

Religious Education

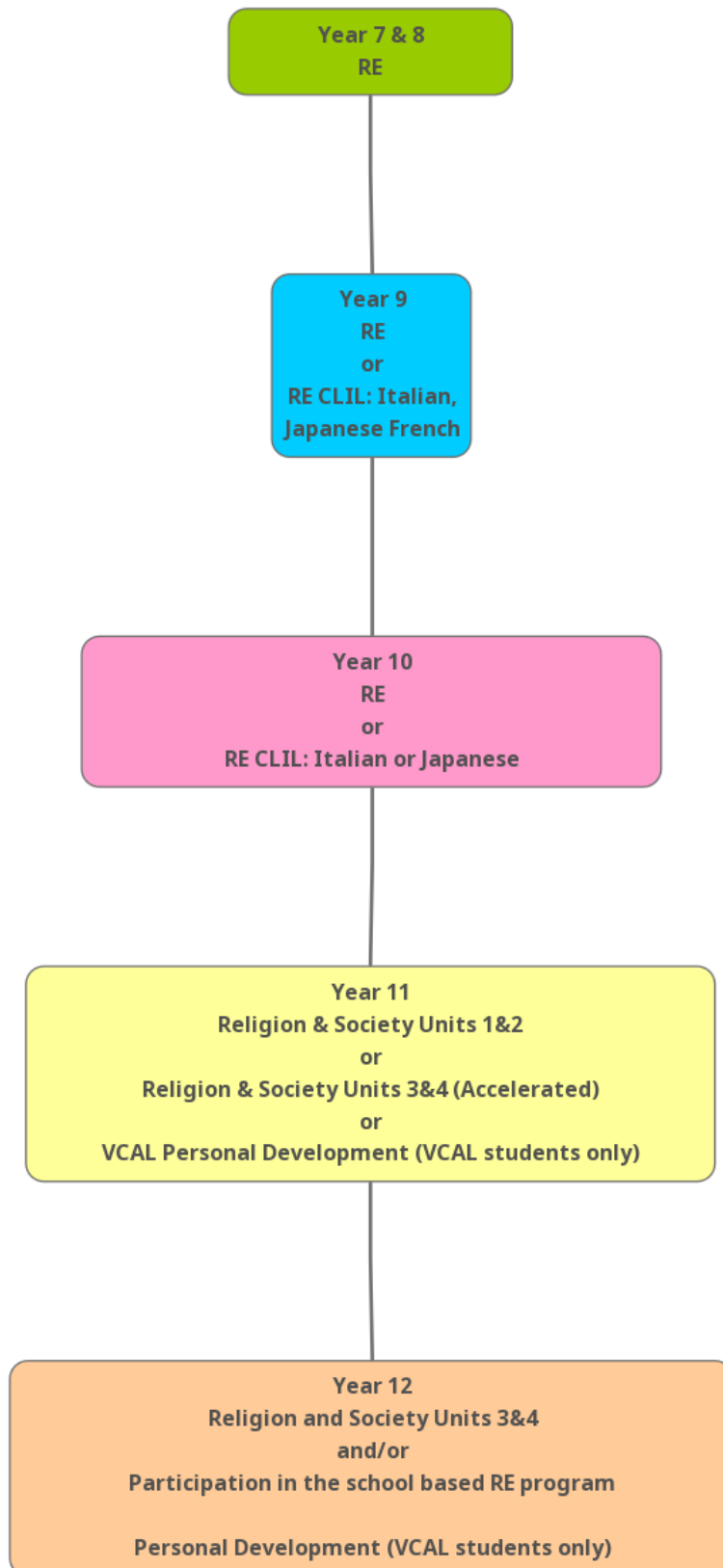
Year 7 - 10 Religion Education

VCE Religion and Society

Religious Education Year 12



Religious Education Pathways



Religious Education

Year 7 & 8

The program respects the Gospel vision of the whole person, the basic human need for salvation, and the interplay of God's revelation within the personal and social life of the individual. Consequently, the diversity of prior formation and dimensions of the student's faith is respected and nurtured within the context of our program. The Religious Education Program seeks to incorporate features of the Enhancing Catholic School Identity (ECSI) project to enable students to develop post-critical belief thinking skills, and to be active participants in the re-contextualisation of their faith.

