

A RELIGIOUS STUDIES CURRICULUM FOR ANGLICAN SCHOOLS



PUBLISHED BY THE ANGLICAN SCHOOLS COMMISSION (INC)
WESTERN AUSTRALIA



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Teach children how they should live, and they will remember it all their life.
(Proverbs 22:6)

Anglican schools seek to engage students in matters of faith, belief and spirituality through religious studies classes. The challenge for all educators is doing so in a thoughtful manner with a curriculum that both interests and challenges the student.

Over many decades, 'religion' classes have not always been resourced and structured so as to encourage the student to make connections between what is taught with the big issues of life and faith. Curricula have often comprised basic 'Bible stories', in themselves of great value, but not designed as part of a wider curriculum to challenge a young person to reflect on the deepest issues of life; so that they might be moved to ask the difficult questions of life, as they mature as a human being in every way, including in matters of faith. The teachers' best intentions are not under question; those faithful people who often teach religious studies voluntarily, many with minimal specialist training in matters of theology and philosophy. But if the outcomes achieved in some religious studies classes were reflected in other school subjects (mathematics, physics or history for example), students would be deemed as 'failing'.

This Religious Studies Curriculum, together with its classroom support material, provides teachers with the resource to enable them to deliver innovative, relevant curriculum in religious studies classrooms across Anglican schools. Far from the simple 'Bible story' approach, this curriculum assists teachers to ensure that students are challenged to think through the big questions of life and faith. The Religious Studies Curriculum covers a number of themes or Strands, and develops these themes year by year as a young person grows. It reflects best practice in Anglican religious studies, engaging students in learning around the themes of:

- The Bible and Christian Belief
- Story of the Church
- Philosophy of Religion
- Christian Ethics and Ethical Theory
- World Religions
- Meditation, Prayer and Worship
- Faith in Action, Actions leading to Faith

Again, best practice in religious studies suggests that the classroom is not the place for 'indoctrination in the faith' but rather 'education in matters of faith', belief and life. This curriculum is not predicated on the religious studies classroom being the place for direct evangelisation, but rather a place where a student can learn about the Christian way of life (and other great faiths), ask the big questions of life, and form a belief system on which their life will be based. Religious studies should be both intellectual and experiential.

The curriculum and support materials, including fully developed units of work across all Strands and developmental stages, will assist teachers to create dynamic units of study.

The Anglican Schools Commission in Western Australia has been the lead player in a cross-nation development of this new Religious Studies Curriculum for Anglican schools. Under the leadership of Mr Philip Goldsworthy (ASC Director, Mission and Planning), it has involved educators in both Australian Anglican schools and American Episcopal schools collaboratively developing this curriculum document and units of study, based around the above themes. Published by the Anglican Schools Commission, it has been adopted by Anglican Schools Australia and the National Association of Episcopal Schools (USA) as a resource for member schools.

There is no more important area of teaching and learning for Anglican schools to 'get right' than religious studies. I commend to you this classroom resource.

The Reverend Peter Laurence
Chief Executive Officer
Anglican Schools Commission
Western Australia

This **Religious Studies Curriculum** document has been a collaborative effort between staff of the Anglican Schools Commission, together with teaching staff in Western Australian Anglican schools and those from the National Association of Episcopal Schools USA, under the leadership of the Associate Director Ms Ann Mellow. We thank and commend all who have assisted in its development.

- Members of the WAASA team: Janet Evans, Philip Goldsworthy, Christine Pattison, Linda Pilton, Clare Saunders
- Members of the NAES team: The Revd Skully Knight, The Revd Carol Luther, Ann Mellow, The Revd Stacy Williams Duncan

Sections of the Christian / Religious Studies Learning Area Statement, first published by the Anglican Schools Commission (Inc) WA in 1999, have also been incorporated into this document.

The CRS Learning Area Statement formed a foundation of the Christian Religious Studies Progress Map (2004) developed by the Anglican Schools Commission through the work undertaken up to 2009 by John Reddan and teachers in WAASA schools. This included the initial development of Sample Teaching and Learning Units, followed by Activity Sheets. All of these materials are presently available in their original form on the ASC website in the section entitled *Pre 2012 Documentation*.

The current **Religious Studies Curriculum** now comprises four parts:

1. this Religious Studies Curriculum document
2. new Teaching & Learning Units with associated resources
3. rewritten Teaching & Learning Units from the pre-2012 Progress Map in line with the structure and philosophy of the current Curriculum, some with associated resources
4. a capacity for Religious Educators to contribute their own units / resources by uploading these to the ASC website – on the understanding that they become a shared resource

Reference is made in the Strands and the Teaching & Learning Units to Anglican agencies and organisations. This is intentional in seeking to strengthen partnerships between Anglican Schools and Anglican agencies, while not seeking to invalidate the essential work which other groups pursue in similar ways.

In relation to all of the above work, the teams acknowledge and are grateful for the assistance provided by the following ASC staff: Lorraine Tapper, Tara-Lee Campbell and Hazel Cole; together with the active support and involvement of The Reverend Peter Laurence, Chief Executive Officer of the Anglican Schools Commission.

We are very pleased to offer this web-based package to Religious Educators in Anglican / Episcopal schools in the hope that it may enhance student learning and may assist in sowing seeds of faith.

Philip Goldsworthy
Director, Mission and Planning
Anglican Schools Commission
Western Australia

THE CURRICULUM

Rationale	1
History of the Religious Studies Curriculum	1
The Strands	3
Glossary of Terms	4

TEACHING, LEARNING AND ASSESSMENT

Role of the Teacher	5
Australian Curriculum	5
Teaching And Learning	8
Assessment	10
Faith Development	11

STRAND TABLES

Bible and Christian Belief Primary	13
Bible and Christian Belief Secondary	15
Sample Topics	18
Experiences and Resources	18
Story of the Church Primary	21
Story of the Church Secondary	24
Sample Topics	27
Experiences and Resources	27
Philosophy of Religion Primary	29
Philosophy of Religion Secondary	31
Sample Topics	34
Experiences and Resources	34
Christian Ethics and Ethical Theory Primary	37
Christian Ethics and Ethical Theory Secondary	39
Sample Topics	41
Experiences and Resources	41
World Religions Primary	44
World Religions Secondary	46
Sample Topics	48
Experiences and Resources	48
Meditation, Prayer and Worship Primary	50
Meditation, Prayer and Worship Secondary	52
Sample Topics	54
Experiences and Resources	54
Faith in Action Primary	56
Faith in Action Secondary	58
Sample Topics	60
Experiences and Resources	60

THE CURRICULUM

RATIONALE

Religious Studies provides students in Anglican Schools with the opportunity to think deeply, critically and meaningfully about the world in which they live. It is an academically rigorous subject which challenges students to reflect carefully on themselves, their beliefs and the beliefs of others. Students should be provided with a learning environment in which they feel safe and confident to express their beliefs, whatever those beliefs may be, within the context of the Anglican ethos of the school. They are encouraged to ask philosophical questions which explore the nature of reality; the existence of God; and what it means to be human. They are provided with the thinking skills that enable them to grapple with such questions. They are also encouraged to experience expressions of faith through these studies, as through worship in Chapel and in service to others.

In an increasingly complex and immediate world, where material ends often dominate, the recognition that humans are emotional and spiritual beings plays a central role in the curriculum of Anglican schools. Students are taught about the importance of stillness and quiet reflection, and their capacity for spiritual growth is nurtured throughout.

Although the curriculum reflects Australian society as one that is founded on the Judeo-Christian tradition, it also recognises Australia as being a multicultural society in which many different religious traditions are practised. Through helping students to understand and engage with such diverse traditions, attitudes of acceptance, sensitivity and respect may be fostered as well as a sense of curiosity about the nature of religion and religious traditions.

The Religious Studies Curriculum offered here will assist schools in designing a meaningful and engaging curriculum and support teachers in recognising achievement during the learning journey of students.

Religious Studies aims to ensure that students:-

- Gain knowledge and understanding of Christian and other theistic and non-theistic traditions;
- Deepen their understanding of others and themselves;
- Engage with, and reflect on, fundamental questions of life;
- Acknowledge the wonders of creation and appreciate the responsibility on us all of stewardship of God's creation
- Develop critical thinking skills which can be used to challenge, justify and clarify statements;
- Develop the capacity to listen to the opinions of others and respond in a constructive and meaningful way;
- Develop an appreciation of the value of stillness, of awe and wonder, nurture their own sense of spirituality, and that they may discover a sense of faith in God.

Religious Studies includes aspects which are private and personal. Though we may establish a faith community in the school, and we may require students to be present at times of prayer and worship, we cannot require students to believe, to pray or to worship. By their very nature, these are voluntary activities.

HISTORY OF THE RELIGIOUS STUDIES CURRICULUM

This document is a detailed expansion of the general Outcome Statements that were located in the Christian / Religious Studies Learning Area Statement booklet published by the Anglican Schools Commission (Inc) 1999 to meet the requirements of the then Western Australian Curriculum Framework. Sections of the Learning Area Statement have been included in this curriculum.

With the advent of the Australian Curriculum this decade there has been a revision of the Religious Studies curriculum to incorporate a more contemporary and national curriculum and language.

The current document has also been produced in collaboration with the National Association of Episcopal Schools in America and recognises both the similarities and the variations which exist within Anglican / Episcopal schools in both countries.

It is understood that Religious Studies within Anglican schools will be known by different names, will be taught by members of staff with differing backgrounds, experience or qualifications and will occur within the timetable for varying lengths of time and frequency. It is also recognised that there will be a variety of different backgrounds amongst students, particularly where there is a large student intake at a specific year level, all of which has helped to inform the revision of the curriculum.

Six of the seven Strands originally emanated from the Christian / Religious Studies Learning Area Statement (1999) and together with the addition of the seventh Strand describe the learning areas for student engagement. These relate to The Bible and Christian Beliefs; the Story of the Church; Philosophy of Religions and Critical Thinking; Christian Ethics and Ethical Theory; World Religions; Meditation Prayer and Worship; and Faith in Action.

OUTLINE

For each Strand Table, teachers can expect to find the following information:-

- **Strand Title** - There are 7 Strands which collectively provide the framework within which the Religious Studies curriculum is understood. Strands are seen as unified elements of the whole curriculum rather than in isolation of one another. Links are made between Strands to deepen students' understanding of the subject. Please note, Teaching and Learning Units are subsequently developed which incorporate different aspects of multiple Strands.
 1. The Bible and Christian Belief
 2. The Story of the Church
 3. Philosophy of Religion
 4. Christian Ethics and Ethical Theory
 5. World Religions
 6. Meditation, Prayer and Worship
 7. Faith in Action

- **Stage of Development** - The learning stage of the students is referred to in each Strand table. These are divided into Early Childhood, Middle Childhood, Early Adolescence and Late Adolescence with their corresponding year levels. Aspects of these phases of development could overlap as it is recognised that students learn and develop in different ways, at different stages and at different rates.

Stage of Development		Australia and the United States
Early Childhood	EC	Typically K - 2
Middle Childhood	MC	Typically 3 - 6
Early Adolescence	EA	Typically 7 - 9
Late Adolescence	LA	Typically 10 - 12

- **Rationale** - The rationale behind the inclusion of each Strand: the answer to *why* this Strand forms an important part of the curriculum.
- **Focus** – The focus of the content of the stage of development in each Strand.
- **Key Questions** – From some of life's big queries to more practical ones
- **Key Concepts** - Key ideas, both general and specifically religious, that underpin the beliefs and practices of religions. These will be unpacked and made accessible to students in the Teaching and Learning Units.
- **Knowledge and Understanding** – Each 'knowledge' aspect is coupled with an 'understanding' aspect as far as is possible and appropriate.
- **Values** – these can be drawn out of each Strand, and reflected on when incorporating elements of the Strands into the Teaching and Learning Units. They reflect the values of Anglican Schools.
- **Skills** - describes the skills that may be used in and developed across all Strands / Units

THE BIBLE AND CHRISTIAN BELIEFS	STORY OF THE CHURCH	PHILOSOPHY OF RELIGION
<p>Students develop an understanding and appreciation of the authorship, content and structure of the Bible as well as the historical context within which it was written. They will address principles of interpretation and questions of the reliability of the text. Students will examine core Christian beliefs about God revealed as Father, Son and Holy Spirit.</p>	<p>Students acquire an understanding and appreciation of the story of the Christian Church and of the Anglican tradition in particular, its significant festivals, rites and ceremonies, as well as its witness in the world.</p>	<p>Students unpack the philosophical concept of God; firstly by exploring attributes such as 'omnipotent', 'infinite' and 'perfectly good'. They will use this as a foundation from which they ask questions about God's existence, whether God's existence can be reconciled with evil and suffering and whether science proves God's non-existence. Students will be taught critical thinking skills as a tool for meaningful philosophical discussion.</p>
CHRISTIAN ETHICS AND ETHICAL THEORY	WORLD RELIGIONS	MEDITATION PRAYER AND WORSHIP
<p>Students explore Christian ethics in relation to relevant personal, environmental and social concerns and develop a growing capacity to "love tenderly and act justly". Using critical thinking skills they will examine ethical theories and evaluate how effective they are in informing ethical decision making.</p>	<p>Students develop an understanding and appreciation of the history, beliefs, values and practices of other major world religions. They examine each religion as a whole and engage with them in a way that is both meaningful and relevant.</p>	<p>Students develop a capacity for spiritual sensitivity and growth. They acquire an understanding and appreciation of the value of silence, meditation, Christian worship and prayer.</p>
FAITH IN ACTION, ACTIONS LEADING TO FAITH		
<p>Students may seek and integrate a desire to assist those in need, with the understandings gained through other Strands, in order that "just as you did it to one of the least of these who are members of my family, you did it to me."</p>		

Strand → The seven (7) Strands as described collectively provide the framework within which the Religious Studies Curriculum is understood. Strands are to be seen as unifying elements of the whole curriculum rather than in isolation of one another. Links are made between Strands to deepen students' understanding of the subject. Teaching and Learning Units are developed which incorporate different aspects of multiple Strands.

Stage of Development → The learning stage of the students is referred to in each Strand table. These are divided into Early Childhood, Middle Childhood, Early Adolescence and Late Adolescence with their corresponding year levels:

Stage of Development		Australia and the United States
Early Childhood	EC	Typically K - 2
Middle Childhood	MC	Typically 3 - 6
Early Adolescence	EA	Typically 7 - 9
Late Adolescence	LA	Typically 10 - 12

Rationale → The reason behind the inclusion of each Strand: the answer as to *why* this Strand forms an important part of the curriculum.

Focus → Describes the focus of the content of the Strand for each Stage of Development.

Key Questions → Core questions, which are fundamental to each Strand, that will be addressed, discussed and reflected on as aspects of Strands are incorporated into Units. These will include references as appropriate to Cross-Curriculum Priorities from the Australian Curriculum.

Key Concepts → Key ideas, both general and specifically religious, that underpin the beliefs and practices of religions. These will be unpacked and made accessible to students in the Teaching and Learning Units.

Knowledge and Understanding → Indicates what students should know and understand having studied elements of the Strand for each Stage of Development. These include references as appropriate to General Capabilities and Cross-Curriculum Priorities from the Australian Curriculum.

Values → Values can be drawn out of each Strand, and reflected on when incorporating elements of the Strands into the Teaching and Learning Units. Particular reference should be made to the core values within each school.

Skills → Describes the skills that may be used and developed across all Strands, including those found in the Australian Curriculum General Capabilities.

ROLE OF THE TEACHER

The Religious Studies classroom is a place in which students should feel safe to express their ideas and beliefs, regardless of what their beliefs may be. For this reason, teachers should create an environment of openness and inclusion so that all students feel able to contribute without fear that their contribution may be 'wrong' or 'cause offence'. It may help to acknowledge that many students in the classroom will not be Christian but that this does not matter since this is a subject that encourages critical thinking, objectivity, academic rigour and careful reflection. This will help to dissolve any perception that Religious Studies is a subject taught only by Christians, and only for Christians, and so is irrelevant for anyone else.

It is imperative, therefore, that teachers do not use the Religious Studies classroom as a forum in which they preach rather than teach. This approach not only undermines the stated rationale and aims of the subject, but will inevitably lead to the disengagement of many of its students. Teachers should, however, model an authentic faith / world view.

Teaching Religious Studies does not require the teacher to have a personal affiliation to one particular faith, but it does require the acceptance that a religious world-view is an entirely valid one. The role of the teacher is to provide students with information about the history, beliefs and practices of the World's religions and to equip them with the tools to enable them reflect on that information, to think critically about it, to be independent thinkers, to listen to others carefully, to respond to them with respect and to make meaningful contributions of their own. This is all within the context of helping students to explore the nature of faith, meaning in life and to develop their own sense of spirituality.

That said, it is a legitimate and even hoped for outcome of this Religious Studies Curriculum, that seeds of faith will flourish, or will be planted and nurtured in students and teachers alike, and that these may blossom in God's time.

