

# Religious Education Overview

Last Updated 28 August 2020



## Padua College, Kedron

<http://www.padua.qld.edu.au/>

**“As a Franciscan educational community, Padua College prides itself on being a place of affirmation, acceptance and hospitality.”**

This document outlines the journey that Padua College is currently undertaking in terms of Religious Education and provides an overview for all members of the community of the operation of Religious Education at Padua College. More specific information for parents, staff and students is available on the College Learning Management System (LMS), My Padua. One of the areas being worked towards in the current Strategic Direction of the College is reviewing the Catholic Identity of the College with a view to ensuring that our Catholic Identity is maintained and strengthened into the future.

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## Padua College – Our Story

Padua College began in 1956 in Kedron as a result of the perceived need to give greater educational focus to the growing number of male students at St Anthony's Primary School, a school founded by the Franciscan Sisters <https://padua.qld.edu.au/faith-at-padua/paduas-franciscan-heritage/>. The Franciscan Friars, living at the Friary on Turner Road, were approached and asked if they would begin a school for Catholic boys and thus Padua College, a Catholic School following the traditions of St Francis was founded for boys in Years 5 to 12. The College is named after the university in northern Italy where St Anthony died. The College holds St Anthony as particularly significant because of his academic focus, being the first professor of theology among the Franciscans. The College's philosophy on Faith Education can be found on the College Website at:

<https://padua.qld.edu.au/faith-at-padua/our-faith-religious-mission/>.

Padua College now has two campuses (Greccio – Years 5 & 6, and Assisi – Years 7 to 12). This is a Religious Institute (Independent) College owned by the Franciscan Order of Friars Minors. There is a deep connection between Padua College and the Franciscan friars. Over the years, the number of teaching Friars on staff has dwindled but we still have our College Chaplain and former Rector, Father John Boyd-Boland on staff <https://padua.qld.edu.au/faith-at-padua/college-chaplain/>. There is a continuing connection between Padua College, the Kedron Friary and the Little Flower Parish (operating in the Franciscan tradition).



Original classroom building, now heritage listed and still used as a learning space today.

## Our Students and Community

The Teaching and Learning Vision of Padua College is clearly expressed on our College Website <https://padua.qld.edu.au/learn-at-padua/learning-framework/> and is a lived document. It is from this document that all decisions regarding Teaching and Learning are justified and validated. The Teaching and Learning Vision is based on the College Mission and Strategic Plan <https://padua.qld.edu.au/wp-content/uploads/Padua-College-Strategic-Plan.pdf> with a specific Teaching and Learning focus. This document aligns closely with the Catholic View of Teaching and Learning in that the learner is central to the focus and the process.



The Padua College Learning Framework is a conceptual framework for learning that places the learner at the centre of learning, recognises the critical role of teachers, and acknowledges the key role of parents as partners in the education and shaping of their son. The Learning Framework provides clarity around what good learning looks like and the agreed practices that underpin this.

### Learning Vision

In accordance with relevant regulatory bodies and the Alice Springs (Mparntwe) Declaration goals of 1) promoting excellence and equity and 2) developing confident and creative individuals, successful lifelong learners, and active and informed members of the community, Padua College will educate and inspire our good men to live in the spirit of the Gospel, following in the footsteps of St Francis of Assisi, providing a Catholic education that develops young men of wisdom, service and quiet strength.

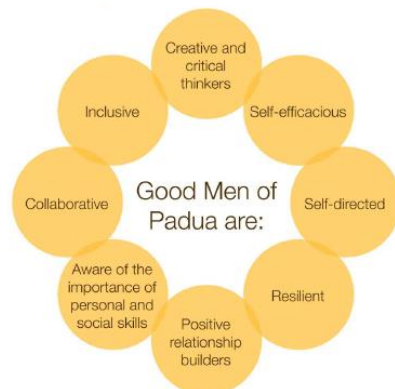
The Vision will be enacted in the following ways:

- Making learning visible
- Establishing a culture of supported, self-directed learning
- Using feedback to inform and support learning
- Empowering students to understand and embrace their role as a learner
- Explicit teaching of skills
- Explicit teaching of problem solving strategies
- Encouraging open communication with students, staff and parents
- Using educational data to enhance student learning and personalisation
- Valuing and catering for diverse learning needs and pathways
- Recognising that academic success takes different forms for different students
- Providing meaningful learning experiences

### Learning Statement

Learning requires engagement with a range of appropriately challenging learning experiences, opportunities and self-directed learning scenarios that enable the learner to acquire new knowledge, deepen their understanding, developing mastery of both skills and content, and be confident to independently apply this learning to new and unfamiliar situations.

