declaration on Educational Goals for Young Australians](#) (December 2008) to become successful learners; confident and creative individuals; and active and informed citizens.

When developing Religious Education units of work, consideration should be given to the [Cross Curriculum Priorities](#), the [General Capabilities](#) and the [21st Century Skills](#). [Cognitive verbs](#) should also be used in the writing of documents. Relevant documents and information can be found on the [QCAA website](#).

REFERENCES AND SOURCES

This Shared Syllabus, originally created by a team of teachers, led by Scott Huntington (Churchie) and Karen Bonini (CHAC) has been reviewed by a team of teachers, who are Heads of Faculty from Anglican schools in Southern Queensland. These generous professionals, Maria Thompson (CHAC), Catherine Syms (St Hilda's), Caro Emslie (St Paul's) and Stephanie Cotroneo (Churchie) brought a wide range of experience and knowledge to the task of reviewing this document. These teachers, all experienced leaders in their field are all widely read in the area of Religious Education. The syllabus was reviewed rather organically through critical reflection, conversation, collaboration and sharing.

Nevertheless, there were a few resources, documents and websites that were used regularly to support the review, and so we specifically acknowledge that much of the content regarding 'character education' was inspired by the website of the Jubilee Centre for Character and Virtues. We encourage all users of this Shared Syllabus to use this website.

<https://www.jubileecentre.ac.uk/> The Jubilee Centre contributes significantly to the work of Church of England education and schools in the UK. **The Fruit of the Spirit: A Church of England Discussion Paper on Character Education** was also used as a part of preparing to review this Syllabus. https://www.churchofengland.org/sites/default/files/2017-10/2015_fruit_of_the_spirit_web_final.pdf

The Final Report: Religion and Worldviews: The Way Forward: A national plan for RE, September 2018 prepared by the Commission on Religious Education was also considered and read, especially to support the Strand – World Religions and Worldviews. <https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-of-the-Commission-on-RE.pdf>

The Religion Education Council of England and Wales: A Curriculum Framework for Religious Education in England, October 2013 was also read in preparation for the review. https://www.religiouseducationcouncil.org.uk/wp-content/uploads/2017/09/RE_Review_Summary.pdf

RE for Real: The Future of Teaching and Learning About Religion and Belief by Adam Dinham and Martha Shaw, November 2015, was also a helpful resource in planning to review the Shared Syllabus.

<https://www.gold.ac.uk/media/documents-by-section/departments/research-centres-and-units/research-units/faiths-and-civil-society/REforREal-web-b.pdf>

REFERENCES AND SOURCES

The Anglican Schools Commission (Southern Queensland) Shared Syllabus includes a range of learning intentions for each Strand. It is intended that schools select only the learning intentions that best suit the needs of their students. It is not intended that schools comprehensively teach to each learning intention, but rather plan a Scope and Sequence-based on this Syllabus, that best meets the requirements of their own school.

While we acknowledge that each Anglican school has its own planning documents and requirements, it is recommended that Religious Education planning includes: -

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

Consideration should be given to the

- clarity around learning intentions
- formative and summative assessment choices, according to school pedagogy and requirements
- resources needed
- learning opportunities that provide age-appropriate levels of challenge and make provision for differentiation

For support in developing and resourcing Religious Education in your school, please contact the Anglican Schools Commission (Southern Queensland) Religious Education Advisor: Teaching and Learning.

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YEAR LEVELS P – 3 LEARNING INTENTIONS

STRAND 1: THE BIBLE AND CHRISTIAN BELIEF

P-3: Learning About

The Bible

At this level students will:

- learn about the Bible and recognise and reflect on different stories from the Bible
- understand the types of things the Bible teaches Christians and recall key ideas they have heard
- be able to explain the purpose of the Bible
- understand that Christians consider the Bible to be a special book through which God speaks
- 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
- engage with the pattern of text and a variety of genres
- begin to develop a Biblical literacy using terms such as Old and New Testament, chapter and verse, book names
- recognise names such as God and Jesus and begin to understand who God and Jesus are
- retell stories about Jesus from different points of view
- identify the purpose and nature of Jesus' mission
- compare and contrast the daily life of today with that of Jesus

P-3: Learning From

The Bible

At this level students will:

- reflect on how stories about Jesus might teach them how to live a better life
- apply Jesus' sayings to their own life and reflect on this
- consider the effect of Jesus' mission on their own life
- respond to stories from the Bible, reflecting on what they teach them about living
- reflect on the different characters in stories and what they can learn from each character
- share their own ideas and feelings about Bible stories
- develop a way of thinking about Bible stories and how they can identify personal connections between these stories and their own life and experiences

P-3: Learning About

Christian Belief

At this level students will:

- understand who Christians are and what they believe about who and what God is
- begin to understand how some Christians explain the identity of God and Jesus
- investigate what Christians believe about the character of God and the character of Jesus
- identify the roles and titles given to God and Jesus in the Bible. (e.g. Creator, El Shaddai, Adonai)
- investigate how Christians find out about God (from the Bible)

P-3: Learning From

Christian Belief

At this level students will:

- reflect on how our beliefs affect our actions and behaviour
- consider their own and their family's ideas about God
- discuss and compare the different beliefs people can have about God
- develop respect for the different beliefs people have about God

STRAND2: CHRISTIAN TRADITIONS AND PRACTICE (CTP)

P-3: Learning About

Christian Church

At this level students will:

- understand what the words 'Christ' and 'Christian' mean
- understand what the word 'church' means
- investigate when, where and how the Church began
- Explore the 'church' as a sacred place and a community of believers

Christian Ritual Practices

- understand what a priest is and does
- investigate the meaning and purpose of prayer and worship
- investigate the meaning of special liturgical events such as Easter, Christmas, Pentecost
- learn about some daily prayer rituals
- identify liturgical colours and liturgical seasons

Christian Social Practices

- understand the purpose of the Church for Christians and the ideas of collective social responsibility

P-3: Learning From

Christian Church

At this level students will:

- experience Chapel Services at school and reflect on this experience
- reflect on their personal experiences of celebrations, such as Easter and Christmas and what takes place in church or in their community (e.g. school Chapel)

Christian Ritual Practices

- reflect on why ritual and practices are important – including milestones or sacraments, such as Baptism
- participate in school rituals such as welcoming prayers in assembly and morning prayer in class

Christian Social Practices

- reflect on how belonging to a church might be beneficial
- reflect on how what is done in the Church today is modelled on the early Christian communities

STRAND 3: WORLD RELIGIONS AND WORLDVIEWS

P-3: Learning About

Christian Church

At this level students will:

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- understand what the word 'church' means
- investigate when, where and how the Church began
- Explore the 'church' as a sacred place and a community of believers

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Christian Social Practices

- reflect on how belonging to a church might be beneficial
- reflect on how what is done in the Church today is modelled on the early Christian communities

STRAND 4: CHRISTIAN LIVING

P-3: Learning About

At this level students will:

- hear about Godly character and learn to define a range of character traits – e.g. ‘obedience’, ‘helpfulness’, ‘kindness’, ‘courage’, ‘determination’, ‘forgiveness’, ‘humility’, ‘gratitude’ and ‘caring’
- investigate what is a ‘good’ person and why we should we try to be a ‘good’ person and how this impacts our character
- investigate how the Bible can guide people in making positive and prosocial choices
- investigate ways of making good choices
- understand how to show respect for others
- consider the consequences of different choices
- investigate and recall ways Jesus demonstrated love and care of people
- investigate the community to which we belong
- describe who our neighbours are
- understand and summarise what Christians believe about living a good life or being a person of good character

P-3: Learning From

At this level students will:

- reflect on what they can learn from Christian values and begin to think about their own character
- become aware of how Christian values can help them make good choices, live happier lives, enjoy harmony and foster positive, peaceful relationships
- reflect on the positive and negative consequences of making choices
- reflect on how Jesus’ teachings can provide the role modelling for their own lives
- propose how can they be a positive person in their classroom, school and neighbourhood and contribute to the common good

STRAND 5: INNER LIFE

P-3: Learning About

At this level students will:

- understand how to prepare for and behave in worship/chapel, including learning about stillness, prayer and reflection
- model how to be still
- investigate what a sacred place is
- understand what a ritual is
- investigate and engage in prayerful activities
- understand that prayer was an important part of Jesus' life
- explore prayer as thanksgiving
- explore prayer as praise
- reflect on prayer examples in the Bible

P-3: Learning From

At this level students will:

- be aware of how an experience of prayer feels to them
- use breathing techniques and times of silence and stillness to calm the body and self-regulate
- evaluate how prayer helps people follow God's plan for their life
- consider how rituals – like lighting a candle – can help to settle our bodies and prepare us for prayer
- reflect on what it means to have a special place
- reflect on the importance of special places
- transfer their skills and be able to apply their calm and meditative self in other environments

STRAND 6: PHILOSOPHY OF RELIGION AND ETHICS

P-3: Learning About

At this level students will:

- describe and explain the concept of God from a Christian perspective
- name different words that could be applied to God
- illustrate how God can be understood in different ways
- listen to Bible stories and explore ideas around moral living – kindness, helping others, justice, peace
- explore ideas around the Ten Commandments, the Fruits of the Spirit and the Beatitudes and what they teach us about moral living
- describe and explain concepts of goodness, truthfulness and fairness
- model fairness, truthfulness and goodness

P-3: Learning From

At this level students will:

- reflect on their own and their family's beliefs about God and the reasons for this
- consider how there are numerous perspectives about God and the reasons for this
- reflect upon a time when they made someone happy or sad and consider why
- consider the things that they do in their school that makes their school a happy/sad place
- examine what makes things feel fair or unfair
- evaluate why some behaviours are right and wrong
- link ideas about human rights and moral living to Bible stories and begin to form their own opinions about such matters

YEAR LEVELS 4 – 6 LEARNING INTENTIONS

STRAND 1: THE BIBLE AND CHRISTIAN BELIEF

4 - 6: Learning About

The Bible

At this level students will:

- Understand and demonstrate how to locate passages in the Bible
- Investigate the Old Testament and the New Testament and appreciate the metanarrative and the idea of 'one story'
- Understand how the Bible came to be written (authors, dates, location)
- investigate the reliability of the translation of the Bible that exists today
- understand the different genres and text types in the Bible
- appreciate that the text type may assist the reader in identifying and interpreting the nature of the truth
- understand the structure of the Bible (collections – Law, Prophets, Wisdom etc)
- consider the social, cultural and historical contexts of the Scriptures
- develop their Biblical literacy
- identify connections between the Gospels and the Old Testament

4 – 6: Learning From

The Bible

At this level students will:

- reflect on why the Bible is significant or relevant for people
- consider the diversity of literature in the Bible and it's intent
- recognise and appreciate the personal application of Bible stories to one's own life
- identify stories or part of the Bible that interest the student
- articulate how the Bible can affect their life and their choices
- explain the wisdom found in certain stories or verses and consider the application of that wisdom for individuals and for society

4 - 6: Learning About

Christian Belief

At this level students will:

- explain the historical context in which Jesus lived
- reflect on how historical context helps in understanding the New Testament
- explain 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 societies, communities and creation
- investigate what Christians believe about the nature of Jesus from the Bible
- explain the miracles and articulate what they might tell us about Jesus or how we might interpret them
- reflect on the concept of servanthood as modelled by Jesus

4 – 6: Learning From

Christian Belief

At this level students will:

- 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 might live
- consider that others might interpret the above differently and will, therefore, express their understanding differently
- understand that historical and social contexts influence how texts are interpreted
- understand their own ability for servanthood
- explain and reflect on the concept of community for Christians and how this might affect issues such as personal wellbeing and prosocial behaviour.

STRAND 2: CHRISTIAN TRADITION AND PRACTICE

4 - 6: Learning About

The Christian Church

At this level students will:

- explore what the words 'Christ' and 'Christian' mean
- understand why there are denominations and the differences between them
- explain the development of the Church, focusing on the book of Acts and the Early Church

Christian Ritual Practices

- recall what the sacraments are
- identify sacraments of Initiation
- state what happens during Baptism and its significance
- clarify what happens during the Eucharist and the meaning of the symbols used and the rituals that occur
- describe the Bible stories connected to Baptism and the Eucharist
- identify liturgical seasons, symbols and colours

4 – 6: Learning From

The Christian Church

At this level students will:

- reflect on what Christian beliefs are, and what it means to be a Christian
- investigate some reasons different denominations, such as Anglicanism, arose within the Church

Christian Ritual Practices

- reflect on the role of ritual in their lives
- explore how these rituals may enrich their lives
-