THE AUSTRALIAN CURRICULUM

The following **General Capabilities** are recognised as facilitating and informing student learning, although the emphasis for these will differ by Strand and by Stage of Development: literacy; numeracy; ITC competence; critical and creative thinking; ethical behaviour; personal and social competence; and intercultural understanding.

The Australian Curriculum also gives special attention to **Cross-Curricular Priorities**: Aboriginal and Torres Strait Islander histories and culture, sustainability, and Asia and Australia's engagement with Asia. These perspectives should be included as appropriate.

1. General Capabilities

Literacy informs curriculum content which enables students to read and view Biblical and other sacred texts, to comprehend and interpret Biblical texts, to compose written texts such as poems or letters, to evaluate and analyse texts, to participate in class discussion or a structured community of inquiry and to present research to the class.

Numeracy informs curriculum content which enables students to use numbers for timelines and to locate chapters and verses in the Bible, to calculate and estimate dates, historical time periods (the Roman Empire or the Reformation for example), to use spatial reasoning when using maps to locate world religion population density and ancient maps of Palestine and the Ancient Near East, to use positive and negative numbers for understanding and calculating dates which span BC and AD and to use measurements when thinking about the concept of time and the concept of infinity.

ICT capabilities informs curriculum content which enables students to understand the meaning and ethical implications of cyber bullying and respecting the rights of others when using ICT, to use ICT search engines to research aspects of Christianity and other world religions or organisations such as the Anglican Communion, the local Diocese, Anglicare, Anglican Board of Mission [ABM] or other missionary agencies, as well as Amnesty International or Greenpeace, to create documents and PowerPoint presentations using ICT and to communicate with ICT using for example, an online community of inquiry forum.

Critical and Creative Thinking informs curriculum content which enables students to identify, explore and clarify conceptual questions about the concept of God and the nature of Jesus for example, to process and analyse information when engaging with stimulus for communities of inquiry, to listen to the community of inquiry and respond to other students' contributions in a respectful and meaningful way and to reflect on their own thinking by scrutinising their reasoning with clarity and rigour.

Personal and Social Capability informs curriculum content which enables students to gain self-knowledge through engaging with questions such as 'Who am I?' and 'What does it mean to be human?', to understand how to express emotion in a clear and respectful way, to have the self-discipline to listen carefully to others without interrupting, to empathise with others by learning to consider all perspectives so that they develop the ability to 'put yourself in their shoes' and to appreciate that, while not all opinions can be of equal value, there will be a variety of approaches to any one issue that should be listened to and considered.

Ethical Behaviour informs curriculum content which enables students to understand ethical concepts such as right and wrong, obligations to humans and the non-human world and human's rights and responsibilities; to consider and analyse the ethical behaviours of companies and governments, of schools and communities, suggesting what may be considered ethical and unethical; to reflect on their personal ethics and whether they live by them; and to consider why these may be different to the personal ethics of other individuals.

Intercultural Understanding informs curriculum content which enables students to consider and question their own sense of self in terms of their personal and cultural identity and how this can be linked to self-esteem and well-being, to racism, prejudice or bullying; to recognise similarities and differences between cultures; and to foster an attitude of openness and respect for other cultures including the religions within those cultures.

2. Cross-Curricular Priorities

Aboriginal and Torres Strait Islander histories and culture inform topics in World Religions (Aboriginal Spirituality), The Story of the Church (Christian Missions in the 19th and 20th Centuries and the role that they played in the Stolen Generation) and Meditation, Prayer and Worship (Aboriginal Spirituality).

Sustainability informs topics in Bible and Christian Beliefs (the concept of stewardship in Creation narratives), Christian Ethics and Ethical Theory (Environmental Ethics, Human Rights and Responsibilities) and Faith in Action (establishing and working within sustainable communities). It mirrors much of the Christian responsibility for stewardship of God's creation.

Asia and Australia's engagement with Asia informs topics in World Religions when studying religions which are predominantly found in Asia – Islam, Buddhism and Hinduism for example. This Priority is also evident in the Faith in Action Strand in relation to pilgrimages and partnerships with Anglican agencies such as ABM, or other similar organisations.

3. Links to other Learning Areas

Phase 1 Learning Areas

English

Reading, analysing and interpreting Biblical texts help to reinforce learning in English. Understanding that the Bible was written by different authors for different reasons, whose historical, cultural and political and religious contexts were extremely diverse supports the reading, comprehension and interpretation of literature in English. This is further reinforced by students identifying the genre of Biblical texts and interpreting them. This could include interpreting the meaning of parables and the Creation narratives, for example. Religious Studies also helps students to develop communication skills of active and respectful listening and clear speaking through engaging in communities of inquiry.

Mathematics

Using numbers to identify chapters and verses in the Bible, key dates and constructing and interpreting timelines which span dates across BC ('negative' numbers') and AD ('positive' numbers) supports learning in Mathematics. Religious Studies further reinforces learning in Mathematics by investigating concepts such as time and infinity and reinforcing spatial awareness by using maps to locate key historical and religious towns, cities and countries.

Science

Investigating the nature of faith, truth and knowledge by exploring questions of God's existence, including asking whether there is empirical evidence to support God's existence, helps to reinforce learning in Science. Examining the relationship between science and religion, through exploring scientific theories about the origins of life and the origin of the Universe, further supports learning in Science. Religious Studies also helps students to develop a sense of curiosity about the Universe, and our place in it.

History

Religious Studies supports learning in History by placing key people and events in their historical context and sequencing these events, for example the rise and fall of the Roman Empire, the Holocaust and the development of the Universal Declaration of Human Rights. Examining the history of the Early Church, the spread of Christianity, the history of Anglicanism, the Reformation, and more recent ecumenical movements all help to reinforce learning in History. By undertaking a thorough examination of the Bible through exploring its authors and their possible sources, their dates and places of writing and examining its historical accuracy, learning in History is further reinforced.

Phase 2 Learning Areas

Geography

Learning in Geography is supported by examining human stewardship to help sustain the environment and to encourage a more even distribution of the use of the Earth's resources. Examining the effect that migration has had on the distribution of religions in the world reinforces learning in Geography, as does studying graphs, charts and maps which provide information about the density of religions in different countries. Religious Studies also provides opportunities for students to identify and locate places of religious significance on maps.

Languages

Religious Studies helps to support learning in Languages by studying world religions, religion being central to cultures and cultural expression. Communication skills developed in Religious Studies will further support learning in Languages and may stimulate an interest in the study of biblical languages - Hebrew and Greek, Latin or even Aramaic.

The Arts

Religions from around the world, including Christianity, play a key role in supporting visual arts, music, drama and dance. Key 'scenes' from the Bible are presented in religious art, Leonardo da Vinci's Last Supper being a classic example. Studying Jesus through art from different cultures further enhances learning in the Arts; understanding how Allah is depicted through geometric patterns in Islamic art; or studying the architecture of places of worship all help to reinforce learning in the Arts. Aesthetic appreciation of choral or liturgical music, can also assist students with learning in the Meditation, Prayer and Worship Strand.

The following **Phase 3 Learning Areas** and are in the process of being developed:-

Business and Economics
Civics and Citizenship
Health and Physical Education
Information and Communication Technology
Design and Technology

TEACHING AND LEARNING

1. Critical Thinking

Critical Thinking equips students with the skills necessary to think clearly and rigorously. Not only does it underpin all of the Strands in Religious Studies, it provides students with skills that are transferable across all other Learning Areas. In order that students can engage in meaningful and productive discussion about such topics as the nature of Jesus, the existence of God, what it means to be a good person and whether we can know if Biblical texts are 'true', they need to be able to distinguish between opinion and argument, identify whether reasons given to support their statements are sound and whether those reasons support their statements adequately or not. The purpose of integrating Critical Thinking into the Religious Studies Curriculum is so that students can come to a deeper and richer understanding of their own truth claims about God, the Universe and their place in it, through subjecting these claims to a process of structured and clear thinking.

Critical Thinking needs to be taught to students in the same way that any skill needs to be taught to students. Just as we would not expect students to be able to tackle mathematical problems without first teaching them the skills necessary to do it, we should not expect students to be able to think critically without teaching them how to do it; it is not an inherent skill.

It is important to be aware that critical thinking in schools can be taught from Year 1 to Year 12. It is not a high level course in logic; it is simply teaching students how to think well. It moves students away from believing that opinion is truth, towards their thinking very carefully about their opinions. At the heart of critical thinking is understanding how philosophical arguments work. It takes the three basic elements of an argument, the reasons, the inference and the conclusion or 'truth claim' and subjects these elements to scrutiny. By teaching students to identify what makes an argument strong, they will be better equipped to form their own and analyse those of others.

The central role of Critical Thinking in the Religious Studies Curriculum reflects Critical and Creative Thinking as a General Capability, which informs all Learning Areas as identified by the Australian Curriculum.

2. The Community of Inquiry

Critical Thinking is not simply a skill to be learned, it is something that is *done* in the classroom; it is an active, dynamic process which allows students to engage with each other properly. An excellent way of putting Critical Thinking into practice is through setting up a community of inquiry. A community of inquiry is a forum where students tackle a complex question together. By using their critical thinking skills to form their own arguments, and to challenge each other's, they come to a deeper understanding of the question *together*. The teacher is the facilitator of the discussion while the students self-monitor and 'own' it. The environment is one of respect, active listening, careful thinking and clear speaking. Early childhood students may simply learn how to be careful listeners and know that they need to provide reasons to support their statements. By the time students reach Late Adolescence, they will be scrutinising each other's arguments, asking clarification questions and providing counter-arguments, all the collective aim of helping the argument to progress.

A useful resource pack for teachers using critical thinking skills in Religious Studies is 'Thinking Through Religious Education' by Vivienne Baumfield.

3. Concept Cracking

Concept cracking is an approach to teaching Religious Studies, pioneered by Dr Trevor Cooling at the Stapleford Centre in the United Kingdom, which engages students with religious concepts so that they not only learn *about* religions, but also learn *from* them. It makes Religious Studies relevant to all students, regardless of their faith background (or lack of). As Trevor Cooling writes in his publication 'Concept Cracking – a practical way to teach big ideas in RE':-

*"Firstly, when teaching a religion we must seek to create a **window** through which the pupils can look to help them to understand what it means to be a believer ... Secondly, we must seek to create a **mirror**, in which the pupils can look and examine their own lives by the way we teach a religion."*

Typically, teachers would begin by identifying a topic, 'Easter', for example. They would then unpack the topic to identify which concepts, or beliefs, are contained within the topic. Within Easter there would be resurrection, salvation (rescue), sacrifice (love that costs), forgiveness, hope and love amongst others. They then select one concept to focus on and build a bridge between the experiences of the students and the concept being taught. The experience is then related back to the religious concept.

4. An Approach to World Religions

The Religious Studies Curriculum recognises that world religions should be treated holistically. In the same way that the teaching of Christianity will include the history of the religion, including the political context within which it was founded, the nature of Jesus, his life and teaching and its beliefs and practices, so other world religions require the same depth and breadth of study. When fragments of world religions are taught in isolation of the context within which they arose, the fragments hold no meaning for the students.

This is why moving away from the phenomenological approach to teaching Religious Studies is important. That approach focussed on the phenomena of religions, that is, the observable characteristics, which can then be categorised. One such category would be 'festivals' where students are taught about *what happens* during festivals without having a deep appreciation of why members of this religion are celebrating the festival and *why* it is significant. While this may be touched on, *deep* understanding requires students to understand the key beliefs of the religion which, in turn, requires its concepts to be 'cracked'.

5. Meditation practices

Meditation is a skill that students will take with them through life if they have an appreciation of its benefits, and many people not just those in religious communities, can attest to this. For this to happen it is not enough for students to go through the motions of meditation; they must experience the benefits for themselves. To experience what it is to meditate, students should be taught the principles behind it and to be provided with a context so that it is not perceived as being an isolated practice that 'some religious people do'. Two analogies may be useful to clarify what this means. Most people are able to pick up a cricket bat, swing it at a ball and run if they manage to hit it. However, for their game to progress, they need to understand the theory behind it. Once they begin to grasp the theory, they will be more aware of the position of other players, they will play more tactically and they will gain more enjoyment from the game. In the same way, most people are able to sit at a piano and hit the keys to play some sort of melody. However, if someone is to progress and to have a deep appreciation of the complexity of the music, reaching their full capacity as a musician, they will study music theory. Meditation is similar to cricket and music. Most people are able to sit with their eyes closed and breathe deeply for a minute or two. However, this will not enable them to move beyond a superficial kind of meditation where it is seen as a 'relaxation tool'. In order to gain a deep appreciation of meditation, to become skilled and to experience it in a meaningful way, students should be taught the principles behind it first.

Before beginning meditation, it may be useful to highlight what it is not! It is not religious worship, neither is it an exclusively religious practice. It is not going to sleep and it is not thinking about nothing. It can take many different forms. The simplest meditation, and one that is very effective with school children, is a breathing meditation. This is where students come into awareness of the sensations of their breathing. It can be practised for 10 minutes or an entire lesson and can be done with students from K-12.

As noted previously, it is important that students understand the principles of mindfulness before practicing breathing meditation. This provides them with the answer to the question 'why are we doing this?' which goes far beyond 'to relax', and will help them when trying it for themselves; it will make more sense to them. This involves their being aware of the untamed mind, how we are rarely 'here' in the present, how we often attach ourselves to past events or future fantasies, how our thoughts are difficult to control and then to understand that the most 'present' sensation we can possibly be aware of, is the breath that we are experiencing right now. They will find it difficult to have awareness of only *one* breath at first but this is neither good nor bad: it is just something to notice. Just as becoming a skilful sportsperson or musician requires dedication and practice, so becoming a skilful meditator requires the same. It will highlight to them that meditation is not easy but this is not a reason to give up; even the most skilful sportspeople, musicians and meditators began somewhere.

ASSESSMENT

Assessment of Religious Studies is an important aspect of the Curriculum; however, this comes with the recognition that it is undertaken within the assessment policy of individual schools. The purpose of the Strands is to provide teachers with an explicit overview of the seven core aspects of Religious Studies that underpin the curriculum and inform unit development. Because the Strands do not stand in isolation from one another, various elements of a number of the Strands will be incorporated into each teaching unit.

It is appropriate that the assessment of Religious Studies is informed by the teaching units, and the Stage of Development for which a unit is developed, rather than the Strands. It would therefore be misguided to place achievement standards at the end of each Strand because the content of individual Strands is not assessed in isolation of other Strands.

FAITH DEVELOPMENT

As indicated previously, the scope of the Religious Studies Curriculum is presented in four sequential and to an extent overlapping phases which are termed Stages of Development. We seek to identify the essential knowledge, skills, values and typical learning experiences which are appropriate for each Stage. While insights from developmental psychology deal with the cognitive, physical, affective and social development of young people, the work of James Fowler (1981) and others on faith development still has particular significance for Religious Studies more than two decades later. Faith, the expression of trust in the unknown, that which is a gift to be received.

At all year levels, there may be numbers of students in Religious Studies classes whose prior experience and knowledge of the Christian faith and the Anglican tradition will be minimal or even non-existent, let alone their espousing an active faith. This may especially be the case when new students or groups of students enrol in the school. Thus it may be necessary at times, to be working with ideas and materials which are normally covered in an earlier phase. Teachers also need to pay attention as far as they can determine, to the socio-cultural backgrounds of students and the extent to which there may or may not be family support for the beliefs and values which are explored within Religious Studies.

Early Childhood [Typically Kindergarten to Years 2/3]

The major part of this period is covered by what Fowler calls 'Intuitive – Projective' faith to be found among children aged three to seven years old. This is the fantasy filled, imitative phase which can be powerfully and permanently influenced by key adults in young people's lives. This is also the phase of first self-awareness, of awareness of death, of gender and of strong taboos in families and cultures. The gift of this phase, is the birth of imagination.

Middle Childhood [Typically Years 2/3 to Years 6/7]

The next phase Fowler terms as 'Mythical – Literal' faith of concrete operational thinking – categories of causality, space, time and number – coupled with the rise of the narrative, of story, drama and myth as ways of giving meaning to what these children experience.

Early Adolescence [Typically Years 6/7 to Years 9/10]

From aged 12 on to adulthood Fowler calls the next phase 'Synthetic – Conventional' faith. While this begins in early adolescence, for some people it continues into their adult years and may even become a permanent way of understanding life. Formal operational thinking opens the way for relying on abstract ideas and concepts to make sense of the world. At the same time, concerns about one's identity, sexuality, work, career / vocation, and personal relationships become important. There is however, a strong desire to conform and conflicts with one's beliefs may be ignored for fear of inconsistencies. From a faith perspective this may be expressed in a desire for a personal relationship with God, in which one is known and loved by God, as well as by others.

Late Adolescence & Young Adulthood [Typically from Years 10-12]

Movement to this fourth phase of 'Individuative – Reflective' faith may begin whilst at secondary school or later in life. Here young adults question, examine and reclaim the values and beliefs they have formed to this point in their lives, and these become explicit commitments, not merely those which are tacitly accepted without question.