### Enacting the Vision



### Agreed Practices



## Our Vision for Religious Education

Each faculty at Padua College is going through a process of creating a subject specific vision statement that supports the Teaching and Learning Vision while giving a clear focus for the faculty. The RE Faculty Vision Statement at Padua College is:

Religious Education at Padua College is inspired by Franciscan values and beliefs, which are themselves drawn from the mission and teaching of Jesus in the Gospels. A whole school approach to religious education promotes an evolving structure to a student's understanding of faith. From Years 5 to 12, a student will study the strands of the Brisbane Archdiocesan Religion Curriculum, namely: Sacred Texts; Christian Belief; the Church community and Christian Living, primarily from a Catholic and Franciscan world view, while engaging in dialogue with and honouring other viewpoints and religious traditions.

The Vision will be enacted in the following ways:

- Developing a holistic approach to teaching the Sacred Texts in a differentiated learning environment to engage all learners at all stages of development and to engage them in the three worlds of the text (World Behind the Text, World of the Text and World in Front of the Text)
- Encouraging creative thinking through activities, responding to Sacred and other texts and discussion
- Explicitly teaching critical-thinking and problem solving-strategies focussing on living out one's faith
- Encouraging students to make their own informed decisions starting from their own explorations of Catholic/Christian beliefs and teachings
- Supporting and developing life-long students of faith, whatever their faith tradition.



The Little Flower Parish Grotto – A Sacred place for all Paduans.

## Faith and Family Demographics

In alignment with the Brisbane Archdiocesan Vision for Religious Education, Padua's vision for RE is to balance the teaching of religion with the teaching of Catholicism and the Franciscan tradition.

- Padua College has a predominately middle-class clientele with over 80% of families identifying their nationality as Australian or New Zealand (based on the Padua College Leuven Report 2015).
- Approximately 65% of staff, students and parents identify themselves as Catholic with a further 15 to 20% identifying themselves as Christian (based on the Padua College Leuven Report 2015)



## Religious Education Overview

- Religious Education is a compulsory subject in each year from Years 5 to 12. In Years 11 and 12, all students are enrolled in Catholic Studies, a subject that supports the faith filled life of the College, is focussed on experiences and connects students with the wider Catholic Community through mission, experiences and Catholic Education. Study of Religion (SOR) and Religion and Ethics are offered as electives in Years 11 and 12.
- Padua College has a range of students from differing religious and cultural backgrounds. Of our student population, the majority identify as being Catholic or as shown below, attending a Catholic Primary School.

### Secondary college students who attended a Catholic primary school

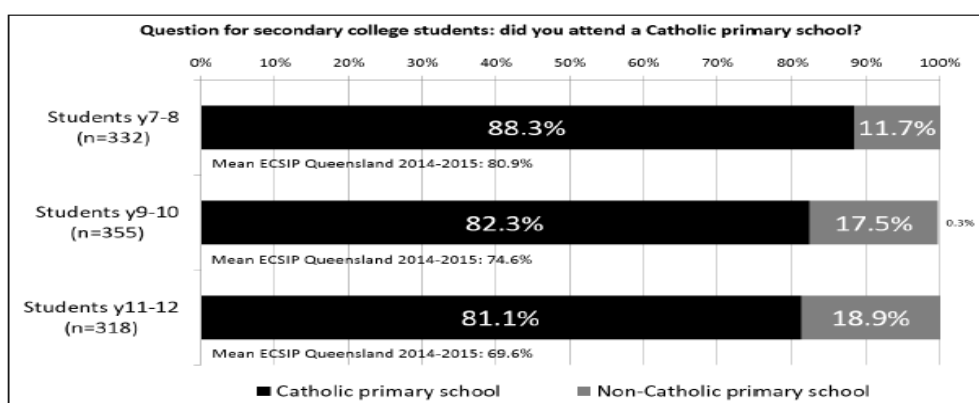


Figure A.3 — Ratio of secondary college students who attended a Catholic primary school.