It is anticipated students will reach Level 8 of Catholic Education Melbourne - Pedagogy of Encounter Framework. In reaching this level, student will have skills in each of the learning strands: Knowledge and Understanding, Reasoning and Responding; Personal and Communal Engagement. In addition, they will have developed knowledge and understanding related to each of the five content areas: Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacrament; Morality and Justice.

Year 7 - Religious Education

Students undertake four unit of study which explore the following guiding questions:

1. Do I belong?
2. How can looking back help us move forward?
3. Is there something about Mary?
4. What give us hope?

Students also engage in a range of additional experiences which complement the RE program:

- College Feast Day Celebrations
- Exploration of College Theme
- Regular 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage prayer, Liturgies and Masses

Year 8 - Religious Education

Students undertake four unit of study which explore the following guiding questions:

- Is there still hope in the world?
- What tells me I belong?
- Who is this man Jesus anyway?
- Why to Christians do what they do?

Students also engage in a range of additional experiences which complement the RE program:

- College Feast Day Celebrations
- Exploration of College Theme
- Regular 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage prayer, Liturgies and Masses

Religious Education

Year 9

The program respects the Gospel vision of the whole person, the basic human need for salvation, and the interplay of God's revelation within the personal and social life of the individual. Consequently, the diversity of prior formation and dimensions of the student's faith is respected and nurtured within the context of our program. The Religious Education Program seeks to incorporate features of the Enhancing Catholic School Identity (ECSI) project to enable students to develop post-critical belief thinking skills, and to be active participants in the re-contextualisation of their faith.

It is anticipated students will reach Level 9 of Catholic Education Melbourne - Pedagogy of Encounter Framework. In reaching this level students will be able to explain aspects of the Catholic Tradition. Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically evaluating differences in interpretation, demonstrating sensitivity to other points of view and openness to religious imagination. Students reflect on experiences that provoke spiritual and religious insights. They integrate new insights by revealing connections and disconnections between their personal stance and possible responses to cultural, historical and political issues.

Year 9 - Religious Education

Students undertake four unit of study which explore the following guiding questions.

1. Decision Making – Which way should I go?
2. Discipleship - Why should I respond
3. Stewardship - How should I treat my Home?
4. Christmas – Why should I celebrate?

Students also engage in a range of additional experiences which complement the RE program;

- College Feast Day Celebrations
- Exploration of College Theme
- Project Based Learning
- Regular 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage prayer, Liturgies and Masses

RECLIL Italian/Japanese/French

"Content and Language Integrated Learning (CLIL) is offered to enhance language fluency in Italian and Japanese in year 9 using the content of Religious Education. Students study the mainstream units of year 9 RE as outlined in the mainstream curriculum with all lessons, assessment, and resources undertaken in the respective chosen language.



Religious Education

Year 10

The program respects the Gospel vision of the whole person, the basic human need for salvation, and the interplay of God's revelation within the personal and social life of the individual. Consequently, the diversity of prior formation and dimensions of the student's faith is respected and nurtured within the context of our program. The Religious Education Program seeks to incorporate features of the Enhancing Catholic School Identity (ECSI) project to enable students to develop post-critical belief thinking skills, and to be active participants in the re-contextualisation of their faith.

It is anticipated students will reach Level 10 of Catholic Education Melbourne - Pedagogy of Encounter Framework. Students will be able to explain the Catholic Tradition by making distinctions and connections between different perspectives from both within and external to the tradition. Students interpret their life in dialogue with the Catholic Tradition and the cultural context by unpacking the complexities of global issues using historical and future perspectives. Students reflect on experiences that provoke spiritual and religious insights by articulating the role of the inner voice and ways they attend to its formation. They integrate new insights by applying their personal stance to global trends and ethical issues.

Year 10 - Religious Education

Students undertake four unit of study which explore the following guiding questions.