No matter which Stage of Development is being considered, the encounters students have within the Religious Studies Curriculum, are most often 'seed sowing' – nurturing grains of faith which we pray may later grow, develop and bloom. For some in Anglican schools, a growing faith will move them to belief, to seek Baptism for instance.

The seven Strand tables together with suggested Units and Resources & Experiences follow from here.

BIBLE AND CHRISTIAN BELIEFS – PRIMARY

In order that students have a full understanding of the content of the Bible and Christian belief that are contained within it, they should first understand the historical and theological context within which its books were written and address important questions about the reliability of the text. This provides the platform for meaningful, academic engagement with key Christian concepts such as Repentance and Trinity as students begin to relate Christian beliefs to their source; it is the *beliefs* that give students access to a deep understanding of what it means to be Christian. This approach seeks to encourage a holistic approach, where students see links *between* topics, rather than seeing them in isolation.

	Early Childhood	Middle Childhood
Focus	Students begin to acquire an understanding of the structure and content of the Bible and acquire an appreciation of its significance for Christians. Students develop the skills needed to locate information in the Bible and acquire an understanding of key Christian beliefs about the nature of Jesus.	Students build on their understanding of the structure and content of the Bible. They begin to examine its authorship, questions of interpretation, historical accuracy and different genres of texts. Students develop their understanding of key Christian beliefs about the nature of Jesus and identify specific texts which support those beliefs.
Key Questions	<p>What is the Bible?</p> <p>Why is the Bible an important book for Christians? MP+W</p> <p>What does the Bible consist of?</p> <p>How do we locate passages in the Bible?</p> <p>What are some of the key stories from the Old Testament?</p> <p>What does the New testament tell us about who Jesus was? SoC</p> <p>Who was Jesus?</p> <p>What do Christians believe about the nature of Jesus (dual nature of Christ) SoC</p> <p>Where do we find accounts of the life, death and teaching of Jesus?</p>	<p>What is the Bible?</p> <p>What does the Bible consist of?</p> <p>How do we locate passages in the Bible?</p> <p>Why is the Bible significant for Christians?</p> <p>What is the Old Testament and what does it tell us? WR</p> <p>What is the New Testament and what does it tell us?</p> <p>Who wrote the books in the Bible? When? Where?</p> <p>How do we know that what is written in the Bible is true?</p> <p>What are parables and how might we interpret them?</p> <p>What are miracles and what do they tell us about Jesus?</p> <p>What do Christians believe about the nature of Jesus? SoC</p> <p>What does the Bible tell us about the nature of Jesus? SoC</p>
Key Concepts	<p>Incarnation (referring to the Christian belief that Jesus was fully human and fully divine)</p> <p>Sacred</p> <p>Testament (Old and New)</p> <p>Covenant</p> <p>Love</p>	<p>Incarnation</p> <p>Trinity (referring to the Christian belief of God as three Persons which are distinct but exist as one substance: Father, Son and Holy Spirit)</p> <p>Resurrection</p> <p>Interpretation</p> <p>Faith</p>
Knowledge and Understanding	<p>Know that the Bible is the holy book, the sacred text, for Christians.</p> <p>Understand that Christians believe that the Bible reveals certain truths to them e.g. the nature of God, Jesus’ life, death and resurrection. SoC</p> <p>Know that the Bible consists of The Old Testament and the New Testament which are divided into books (OT 39 NT 27)</p>	<p>Build on K+U of the structure and content of the Bible and its significance for Christians.</p> <p>Know that the OT tells us about Creation, the history of the Jews and the promise of a Messiah</p> <p>Understand that the OT is almost identical to the Jewish holy scriptures. WR</p>

	<p>Understand that the Old testament contains accounts of the history of the Jewish peoples.</p> <p>Understand that the New Testament contains accounts of Jesus’ life, death and teaching.</p> <p>Know that Christians believe that Jesus was fully human.</p> <p>Understand that Jesus lived and died as a human</p> <p>Know that Christians believe that Jesus was also fully divine; the Son of God. SoC</p> <p>Understand that this is a specifically Christian belief which has its basis in scripture, miracles and resurrection for example. SoC</p> <p>Know that there is much evidence to suggest that Jesus was a real historical figure who lived and died in first century Palestine. WR</p> <p>Know the main events of Jesus’ life and that these are located in the Bible.</p> <p>Understand the basic historical context within which Jesus lived and died.</p>	<p>Know that the NT is specifically Christian as it tells us about the birth, life, death and teaching of Jesus as well as the beginning of the spread of Christianity SoC</p> <p>Understand that it is the NT texts that inform Christian beliefs about the nature of Jesus. Understand that Christians believe that Jesus was the Messiah. SoC</p> <p>Know that the books of the Bible were written by different authors living in different times. Authorship spans about 1,500 years.</p> <p>Know that the Gospels are accounts of the life, death and teaching of Jesus.</p> <p>Understand that the Gospel writers were different, did not know each other and had certain intentions and beliefs while writing. This goes some way to explaining why the Gospels are very similar but very different!</p> <p>Know that there are methods of working out what constitutes historical ‘fact’ and what constitutes belief in the Bible.</p> <p>Understand that questions of historical accuracy are crucial but should not detract from the meaning of the New Testament and the role of belief.</p> <p>Know what a parable is</p> <p>Understand that parables require interpretation</p> <p>Know that Jesus taught in parables</p> <p>Understand why Jesus taught in parables</p> <p>Know that the Gospels contain miracle stories</p> <p>Understand that these inform Christian beliefs about the nature of Jesus SoC</p> <p>Know that the Gospels contain Passion narratives SoC</p> <p>Understand that this informs Christian beliefs about the nature of Jesus SoC</p>
Attitudes and Values	<p>Jesus set an example to his followers about the attitude they should adopt towards one another.</p> <p>Jesus identified key values such as forgiveness, justice and compassion, and commanded his followers to adopt the same. CE&ET</p> <p>The Bible teaches us that we live in relationship to God, self, and others</p> <p>The Bible guides Christians in their spiritual and moral lives</p>	<p>Jesus set an example to his followers about the attitude they should adopt towards one another.</p> <p>Jesus identified key values such as forgiveness, justice and compassion, and commanded his followers to adopt the same. CE&ET</p> <p>Christians have a responsibility to care for God’s creation, to be good stewards of it.</p>
Skills	<p>Listen to Bible stories</p> <p>Comprehend Bible stories</p> <p>Re-tell Biblical stories</p> <p>Classify Biblical stories into Old Testament and New Testament</p> <p>Chronicle key events in Jesus’ life</p> <p>Think Critically about the nature of Jesus by asking questions and discussing</p>	<p>Locate stories in the Bible</p> <p>Read Bible stories</p> <p>Comprehend Bible stories</p> <p>Interpret parables of Jesus</p> <p>Chronicle key events in Jesus’ life</p> <p>Extract Christian beliefs from Biblical texts.</p> <p>Distinguish parables from miracle stories</p> <p>Think Critically about the nature of Jesus by asking questions and discussing</p> <p>Think Critically about the authorship and historicity of the Bible</p>

THE BIBLE AND CHRISTIAN BELIEFS – SECONDARY

In order that students have a full understanding of the content of the Bible and Christian beliefs that are contained within it, they should first understand the historical and theological context within which its books were written and address important questions about the reliability of the text. This provides the platform for meaningful, academic engagement with key Christian concepts such as salvation, repentance or the Trinity, as students begin to relate Christian beliefs to their source; it is the *beliefs* that give students access to a deep understanding of what it means to be Christian. This approach seeks to encourage a holistic approach, where students see links *between* topics, rather than seeing them in isolation.

	Early Adolescence	Late Adolescence
Focus	Students build on their understanding of the content, structure, authorship, history and interpretation of the Bible. Students begin to acquire methods in Biblical criticism to enable them to engage with questions of historical accuracy. They develop their understanding of how the Bible has informed key Christian beliefs.	Students build on their understanding of Biblical composition, authorship, and interpretations, and how these inform Christian beliefs, in particular the concepts of sin and salvation in both the Old and New Testaments.. They understand the context within which the creation narratives were written and continue to develop their skills of Biblical interpretation. Students understand the meaning of Creed and form an appreciation of the significance of creeds for Christians.
Key Questions	<p>Continue to address questions of content, structure and significance of the Bible.</p> <p>What is the relationship between the Old Testament and the New Testament?</p> <p>What are the Gospels?</p> <p>Why are the Gospels so similar and yet so different? (the Synoptic problem)</p> <p>Who wrote the Gospels, when and why?</p> <p>Can we know that what is contained in the Gospels is true?</p> <p>Is there non-Biblical evidence to suggest that Jesus existed?</p> <p>What is the historical context within which Jesus lived?</p> <p>Why did the Roman authorities resist Jesus?</p> <p>Why did the Jewish authorities resist Jesus?</p> <p>What do Christians believe about the resurrection, salvation and eternal life?</p> <p>SoC</p> <p>What do Christians believe about Jesus? SoC</p> <p>What is 'belief'? PofR</p>	<p>Continue to address questions of content, structure, authorship and significance of the Bible.</p> <p>What different literary genres are found in the Bible?</p> <p>What genre are the Creation narratives in Genesis?</p> <p>What is involved in interpretation of a text?</p> <p>Why is it important to consider cultural and historical context as well as the intention of the authors when interpreting a text?</p> <p>What is a myth and how do we interpret myth stories?</p> <p>If we interpret the Creation and Fall narratives as myth stories then what universal truths do they tell us about the nature of humankind, the nature of God and the nature of humans' relationship with God?</p> <p>What inconsistencies arise if we take the Creation and Fall narratives literally? PofR</p> <p>What is sin?</p> <p>How did Jesus's life and death save humanity from sin and offer a 'way back'?</p> <p>Continue to address questions about the resurrection, salvation and eternal life. SoC</p> <p>What is a Creed?</p> <p>How are Christian beliefs about Jesus expressed formally in creeds? MP+W</p>

Key Concepts	<p>Incarnation Trinity Sin Resurrection Salvation Eternal Life Belief Covenant Paschal</p>	<p>Incarnation Trinity Myth Resurrection Sin Salvation Eternal Life Stewardship Belief Creed</p>
Knowledge and Understanding	<p>Build on K+U of the structure, content, authorship, literary genres and historical context of the Bible</p> <p>Continue to build on K+U of the Gospels</p> <p>Know the identity of each of the Gospel writers, when they wrote and where.</p> <p>Understand that the Gospel writers used the oral tradition, other Gospels, other written sources and their own theological position to write their Gospels. The scholarly process of identifying sources is Source Criticism.</p> <p>Know that it is widely thought that Mark was written first and John was written last.</p> <p>Understand that Mark, Matthew and Luke are called the Synoptic Gospels because there are many parallels across them. John’s Gospel is quite different.</p> <p>Know that there is a process (redaction criticism) which seeks to identify which passages in the Synoptic Gospels are thought to be historically accurate.</p> <p>Understand that the Gospel writers were evangelists so their primary intention was to spread the message of Jesus.</p> <p>Know that Jesus lived in first Century Palestine under Roman occupation.</p> <p>Understand that Jesus was a Jew and that Jews were disliked by the Romans WR</p> <p>Know that there are non-Biblical sources which support the existence of Jesus as a man who was controversial, who antagonised the authorities and was crucified.</p> <p>Know that the Romans were particularly brutal in their treatment of people who antagonised or threatened their power.</p> <p>Understand why people who challenge authority are always unpopular.</p> <p>Understand why Jesus’ teaching was controversial and why he was crucified.</p> <p>Know that Christians believe that Jesus was the Son of God and was sent to</p>	<p>Build on K+U of the structure, content, authorship, literary genres and historical context of the Bible</p> <p>Continue to build on K+U of the Gospels</p> <p>Know that Genesis 1 and 2 can be considered poetic literature because of the language and repetitive structure in Genesis 1. Know that it is thought that there are two different authors for the two different creation accounts.</p> <p>Understand that this suggests that the creation narratives were not intended to be taken literally by the authors.</p> <p>Know that the authors of Genesis were writing in the Ancient Near East where there were an abundance of competing creation stories with different deities WR</p> <p>Understand that the authors of Genesis were trying to portray one true God as the creator of the world in a culture dominated by polytheism.</p> <p>Know that the authors were saying much about the nature of God within the context of myth.</p> <p>Understand that a literal interpretation of Genesis 1 and 2 ignores the historical context within which it was written.</p> <p>Know that Genesis 1-3 are providing us with universal truths about the sinful nature of mankind, the omnibenevolence and omnipotence of God.</p> <p>Understand what a universal truth is.</p> <p>Know that Christians believe that God offered a ‘way back’ from sin through the life and death of Jesus.</p> <p>Understand that salvation refers to the end of separation from God and eternal life which was only made possible through the death and resurrection of Jesus.</p> <p>Know that a creed is a statement of faith that describes the beliefs of a religion.</p> <p>Understand that there are a number of creeds in Christianity but the Apostles’ Creed and the Nicene Creed are widely used. Understand the content of such creeds. SoC MP+W</p>

	<p>save people from sin. SoC</p> <p>Understand that Christians believe salvation is achieved through the act of God in Jesus becoming man, dying and overcoming death through the resurrection, and through our response to this Paschal mystery.</p> <p>Know that this is celebrated at Easter. SoC MP+W</p> <p>Know the core teachings of Jesus</p> <p>Understand how the life and teachings of Jesus inform Christian belief</p>	
Attitudes and Values	<p>Jesus set an example to his followers about the attitude they should adopt towards one another.</p> <p>Jesus identified key values such as forgiveness, justice and compassion, and commanded his followers to adopt the same. CE&ET</p>	<p>Jesus set an example to his followers about the attitude they should adopt towards one another.</p> <p>Jesus identified key values such as forgiveness, justice and compassion, and commanded his followers to adopt the same. CE&ET</p> <p>Christians have a responsibility to care for God’s creation, to be good stewards of it.</p>
Skills	<p>Locate key Biblical texts.</p> <p>Identify the Gospels</p> <p>Describe the authorship of the Synoptic Gospels</p> <p>Explain the synoptic “problem”</p> <p>Describe methods used to determine authorship and historical accuracy of the Gospels</p> <p>Discuss questions of historical accuracy of the Synoptic Gospels.</p> <p>Describe the historical context within which Jesus lived and died.</p> <p>Explain why Jesus was crucified</p> <p>Identify key Christian beliefs: incarnation, resurrection and salvation.</p> <p>Identify Passion narratives in the Gospels from which these beliefs were formed.</p> <p>Continue to Think Critically about the nature of Jesus</p>	<p>Locate key Biblical texts</p> <p>Interpret the Creation and Fall narratives as myth</p> <p>Identify the universal truths in the Creation and Fall narratives</p> <p>Discuss problems associated with a literal interpretation of the text</p> <p>Explain the concept of sin</p> <p>Describe and explain how the death and resurrection of Jesus offers salvation to Christians.</p> <p>Identify key Creeds</p> <p>Interpret the meaning of the Creeds</p> <p>Explain how the Creeds are statements of key Christian beliefs that have been studied.</p> <p>Continue to Think Critically about the nature of Jesus</p>

SAMPLE UNIT TOPICS THAT INCLUDE THE BIBLE AND CHRISTIAN BELIEFS AMONGST OTHER STRANDS

*Those marked * relate to new / revised Units accompanying this Curriculum*

What is the Bible?
The Bible and Love *
The Creation Narratives
The Abrahamic Religions
The Patriarchs
The Old Testament
The New Testament
The Gospels
The Nativity – Christmas *
Jesus *
Who was Jesus?
The Identity of Jesus *
The Historical Jesus
Jesus and the Romans
The Miracles of Jesus
The Great Week – Holy Week & Easter *
After the Resurrection *

EXPERIENCES AND RESOURCES

- **The Holy Bible.** Pick up a Bible and spend time looking through it, locating the Old Testament and New Testament, looking at the library of books in each, at how chapters and verses are divided up, and at how Bible references are used. Note the variety of translations from a King James Version to one in contemporary English; the inclusion [or not] of the Apocrypha; the range of annotated versions, comparative versions and those which include maps and other study material.
- Listen to, read and view Bible stories.
Testament: The Bible in Animation – beautiful animations of nine Old Testament stories.
The Prince of Egypt (Moses)
The Miracle Maker (Jesus)
Animated World Faiths – a collection of animations of key religious figures including Jesus.
- Use the Lectionary to follow the set readings for the different Festivals, Sundays and Seasons of the Church's Year across a 3 year cycle – Years A, B and C.
- Watch television documentaries about the Roman Empire and The Historical Jesus.
Son of God, Jeremy Bowen, BBC
Ancient Rome: The Rise and Fall of an Empire, BBC
The Miracles of Jesus, Rageh Omar, BBC, <http://www.miraclesofjesus.co.uk/>
- Make use of dance, drama, music and the visual arts to explore Biblical texts.
- Meet and talk to people who have the Bible as an integral part of their life. Talk about their individual responses to questions.
- **The Christ We Share** resources pack contains colour 32 images on postcards and CD from around the world including 'The Angry Christ', Jesus depicted in a 'WANTED'

poster and 'The Suffering Christ'. This is a great resource when exploring the question 'Who was Jesus?'