Figure A.3 shows the percentage of secondary college students who attended a Catholic primary school (black) compared to those who went to a non-Catholic primary school (grey). In between the bars are the mean percentages in secondary colleges throughout Queensland 2014-2015

taken from Leuven Report

## The Contemporary Contexts of Religious Education

The four contemporary contexts of Religious Education as specified in the BCE RE Curriculum are incorporated into our Religious Education units as summed up below:

### Our Societal Context

While we teach and explore the fundamentals of Catholicism our units, specifically in terms of social justice, social action, the Gospels and Franciscan Traditions, we recognise that not all of our community are Catholic and that many come to our College with a variety of world views.

### Our Ecclesial Context

We recognise that many of our community are not actively engaged in a Parish and that as a College, we have an opportunity and a responsibility to develop a greater understanding of Catholicism and a greater connection with the practices of the Church. This is further enhanced through our regular Friday Mass, special Masses and Liturgies, Mission projects, our approach to pastoral care <https://padua.qld.edu.au/spirit-of-padua/pastoral-care/> and our close relationship with the Little Flower Parish which shares a common boundary with Padua.

### Our Educational Context

We believe that school is primarily a place for teaching and learning and that includes lessons both inside and outside the classroom. We do not believe that there is a separation between learning

and formation but that our religious focus needs to be clearly aligned to our central purpose. From a Religious Education perspective, Padua attempts to ensure that students are adequately equipped to make decisions based on Christian values in what is an ever changing world. We use the Gospels as a focus for learning about our faith and how the values of the Gospels can be used when making real world decisions.

### Our Digital Context

Padua College Head of Pedagogy and Digital Integration, liaises with all faculties to enhance the digital literacy skills embedded in units across all faculties.

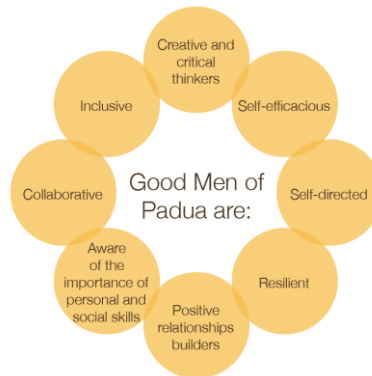
- All students have 1:1 laptops.
- Students agree to our computer usage policies and agreements to ensure appropriate use of technology.
- Staff are supported with technology through out extensive Professional Learning Program entitled Mastering Our Craft.

### Our Beliefs About Learners and Learning in the Religious Classroom

The learner is central to the development of our Religious Education program with the Post Critical Belief approach forming the basis of our approach. A Post Critical Belief is a believing style that helps students think about their religion critically and symbolically. Our focus is on providing opportunities within our program for all students to access our RE curriculum in a way that suits their learning needs. This includes working with the Learning Enrichment Centre to identify students who need adjusted programs and assessment. Life-long learning and problem solving are central to our Teaching and Learning Vision and we endeavour to develop learners who question and make informed decisions in the information rich age they live in. The following outlines processes put in place to facilitate the above-mentioned outcome:

- The scope and sequence for RE is a dynamic document that is reviewed annually as part of ongoing reflection on teaching practice (see scope and sequence at the end of this document).
- Teachers in all faculty areas collaboratively discuss ideas in relation to suggested units for each term during scheduled faculty meetings and Unit Plans are published to staff via My Padua, the College's Learning Management System (LMS).
- A wide range of activities are built into the curriculum that cater to a diverse range of religious backgrounds.
- The My Padua LMS gives the Padua Community access to Yearly Overviews for each subject, links to resources and learning activities, access to assessment, goal setting and results.
- My Padua allows students to access overviews, resources and assessment for all subjects in every year level. Information is also available on My Padua regarding the religious life of the school and students' faith formation.
- All Faculties at Padua College utilise a consistent approach to unit planning, including a standardised unit plan template that supports the College Learning Framework.

## Religious Education Overview



- The College approach to unit development is based on the Queensland Curriculum and Assessment Authority (QCAA) template for unit planning and is founded in the notion of Understanding by Design (Wiggins and McTighe) and Backward Planning. All units at Padua begin with Learning Goals and Success Criteria that link directly to the Achievement Standard for the year being taught and from which the assessment item for the unit is directly drawn from. Teachers are involved in unit planning and adherence to the Unit Plan once finalised is reinforced and overseen by the Learning Area Leader.