Christian Social Practices

- propose reasons why they might serve others
- reflect on how the early Christian communities mirrored Jesus' examples of servanthood
- experience or participate in prayer or Bible reading in a service and reflect upon how this made the student feel

4 - 6: Learning About

Christian Social Practices

- recognise the way the Church seeks to care for people and why
- understand the Biblical connections to Christian service

4 – 6: Learning From

- reflect on how belonging to a church might be beneficial
- reflect on why ritual and practices are important to people
- reflect on the meaning of Easter and Christmas in their family
- reflect on how Church practice is modelled on the early Christian communities

YEARS 4 - 6



STRAND 3: WORLD RELIGIONS AND WORLDVIEWS

4-6: Learning About

At this level students will:

- explore ideas around choices and beliefs and link these to worldviews and world religions
- investigate concepts such as 'worldview', 'spirituality', 'secularism' and 'religion'
- explore how worldviews or world religions might influence behaviour
- understand that there are sacred texts for different world religions
- investigate the role sacred texts play in different world religions
- understand that there are sacred places associated with different world religions and these places are significant for the followers of that religion
- identify the founders and significant people of different world religions and the role they play for those groups
- be able to demonstrate an understanding of the Jewish faith and link some of the Jewish understanding to Christian beliefs and practices

4-6: Learning From

At this level students will:

- reflect on how people make choices according to their beliefs whether they are religious or a worldview
- reflect on sacred places or people that are important to their family and how they may have influenced their family
- reflect on the role religious leaders or founders play in shaping belief and how people live
- reflect on how reading certain sacred or faith-based texts can offer comfort and provide wisdom and become an important part of one's life
- appreciate that they live in a diverse and plural world and develop respect or understanding around this diversity

STRAND 4: CHRISTIAN LIVING

4-6: Learning About

At this level students will:

- consider Christian principles around Godly character and explore why people might seek to be 'good' and what this might look like
- understand how Christians might think differently to others about character
- consider what is meant by virtuous action
- explain what the Bible says about 'being good'
- reflect on concepts such as 'grace', 'mercy', 'peace', 'justice' and how they are portrayed in Scripture
- research the cardinal virtues of 'prudence', 'justice', 'fortitude' and 'temperance'
- describe how the Bible regards bullying and how bullies should be treated
- recognise how our society is affected by discrimination and prejudice, particularly in relation to Jesus' teaching
- consider how Jesus showed love and compassion
- recognise, from a Christian perspective, what makes a 'fair' and 'just' decision
- recall and explain the Ten Commandments
- explore justice and concern for human rights/animal rights/ environment/ reconciliation from a Christian perspective

4-6: Learning From

At this level students will:

- investigate how they try to live a good life and articulate Christian character traits in their own life such as 'gratitude', 'self-discipline', 'honesty', 'respect', 'friendliness' and 'courtesy'
- consider what sort of person they aspire to be in terms of their own character development
- reflect on the development of their own virtues or positive personal strengths
- reflect on what it means to make a 'wise choice' or an 'ethical choice'
- reflect on what interferes with people being 'good'
- reflect on why it is hard or challenging to be 'good' in some circumstances
- consider how the Ten Commandments and Jesus' teachings may help them to live well with others
- consider what the Anglican Church has to show them about human rights, animals rights, the environment and reconciliation and demonstrate their personal response to this
- explore their own feelings around Christian concepts such as forgiveness, love and mercy and how these concepts may change their lives
- participate in activities that allow them to explore mission and justice in authentic and life affirming ways

STRAND 5: INNER LIFE

4-6: Learning About

At this level students will:

- Understand and experience some disciplines of the inner life:
 - prayer
 - solitude
 - worship
- consider, explore and demonstrate different forms of Christian meditation and contemplation - such as The Examen
- define the characteristics that make environments conducive to stillness, silence, prayer and reflection
- examine the life of a Christian saint or Biblical character and the importance they placed on the inner life (This may include Jesus.)
- investigate the inner life practices of a monastic tradition
- understand that people may use images and symbols (including iconography, music, art) to support their prayer life
- read and reflect on examples of prayers found in the Bible

4-6: Learning From

At this level students will:

- reflect on the contribution they make to the common good
- demonstrate an appreciation of mutual goodwill and cooperation
- 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
- participate in experiential activities and reflect on how this affects their emotion – e.g. meditative prayer, stillness
- use different practices to prepare themselves for prayer or journalling
- explore how art, music or icons can support their own interpretations of prayer and spirituality
- create their own prayers to support their own needs – e.g. prayer for gratitude, intercession, special events
- engage in some forms of stillness and silence according to their own needs

STRAND 6: PHILOSOPHY OF RELIGION AND ETHICS

4-6: Learning About

At this level students will:

- understand that there are many big questions that humans ask about life and have different answers for: e.g. God, religion, morality, belief
- recognise that Christianity and other religions attempt to provide answers to the big questions
- explain some of the answers that Christianity and other religions provide in response to a range of big questions
- describe different religious responses to a selection of ethical issues and the reasons for them. e.g. care for the environment, animal rights

4-6: Learning From

At this level students will:

- investigate how religion and belief shape peoples' lives
- examine how Anglican beliefs have shaped their school ethos
- consider how religion responds to the 'big questions'
- examine their own beliefs in relation to religion, God and morality
- determine how beliefs shape people's ethical principles and actions
- demonstrate decision making based on Christian ethics

YEAR LEVELS 7 - 9 LEARNING INTENTIONS

STRAND 1: THE BIBLE AND CHRISTIAN BELIEF

7 - 9: Learning About

The Bible

At this level students will:

- understand that the Bible is many books written across time and by many authors
- understand that the Bible was written in an historical and cultural context
- recognise that Christians consider the Bible to be a sacred text and that God speaks through
- comprehend the structures of the Bible: The Hebrew Sacred Text (OT) and the Christian Scriptures (NT), The Books, genres and how to use the Codex
- identify and comprehend different stories from the Bible
- recognise and explain what the Bible teaches Christians that is important for Christians
- understand how Anglicans use the Bible for devotion during liturgy

7 - 9: Learning From

The Bible

At this level students will:

- identify how the Bible can be of value to people today in their thinking and acting
- reflect on how sacred texts are used to develop faith and values
- develop a personal response to sacred texts
- consider and discuss how life experience influences response to Scripture
- identify Scripture in action in society
- reflect on how God speaks to us through sacred text

YEARS 7 - 9

7 - 9: Learning About

Christian Belief

At this level students will:

- understand what Christians believe about the identity of God
- comprehend and explain what some Christians believe about the identity of Jesus and the characteristics of God
- describe what Christians believe about the characteristics of God
- name the roles and titles of God
- identify how Christians develop their understanding of God through culture, media, broader Christian texts and teachings

7 - 9: Learning From

Christian Belief

At this level students will:

- elaborate on people's views of God
- reflect on their own experience of the sacred
- analyse the teachings and actions of Jesus that could have a positive impact on their life

YEARS 7 - 9

STRAND 2: CHRISTIAN TRADITION AND PRACTICE

7-9: Learning About

At this level students will:

The Christian Church

- explore the literacy of the early church, including researching the meaning of words such as Christ and Messiah
- explore the reason there are denominations of the Christian Church and some of the differences between them
- comprehend the structure and history of the Anglican Church (Scripture, Reason, Tradition, Experience)
- recall the liturgical year and its celebrations
- name and investigate significant people in the history of the Christian Church

Christian Ritual Practices

- identify, describe and explain the sacraments
- explain the diverse nature of Christian Church worship
- recognise, describe and understand the Anglican Eucharist ritual

Christian Social Practices

- explain the Biblical motivation for mission
- clarify the link between Christianity and social justice
- recall and represent the Anglican Marks of Mission

7-9: Learning From

At this level students will:

The Christian Church

- consider what the Bible says about what it means to be a Christian
- consider why an understanding of what a Christian is, precedes an understanding of what it means to be an Anglican
- appreciate how Scripture, Tradition and Reason - the 'three-legged stool' - provides a balanced approach to applying Anglican beliefs and practices in life

Christian Ritual Practices

- investigate and connect with an Anglican ritual and be open to the experience of the sacred
- evaluate how a Christian tradition such as attending Church or praying regularly might shape a person
- investigate how a ritual such as baptism might be considered inspiring or spiritually uplifting to Christian adherents

Christian Social Practices

- investigate and propose how Christian teachings, at school and in society, affect views on issues of social justice
- examine the Church's role in societal servanthood

STRAND 3: WORLD RELIGIONS AND WORLDVIEWS

7-9: Learning About

At this level students will:

- recognise and explain at least one Abrahamic and one Eastern religion as lived in Australia. Two or more of the following elements may be explored:
 - beliefs
 - rituals and practices
 - ethical Issues
 - history
 - sacred Texts
 - sacred places
 - founders and significant people
- describe and analyse beliefs and practices associated with a range of worldviews and explain how the associated beliefs influence both individuals and communities
- consider the impact different worldviews might have when making choices about and ethical issue
- compare key concepts such as 'belonging', 'meaning', 'truth' and 'purpose' from a variety of worldviews
- notice and respond sensitively to similarities and differences between different religions and world views
- consider the challenges and benefits of belonging to a religion or believing in a worldview

7-9: Learning From

At this level students will:

- consider with respectful reverence the diversity of religious beliefs and practices
- distinguish elements from other religions or worldviews that could be beneficial to their life
- reflect on the diversity of religious and worldview sources
- consider that wisdom from both worldviews and religions is available to anyone
- evaluate how awareness of the diversity surrounding worldviews can contribute towards a more harmonious society
- express their own personal reflections and opinions about their beliefs with increasing discernment and clarity
- reflect on what enables individuals and communities to live together respectfully for the wellbeing of all

STRAND 4: CHRISTIAN LIVING

7-9: Learning About

At this level students will:

- consider what the Bible teaches us about civic virtues and serving others as an aspect of character development
- identify Christian living through the concept of Social Justice facilitated by a close study of the teachings of Jesus
- explore social responsibilities and understand contributions individuals can make to help others flourish
- recognise spiritual and material poverty and their impact
- explain humility in a world of self
- model the importance of moral conscience and doing right
- demonstrate the individual's responsibility to support and endorse that which is right and honourable
- explain an individual's responsibility to peace and nonviolence
- understand the individual's responsibility to show mercy
- understand the value of hardship and growth and learning from it
- comprehend what the Bible and Christian faith might teach about relationships with myself, others, the environment and God
- recognise that individuals have the possibility to be more fully developed spiritual human beings

7-9: Learning From

At this level students will:

- evaluate how the role model of Jesus is the example for Christian living and a guide for moral and civic character development
- examine the equal value of all humans according to the example of Jesus
- reflect on the impact of personal actions both positive and negative on others
- appreciate that the Bible has an ethical framework that can be applied to modern ethical dilemmas
- examine how the message of the Gospel can help them to become more fully human beings
- determine how the Christian faith can enable people to reflect on the choices that they make in their relationships

YEARS 7 - 9

STRAND 5: INNER LIFE

7-9: Learning About

At this level students will:

- identify and understand some disciplines on the inner life: prayer, meditation, contemplation, solitude, stillness, mindfulness
- demonstrate and model solitude and self-reflection practices
- explore ways to pray with Scripture – e.g. Ignatian or Franciscan prayer traditions
- recognise the purpose of fasting (e.g. technology, food, furniture)
- understand the benefits of inner life disciplines for a holistic lifestyle

7-9: Learning From

At this level students will:

- reflect on their experience of inner life practices e.g. fasting and describe its impact on them (Students should not be encouraged to fast from food in this age group)
- conduct different forms of meditation and self-reflection including journaling responses and reflections
- reflect on how practices of the inner life can be transformative
- have the opportunity to lead others in invitational meditative prayer experiences and enjoy some communal prayer experiences, perhaps including labyrinths

STRAND 6: PHILOSOPHY OF RELIGION AND ETHICS

7-9: Learning About

At this level students will:

- describe how Christian tradition responds to questions of knowledge, identity, purpose and truth
- explain some of the classical arguments for God's existence E.g. cosmological, teleological, religious experience
- demonstrate an understanding of the difference between relative and absolute truth claims
- explain how Christian views of truth might compare with other religious/secular perspectives and the reasons for this
- communicate different religious responses to a selection of ethical issues and the reasons for them. E.g. Religion and Conflict, the Environment, Women in Society, Human Rights, Refugees and Asylum Seekers, the Media

7-9: Learning From

At this level students will:

- analyse different concepts of 'truth' including science, personal, social, ethical
- analyse sources of knowledge and truth that shape personal beliefs
- consider how and why perceptions of God may change throughout an individual's life
- distinguish how personal beliefs are influenced by social values and perceptions about God and belief
- critique the classical arguments for God and determine the intellectual plausibility of the idea of God
- evaluate religious ethical responses to a selection of ethical issues and consider the extent to which religious ethics influence individual decision-making and responses to ethical issues within religious traditions

YEAR LEVELS 10 - 12 LEARNING INTENTIONS

STRAND 1: THE BIBLE AND CHRISTIAN BELIEF

10-12: Learning About

The Bible

At this level students will:

- 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 some of the significant themes from the Gospel (e.g. unconditional love, forgiveness, relationship with God)
- continue to explore and investigate what Christians believe about the person of Jesus

10-12: Learning From

The Bible

At this level students will:

- identify an example of a specific teaching of Jesus that can be of value to them in their thinking and acting
- respond to and evaluate a studied text and express their own opinion
- evaluate 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

10-12: Learning About

Christian Belief

At this level students will:

- investigate and explain how Christian ethics are developed
- investigate and evaluate how Christians apply those ethics in relation to contemporary issues, e.g. IVF, gender issues
- investigate and compare the beliefs of different Christian denominations around contemporary issues and how these reflect their biblical interpretations
- consider how Christian beliefs inform personal identity and awareness

10-12: Learning From

Christian Belief

At this level students will:

- Consider what they believe about contemporary ethical issues and how they arrived at those beliefs
- reflect on which Christian groups most align with their own beliefs and why that may be 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 reflects what they value

YEARS 10 - 12

STRAND 2: CHRISTIAN TRADITION AND PRACTICE

10-12: Learning About

At this level students will:

The Christian Church

- explore and compare the different expressions of Christianity and the Anglican Church
- examine and assess the development of denominations as an expression of and response to unique cultural and historical pressures
- explore where the Anglican Church fits into world religions
- Christian Ritual Practices
- analyse the purpose of ritual in the Anglican tradition
- Christian Social Practices
- investigate the impact of Christian organisations on the Australian and local landscape

10-12: Learning From

At this level students will:

The Christian Church

- discuss what Christian beliefs are and what it means to be a Christian
- consider why an understanding of what a Christian is, precedes an investigation of why different denominations, such as Anglicanism arose
- discuss what it means to be an Anglican
- attend an Anglican ritual and be open to the experience of the sacred
- critique the idea that many different expressions and practices of Christianity can be positive and life-affirming
- Christian Ritual Practices
- reflect on how Christian tradition such as attending Church or praying regularly might shape them
- Christian Social Practices
- use Christian teachings and other sources to define and assess their own perspective of and response to issues of social justice

YEARS 10 -12

STRAND 3: WORLD RELIGIONS AND WORLDVIEWS

10-12: Learning About

At this level students will:

- describe the characteristics of at least one Abrahamic and one Eastern religion not previously studied. The following key aspects should be included:
 - Beliefs and practices
 - Rituals
 - Values and ethics
 - Sacred texts
 - Founders and significant people
 - History
- identify and account for the distinguishing features of religion and religious traditions and explain the ways in which religion is expressed in the lives of the adherents.
- understand that ideas behind worldviews such as Humanism, secularism, atheism and agnosticism
- understand how knowledge of worldviews or religions can help them to more fully understand aspects of art, music, literature, history or politics and more specifically, global political conflicts
- understand how extremism can be linked to various worldviews and religions and how this might be linked to prejudice and discrimination

10-12: Learning From

At this level students will:

The Christian Church

- discuss what Christian beliefs are and what it means to be a Christian
- consider why an understanding of what a Christian is, precedes an investigation of why different denominations, such as Anglicanism arose
- discuss what it means to be an Anglican
- attend an Anglican ritual and be open to the experience of the sacred
- critique the idea that many different expressions and practices of Christianity can be positive and life-affirming
- Christian Ritual Practices
- reflect on how Christian tradition such as attending Church or praying regularly might shape them
- Christian Social Practices
- use Christian teachings and other sources to define and assess their own perspective of and response to issues of social justice
- critically reflect on how they will choose to orientate themselves in terms of their own worldview