<http://www.cms-shop.org.uk/mall/productpage.cfm/CMS/W.PACK004/-/The%20Christ%20we%20Share>

- **Jesus** by Kevin O'Donnell (from the Seeking Religion series)
- **The Bible Overview** (How to understand the Bible as a whole in 3 simple presentations. By Matthew Brain, Matthew A. Malcolm, Matthew R Malcolm and Greg Clarke. Matthias Media ISBN 1 876326 33 6
- **The Bible and Christian Belief.** By Gwyneth Windsor and John Hughes. Heinemann, 1990. ISBN 0 435 30271 X. (Is out of print, but you may be able to get one second hand...)
- **Understanding Christianity 1**, ISBN 0 435 36794 3 By Sue Penney, Heinemann. (1997)
Good chapters for this Strand for Early Adolescence
 - Beliefs about God (creeds)
 - Beliefs about Jesus
 - The Bible (History)
- **Understanding Christianity 2** ISBN 0 435 36795 1 By Sue Penney, Heinemann. (1998)
Good chapters for this Strand for Early Adolescence
 - Beliefs about God (The Trinity)
 - Beliefs about Jesus (The Disciples)
 - The Bible (The Epistles and the Gospels, the Commandments)
- **Understanding Christianity 3.** ISBN 0 435 36796 X By Sue Penney, Heinemann. (1999)
Good chapters for this Strand for Early Adolescence
 - The Bible
- **Key Christian Beliefs** (Faith for Living) by Chris Wright. Lion Publishing, 1995. ISBN 0 7459 2648 7
- **This is RE! 1** by Cath Large. Hodder Murray, 2002. ISBN 0 7195 7439 0
Good chapters for this Strand for Adolescence (Years 8-12)
 - What is the 'Big Story' told in the Bible?
 - What are we doing to the environment?
- **This is RE! 2** by Cath Large. Hodder Murray, 2003. ISBN 0 7195 7521 4
Good chapters for this Strand for Adolescence (Years 8-12)
 - Did Jesus save the world?
- **Lectionary Story Bible Year A** by Ralph Milton. WoodLake, 2007 ISBN 9781551455471
- **Lectionary Story Bible Year B** by Ralph Milton. WoodLake, 2008 ISBN: 9781551455648
- **Lectionary Story Bible Year C** by Ralph Milton. WoodLake, 2009 ISBN 9781551455761
- **All About Faith 1** by Anne & Niall Boyle. Gill & Macmillan 2000 ISBN 0717129721
- www.tes.co.uk

- **Religions to Inspire for KS3: Christianity** Kolka, Dianne., Hodder Education, 2011. ISBN 978 1 444122 14 5 Useful for early adolescence.
- **The Lion Illustrated Encyclopaedia of the Bible** Drane, Robert. , Lion Hudson, Oxford, 2001 ISBN 0 7459 5061 2
- **Teaching the Bible: A Manual of Teaching Activities, Commentary and Blackline Masters** Ryan, Maurice., Nelson Cengage Learning, Melbourne, 2001 ISBN 978 1 87 66 333 2 5
- **A New Approach: St Mark's Gospel** Wilcockson, Michael., Hodder Education, ISBN -13: 978 0 340 81465 9 Useful for Later Adolescence.
- **The New Lion Handbook of Christian Belief** Magrath, Alister (ed), Lion Hudson 2006 ISBN 978 0 7459 5157 7
- **The Encyclopaedia Edition of either the NIV or Good News Bible** A useful bible for later childhood and beyond is. It has good information about the Bible and Bible times included in the front of the Bible.
- **Children's Spirituality** by Rebecca Nye. Church House Publishing. London, 2011. ISBN 978 0 7151 4027 7. Useful background to integrating Godly Play, especially in Early Childhood [EA] and Middle Childhood [MC]

Audio/Visual:

- **Pathways of Belief: The Bible.** Old Testament, New Testament. By BBC (Learning Essentials)
- **The Passion of the Christ.** A Mel Gibson Film, Twentieth Century Fox, Icon Distribution Inc. 2004.

STORY OF THE CHURCH - PRIMARY

Addressing questions of *how* and *why* the Church came to be as it is today will help students to understand its relevance and its role in contemporary society. Providing students with an historical context will also help them to understand why there are different Christian denominations and where the Anglican Church sits amongst them. Key Christian concepts underpin Christian festivals and sacraments providing students with the opportunity to make links with other Strands, which supports their understanding as to why grappling with such concepts is important. Gaining an insight into the Church’s involvement in contemporary social, moral and cultural issues will give students a sense of the relevance and value of the contribution that it offers.

	Early Childhood	Middle Childhood
Focus	Students begin to identify key features of the Church including its events, people and structures and the concepts/beliefs that underpin these. They are able to recognise that the story of the Church is enduring.	Students understand the concept of ‘Church’ and begin to explain the roles and functions of its key events, people and structures. They are able to identify that the Christian Church comprises great richness and diversity.
Key Questions	What is church? When, where and how did the church ‘begin’? What is the purpose of the church? MP+W Who can go to a church? What is Baptism? B+CB What is a symbol? PofR What does water symbolise during Baptism? B+CB What is Easter? B+CB What does the cross symbolise? B+CB What religious people are associated with Christianity and the Church? What is Christmas? B+CB What is Easter? B+CB	Who was Paul? B+CB What did Paul do? Who were the Apostles? B+CB Why are there different denominations? What roles do deacons/priests/bishops have? What does a Chaplain do? What is a Sacrament? What happens during Baptism? What is the Eucharist? MP+W What do bread and wine symbolise during the Eucharist? What is Confirmation and what happens during a confirmation liturgy? Apart from religious ceremonies, how might church buildings be used? Continue to address conceptual question relating to Easter – how did Jesus come back to life? What has this got to do with salvation? What does salvation mean? Who was Jesus? B+CB
Key Concepts	Church Symbol Sacrament - Baptism Incarnation Resurrection Salvation Redemption Holy Spirit Orders of Ministry – lay persons, deacons, priests, bishops Worship	Church Disciple / Apostle Orders of Ministry – lay persons, deacons, priests, bishops Symbol Sacraments Baptism Eucharist Confirmation Incarnation Resurrection

	Saint	Salvation Redemption Holy Spirit
Knowledge and Understanding	<p>Know that ‘church’ does not only refer to a place or a building but to a body of believers.</p> <p>Understand that the Church is the <i>people</i> not just the <i>place</i>.</p> <p>Know that the first person to mention the church was Jesus, that the first Christian communities were established by Jewish Christians very soon after Jesus’ death and resurrection B+CB</p> <p>Understand that Jesus was Jewish and that many of the first Christians were Jews.</p> <p>Know that the purpose of the church is to bring each member together to worship God, pray, explore their faith and receive sacraments such as Baptism and Communion.</p> <p>Understand that the practical application of this is to go out and help those in need F in A and that the Church welcomes all people.</p> <p>Know that symbols are used all the time in everyday life. Examples of this are road traffic symbols, those on a keyboard, or on a map. Symbols are also used in religion.</p> <p>Understand that a symbol represents something else, it points to something beyond it, it communicates meaning. PofR</p> <p>Understand that religious symbols function in the same way. The cross / crucifix represents Christianity in a broad sense and the death and resurrection of Jesus in a specific sense. Bread and wine, water and oil are all special Christian symbols</p> <p>Know that baptism is a sacrament and take place in churches. A font is used in the baptismal ceremony.</p> <p>Understand that baptism symbolises initiation into the Church and washing away sin. The cross, water and light are used in the ceremony to symbolise entry into the Church, cleansing and the passing from darkness into light.</p> <p>Know that there are certain events that happen in the Church seasons, including Advent, Christmas, Lent and Easter.</p> <p>Understand that these events are underpinned by key Christian beliefs including who Christians believe Jesus was and what happened after his death B+CB</p> <p>Know that some of the people associated with Christian belief</p>	<p>Know that Paul was a Jew who persecuted disciples of Jesus until his conversion. He lived in the early first century (c.5-67) and wrote several of the Epistles in the NT. He was one of the most influential early Christian missionaries B+CB CE&ET</p> <p>Understand that Paul was not one of Jesus’ disciples and did not accompany Jesus during his mission. It was only after his conversion that he became a Christian and decided to spread the Gospel as far and wide as he could. We read about this in Acts of the Apostles B+CB</p> <p>Know that an apostle is ‘one who is sent out’ to teach about Jesus. A disciple is a follower. There were 12 ‘inner circle’ disciples of Jesus who are mentioned in the Gospels. They then became the 12 Apostles after his death (although Judas hung himself and was replaced by Matthias) and they then added more disciples. B+CB.</p> <p>Understand that Christian women and men are all called to discipleship and that some will be specially set aside through the sacrament of Ordination for ministry as deacons, priests, bishops</p> <p>Know that there are different Christian traditions / denominations.</p> <p>Understand that, while they have similarities and differences, they are all Christians – followers of Christ.</p> <p>Know what happens during baptism and that some Christian traditions fully immerse the person being baptised, while some do not.</p> <p>Understand what each part of the baptism ceremony symbolises and why this is significant.</p> <p>Know that the Eucharist is the other prime Sacrament: celebrated to ‘do this in memory of me’ B+CB MP+W</p> <p>Understand what Holy Communion at the Eucharist is – bread and wine becoming Christ’s body and blood for us.</p> <p>Know that Confirmation is one of the other sacraments, administered by a bishop [a successor of the Apostles]</p> <p>Understand that Confirmation is when the person affirms the Christian faith for themselves and receives the Holy Spirit through the laying on of hands by the bishop – like Ordination</p> <p>Know that church buildings have uses other than for religious ceremonies.</p> <p>Understand that the space can be used for reflection, meditation and simple ‘quiet time’ MP+W, for teaching, for fellowship and for community service F in A</p> <p>Understand that Easter celebrates the resurrection of Jesus and salvation for people. These are difficult concepts which can be broken down and taught using the ‘concept cracking’ method and require students to understand the Christian belief in the dual nature of Christ.</p>

	<p>such as Chaplains, are lay persons, or ordained people: deacons, priests and bishops.</p> <p>Understand the varying roles that these people have in the Church.</p> <p>Know that some Christian people have been recognised by the church as saints, though all people are saints before God</p> <p>Understand why their lives are important.</p>	
Attitudes and Values	<p>The Church is inclusive and welcomes all people.</p> <p>The Church community reaches out to help people to uphold key Christian values of compassion, love and justice. F in A</p> <p>Jesus demonstrated this in his actions, which compels members of the Church to go out and do the same.</p>	<p>The Church community reaches out to help people to uphold key Christian values of compassion, love and justice. F in A</p> <p>Jesus demonstrated this in his actions, which compels members of the Church to go out and do the same. F in A</p> <p>The Apostles taught Christian values and attitudes to their disciples who in turn have passed these on through the centuries to us. CE&ET</p>
Skills	<p>Observe Christian practices and ceremonies</p> <p>Identify what is happening during religious ceremonies WR</p> <p>Extract meaning from religious ceremonies and practices as well as from religious symbols WR</p> <p>Make connections between The Story of the Church Strand and topics within other Strands.</p> <p>Listen when other students are offering something to the class</p>	<p>Observe Christian practices and ceremonies</p> <p>Identify what is happening during different religious ceremonies WR</p> <p>Extract meaning from religious ceremonies and practices as well as from religious symbols WR</p> <p>Make connections between The Story of the Church Strand and topics within other Strands.</p> <p>Listen when other students are offering something to the class</p> <p>Respect quiet time/reflective time/meditation/prayer for yourself and others</p>

STORY OF THE CHURCH - SECONDARY

Addressing questions of *how* and *why* the Church came to be as it is today will help students to understand its relevance and its role in contemporary society. Providing students with an historical context will also help them to understand why there are different Christian denominations and where the Anglican Church sits amongst them. Key Christian concepts underpin Christian festivals and sacraments providing students with the opportunity to make links with other Strands, which supports their understanding as to why grappling with such concepts is important. Gaining an insight into the Church’s involvement in contemporary social, moral and cultural issues will give students a sense of the relevance and value of the contribution that it offers.

	Early Adolescence	Late Adolescence
Focus	Students investigate and understand the origins and growth of the Christian Church. They are able to apply these understandings in recognising ways in which the Church across the world contributes to contemporary society.	Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity, and to consider its future in American / Australian society as well as in other cultures
Key Questions	<p>How did the Church spread, expand and at times split? Why were early Christians persecuted? Where and why do Christians continue to be persecuted? How and when was the Anglican Church formed? What was the Reformation? How has Christianity spread across the world? What other ‘movements’ have there been in the history of the Church? What does it mean to ‘live’ your Christian faith? F in A What role does the Anglican Church play in Australian society? What was learnt in earlier years about the sacraments? B+CB What is special about baptism and holy communion as sacraments? MP+W Continue to address conceptual question relating to Easter and Christmas – how did Jesus come back to life? What has this got to do with salvation? What does salvation mean? Who was Jesus? B+CB</p>	<p>Continue to examine the role that the Episcopal or Anglican Church plays in American / Australian society. What are the distinctive characteristics of church schools and what is their purpose? What is the role of evangelism in the Church? What are some of the key issues facing the Church in contemporary society? CE+ET Why do they generate tension and/or conflict? CE+ET How does the Anglican Church respond to these tensions and/or conflicts? CE+ET What progress [and obstacles] is there towards greater unity of the whole Church? How might this help the spread of the Gospel in contemporary societies?</p>
Key Concepts	Sacrament Catholic Reformed Missionary work Creed Grace Salvation Incarnation	Evangelism Spirituality MP+W Ecumenism Various contemporary issues

<p>Knowledge and Understanding</p>	<p>Know that the church began with the Apostles who were ethnically Jewish</p> <p>Know that this was in the first century in Jerusalem.</p> <p>Know that the Book of Acts gives an account of the early church and its spread from Jerusalem through the Eastern Mediterranean by Paul. B+CB</p> <p>Know that the early Christians were persecuted.</p> <p>Understand why the early Christians were persecuted.</p> <p>Understand the historical content within which they lived</p> <p>Know the development of the early English Church, the mission of St Augustine, the witness of Bede, Hilda of Whitby, Becket</p> <p>Understand that the English Church developed over many centuries from the earliest times</p> <p>Know what the Reformation was</p> <p>Understand why the Reformation happened and how this contributed to the catholic and reformed character of the English [Anglican] Church.</p> <p>Know other key movements in the history of the Church: Wesleyan, Oxford Movement, colonial missionary movement, ecumenical</p> <p>Know key reformers of the Church in the past centuries: William Tyndale, Thomas Cranmer, John Wesley, William Wilberforce, John Keble, Martin Luther King, Desmond Tutu, Mother Teresa</p> <p>Understand how these people and so many others have played important roles in renewing the Church’s mission</p> <p>Know that the Creeds are statements of the faith of the Church</p> <p>Understand how the creeds affirm the Trinity B+CB and the nature of the church as ‘one, holy, catholic and apostolic’</p> <p>Know that Christians are compelled to put their faith into action through using the life of Jesus as an example F in A.</p> <p>Understand why putting faith into action is a crucial part of being a Christian.</p> <p>Know the story of the Church in Australia and Western Australia</p> <p>Understand the roles of John Marsden, John Ramsden Wollaston, Bishop Hale</p> <p>Build on previous knowledge and understanding of the Sacraments</p> <p>Understand why Baptism and Holy Communion are sacraments which are applicable to everyone and why there are five other sacraments</p>	<p>Know that the Anglican Church has spiritual, pastoral, liturgical and teaching roles in American / Australian Society MP+W</p> <p>Understand and Reflect on what each of these entail</p> <p>Know that ‘evangelism’ means spreading the word of the Gospel.</p> <p>Understand that evangelism comes in different forms – overseas missionaries, music, internet, plays, Bible study groups, inspiring preaching, compelling worship etc.</p> <p>Know that there are key issues facing the Church in contemporary society and know what these issues are (could include ordination of women, sexuality, divorce, same sex relationships, abortion, euthanasia)</p> <p>Understand why they are issues and why they generate tension and/or conflict in society and in some parts of the Church.</p> <p>Know what the Anglican response is to some of these key issues</p> <p>Understand that they require ongoing dialogue within the Church and between the Church and secular society</p> <p>Know how the Anglican and other Christian churches seek unity, that ‘all may be one in Christ’ B+CB</p> <p>Understand that there are many avenues being pursued to bring greater unity to the whole Church [World Council of Churches (WCC), Anglican-Roman Catholic International Commission (ARCIC)....] and examples of Churches acting together through schools, outreach programs, social and environmental actions, education and worship SoC MP+W</p>
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	<p>which are not applicable to everyone. MP+W</p> <p>Build on previous knowledge and understanding of Easter and Christmas and of the times preceding these Christian festivals – Lent and Advent.</p>	
Values	<p>The Church is inclusive and welcomes all people. The Church community reaches out to help people to uphold key Christian values of compassion, love and justice. Jesus demonstrated this in his actions, which compels members of the Church to go out and do the same.</p>	<p>The Church seeks to know and love God and to love our neighbours as ourselves: to uphold values of love, respect, equality, compassion and human dignity when responding to contemporary issues</p>
Skills	<p>Describe how Christianity spread Explain why the Reformation happened Analyse the effect of the Reformation Explain what a Sacrament is Examine the significance of Easter and Christmas</p>	<p>Describe the contemporary issues facing the Church Analyse the impact that they may have on the Church Evaluate the Church’s response to them</p>

SAMPLE TOPICS THAT INCLUDE THE STORY OF THE CHURCH AMONGST OTHER STRANDS

*Those marked * relate to new / revised Units accompanying this Curriculum*

The Church: how did it get here?
Symbols
The Nativity – Christmas *
The Chapel – Lent & Easter *
The Great Week - Holy Week & Easter *
The Passion
Did Jesus really rise from the dead?
The Church and its People
The Church and Society
Christianity and its many branches
Religious Pluralism *
Sacraments *
The Eucharist *

EXPERIENCES AND RESOURCES

- Go to an Anglican Church or Chapel and spend time walking, sitting, observing and talking to people there.
- Contact the **Education Centre in St George’s Cathedral**, Perth. Many cathedrals and some larger churches have education programs and visitor guides.
- Invite a non-Anglican to talk about their particular denomination or visit a non-Anglican Church and talk to people there.
- Participate in a service within the School Chapel, a local Anglican church, or the Diocesan Cathedral.
- Read the booklet “About Being An Anglican” or other similar books
- **The Holy Bible**
- **A Prayer Book for Australia** Broughton Books, 1995 ISBN 1876677368 / 9
- The ASA sponsored ‘**Ministry in Anglican Schools**’ Barton Books, 2012, ISBN 9781921577030 with contributions from Chaplains in Anglican schools
- <http://www.request.org.uk/> focuses on teaching Christianity in RE. It provides resources and links.
- <http://www.cleo.net.uk/> provides short film clips and interactive resources for RE teachers and students including many films on religious ceremonies from around the world. It includes titles such as ‘Christianity: Faith Community Members respond to questions about belief and society,’ and ‘Christianity: Infant Baptism service.’
- <http://www.reonline.org.uk/> provides resources for teachers and students from PP-Year 12 on a variety of topics in RE, including World Religions, Ethics and Philosophy of Religion. It is excellent.
- <http://www.religionfacts.com/christianity/denominations/history.htm> is a factual website which provides detailed information about many aspects of World Religions, including Christianity, the history of the Church and Christian denominations.

