

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

<h1>Religion</h1>		
<h2>YEAR 7</h2>	<h3>TERM 1</h3>	<h3>TERM 2</h3>
TOPIC/FOCUS/INQUIRY	BEING CHRISITIAN: WHAT DOES THIS MEAN?	WHERE IT ALL BEGAN
SYNOPSIS OF UNIT	<p>Students will investigate the Creeds of the apostolic and ancient Churches, including the Apostles Creed and Nicene Creed examining the ways that they express the central Christian beliefs and the Christian understanding of God. Students will participate in and learn about a variety of personal and communal prayer experiences with a specific emphasis on the Amen, The Lord’s Prayer, The Hail Mary and Meditative Prayer practices including Silence and stillness. Deepening their understanding of what it is to be Christian students will further explore what it means to be Marist in the tradition of St Marcellin Champagnat. Reflecting on how not only the Trinity College community gives life to these characteristics but how they themselves might do so. Students will also be engaged in an examination of the common ancestry of the three Abrahamic religions, Christianity, Judaism and Islam, in order to determine the commonly held beliefs and practices of these three religions, whilst noting where there is difference</p>	<p>In this unit students will learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), They will explore the structures of the Australian Catholic Church community. Students will investigate cultural and historical influences on these communities and hoe they changed and continued over time. Students will then They gain insights into the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. Students will explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers.</p>
	<h3>TERM 3</h3>	<h3>TERM 4</h3>
TOPIC/FOCUS/INQUIRY	SACRA WHAT?: SACRAMENTS!	DOING GOOD: WHAT IF EVERYBODY DID THAT?
SYNOPSIS OF UNIT	<p>Students will investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers. They will examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They will have the opportunity to develop their understanding of meditative prayer in the Christian tradition including an exploration of Lectio Divina and Ignatian Meditation.</p>	<p>Students will examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.</p>

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

<h1>Religion</h1>		
<h2>YEAR 8</h2>	<h3>TERM 1</h3>	<h3>TERM 2</h3>
TOPIC/FOCUS/INQUIRY	HOW ARE WE CHALLENGED TODAY AS CHRISTIANS?	WHAT IS SCRIPTURE AND ITS MESSAGE ALL ABOUT?
SYNOPSIS OF UNIT	<p>Students begin this unit by exploring the Christian understanding of the Holy Trinity. They then move to explore how this understanding can be given life in our everyday lives through love and outreach towards others. They will explore scriptures of the New Testament, specifically the Acts of the Apostles in order to learn about the challenges and teachings of the early Church as the early Christians sort to live their life like Jesus. Students will explore how believers past and present continue the mission of Jesus in the world, in times of challenge and change. An exploration of Catholic Social teaching and Catholic Social Justice agencies will further deepen student's understanding of the challenge of being Christian today.</p>	<p>Students will examine and interpret Old Testament covenant narratives and the actions and messages of some Old Testament prophets. They will explore and select evidence from Scriptural texts to show how God's saving plan for all creation was accomplished through the life, death and resurrection of Jesus Christ. They explain the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers. Students will have the opportunity to participate in a variety of prayer experiences.</p>
	<h3>TERM 3</h3>	<h3>TERM 4</h3>
TOPIC/FOCUS/INQUIRY	MISSION MATERS: JESUS MISSION TODAY – MISSION POSSIBLE?	MOVERS AND SHAKERS... WHO ROCKED THE CHURCH?
SYNOPSIS OF UNIT	<p>Students will be engaged in learning about Jesus' vision, mission and message and how Christians are called through baptism to live out this mission. Students will investigate ways in which the Church is present and active in the world today and how this work of the Church continues the mission of Jesus. Students will look at the possibility of this mission for individuals and how they themselves might get involved and active in Jesus mission in the world.</p>	<p>Students investigate significant Church history, events, groups and individuals from the Middle Ages beginning with the conversion of Constantine in 312 C.E and ending with the fall of Constantinople in 1453 C. E. Significant events explored include The Crusades and the Black Death with consideration given as to how the Church responded to these events. Students will continue their investigation of Church history exploring the contributions of key figures during the time of the Protestant Reformation and Renaissance.</p>