- Unit 1: Identity - What makes me who I am?
- Unit 2: Relationships - What is Love?
- Unit 3: Social Justice - What is the purpose of my life
- Unit 4: Universal - What does it mean to be Catholic?

Students also engage in a range of additional experiences which complement the RE program;

- College Feast Day Celebrations
- Regular 'Closer to God' lessons
- An annual Reflection Day experience
- Opportunities to engage prayer, Liturgies and Masses

RE CLIL Italian/Japanese

Content and Language Integrated Learning (CLIL) is offered to enhance language fluency in Italian and Japanese in year 10 using the content of Religious Education. Students study the mainstream units of year 10 RE as outlined in the mainstream curriculum with all lessons, assessment, and resources undertaken in the respective chosen language.



VCE Religion & Society

VCE Religion and Society enables students to understand the complex interactions between religion and society over time. The study of Religion and Society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple world views coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. Through the study of VCE Religion and Society students come to acknowledge the role of religion in shaping historical and present events. They explore times when religion dominated societies and the shifting role of religion in societies today in which religion, by some is perceived to play a lesser role in society. It is anticipated student will develop a capacity to understand and appreciate different faith perspectives while learning to deepen and nurture their own faith.

Unit 1 - The role of religion in society

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the complex relationships that exist between individuals, groups, new ideas and religious traditions.

Areas of Study include:

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

Unit 2 - Ethics and Morality

Choosing which values to live by in principle and in practice is fundamental to being human. This is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices - identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level. In this unit, students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision making and ethical perspectives, and moral viewpoints in religious traditions. Students participate in a Christian Service Program which provides an opportunity for students to investigate ethical issues as part of their studies in this unit.

Areas of Study include:

- Ethical decision making and moral judgement
- Religion and ethics
- Ethical issues in society



Unit 3 The Search for Meaning

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents.

Areas of Study include:

- Responding to the search for meaning
- Expressing meaning
- Significant life experiences, religious beliefs and faith

Unit 4 Religion, Challenge and Change

This unit focuses on the interaction over time of religious traditions and the societies of which they are a part. For a large part of human history religion has been a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. In this unit, students explore challenges that religious traditions have face in the past and in more recent times.

Areas of Study include:

- Challenge and response
- Interaction of religion and society



VCE Religious Education

All students in year 12 are required to undertake the College-based program of Religious Education. This program is outlined below:

Unit 1 - Faith and Film

This unit uses the medium of film as an avenue for reflection upon the meaning and truth of the Christian faith which stems from the Gospel accounts of the life, death and resurrection of Jesus.

The unit will challenge students to think critically about film from a variety of theoretical and theological perspectives. A combination of film screenings and the use of reflection and discussion questions on themes in the films will be utilised to enhance the learning experience and opportunities to further develop and enrich the personal faith perspectives of students.

Unit 2 - Electives

Each year, the electives offered in this program vary subject to student and teacher interest in elective options. Students will choose from units such as:

- Faith & Social Justice
- Faith & Happiness
- Faith & Meditation
- Faith & Science
- Faith & Sacred Art
- Faith & Drama
- Faith & Music
- Faith & Business Ethics
- Faith & Social Justice
- Faith & The Big Life Questions
- Faith & The Search for Meaning

Unit 3 - Theology of the Body

The program consists of a series of presentations linked to Saint John Paul II's Theology of the Body. "Theology of the Body" is St. John Paul II's integrated vision of the human person.

The human body has a specific meaning, making visible an invisible reality, and is capable of revealing answers regarding fundamental questions about us and our lives:

John Paul II encourages a true reverence for the gift of our sexuality and challenges us to live it in a way worthy of our great dignity as human persons.

His theology is not only for young adults or married couples, but for all ages and vocations, since it sums up the true meaning of being a person.

Theology of the Body assists us to address various questions we may ask ourselves such as....

- What does the marital union of a man and woman say to us about God and his plan for our lives?
- What is the purpose of the married life?
- What is the impact of social media and pornography on healthy relationships and sexuality?