- **Understanding Christianity 1**, ISBN 0 435 36794 3 By Sue Penney, Heinemann. (1997)
Good chapters for this Strand for Early Adolescence :
The Christian Church (Orthodox, Catholic, etc)
Living as a Christian (Baptism, confirmation)
- **Understanding Christianity 2** ISBN 0 435 36795 1 By Sue Penney, Heinemann. (1998)
Good chapters for this Strand for Early Adolescence
Living as a Christian (Saints)
The Christian Church (Pentecost, early church, Paul)
- **Understanding Christianity 3**. ISBN 0 435 36796 X By Sue Penney, Heinemann. (1999)
Good chapters for this Strand for Early Adolescence
The Christian Church (Reformation, monks, nuns, Taize...)
Living as a Christian (Marriage, divorce, stewardship)
- **The Christian Experience** by JF Aylett & Kevin O'Donnell. Hodder & Stoughton, 2000. ISBN 0 340 74768 4
- www.tes.co.uk

Audio/Visual

- **Luther**. MRA Entertainment Group. www.lutherthemovie.com.au
- Empires SBS series *Martin Luther*
- *Peter, Paul and the Christian Revolution*

Multimedia:

- **Australia's Religious Communities**. A Multimedia Exploration, published by Christian Research Association.

PHILOSOPHY OF RELIGION - PRIMARY

	Early Childhood	Middle Childhood
Focus	Students begin to acquire an understanding of the philosophical concept of a theistic God and selfhood by drawing on their own experiences of the world. Students begin to differentiate between open and closed questions and understand the importance of giving reasons to support their opinions.	Students continue to investigate the philosophical concept of a theistic God by examining some key characteristics of God. They begin to acquire an understanding of the nature of philosophy. They begin to reflect on some of the difficulties associated with belief in God. Students begin to examine the nature of evidence.
Key Questions	<p>What is God like?</p> <p>What is an open question?</p> <p>What is a closed question?</p> <p>What do I believe about God?</p> <p>What do other people believe about God?</p> <p>Who am I?</p>	<p>If God exists, then what is God like?</p> <p>What is philosophy?</p> <p>What is a philosophical question?</p> <p>Is there evidence for God's existence?</p> <p>Is there evidence against God's existence?</p> <p>What counts as good/bad evidence?</p> <p>If God exists, why does suffering occur?</p> <p>Can I provide reasons to support my beliefs?</p>
Key Concepts	<p>God</p> <p>Self and Belonging</p> <p>Reasoning</p>	<p>God</p> <p>Theistic</p> <p>Philosophy</p> <p>Truth</p> <p>Belief</p> <p>Fact</p> <p>Opinion</p> <p>Evidence</p>
Knowledge and Understanding	<p>Know that people believe in God.</p> <p>Understand that there are different beliefs about God – both from a Christian perspective and from that of other religions. WR</p> <p>Know that it is difficult to describe the Christian God. B+CB</p> <p>Understand why it is difficult to describe God.</p> <p>Know that people are similar and different.</p> <p>Understand some characteristics that make people similar and different.</p> <p>Know that some questions have one answer and some questions have lots of answers (and some questions have no answers).</p> <p>Understand which words are used for open and closed questions.</p>	<p>Know What philosophy means</p> <p>Understand the aims of the study of philosophy</p> <p>Know what a philosophical question is</p> <p>Understand how a philosophical questions is different to a non-philosophical question.</p> <p>Know that there are some key concepts embedded in the philosophical concept of God.</p> <p>Understand what some of the key philosophical concepts are.</p> <p>Know what evidence is</p> <p>Understand why some evidence is considered 'good' and why some evidence can be disregarded.</p>

		<p>Know what evidence might be used to demonstrate that God does/does not exist.</p> <p>Understand that some people accept and some people reject this evidence.</p> <p>Understand differences between ‘belief, fact and opinion’</p> <p>Know that there are some questions and issues relating to God for which there are no easy answers (e.g. illness and suffering).</p> <p>Understand why these questions and issues are difficult.</p>
Attitudes and Values	<p>Demonstrate openness and respect for the beliefs of others.</p> <p>Compassion</p> <p>Coming to respect others while learning more about your own beliefs</p>	<p>Demonstrate openness and respect for the beliefs of others.</p> <p>Compassion</p> <p>Coming to respect others while learning more about your own beliefs</p> <p>Listen to local indigenous creation stories</p>
Skills	<p>Describe their understanding of the Christian God.</p> <p>Explain why it is difficult to describe God.</p> <p>Listen to what others believe about God</p> <p>Compare their beliefs about God to the beliefs of others</p> <p>Develop basic critical thinking skills by providing reasons to support statements</p>	<p>Describe some key concepts embedded in the philosophical concept of God.</p> <p>Explain what these concepts mean by relating them to their experiences of the world.</p> <p>Examine the meaning of ‘philosophy’ and explain what philosophy is.</p> <p>Identify what evidence there might be for and against God’s existence.</p> <p>Continue to develop critical thinking skills by providing reasons/evidence to support statements and deciding whether those reasons are good.</p> <p>Listen carefully and respectfully to the ideas of others.</p>

PHILOSOPHY OF RELIGION - SECONDARY

	Early Adolescence	Late Adolescence
Focus	Students consider and evaluate arguments for and against God’s existence. They undertake a thorough examination of the nature of evil and suffering, the philosophical problem of evil and suffering and responses to it. They continue to develop their understanding of the concept of God and build on their critical thinking skills.	Students examine scientific theories for the origins of life and the universe and reflect on these can be reconciled with belief in God. They also consider whether faith is rational. Students examine the nature of personhood and reflect on the concept of life after death from different perspectives. They continue to consider their understanding of the concept of God and develop their critical thinking skills.
Key Questions	<p>If God exists, then what is God like?</p> <p>What constitutes a philosophical argument?</p> <p>Can the existence of God be proven?</p> <p>Can the existence of God be disproven?</p> <p>What is belief / faith? B+CB</p> <p>What is the nature of evil?</p> <p>What is the nature of suffering?</p> <p>How can evil exist in a world created by an omniscient, omnipotent, and omnibenevolent God?</p> <p>How can belief in God and Evil/suffering coexist?</p>	<p>If God exists, then what is God like?</p> <p>Does science contradict religion, or can they be reconciled?</p> <p>Is it possible to be a scientist and believe that God exists?</p> <p>What is faith?</p> <p>Is faith rational?</p> <p>What does it mean to be a person?</p> <p>Are people purely physical?</p> <p>Is there a soul?</p> <p>What is the relationship between our physical bodies and our spirits / souls? MP+W</p> <p>How does religious belief make a difference in a person’s life?</p> <p>How does religious belief make a difference to a person’s understanding of death?</p>
Key Concepts	<p>God</p> <p>Omni benevolence, omniscience, omnipotence</p> <p>Evil</p> <p>Suffering</p> <p>Theodicy</p> <p>Freewill</p> <p>Personhood</p> <p>Afterlife</p>	<p>God</p> <p>Truth</p> <p>Belief</p> <p>Faith</p> <p>Proof</p> <p>Infinity</p> <p>Spacelessness</p> <p>Timelessness</p> <p>Omnipresence</p> <p>Incorporeal</p> <p>Causation</p>
Knowledge and Understanding	<p>Continue to build on K+U of the philosophical concept of God.</p> <p>Continue to develop critical thinking skills by understanding what constitutes a philosophical argument and what makes it sound.</p> <p>Know that there are classic philosophical arguments which attempt to demonstrate that God does/does not exist.</p>	<p>Continue to build on K+U of the philosophical concept of God.</p> <p>Continue to build on K+U of questions of God’s existence</p> <p>Know that science uses empirical evidence to formulate theories</p> <p>Understand that it is possible to believe in something despite not being able to verify it empirically.</p>

	<p>Understand what these arguments are and how they work. Know that there are problems with these arguments. Understand what some of these problems are by applying critical thinking skills. Know that ‘evil’ is a complex concept in itself but, generally speaking, is generated by man and generated by nature: moral evil and natural evil respectively Understand the difference between moral evil and natural evil and the different issues that are brought up by each. Know that the concept of suffering is complex and different religions offer different views on the causes of suffering WR Know the classical philosophical problem of evil Understand why it is problematic and why there is no ‘quick solution’ to it. Know that attempts at the philosophical reconciliation of God’s existence and evil/suffering are called theodicies and know and understand what some of these theodicies are. Understand that the Freewill defence is often used to defend moral evil and how human freedom is essential to our humanity. Know that responses to natural evil include John Hick’s ‘soul-making’ theodicy.</p>	<p>Know and Understand what the theory of evolution by natural selection is. Know and Understand what Big Bang theory is. Know that these two theories seem to contradict Genesis. Understand that this is only the case if you interpret Genesis literally B+CB Understand how science and religion complement one another. Know that faith in the Anglican tradition is based on Holy Scriptures, Tradition and Reason Understand that this means that faith is not necessarily unreasonable / irrational. Know that people possess certain characteristics which differentiate them from animals. Understand that identifying what makes a person a person rather than ‘something’ else is complex. Know that there are a number of theories which examine the relationship between mind, body and soul. Understand that the existence of souls is not something that can be proved empirically but is something that many people ‘feel’. MP+W Know that belief in a soul will have an impact on belief about the afterlife. Understand what this impact might be. Know that there are different theories about life after death from different world religions. Know that some non-religious people believe that there is life after death WR Understand different perspectives on the afterlife</p>
<p>Attitudes and Values</p>	<p>Demonstrate openness, tolerance and respect for the beliefs of others. Appreciate local indigenous creation stories.</p>	<p>Demonstrate openness, tolerance and respect for the beliefs of others. Evaluate connections between local indigenous creation stories with those from Christianity and other faith traditions [B+CB] [WR]</p>
<p>Skills</p>	<p>State arguments for and against the existence of God Analyse arguments for and against the existence of God Evaluate arguments for and against the existence of God Discuss arguments for and against the existence of God and justify all statements Listen to local indigenous creation stories Examine and analyse the nature of evil and suffering State the philosophical problem of evil and suffering Analyse responses to the problem of evil and suffering (theodicies)</p>	<p>Describe scientific theories for the origins of life and the Universe Compare these to Biblical accounts of the origins of life and the Universe Analyse how the two appear to be contradictory Discuss how the two appear to be contradictory and justify all statements Listen to local indigenous creation stories Examine the nature of faith Investigate theories of mind, body and soul Analyse and Evaluate theories of mind, body and soul Discuss theories of mind, body and soul and justify all statements Investigate the concept of life after death</p>

	<p>Evaluate responses to the problem of evil and suffering Discuss responses to the problem of evil and suffering and justify all statements Critical Thinking skills underpin all of the above: what constitutes a philosophical argument and what makes an argument 'good'.</p>	<p>Describe what some theories of life after death might be Discuss theories of life after death and justify all statements Critical Thinking skills underpin all of the above</p>
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SAMPLE TOPICS THAT INCLUDE PHILOSOPHY OF RELIGION AMONGST OTHER STRANDS

*Those marked * relate to new / revised Units accompanying this Curriculum*

- If God exists then what is God like?
- The nature of Evil
- Evil and Suffering
- Does God exist?
- The Concept of God *
- What is Love? *
- The Design Argument
- The Cosmological Argument
- Science and Religion *
- Who am I?
- Life and Death
- What is Belief?
- Living Gospel Values *

EXPERIENCES AND RESOURCES

- Conduct **Community of Inquiries** exploring key philosophical questions (see notes 'CRITICAL THINKING' in the TEACHING AND LEARNING section of this document)
- Go outside, lie down and look up at the sky on a clear day. This will prompt ideas about the nature of infinity and provide a time of stillness and silence.
- As a homework task, students can repeat the above exercise. This will prompt questions about our place in the Universe, how the Universe came to be, how big the Universe is and questions of life and death. It will also inspire a sense of wonder and provide a time of stillness and silence.
- Textbooks by **Robert Kirkwood** are excellent. Suitable for years 8-10.

Looking for God (explores the concept of God)

Looking for Proof of God (explores arguments for and against God's existence)

If I Were God I'd Say Sorry (explores the problem of evil and suffering)

Looking for Happiness (explores the question 'Who am I?')