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

Religion		
YEAR 9	TERM 1	TERM 2
TOPIC/FOCUS/INQUIRY	HOW CAN JESUS HAVE MEANING IN OUR LIFE TODAY?	HOW CAN WE LEARN FROM THE PAST?
SYNOPSIS OF UNIT	In this unit students learn how to analyse text structures and language features of selected miracle stories and parables of Jesus using form criticism and narrative criticism. Student will explore the foundational beliefs of Christianity as expressed across a range of core Christian texts, including scripture. Students will have the opportunity to express ideas about the relevance and consequences of these foundational beliefs of Christianity for believers today. They will also have the opportunity to participate in a variety of meditative prayer practices, namely, Christian Meditation and praying with Labyrinths.	Students will explore the authorship and main themes of the first five books of the bible. This work will see students develop their understanding of the experience of sin throughout human history. They will explore the Church's response to the presence of good and evil as it has found expression in the world from 1750 CE - 1918 CE. Students will learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They will consider the inspirational writings of various lay and religious leaders and the strength and guidance that such writings offer believers today. A comparison of the beliefs and practices of the three monotheistic religions that reflect their understanding of God particularly in relation to sin and the existence of good and evil in the world will be carried out.
	TERM 3	TERM 4
TOPIC/FOCUS/INQUIRY	LET THERE BE LIGHT: TO ERR IS HUMAN, TO FORGIVE IS DEVINE.	RESTORING THE BALANCE: WHY SHOULD I CARE?
SYNOPSIS OF UNIT	Students will have opportunities to explore the imperfection of the created world and the place of human beings in that world. They will have opportunities to investigate the core beliefs about sin and suffering and the power of love and forgiveness in the monotheistic traditions (Christianity, Judaism and Islam) and explore the ways that understandings about God influence beliefs and behaviours. Students will have the opportunity recognise examples of good and evil co-existing throughout human history and express their own ideas about the experience of sin and human weakness in the world using evidence from a variety of sources.	Students begin to explore the imbalance between the rich and the poor in the world and ponder the reasons why people should and do care about this. Students examine the call to action associated with Christian vocation and complete an analysis of some of the issues surrounding poverty.

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

<h1>Religion</h1>		
<h2>YEAR 10</h2>	<h3>TERM 1</h3>	<h3>TERM 2</h3>
TOPIC/FOCUS/INQUIRY	THE MYSTERY OF GOD WHY ALL THE MYSTERY?	RESPONDING TO THE SIGNS OF THE TIMES DO I HAVE THE COURAGE TO CARE?
SYNOPSIS OF UNIT	Students explore personal, religious and cultural understandings and perceptions about God and life. Students will be engaged in critical analysis of biblical texts to explain how different representations of God reflect the different historical, social and cultural contexts of their human authors. Students will explore God as represented in the visual Arts and will be invited to experience God in nature through contemplative prayer practices.	Students will explore the Churches philosophical and theological response to significant world events some of which have seem unprecedented threats to both human ecology and environmental ecology from science, technology, materialism, consumerism and political ideologies that have marked the 20th and 21st century (c.1918 CE to the present) Students will critique and evaluate Christian Spiritual Writings in their efforts to search for the mystery of God in the midst of world events and the course of human history (c.1918CE to the present).
	<h3>TERM 3</h3>	<h3>TERM 4</h3>
TOPIC/FOCUS/INQUIRY	HOW DO WE MAKE AMENDS AND MOVE FORWARD?	HOW DO WE MAKE PEOPLE HEAR MY RELIGIOUS VOICE?
SYNOPSIS OF UNIT	In this unit students develop an understanding of indigenous spirituality and how this spirituality is central to the identity of the aboriginal people. Students will then explore the issue of The Stolen Generations, the Churches Involvement and how the contemporary Church has responded to the events in its past and those of the Indigenous peoples of Australia. Students will then consider the indigenous land rights issue as it has evolved in Australia. They will consider the guidance that Catholic Social Teaching offers around this issue as well as those offered by other Christian churches to the issue. They will consider the teaching of the Catholic Church on Conscience along with the Sacrament of the Eucharist and how this calls all people to reconciliation.	Students will explore the writings of St Paul, and other Christian Spiritual writings in order to determine the moral and ethical positions they present. Students will evaluate these positions in terms of the relevance and the application for today's issues. To this end students will have the opportunity to trace the plight of a refugee group caused to flee their homeland at some point between 1918 – present. An exploration as to how Catholic Social Teaching might also inform our Religious Voice in relation to such issues will be undertaken. Students will also explore the prayers of the Church that pertains to such justice issues.