10-12: Learning About

- learn to recognise bias and stereotype and the importance of representing the views of others with accuracy
- recognise where beliefs and values overlap and where they diverge, even within one faith or worldview and consider how best to manage such tensions
- explore the concept of 'tolerance' as both a positive and a negative idea
- consider existential questions such as; 'the nature of reality', 'the meaning and purpose of human life', 'what constitutes a good life' - from the point of view of a range of religions and worldviews, considering their theology and philosophy
- consider concepts such as 'identity', 'belonging', 'commitment' and 'behaviour' from the point of view of a range of world religions and worldviews considering their philosophy and theology
- explore the different practices, ways of life and orientation to the world of the followers of a chosen worldview or religion



YEARS 10 -12

STRAND 4: CHRISTIAN LIVING

10-12: Learning About

At this level students will:

Individual Christian Living

- reflect on Christian character in term of intellectual character virtues, civic character virtues, moral character virtues and performance character virtues and identify examples from the Bible. Investigate the virtues of:
- reflection, resourcefulness, reasoning, compassion, courage, gratitude, humility, integrity, justice, respect, friendliness, civility, generosity, confidence, determination, perseverance, resilience
- understand 'phronesis' or 'practical sense' and the ideas of considered deliberation and well-founded judgement in a Christian worldview
- explore and explain 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
 - the 'selfie culture'

10-12: Learning From

At this level students will:

- reflect and comment on how the role model of Jesus is the example for Christian Living and making prosocial choices
- appreciate the equal value of all humans according to the example of Jesus
- be cognisant of the impact of their actions and their speech on the people around them
- 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
- consider their own 'character' journey and reflect on their own personal goals and character strengths and how this reflects a Christian worldview

YEARS 10 -12

10-12: Learning About

- consider why good people do bad things and the implications of thinking about choices, connecting real life examples with relevant Biblical examples by exploring such concepts as the 'bystander effect'
- explore issues around wellbeing– such as stress –and the causes of stress such as status anxiety, gossip, body image, fitting in, academic demands and explore what the Bible says about personal care and wellbeing

Living as a Christian in Community

- explore the contribution of Christian communities to (for example):
 - health care
 - education
 - international Aid
 - welfare & community assistance
 - examine and evaluate the motivations that compel these communities to work altruistically



YEARS 10 -12

STRAND 5: INNER LIFE

10-12: Learning About

At this level students will:

- describe and explain the various purposes and practices of Christian contemplation:
 - prayer
 - meditation
 - contemplation
 - solitude
 - fasting
- describe and explain how different religions use contemplative practices for inner spiritual development and well-being
- recognise the negative impact of secular society, media and consumerism on the inner self, particularly in terms of social, emotional and mental health
- describe and explain how Christian inner life practices provide greater personal and relational insight and wellbeing

10-12: Learning From

At this level students will:

- connect with the inner self through the cultivation of spiritual discipline techniques and critique its impact on the self
- develop different forms of spiritual practice and discuss and propose strategies for future implementation
- investigate how practices of the inner life can be transformative for well-being within and across religions

YEARS 10 -12

STRAND 6: PHILOSOPHY OF RELIGION & ETHICS

10-12: Learning About

At this level students will:

- describe how Christianity, the Abrahamic faiths and Eastern religions respond to epistemological questions e.g. knowledge, purpose and truth
- explain in depth the classical arguments for God's existence E.g. cosmological, teleological, religious experience, ontological, moral
- demonstrate an understanding of the difference between relative and absolute truth claims in relation to an understanding of knowledge and ethics
- explain how Christian views of truth compare with other religious/ secular perspectives and the reasons for this
- summarise a range of perspectives on what it means to live a 'good' life
- illustrate how ethical theory can be applied to a selection of bio- ethical issues E.g. designer babies, abortion, euthanasia, Saviour siblings, hospice movement
- understand concepts of personal identity and the notion of self- actualization through the lens of religious and philosophical perspectives
- demonstrate an understanding of theodicy as a religious response to evil and suffering

10-12: Learning From

At this level students will:

- analyse a range of different perspectives in relation to existential questions in examining and determining a personal position
- evaluate theodicy in response to the question of evil and suffering and decide whether a loving God can still exist
- evaluate whether religion, God and science can co-exist
- determine whether God can exist in the secular world
- differentiate and evaluate a range of religious and theoretical perspectives in developing a justified personal position towards range of complex bio-ethical issues
- discuss and critique what it means to live a good life
- investigate personal identity and religious notions of self-actualization as a means to personal fulfillment

YEARS 10 -12