- **Introducing Philosophy of Religion** by Dilwyn Hunt. Suitable for years 10-12 but contains great ideas for teaching Philosophy of Religion that can easily be adapted to suit younger year groups.
- **Stories for Thinking by Robert Fisher** is part of a series of books aimed at developing critical thinking skills in young children. It contains 30 stories for children ages 7-11, each with a theme, for example, anger, death, knowledge, happiness, truth and many more. It also provides information about discussion plans, leading discussion and the community of inquiry.
- **But Why? Developing philosophical thinking in the classroom** by Sara Stanley and Steve Bowkett – offers practical guidance for primary teachers who want children to develop their thinking skills. It is part of the P4C initiative (Philosophy for Children <http://p4c.com/about-p4c>)
- **The Boy Who's Skin Fell Off** is a documentary made by, and starring, 36 year old Johnny Kennedy, who has EB and has four months to live. He decides to document the last few months of his life in a disarmingly humorous, intelligent, uplifting and deeply moving way. Covers topics such as suffering, life after death, the meaning of life, abortion and euthanasia <http://www.channel4.com/programmes/the-boy-whose-skin-fell-off>

- **Schindler's List** explores the Holocaust and raises questions about God, good and evil.
- **The Simpsons – Heaven and Hell** – Homer sets up his own religion, Bart sells his soul, concept of Hell, Homer is tempted by the devil.
- **Harry Potter and the Philosopher's Stone** – the nature of good and evil
- **The Lord of The Rings Trilogy** – the nature of good and evil
- <http://www.truetube.co.uk/> is a great website with short films and lesson plans for many different topics in RS. It has an 'Ethics and Religion' link which takes you to a selection of films with titles such as 'Evolution: God to Science', 'What is the Soul? And "Remembering the Holocaust Through Art'.
- www.reonline.co.uk is an excellent website which provides resources for teachers and students from PP-Year 12 on a variety of topics in RE including World Religions, Ethics and Philosophy of Religion.
- <http://www.request.org.uk/> is an excellent website which focuses on teaching Christianity in RE.
- **All About Faith 2** by Anne & Niall Boyle. Gill & Macmillan 2000 ISBN 9780717129737
- **Understanding Christianity 3.** ISBN 0 435 36796 X By Sue Penney, Heinemann. (1999)
Good chapters for this Strand for Early Adolescence
Beliefs about God (evidence)
Beliefs about Jesus (evidence)
- **Key Christian Beliefs** (Faith for Living) by Chris Wright. Lion Publishing, 1995. ISBN 0 7459 2648 7
- **Christianity in today's world.** by Claire Clinton, Sally Lynch, Janet Orchard, Deborah Weston, Angela Wright. Hodder Murray, 1998. ISBN 0 7195 7526 5
Good chapters for this Strand for Adolescence (Years 9-12)
Arguments about God
- **This is RE! 1** by Cath Large. Hodder Murray, 2002. ISBN 0 7195 7439 0
Good chapters for this Strand for Adolescence (Years 8-12)
What is RE?
- **This is RE! 3** by Cath Large. Hodder Murray, 2004. ISBN 0 7195 7523 0
Good chapters for this Strand for Adolescence (Years 8-12)
Why is it sometimes hard to believe in God?
Has science ditched God?
Does suffering make it impossible to believe in God?
Good versus evil!
- **Exploring Question in RE** by Carys Thomas & Vicky Thomas. Nelson Thornes, 2005. ISBN 978 0 7487 9362 4
- **Introducing Philosophy of Religion** by Dilwyn Hunt. Nelson Thornes, 2005. ISBN 978 0 7487 9466 9
- **The Complete Philosophy Files** by Stephen Law. Orion Children's Books, 2011. ISBN 978 1 4440 0334 5
- www.tes.co.uk

- **Teaching Philosophy and Ethics** Dialogue Education 2013
- **Themes to Inspire, 1** Clarke, Steve, Hodder Education, 2011 ISBN 978 1444 12205 3
- **Themes to Inspire, 2** Clarke, Steve, Hodder Education, 2012 ISBN 978 1444 12208 4
- **Themes to Inspire, 3** Clarke, Steve, Hodder Education, 2013 ISBN 978 1444 12211 4

Books in this series are all also supported with e-resources

CHRISTIAN ETHICS AND ETHICAL THEORY - PRIMARY

	Early Childhood	Middle Childhood
Focus	Students understand how their decisions and actions can affect themselves and others. They are able to investigate values and associated actions in contexts that are familiar to them including their family, home, school and local environment.	Students investigate and understand a range of ethical issues and values and are able to consider and respond to other points of view. They are able to relate their understandings to Christian values and viewpoints.
Key Questions	<p>Why should we strive to be a 'good' person?</p> <p>How do we show respect and friendship to people?</p> <p>How do we ensure that we make the 'right' choices?</p> <p>How can we identify 'right' choices from examples?</p> <p>What are the consequences of making the 'wrong' choices?</p> <p>How did Jesus show how to be loving and caring?</p> <p>What is correct behaviour and how does it affect other people?</p>	<p>Why should we strive to be a 'good' person?</p> <p>Do we all agree on what is 'good'?</p> <p>What is bullying and how should bullies be treated?</p> <p>How is our society affected by discrimination and prejudice?</p> <p>How did Jesus show love and compassion?</p> <p>What makes a 'fair' and 'just' decision?</p>
Key Concepts	<p>Jesus as a model of Christian caring and love to all. [B+CB]</p> <p>Consequences from 'right choices'.</p> <p>Making the 'right choices'.</p> <p>Good and bad</p>	<p>Jesus' teaching on love and compassion. [B+CB]</p> <p>The consequences of discrimination and prejudice, both in school and further afield.</p> <p>Justice</p> <p>Good and bad</p>
Knowledge and Understanding	<p>Know who Jesus was and what some of his teachings are.</p> <p>Understand how Jesus taught to care for all and love all – 'Love one another as I have loved you'. [B+CB]</p> <p>Know appropriate behaviour, manners and the value of friendship.</p> <p>Understand how to make correct choices.</p> <p>Understand how those choices will lead to right or wrong actions and consequences.</p> <p>Know what consequences are and how they affect you and your wider friendship circle.</p> <p>To be able to choose 'right action' from a selection of scenarios.</p> <p>Know how their behaviour affects those around them.</p> <p>Know that most people feel that they should strive to be 'good'.</p> <p>Understand why most people strive to be 'good'.</p>	<p>Understand Jesus' teaching on love and compassion ie 'The Good Samaritan'. [B+CB]</p> <p>Know the true meaning of 'bullying' and how it can be stopped.</p> <p>Evaluate the effects of bullying.</p> <p>Comprehend the nature racism and the effects of prejudice and discrimination.</p> <p>Recognise definitions of fairness and justice.</p> <p>Acknowledge and accept other students' opinions, whilst working towards a competency in vocalising their own.</p> <p>Use a variety of research and thinking skills to interpret and represent information relating to the investigation of ethical issues.</p> <p>Build on K+U of what 'good' means and why people feel that they should strive to be good.</p> <p>Know and Understand that people disagree about what is 'good' despite most people striving to be 'good'.</p>

Attitudes and Values	Students explore the two great commandments and learn to 'love' your neighbour as yourself'. Learn to become less selfish and more selfless.	The Golden Rule to treat other people as you would wish to be treated. [WR] Teachings about equality, fairness and justice . Christians have a responsibility to care for God's creation, to be good stewards of it.
Skills	Application of Jesus' teachings in their life at school Analysis of situations and making the right choices. Reflection on the right choices. Think Critically about what makes an action 'good' or 'bad'.	Application of the knowledge previously learnt of Jesus and what he taught. Comprehension of the Golden Rule and understanding of what it means to a Christian. Evaluation of the effects of bullying and prejudice and discrimination. Think Critically about what makes an action 'good' or 'bad'

CHRISTIAN ETHICS AND ETHICAL THEORY - SECONDARY

Grappling with the question ‘How should I live?’ challenges students to think carefully about what it means to be an individual living in a society where peoples’ sense of morality is underpinned by core values. Unravelling these values, identifying *what* they may be, asking *where* they have come from and questioning *why* they exist will encourage students to reflect on their own ethical decisions and those of others. Using their critical thinking skills, they will think clearly and carefully about complex ethical issues, whether ethical theories can inform ethical decision making and address challenging questions such as ‘What distinguishes a morally good action from a morally bad action?’ and, ‘If people disagree about what is good then who is right?’ In a society that is dominated by media, which sends competing messages about what is good, problems such as sexual objectification, consumption, waste and materialism arise. Exploring Christian ethics will challenge students to consider how Christian values of justice, compassion and forgiveness can inform how they live and act in the world.

	Early Adolescence	Late Adolescence
Focus	Students investigate a broadening range of ethical issues and theories and recognise their influence on their own lives and those of others. They are able to identify how people’s actions and ethical viewpoints can be influenced by religious belief.	Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.
Key Questions	<p>Why should we strive to be a ‘good’ person?</p> <p>What is morality?</p> <p>How do we begin to think ethically?</p> <p>How do we know what is the right thing to do?</p> <p>What does it mean for Christians to love God and how does this relate to their ethical decision making? [B+CB] MP+W</p> <p>What did Jesus mean when he told his followers to ‘love your neighbour as yourself’? [B+CB]</p> <p>What is the meaning of Agape?</p> <p>Is it really possible to live according to Agape?</p> <p>Why should we help people in need? Why is this considered to be the right thing to do?</p> <p>How and why do my actions, no matter how small, affect others?</p> <p>How do I know what to do when faced with an ethical dilemma?</p> <p>What are ethical theories and can they guide ethical decision making?</p>	<p>What is at our core as human beings?</p> <p>Are we generous and kind or greedy and selfish?</p> <p>Does anyone have the right to determine if one individual is good or bad?</p> <p>Are some actions always right or always wrong?</p> <p>Are there any differences between moral laws and society’s laws?</p> <p>What is morality?</p> <p>Why should we strive to be a ‘good’ person?</p> <p>How do we begin to think ethically?</p> <p>How do we behave as Christians in a ‘right’ manner to support those who are suffering?</p> <p>What is The Mutual Love ethic and how can we follow Christ’s teaching to accomplish it?</p> <p>How do we apply redemption in contemporary society?</p>
Key Concepts	<p>Agape as fostering a <i>permanent attitude</i> (not emotion) of love toward all people even if I feel that they are undeserving of it.</p> <p>Ethical theory as a way of approaching ethical decision making.</p> <p>Morality</p> <p>Good and bad</p> <p>Stewardship</p>	<p>The Mutual Love Ethic fostering a right action or trait of character where mutual love relationships exist between God and humans, and humans and humans.</p> <p>Redemption and how we can link the Biblical explanation with that of ethics in contemporary society. [B+CB]</p> <p>Objectivity and Subjectivity in ethical decision making.</p> <p>Ethical theories and how they have been prominent in our society.</p> <p>Stewardship</p>

<p>Knowledge and Understanding</p>	<p>Know that Jesus identified Two Great Commandments and know what they are. [B+CB]</p> <p>Understand how the Two Great Commandments translate into/inform ethical decision making in a real and practical way.</p> <p>Know that Agape can be distinguished from other forms of love i.e. Eros and Philia.</p> <p>Understand that Agape is not an emotion, that it has nothing to do with how you feel but it is an attitude that is adopted and it is difficult to practise.</p> <p>Understand how this links to Christian teaching on forgiveness.</p> <p>Know that actions have consequences (link WR eg Buddhism) regardless of how small they seem.</p> <p>Understand how actions affect others.</p> <p>Know that ethical theories attempt to inform ethical decision making by making general rules which guide moral behaviour e.g. Utilitarianism.</p> <p>Understand that there are different ethical theories which use different rules.</p> <p>Understand how ethical theories work and use critical thinking skills to evaluate them for their effectiveness.</p> <p>Continue to build knowledge and understanding of the meaning of 'good', why we should be 'good' and why people disagree about what is 'good'.</p>	<p>Understand the differing viewpoints concerning contemporary social justice (eg terrorism, just war, pacifism, prejudice, and discrimination, abortion, euthanasia, capital punishment, genetic engineering etc) SoC</p> <p>Formulate and justify a personal response to contemporary ethical issues.</p> <p>Recognise the relationship between values, community service, charity and altruism in the community.</p> <p>Comprehend the bases for ethical decision making eg Natural Law, Situation Ethics, Proportionalism and Utilitarianism.</p> <p>Explain how teachings from different world religions can influence specific ethical positions (WR)</p> <p>Understand the role organisations, institutions and people may have in influencing people as they formulate religious beliefs and viewpoints on a range of ethical issues (eg media) SoC</p> <p>Understand how decisions and judgements related to ethical issues can impact on the wellbeing of a community or nation.</p>
<p>Attitudes and Values</p>	<p>Students explore the meaning of Christian values of love, justice, forgiveness etc. [B+CB]</p> <p>Students explore what it means to foster an attitude of unconditional love to all people.</p> <p>Christians have a responsibility to care for God's creation, to be good stewards of it.</p>	<p>Students explore key Christian values reflected in the situations studied.</p> <p>Students explore the concepts of Charity and Compassion.</p> <p>How the concept of The Sanctity of Life effects our ethical decisions.</p> <p>Christians have a responsibility to care for God's creation, to be good stewards of it.</p>

SAMPLE UNIT TOPICS THAT INCLUDE CHRISTIAN ETHICS AND ETHICAL THEORY AMONGST OTHER STRANDS

*Those marked * relate to new / revised Units accompanying this Curriculum*

How do we know what is right?
Agape and The Love Command
Forgiveness
Non-violence
War and Peace
Poverty and Social Justice
Caring for our Environment *
Creation, Injustice and the work of ABM *
Environmental Ethics
Animal Rights
Prejudice
Friendship *
Kindness *
Living Gospel Values *
Rules and Laws *
Do we have the right to die?
Abortion
Human Rights and Responsibilities
Capital Punishment
Drugs & Alcohol *
Medical Ethics
Marriage and Divorce
Ethics and Culture

EXPERIENCES AND RESOURCES

- **10 Questions for the Dalai Lama** is a documentary and is an excellent resource for teaching forgiveness, non-violence and human rights as well as Buddhism
<http://www.thedalailamamovie.com/>
- The film '**Ghandi**' can be used for teaching forgiveness and non-violence. It is a long film but excerpts can be used, in particular when Ghandi is thrown off the train, his first act of non-violent protest when burning the 'passes' and his speech asking protestors to fight through refusing to obey unjust laws rather than using violence.
- **Forgiveness: A Time to Love and a Time to Hate** is a series of films that takes six case studies that explore the act of forgiveness. <http://www.bullfrogfilms.com/catalog/fgive.html>
- **The Foolishness of God: Desmond Tutu and Forgiveness** is a documentary that is due to be released in 2012. It examines Desmond Tutu's challenging message of forgiveness and reconciliation in the midst of extreme violence, hatred and oppression.
<http://www.tutuandforgivenessfilm.com/site/Home.html>
- **The Suicide Tourist** is a documentary which follows two people who want to uphold what they believe is their right to die as they travel to the Dignitas clinic in Switzerland where assisted suicide is legal. This is a moving and confronting film which can be used to explore Euthanasia with senior students.
<http://www.abc.net.au/tv/guide/netw/200908/programs/ZY9776A001D27082009T203000.htm>

- Make use of case studies and campaigns of human rights organisations such as **Human Rights Watch** and **Amnesty International**. Explore their work through their websites.
- Be involved in practical care and stewardship of the environment.
- www.tes.co.uk
- **Teaching Philosophy and Ethics** Dialogue Education 2013
- Conduct **Community of Inquiries** exploring ethical questions and issues (see notes 'Critical Thinking and Community of Inquiry' in the TEACHING AND LEARNING section of this document)
- Display a poster of the **Universal Declaration of Human Rights** in your classroom. A large, colourful one can be bought from <http://www.newint.com.au/shop/universal-declaration-hu-673.htm>
- Textbooks which are useful to teachers, the contents of which can be adapted for students, are **Medical Ethics** and **Issues of Life and Death**, both by Michael Wilcockson and OCR **Philosophy and Ethics** AS and OCR **Philosophy and Ethics** A2, series editor Ina Taylor. These textbooks are for senior students (Year 12 and 13 in the UK) but are excellent for teachers as a subject-knowledge resource for Christian ethics, ethical theory and philosophy of religion.
- The **Cambridge Companion to Christian Ethics**, edited by Robin Gill
- A more student-friendly textbook which is aimed at Year 10 students is **Religious Students A Christianity: Ethics** by Robert Bowie. Each page has activities, resources and easily accessible information about ethical issues and Christian responses to them.
- **Stories for Thinking by Robert Fisher** Part of a series of books aimed at developing critical thinking skills in young children, containing 30 stories for children 7-11, with themes, for example, animal rights, good and bad, bullying, fairness and many more. It also provides information about discussion plans, leading discussion and the community of inquiry.
- **Christianity in today's world.** by Claire Clinton, Sally Lynch, Janet Orchard, Deborah Weston, Angela Wright. Hodder Murray, 1998. ISBN 0 7195 7526 5
Good chapters for this Strand for Adolescence (Years 9-12)
Issues of Life and Death
Relationships
Prejudice, discrimination and social harmony
Global Issues (War, Poverty, stewardship)
- **Anglican Board of Mission** (ABM) material, website, videos.....
- **This is RE! 1** by Cath Large. Hodder Murray, 2002. ISBN 0 7195 7439 0
Good chapters for this Strand for Adolescence (Years 8-12)
What does justice mean to Christians?
What are we doing to the environment?
Is it right to eat animals?
- **This is RE! 2** by Cath Large. Hodder Murray, 2003. ISBN 0 7195 7521 4
Good chapters for this Strand for Adolescence (Years 8-12)
How should Martin Luther King be remembered?
- **This is RE! 3** by Cath Large. Hodder Murray, 2004. ISBN 0 7195 7523 0
Good chapters for this Strand for Adolescence (Years 8-12)
Technology – beauty or beast?
Who am I?

- **Introducing Religious Ethics** by Dilwyn Hunt. Nelson Thornes, 2007. ISBN 978 0 7487 8445 5
 - **Exploring Question in RE** by Carys Thomas & Vicky Thomas. Nelson Thornes, 2005. ISBN 978 0 7487 9362 4
 - **Themes to Inspire, 1** Clarke, Steve, Hodder Education, 2011 ISBN 978 1444 12205 3
 - **Themes to Inspire, 2** Clarke, Steve, Hodder Education, 2012 ISBN 978 1444 12208 4
 - **Themes to Inspire, 3** Clarke, Steve, Hodder Education, 2013 ISBN 978 1444 12211 4
- Books in this series are all also supported with e-resources
- **Teacher's Handbook, Student Manual and CD-ROM** Apieczonek, Josh., CEP 2007, ISBN 978 1 921137 96 9
 - **All About Faith 3** by Anne & Niall Boyle. Gill & Macmillan 2002 ISBN 0717133257
 - **Dares from Jesus, Youth Specialties** Oestreicher, Mark. , Zondervan. 2002

Audio/Visual

- **Hotel Rwanda.** A film by Terry George. Lions Gate Entertainment , United Artists

WORLD RELIGIONS - PRIMARY

RATIONALE: In an increasingly multicultural and global society, there is a need for students to develop a deep understanding and appreciation of world religions. This goes beyond acquiring knowledge about the belief systems and practices of religions and considers how religious teachings can illuminate and guide our understanding of some of the fundamental questions of life raised by human experience. This helps to nurture qualities of awareness, sensitivity and skillful response as well as a sense of respect for, and appreciation of, beliefs which do not correspond exactly to their own.