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

Religion and Ethics

YEAR 11	TERM 1	TERM 2
TOPIC/FOCUS/INQUIRY	THE AUSTRALIAN SCENE	SOCIAL JUSTICE
SYNOPSIS OF UNIT	In this unit students explore Australian culture in all its diversity and how Australia handles such diversity. Students will consider who calls Australia home with a focused exploration into the facts surrounding refugees and asylum seekers coming to this country. They will have the opportunity to investigate Australia's religious diversity from its beginnings with the spirituality of Indigenous Australians to the many world religions now represented within Australian culture. Students will consider how such religious diversity impacts on Australian culture and likewise how Australian culture interacts with religion.	Social justice issues should always evoke a religious and ethical response. In this unit, students will have the opportunity to investigate a diversity of local, national and international approaches to social justice concerns and link these with different ethical and religious responses. Students will explore active means of participation in responding to social justice concerns and reflect on personal involvement in social justice outreach.
	TERM 3	TERM 4
TOPIC/FOCUS/INQUIRY	HEROES AND ROLE MODELS	SACRED STORIES
SYNOPSIS OF UNIT	Students will explore the concepts of Heroes and Role Models and the influence that Role Models and Heroes can have in our lives. Students will explore the characteristics of Australian Heroes and Role Models and how Australia remembers its Heroes. They will consider and draw conclusions about the responsibility that Role Models and Heroes have in toward their community. Students will undertake an investigation into the heroes and role models of different religious groups and the spiritual values and beliefs that they espoused.	The purpose of story and story-telling is to help shape who we are, where we have come from and who we might become. In this unit, students will have opportunities to explore and appreciate the power of story and how it captures, recalls and preserves the life experiences of people no matter what age, period, culture or belief. This unit focuses on how, throughout the ages religion and in particular the Catholic Christian religion, has fulfilled the innate need of humans to hear and tell stories and to have a story to live by.