	Early Childhood	Middle Childhood
Focus	Students are exposed to the key values and beliefs in sacred stories and begin to understand that all major world religions provide meaning for people. They will see that sacred places, objects, and forms of prayer and worship express religious belief.	Students deepen their knowledge of world religions. They begin to understand that each religion has an historical origin and core belief. Religions change over time, however religious belief and practice still remain relevant to societies. Students begin to understand that there are differences between and within religions.
Key Questions	<p>What is a sacred story? [B+CB]</p> <p>Who are some of the key figures in sacred stories in the world religions studied?</p> <p>What do sacred stories teach us? [B+CB]</p> <p>What makes a place sacred? [MP+W]</p> <p>What is prayer?</p> <p>Why do different people pray?</p> <p>How do sacred places, actions, or objects express particular religious beliefs?</p>	<p>What is a world religion?</p> <p>Where did each religion studied originate and how did it spread?</p> <p>What does each religion believe about God and people's relationship to God?</p> <p>How do the core beliefs of the religion studied inform social values and how to live and act in daily life?</p> <p>How does each religion's prayer and worship practices embody or connect its worshipers to core beliefs?</p> <p>How do different followers live out their faith? [MP+W] [CE+ET]</p> <p>How can exploring the religious beliefs of others help us to understand ourselves better and live in community with one another?</p>
Key Concepts	<p>The sacred</p> <p>Sacred stories</p> <p>Sacred spaces</p> <p>Mythical figures</p> <p>Values and lessons relevant to today.</p> <p>Belief</p> <p>Prayer</p>	<p>Culture</p> <p>Historical origin</p> <p>Change</p> <p>Religious belief</p> <p>Religious practices</p> <p>Being human</p>
Knowledge and Understanding	<p>Know the names of the religions presented</p> <p>Know a sacred story from various world religions [B+CB]</p> <p>Understand the key values and beliefs expressed in the sacred stories studied</p> <p>Know the significance of one or more sacred places, objects, or actions of the religions presented</p>	<p>Know key figures in the world religions studied</p> <p>Understand how these key figures are role models for people today [B+CB]</p> <p>Know the main symbols associated with the religions studied [SoC]</p> <p>Understand the origins of these symbols</p> <p>Know the core beliefs of the religions studied and how they continue to inform contemporary life</p>

	<p>Understand how and why prayer and worship are an important part of our lives</p> <p>Know the names for different houses of worship or sacred places</p> <p>Know the main symbols associated with the religions studied</p> <p>Understand there are different houses of worship or sacred places, and different symbols</p>	<p>Understand commonalities and differences between the religions studied and how these influence our own beliefs</p> <p>Know that world religions have spread over time, and how today's geographical distribution came about</p> <p>Know and Understand that different religions are in contact with and influenced by one another, today and in the past</p> <p>Know some of the ways that contemporary people of each religion live out their faith today</p> <p>Understand some of the factors which influence this</p>
Attitudes and Values	<p>Looking after yourself</p> <p>Being kind to others</p> <p>Respect for others' beliefs and traditions</p>	<p>Respect a variety of religious traditions</p> <p>Appreciate that all religions have something to teach us</p> <p>Have empathy for the beliefs of our neighbours.</p>
Skills	<p>Identify sacred places [SoC]</p> <p>Identify anything which makes these places sacred</p> <p>Match religious stories, characters, and sacred spaces with their religious tradition [SoC]</p> <p>Connect key values or messages in sacred stories to their own lives</p> <p>Identify sacred objects or symbols in the religion studied</p>	<p>Identify well-known figures, sacred places and spaces from the world religions studied</p> <p>Locate on a map the historical origins of the religions studied and their current geographic distribution</p> <p>Identify key elements of the belief systems studied [SoC]</p> <p>Identify different genres of religious literature: scripture, myth, poem, folktale, prayer</p> <p>Identify and articulate the ways that people live out their faith in daily life [MP+W]</p> <p>Identify different forms of prayer and their purpose [MP+W]</p> <p>Identify sacred objects, symbols or rituals in the religion studied [SoC]</p>

WORLD RELIGIONS - SECONDARY

RATIONALE: In an increasingly multicultural and global society, there is a need for students to develop a deep understanding and appreciation of world religions. This goes beyond acquiring knowledge about the belief systems and practices of religions and considers how religious teachings can illuminate and guide our understanding of some of the fundamental questions of life raised by human experience. This helps to nurture qualities of awareness, sensitivity and skillful response as well as a sense of respect for, and appreciation of, beliefs which do not correspond exactly to their own.

	Early Adolescence	Late Adolescence
Focus	<p>Students continue their studies of world religions. Core beliefs and value systems of different religions receive new emphasis as a way of helping young adolescents navigate their own passages into young adulthood:</p> <ul style="list-style-type: none"> • Ultimate questions and life passages • Key beliefs and ethical foundations • Authority and leadership 	<p>Added to studies of religion and culture is a new emphasis upon point-of-view, community building and occasions of conflict. Students are now poised to study traditions in-depth and make mature connections. They learn something of the methodologies with which scholars organize the study of religion: phenomenology, existentialism, and history.</p> <ul style="list-style-type: none"> • Exploring religious conflict and how it can be resolved • Religion and current topics (i.e. politics and science) • Religious diversity of modern nations • Parallel of the inner life of religious practice and outer life of organized religion
Key Questions	<p>How do the religions studied address issues such as death, goodness, evil, and humanity's relationship with the natural world? What guides ethical decisions within the religions studied? How do religions shape culture? How have these religions been shaped by and shaped their cultures? What do the religions studied believe about the social and ethical responsibilities of human beings and human society? Has that changed over time and place? What are some of the religious issues that have shaped American / Australian history? [SoC] What is the source of spiritual authority and how are religious leaders identified? How do the religions studied understand the rites of passage?</p>	<p>What are the major theological and ethical life questions addressed by the religions studied? How do the various world religions approach scientific/technical culture? What is the relationship between religion and politics? How does this relationship manifest in different cultures? How does religious diversity shape modern nations? How does understanding different religions give one insight into current conflicts and models for resolution? What is the relationship between private devotion and public observance? MP+W How does religion inform our inner life? MP+W</p>

Key Concepts	<p>Ethical framework Ethical and moral decision-making Religious or spiritual authority Rites of passage Religion's impact on society</p>	<p>Religion is both a source of conflict and can provide the framework for reconciliation All religious traditions are in dialogue about what it means to live as a human in the twenty-first century People are inherently spiritual beings and our religious and inner lives help us to live a life of meaning and address life's challenges MP+W</p>
Knowledge and Understanding	<p>Know the ethical foundations of the religions studied and how they inform contemporary life Understand the spiritual authority of religious leadership Understand how the religions studied differentiate childhood from adulthood and how young people are prepared for that transition. Understand that people within a religion interpret their tradition's teachings and live out their faith in different ways Know how religion has shaped our country's history and continues to inform how people approach social issues today</p>	<p>Know the different religious groups that live in your community and your nation Understand how religious teachings shape one's understanding of world and current events Understand concepts of religion and politics and how they interact Know what "inner life" and "outer life" mean and how they influence one another Understand how the religions studied view modern scientific/technological discoveries</p>
Attitudes and Values	<p>Appreciate how different religions ask and answer the ultimate questions Understand there are multiple ways to live faithfully within every religion When we learn from the wisdom of many traditions, we become more insightful about our own To be a well-rounded person, one needs to integrate religion into her world view To live in a global and multicultural society we must all be inter religiously literate</p>	<p>Learning about and coming to respect religious differences will allows us to live in our world The nuances within traditions and how traditions interact with one, both positively and negatively, is significant Religions contribute to and are shaped by contemporary society The religious tradition into which you are born or choose to practice, shapes your inner life and how you view others and social issues</p>
Skills	<p>Articulate the ethical foundations of the religions studied Think critically about historical and contemporary questions of truth, ethics, and moral behaviour Identify how religious leaders are selected, how they receive and use authority Articulate religious concepts of childhood and adulthood. Demonstrate how world views shape attitudes and behaviour Identify the major divisions within the religions studied Idea clustering / mind mapping / brain storming</p>	<p>Explore the role of religion in the global society Explain how religions influence both personal and social norms Compare models of the inner life in the religions studied MP+W Analyse a religious conflict by explicating its source and offering a suggestion for reconciliation Facilitate a conversation among people of different faith traditions around an issue of mutual importance</p>

SAMPLE UNIT TOPICS THAT INCLUDE WORLD RELIGIONS AMONGST OTHER STRANDS

*Those marked * relate to new / revised Units accompanying this Curriculum*

Judaism
The Patriarchs
Islam *
Islam and Art
The Abrahamic Religions
Buddhism
Buddhism and Suffering *
Hinduism
Aboriginal Spirituality
Science & Religion *
Religious Pluralism – and multi-faith societies *

EXPERIENCES AND RESOURCES

- The DK Eyewitness Companion to **Religions** by Philip Wilkinson, the Penguin Reference **Handbook of Living Religions** edited by John R Hinnells, or **The Major Religions** [2nd Ed] by T Patrick Burke are among the many texts available.
- **Animated World Faiths** – a collection of animations of key religious figures and stories including The Life of the Buddha, The Life of Muhammad (pbuh), Moses and the Passover Meal and The Ramayana.
- Use drama to act out stories of the Hindu gods and goddesses.
- Practice mindfulness meditation.
- Visit a synagogue, a mosque, a mandir or a Buddhist centre. **The Dharmapala Buddhist Centre** in Fremantle welcomes visits from schools. There is an Education Programme Coordinator at the centre who can be contacted about this. <http://www.meditationinperth.org/school-visits>
- Organise for speakers from religions other than Christianity to come into your school. Teachers from the Dharmapala Buddhist Centre are available to visit schools. There is an Education Programme Coordinator at the centre who can be contacted about this. <http://www.meditationinperth.org/school-visits>
- Prepare food eaten during religious festivals and eat it. Students could prepare it at home and bring it in to school. They may like to try making charoset as part of a unit on Judaism, for example.
- **A Path with Heart** by Jack Kornfield is an excellent book for teachers who are interested in Buddhism and/or wish to enhance their subject knowledge. It is an accessible, insightful book on the teachings of the Buddha and includes a meditation at the end of each chapter that can be used in the classroom.
- <http://www.cleo.net.uk/> provides short film clips and interactive resources for RE teachers and students including many films on religious ceremonies from around the world. It includes an interactive Wheel of Life and a film of a Muslim washing before prayer.
- **ABORIGINAL SPIRITUALITY** – use local contacts
- **This is RE! 1** by Cath Large. Hodder Murray, 2002. ISBN 0 7195 7439 0

Good chapters for this Strand for Adolescence (Years 8-12)
Buddhism (Gotama, 4 Noble Truths, Eightfold Path, Meditation)
How and why do people worship? (Hinduism)
Is it right to eat animals? (Hinduism, Judaism)

- **This is RE! 2** by Cath Large. Hodder Murray, 2003. ISBN 0 7195 7521 4
Good chapters for this Strand for Adolescence (Years 8-12)
What makes a gurdwara special? (Sikhism)
How do Sikhs' beliefs affect their action?
How should Whitford mosque call its members to prayer? (Islam)
What is the difference between going on a journey as a tourist and as a pilgrim?
(Christianity, Hinduism, Judaism)
- **This is RE! 3** by Cath Large. Hodder Murray, 2004. ISBN 0 7195 7523 0
Good chapters for this Strand for Adolescence (Years 8-12)
How can a multi-faith school work in Jerusalem?
From life to death.
- **Exploring Question in RE** by Carys Thomas & Vicky Thomas. Nelson Thornes, 2005. ISBN 978 0 7487 9362 4
- www.tes.co.uk
- **Teaching World Religions** Dialogue Education, 2013
- **Studies in Religion** edited by Lovat, Terry. Social Science Press, ISBN 0949218286
- **Religions to Inspire for KS3: Islam** Clarke, Steve. Hodder Education, 2011, ISBN 978 1444 12216 9
- **Religions to Inspire for KS3: Buddhism** Kolka, Diane. Hodder Education, 2012, ISBN 978 1444 12220 6
- **Religions to Inspire for KS3: Hinduism** Hayes, Jan. Hodder Education, 2012, ISBN 978 1444 12222 0
- **A Spectator's Guide to World Religions: An Introduction to the Big Five** Dickson, John, Blue Bottle Books, Sydney 2008, ISBN 978 1 920935 42 9
- **A Spectator's Guide to World Religions: An Introduction to the Big Five, Student Handbook** Smart, Simon. CEP 2004, ISBN 978 1 920935 43 6
- **A World of Faith: Introducing Spiritual Traditions to Teens** Pogue, Carolyn CopperHouse, Canada, 2007 ISBN 978 1 55145 554 9
- **Buddha at Bedtime**, Nagaraja, Dharmachari, Duncan Baird Publishers, London, 2008 ISBN 978 1 84483 880 6 Useful for primary, Buddhist stories with a moral.
- **All About Faith 2** by Anne & Niall Boyle. Gill & Macmillan 2000 ISBN 9780717129737

Multimedia:

- **Australia's Religious Communities.** A Multimedia Exploration, published by Christian Research Association.

Audio/Visual

- **Little Buddha**, Bernardo Bertolucci Filmmakers Collection. 1993. www.ubrellaent.com.au
- **World Religions: A common Journey.** Learning Seed, 2009. www.marcom.com.au

MEDITATION, PRAYER AND WORSHIP - PRIMARY

Today's world encourages busyness; we become bored and lonely quickly if we are not distracted. Young people already suffer the adverse effects of such busyness though feeling stressed, anxious, overwhelmed and tired. It is absolutely imperative, therefore, that students are provided with the opportunity to learn how to be still, present and mindful of their physical sensations and thoughts and appreciate the importance of feeling connected to their spiritual selves. Whether this is practised through prayer, meditation or connection to their natural environment, it will prove invaluable to students as they navigate their way through life. Creative links can also be made with the regular class / Chapel worship opportunities.

	Early Childhood (Pk-3)	Middle Childhood (4-6)
Focus	Students are able to understand, experience and participate in a range of forms of stillness, silence, meditation, prayer, reflection and worship, and the people, spaces, objects and rituals associated with them, and can identify these as part of the religious experience in the Christian tradition	Students are able to understand, experience and participate in a range of forms of stillness, silence, meditation, prayer, reflection and worship, and the people, spaces, objects and rituals associated with them in the Christian tradition.
Key Questions	What is meditation? What is prayer? What is worship? What are sacred spaces, objects, rituals? SoC	What characteristics make environments conducive to stillness, silence, prayer and reflection? What characteristics make certain Christian objects holy or sacred? SoC How can the context and elements of worship enhance the experience? SoC
Key Concept	The experience of prayer and worship is experienced best when prepared for both by understanding and context of its various elements.	The experience of prayer and worship is enhanced by growing knowledge and understanding of their context and elements , including the role of the Bible, APBA/BCP (Episcopal Book of Common Prayer), church seasons, colours, ritual forms of worship, movement, methods and types of prayer and meditation.
Knowledge and Understanding	<p>Know the connection between saying “Amen” and making someone else’s prayer one’s own.</p> <p>Understand prayer is integral in the lives of many people</p> <p>Understand there are prayers that can be shared with others, such as the Lord’s Prayer, grace, the School Prayer, prayers for special occasions</p> <p>Know the cross / crucifix as a Christian symbol integral to worship and prayer</p> <p>Understand there are special objects associated with prayer and meditation</p> <p>Know that music, song, word and action are part of worship and celebrations and are forms of prayer</p> <p>Understand that there are special places where they can experience stillness, silence, prayer and reflection.</p> <p>Understand there are many prayers common to Christians all over the world.</p>	<p>Know the role of engaging all our senses through colour, movement, ritual in Anglican services.</p> <p>Understand the role of silence, stillness, music, song, word, action, sign and symbol in meditation, prayer and worship.</p> <p>Know where we worship and why we worship in certain places.</p> <p>Understand the difference between special places and sacred or holy spaces.</p> <p>Understand the difference between special objects and sacred or holy objects</p> <p>Know the roles of religious leaders and spiritual mentors in their spiritual life.</p> <p>Understand the significance of religious leaders and spiritual mentors in their life.</p> <p>Know that different people worship, pray and sing differently.</p> <p>Understand the significance, symbolism, and meaning of holy or sacred objects to different religious groups.</p>

Attitudes and Values	Students develop a sense of reverence, respect, community, peace and joy as they learn about and experience prayer and worship.	Students deepen a sense of reverence, respect, community, peace, and joy as they develop in prayer and worship, and develop a sense of the value of and respect for other religious traditions. Appreciate all these in formal [School Chapel, Cathedral...] spaces and in informal spaces [in the school grounds, in the bush, beach, mountains, on camps....]
Skills	<p>Locate and identify places and objects associated with prayer and worship.</p> <p>Pray silently and out loud.</p> <p>Pray using written and impromptu prayers</p> <p>Pray individually and in groups.</p> <p>Practice stillness and silence as forms of and means to meditation, prayer and worship.</p> <p>Reflect on prayer and worship experience through discussion and journaling.</p> <p>Make links to sacred spaces and objects in other faith traditions WR</p> <p>Express prayer and worship in music, dance, and other media.</p>	<p>Participate in various forms of meditation, prayer, and worship</p> <p>Identify Bible passages and APBA/BCP as useful in prayer and meditation.</p> <p>Read, recall and interpret common prayers, including a school prayer, those selected from APBA/BCP, and other liturgical resources.</p> <p>Identify the colours and times of Church seasons</p> <p>Recognize and explain the significance, symbolism and meaning of holy or sacred objects to different religious groups SoC WR</p> <p>Reflect on prayer and worship experience through discussion and journaling</p> <p>Express prayer and worship in music, dance, and other media.</p>

MEDITATION, PRAYER AND WORSHIP - SECONDARY

Today's world encourages busyness; we become bored and lonely quickly if we are not distracted. Young people already suffer the adverse effects of such busyness though feeling stressed, anxious, overwhelmed and tired. It is absolutely imperative, therefore, that students are provided with the opportunity to learn how to be still, present and mindful of their physical sensations and thoughts and appreciate the importance of feeling connected to their spiritual selves. Whether this is practised through prayer, meditation or connection to their natural environment, it will prove invaluable to students as they navigate their way through life.

	Early Adolescence (7-9)	Late Adolescence (10-12)
Focus	Students are able to experience, understand and identify features of places conducive to a range of forms of stillness and silence, prayer, reflection and worship. They can recognize and explain the role of these spiritual acts and their influence on their lives.	Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.
Key Questions	What are the similarities and differences between stillness and silence? What are the similarities and differences between meditation, prayer, and worship?	What are the benefits of stillness, silence, meditation, prayer and worship to a person's spiritual journey and their overall well-being?
Key Concepts	Prayer Meditation Stillness Silence	Mediation, prayer and worship take various forms and can deeply enrich our personal and communal spiritual life. Labyrinth
Knowledge and Understanding	Know developmentally appropriate forms of stillness, silence, prayer, reflection and worship. Understand how different environments may be more or less conducive to these experiences. Know the different resources that are available to help plan and create experiences for stillness, silence, prayer, reflection and worship. Understand how to use those resources in the planning of personal and corporate experiences. Know the structure and components of a service like the Eucharist, The Daily Office, [such as might form the structure for a regular Chapel liturgy] etc. Understand the purposes and origins of those components.	Know the traditional concept of stillness and silence as a religious practice. Understand that practices of keeping silence, stillness, and meditation can enhance one's spiritual journey. Know what the different kinds of prayer are. Understand how these practices may be carried beyond one's life in school and can be done at all times and in all places. Know the different kinds of meditation. Understand from where and when they came and how to use them as a part of a spiritual life. Know that worship can be both private and communal. Understand how to utilize sacred space for prayer, meditation and reflection.
Attitudes and Values	Students continue to develop a sense of reverence, respect, community, peace, and joy as they practice different forms of prayer and worship, and develop a sense of the value of and respect for other religious traditions.	Students deepen a sense of reverence, respect, community, peace and joy as they learn about and experience various forms of prayer and meditation.

Skills	<p>Think Critically about various forms of stillness and silence, prayer, reflection, and worship in Christianity and other religions. WR</p> <p>Investigate developmentally appropriate forms of stillness and silence, prayer, reflection, and worship.</p> <p>Locate resources for planning corporate and personal experiences.</p> <p>Reflect on which of forms of stillness and silence, prayer, reflection, and worship are best for them and also for their community.</p> <p>Reflect on the purpose of stillness and silence, prayer, reflection, and worship in their lives</p> <p>Reflect on the wonder and mystery of prayer</p>	<p>Participate in developmentally appropriate forms of stillness and silence, including prayer, or reflection, walking a labyrinth and other forms of worship</p> <p>Reflect on the purpose of stillness and silence, prayer, reflection, and worship in their lives</p> <p>Investigate the relationship between stillness and silence, prayer and reflection, and a person's well-being</p> <p>Explore the different forms of prayer and worship in the Anglican/Episcopal and various Christian traditions. SoC</p> <p>Reflect on the wonder and mystery of prayer</p> <p>Contrast the different forms of stillness and silence, prayer, reflection and worship between Christianity and the other faith traditions WR</p> <p>Explain how people can have significant influence on their lives</p> <p>Use music and song, word and action and sign and symbol in worship and celebrations.</p>
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SAMPLE UNIT TOPICS THAT INCLUDE MEDITATION, PRAYER AND WORSHIP AMONGST OTHER STRANDS

*Those marked * relate to new / revised Units accompanying this Curriculum*

Stillness & Silence *
Special Places *
Sacraments *
The Chapel: Lent & Easter *
Preparation for School Eucharists

EXPERIENCES AND RESOURCES

Labyrinths

School Chapel buildings

Class preparations for prayers in School Chapel worship

Retreats and Retreat venues

Diocesan Bishops, other clergy and members of Religious Orders – Anglican or otherwise – whose expertise may include spiritual direction and meditation

Indigenous Elders

Resources

- **The Bible**
- **The Lectionary**
- **A Prayer Book for Australia**
- **Book of Common Prayer**
- **Hymn books**
- **'Walking the Labyrinth'**
- **'A Common Prayer'** by Michael Leunig
- **'Call on Me – A Prayer Book for Young People'** by Jenifer Gamber and Sharon Pearson
- **Teaching Stillness and Silence** Dialogue Education 2013
- **All About Faith 2** by Anne & Niall Boyle. Gill & Macmillan 2000 ISBN 9780717129737
- **Coming Home: A Guide to Teaching Christian Meditation to Children** Christie, Ernie, , John Garret Publishing 2008, ISBN 978 1 920721 55 8
- **Indigo Dreaming: Meditations for Children** Amy Hamilton, , Joshua Books, 2010, ISBN 978 0 9757953 7 8 Useful for primary

- **The Relaxation and Stress Reduction Workbook for Kids** Shapiro, Lawrence and Sprague, Robin, Raincoast Books, 2009, ISBN 978 1 57224 582 2
- **The Stress Reduction Workbook for Teens** Biegel, Gina, Raincoast Books, 2009, ISBN 978 157224 697 3

Audio

- **Open Our Hears – Christian Mediation For Children**
5 Minute Mediations
7 Minute Mediations
9 Minute Mediations
11 Minute Mediations
by Michael Mangan & Anne Frawley-Mangan
Litmus Productions, 2010

Audio/ Visual

- **The Abbey.** ABC DVD, 2007. www.abcshop.com.au

FAITH IN ACTION – PRIMARY

Anglican and Episcopal schools are built on a sure foundation of a Christian love that guides and challenges all who attend our schools to build lives of genuine meaning, purpose, and service in the world they will inherit. Service learning combines substantive learning about real-life problems and relationships, direct service, and opportunities for reflection. By connecting core values and personal action, students develop a critical understanding of local, national, and global issues; are empowered to act in service of positive values; and come to see and understand each person as their neighbour and child of God. This approach is most effective when it is sustained, meaningful, and transformational; and when students have time for thoughtful reflection about their experiences and their impact.

	Early Childhood	Middle Childhood
Focus	Students learn about the ways that people help each other and work together in their classroom, school, and neighbourhood. Students begin to understand how their own actions affect others as they learn how to be responsible, caring, and contributing members of these communities.	Students learn that people and nature are interconnected. They learn how individual and community decisions impact the natural environment and the quality of life for some or all of their neighbours. Students develop and implement an action plan to address a real-life need in their school or neighbourhood.
Key Questions	What is a community? Who are our neighbours? What does God ask us to do? Why is it important to care for others and for God’s creation? B+CB How do people work together to solve problems? CE+ET How can we make our community better? What can I do to help in my classroom, school, and neighbourhood? How does working together bring us closer together?	How are people and nature interconnected? What is a system? How do systems change over time? How do individual and community actions impact human or natural ecosystems, for better or worse? CE+ET How can human and natural resources be used, allocated, or conserved to improve quality of life and/or the environment? How can people work together to solve real problems? CE+ET What can we do in our school or local community to make a difference for our neighbours or our natural environment?
Key Concepts	Community Neighbour, neighbourhood Caring Creation Responsibility Respect Teamwork Sharing Giving and receiving	Resources Stewardship Service System Sustainability Change Responsibility Collaboration Cause and effect

<p>Knowledge and Understanding</p>	<p>Understand why it is important to help others. Know how to be part of a team Know how to do different classroom or community jobs that contribute to the common good Know that individual actions can help people or hurt people CE+ET Know how to work with others Know about people and places in the school and local community that help others Know some of the ways that their classroom, school, or neighbourhood works together to help others Understand how their actions can make their classroom, school, or neighbourhood a better place</p>	<p>Understand how a system works. Understand that changes to one part of a system impact the entire system. Understand why changes in the environment or in human actions can change a system, for better or worse. Understand our shared responsibility to care for creation and one another CE+ET Know how to identify opportunities to improve the natural and human ecosystems of their school or neighbourhood. Know how to problem-solve and take direct action on behalf of their local community. Know how to work with others towards a common goal. Know how to identify, assign, and execute different jobs to bring a project to completion.</p>
<p>Attitudes and Values</p>	<p>We depend on each other, and each person plays an important role in their community. By working together, we learn from each other, solve problems, and take good care of each other and the world we live in. Our actions are guided by core values such as caring, sharing, love, generosity, and gratitude.</p>	<p>We live in relationship to one another and the world around us, and we depend on one another to sustain our quality of life and natural environment. We have a responsibility to care for creation and one another. We can take action to make a meaningful difference in our school and neighbourhood. Christians have a responsibility to care for God’s creation, to be good stewards of it.</p>
<p>Skills</p>	<p>Identify classroom and community jobs that help others and create a positive community Locate people and places in their school and neighbourhood that help others Connect core community values (such as sharing, caring, and responsibility) to personal actions and decisions CE+ET Identify how to contribute positively to their classroom, school, or neighbourhood community Participate in direct action to help others in their classroom, school or neighbourhood.</p>	<p>Identify a community issue or need in their school or neighbourhood where they can make a positive difference. Use age-appropriate research tools to analyse the problem or need, including relevant people, organizations, and resources Develop and implement an action plan. Allocate individual and group resources and responsibilities to meet their goal. Assess results. Reflect on their experience.</p>

FAITH IN ACTION – SECONDARY

Anglican and Episcopal schools are built on a sure foundation of a Christian love that guides and challenges all who attend our schools to build lives of genuine meaning, purpose, and service in the world they will inherit. Service learning combines substantive learning about real-life problems and relationships, direct service, and opportunities for reflection. By connecting core values and personal action, students develop a critical understanding of local, national, and global issues; are empowered to act in service of positive values; and come to see and understand each person as their neighbour and child of God. This approach is most effective when it is sustained, meaningful, and transformational; and when students have time for thoughtful reflection about their experiences and their impact.

	Early Adolescence (Gr 7-9)	Late Adolescence (Gr 10-12)
Focus	Students learn about religious teachings related to charity, justice, and service, particularly the Christian concept of servant leadership. Students deepen their understanding of the interdependence of all people and evaluate how actions reflect values, assumptions, and priorities. They study the root causes of a real-world community issue and work with those directly involved to take positive action.	Students deepen their reflection on the moral and theological foundations of social action, including ethical issues in community/international development and the ethical use of power. Global citizenship, civic engagement, and social entrepreneurship are explored as frameworks for direct action in service of social change. Students design and implement a community-based response to a real-world need, and assess and reflect on their experience.
Key Questions	<p>What do major world faiths and the gospels teach about charity, justice, and service? WR</p> <p>What is the difference between charity and justice?</p> <p>How do our actions and decisions impact the quality of life for ourselves, our neighbours, and our surroundings?</p> <p>How do biases and stereotypes hinder our ability to serve and connect with others?</p> <p>How can people of many faiths and backgrounds work together for the common good? WR</p>	<p>What is the moral responsibility of individuals, governments, corporations, religious institutions, and non-profit organisations in redressing inequity? CE+ET</p> <p>What role can or should individuals, governments, corporations, religious institutions, and non-profit organisations play in redressing inequity?</p> <p>What are the characteristics of responsible, effective, and sustainable community-based international development? CE+ET</p> <p>How can informed citizens and people of faith be catalysts for transformational social change?</p>
Key Concepts	<ul style="list-style-type: none"> Servant leader Justice Charity Equity Stereotype Relief Development Activist Ally Community-based social service Sustainability Resource allocation 	<ul style="list-style-type: none"> Equity Justice Community-based development Non-governmental agency Public policy Philanthropy Social entrepreneurship Sustainable development Stewardship

<p>Knowledge and Understanding</p>	<p>Know how people of faith understand and live out a call to serve</p> <p>Know the difference between charity (immediate relief of pain and suffering) and justice (systemic change to redress inequity) and of how the Anglican Church has been involved in both actions.</p> <p>Understand the different purposes of short-term relief and long-term, sustainable development</p> <p>Understand that individual and societal decisions reflect assumptions, values, and priorities</p> <p>Understand that unexamined biases and stereotypes create barriers to understanding fully the lives, needs, and perspectives of others</p> <p>Understand different ways that individuals and groups can take effective action on behalf of others and the common good</p> <p>Know how to identify community issues, agencies and organisations</p> <p>Know how to engage with others across racial, religious, cultural and/or socio-economic differences</p>	<p>Know how public and private institutions effect social change</p> <p>Understand ways by which the Christian Church – especially the Anglican Church, has been involved in social change – abolition of slavery, missionary work, religious communities, Anglicare and its various predecessors SoC</p> <p>Understand different models of and best practices for community-based social action and decision-making</p> <p>Understand how social entrepreneurship works</p> <p>Understand the strengths, challenges and pitfalls of community-based international development initiatives</p> <p>Understand the strengths, challenges and pitfalls of faith-based initiatives</p> <p>Know how informed citizens and people of faith enact social change</p>
<p>Attitudes and Values</p>	<p>By working with others in common purpose and reflecting on their experiences, students increase their capacity for compassion and moral action.</p> <p>Students become aware of their own core values in relation to service and social change.</p> <p>Christians have a responsibility to care for God’s creation, to be good stewards of it.</p> <p>They strengthen their ability to connect to others and to have a direct, positive impact on their community.</p> <p>Reflect on how their actions affect others</p>	<p>Students develop the knowledge and skills to be catalysts for social change. Learning from and interacting with new and diverse people and environments deepens their capacity for human understanding and compassion.</p> <p>Christians have a responsibility to care for God’s creation, to be good stewards of it. Students take develop sense of purpose by taking direct social action grounded is core values.</p> <p>Reflect on how their actions affect others</p> <p>Take time out to evaluate the what, how and why of their actions MP&W</p>
<p>Skills</p>	<p>Examine attitudes and assumptions about service and social action CE+ET</p> <p>Examine personal and societal biases and stereotypes that hinder effective social action</p> <p>Research and evaluate root causes of a community issue or need</p> <p>Evaluate the mission, programs, funding, and outcomes of a selected social service organisation</p> <p>Design a plan for personal or group action</p> <p>Cooperate with others to execute a plan</p> <p>Reflect on personal learning, and on how / why their own values, and attitudes may have changed MP&W</p>	<p>Evaluate core values and assumptions about personal action and social change. CE+ET</p> <p>Examine contemporary models and best practices in community-based development</p> <p>Distinguish the different roles that government, religious institutions, non-governmental agencies, corporations, and individuals play in social change</p> <p>Identify and analyse a community issue, locally or abroad</p> <p>Engage in direct action with a community-based initiative or project</p> <p>Assess their experiences and the impact of the selected project.</p>

SAMPLE UNIT TOPICS THAT INCLUDE FAITH IN ACTION AMONGST OTHER STRANDS

*Those marked * relate to new / revised Units accompanying this Curriculum*

Service Learning
Creation, Injustice and the work of ABM *
Work & Leisure *
Reachout Manila
Pilgrimages
Anglicare Ambassadors
ABM
Living Gospel Values *

EXPERIENCES AND RESOURCES

- Class visits or talks in Assembly from the senior students who are WAASA Anglicare Ambassadors, or from those who work for Anglican agencies such as Anglicare
- Use drama to act out stories of Good Samaritan
- Study the work of William Wilberforce; the Brotherhood of St Laurence; the Mission to Seafarers; the Mission to the Streets and Lanes
- Be a part of a school group to visit Anglican agencies – Anglicare; Amana Living; St Bartholomew's; Parkerville..... or work with them
- Be a part of national or overseas pilgrimages such as Reachout Manila, or the Pilgrimage of Hope.
- **Anglican Board of Mission** (ABM) material, website, videos.....
- Organise speakers from ABM, Eco-Care, Anglicare, St Bart's, Parkerville, Amana Living or any other related Anglican agencies which assist those in particular need.
<http://www.anglicarewa.org;>
- Read copies of 'Reachout Manila 2011' or 'Reachout Manila 2012' or visit their website
- Service Learning / Pilgrimage of Hope / other expressions of similar programs