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

Study of Religion

YEAR 11	TERM 1	TERM 2
TOPIC/FOCUS/INQUIRY	RITUAL, PILGRIMAGE AND RITUAL TOURISM	RELIGION STATE RELATIONSHIPS
SYNOPSIS OF UNIT	<p>This unit begins with an examination of the nature and significance of religion by way of introducing students to the notion that religion, has always and continues to, play an important part in human experience. An exploration of Australian Aboriginal spirituality, as expressed in ceremony, story, artworks etc., acts to reinforce this notion and also serves to highlight the way that religious beliefs can be expressed. The unit proceeds with an examination of ritual as seen in Christianity, particularly Catholicism, and other world religions. This concept of ritual is further explored in examining Pilgrimage, understood as religious ritual as opposed to religious tourism. This examination of Pilgrimage encompasses a variety of pilgrimages from various religious traditions but with a particular emphasis on the Hajj. The aim of the unit is to develop within students an understanding of the important place of ritual and pilgrimage within the religions of the world and in the lives of adherents.</p>	<p>Social, cultural and political implications of religious belief and practice and the creative tension between the nation-state and religion is the focus of this unit. Most religions seek to shape, and are shaped by, their social and political contexts. In different times and places this has led to relationships of cooperation, domination or conflict between religion and the state. In the first instance such notions will be explored by investigating the history of religion–state relationships in Australia and looking at how the Australian Government relates to Religious communities in Australia. Students will then turn their attention to a study of Hitler’s Germany during WWII, with a particular focus on the ‘The Shoah’ and the response of the Christian Churches. The unit will conclude with an examination of Religion State relationships that exist around the world with a particular emphasis given to the current situation in Israel by exploring briefly the Israeli / Palestinian Conflict.</p>
	TERM 3 AND TERM 4	
TOPIC/FOCUS/INQUIRY	SACRED TEXTS	
SYNOPSIS OF UNIT	<p>This unit focuses on the texts that are recognised as having special religious significance or as being sacred. These texts may offer insights into life, provide guidance for living, instructions from a founder to followers, or express a relationship between a people and the sacred. Students will explore a range of sacred texts from within the Jewish and Christian traditions and will be involved in the study of these sacred texts using contemporary methods of scriptural investigation in order to determine how these texts may be applicable in today’s world.</p>	

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

Study of Religion

YEAR 12	TERM 1 AND TERM 2
TOPIC/FOCUS/INQUIRY	RELIGION ETHICS AND VALUES
SYNOPSIS OF UNIT	Moral and Ethical issues are evident in many aspects of our lives. This unit focuses on moral questions and ethical principles, and how these are incorporated into everyday life. Students will have the chance to investigate such questions and ethical principles as they are articulated by various world religions including, Christianity, Buddhism, Islam, and Judaism. Further to this students will undertake an examination of relevant historical and cultural traditions, norms and virtues. Students will have the opportunity to acquire skills for ethical engagement as they apply their knowledge to real-life contexts.
	TERM 3 AND TERM 4
TOPIC/FOCUS/INQUIRY	ULTIMATE QUESTIONS
SYNOPSIS OF UNIT	Students will be engaged in an exploration of the large questions that people have long reflected on. These questions, often called ultimate questions, concern the meaning and purpose of life, the value of the human being, identity and destiny. This topic gives students opportunity to reflect on these large questions such as Does God Exist? Where do we come from and where are we going? Is there life after death and Why do people suffer? In the exploration of this topic students may find help from ideas on these questions expressed in the arts, literature and culture.

OVERVIEW OF RELIGION UNITS YEARS 7 – 12

Religion and Ethics

YEAR 12	TERM 1	TERM 2
TOPIC/FOCUS/INQUIRY	GOOD AND EVIL	SPIRITUALITY
SYNOPSIS OF UNIT	In this unit, students will have the opportunity to reflect on the teachings of the Catholic Christian tradition about the reality of good and evil experienced by human beings. They will explore the essential ingredients of truth, beauty, goodness and evil and how these are expressed in everyday life.	In this unit, students will learn about spirituality and ritual in the Catholic Christian tradition. They will have the opportunity to explore, experience and express their own spirituality, and to learn about the spirituality of others.
	TERM 3	TERM 4
TOPIC/FOCUS/INQUIRY	ETHICS AND MORALITY	MEANING AND PURPOSE
SYNOPSIS OF UNIT	Ethics and morality is a unit designed to invite students to explore what influences decision making when it comes to choosing right from wrong. It challenges students to think about where they draw the line when it comes to their own behaviour and what behaviour they are willing to accept from others. Religious values and beliefs, ethical frameworks, politics and law all contribute to the way a society understands right and wrong. Ethics and morality then, are about responding to the daily challenges of living, drawing on the sources of value within us, between us and beyond us.	For all of time, human beings have pondered the meaning and purpose of their existence. All religions in some way or other, attempt to explain concepts of meaning and purpose. Who am I? Why am I here? In this unit, students will have the opportunity to explore these questions for themselves by examining how religion has an interplay with philosophy and science.