At a class and individual level, students at Padua are engaged in a rich Franciscan tradition of welcome and inclusion and the RE program seeks to acknowledge diversity of backgrounds amongst learners. Enrolment information regarding religious backgrounds is used as part of this process ensuring that while the Franciscan ethos underpins many of the processes at Padua and Franciscan studies are embedded in the RE curriculum to engage all learners in the College charism, the religious diversity of our students and families is considered. In this regard and in the light of the findings of the Leuven Report, Padua College is moving towards the Dialogue School Model which profiles the Catholic faith amidst the diversity of contemporary society. While Catholicism forms a significant viewpoint in our RE curriculum, this viewpoint is supported by a range of viewpoints and religious standpoints when exploring issues and the world we live in.

To this end:

- Students are encouraged to make the Franciscan story their story and this narrative is pervasive throughout the College. The Franciscan story provides an inclusive framework for students of both Catholic and non-Catholic backgrounds. Its basic principles of joy, humility and helping others sits alongside the values and practices of most world religions.





- Units of work are designed, planned and sequenced to create a journey of discovery of the complexities of belief, allowing students to progress towards a more sophisticated understanding in the upper secondary.
- Differentiated learning experiences and tasks seek to create inclusive learning and provide access for all students to the Catholic faith tradition and the Franciscan narrative, as part of their own faith journey.

### Collaborative Planning

Padua College is a 5-12 College and has a population of approximately 1350 students. In Years 5 and 6, there are 6 classes working in 6 collaborative learning pods. In Years 7-12, there are 6 classes at each year level.

The planning and development of units of work in Religious Education takes the following format:

- a) Planning days are allocated on Student Free Days at the beginning of each Semester and Faculties meet twice per term for 90 minutes each time. There is one twilight meeting per term for all faculties
- b) In addition, Teachers in Years 5, 6 and 7 are released for 1 lesson per week to work on unit creation and preparation for the 5 Core Subjects of which Religion is one. This process is facilitated by the Vice Rector of Teaching and Learning, the Head of Curriculum 5-9 (overall), the Head of Curriculum 10-12 (overall), the Learning Area Leader RE 5-9 and the Learning Area Leader RE 10-12. Key teachers across all year levels provide leadership to each teaching team in consultation with Learning Area Leaders and teachers.
- c) Teachers in all faculty areas use a standardised unit plan template and follow a standardised approach to collaborative planning.
- d) All teachers at Padua College have 1 timetabled and directed professional learning period per two-week cycle.

### Communication to Families and the Wider Community

At Padua College, every effort is made to ensure parents are informed and engaged their son's education. The College Learning Management System (LMS), My Padua, is the primary location for students to access yearly overviews, unit plans, up to date assessment information and learning resources. My Padua

courses are set up per subject and year level. The Religious Education Overview and a range of information about the Faith Life of the College is available on the College Website <https://padua.qld.edu.au/learn-at-padua/religious-education/>. The College offers three opportunities in the calendar year for parents to meet with teachers and parents are always welcome to contact teachers at any time. Teachers monitor student performance and communicate with families and students via the Mi Class system using PC school.

### **Impact of Religious Institute Initiatives**

As the only Franciscan owned College in Australia, we operate as a stand-alone Religious Institute School. Having said that Padua recognises the teaching authority of the Brisbane Archdiocese and adheres to Archdiocesan Religious Education requirements. The Teaching and Learning Vision of the College and Lifelong Learning Framework (LLF) aligns with Brisbane Catholic Education (BCE) documents to set a clear direction for our entire community in terms of our vision for learning into the future.

As we are a Franciscan community our college participates in a variety of outreach activities which embody the Franciscan virtues. The importance of these virtues is stressed on a weekly basis via emails from Fr John Boyd-Boland. The College also offers pilgrimages to Assisi which allows students and teachers to gain greater insight into the Catholic tradition and in particular the way in which St Francis, in the medieval church, was informed by gospel teachings.



## **Our Curriculum Structure and Organisation for Religious Education**

### **A Catholic View of Learning**

At Padua, the Catholic view and Franciscan tradition of religion focuses on Jesus as the centre and recognises that each member of the Padua community is created in the image of God. To that extent we believe that the role of the contemporary educator of Religious Education is to 'teach, challenge and transform'. To this end, the Christian view of anthropology, epistemology, cosmology and the Catholic Christian Story and Tradition are built into our teaching and learning programs in RE. For more information on these terms, please refer to the following link:

<http://www.rec.bne.catholic.edu.au/The%20Shape%20of%20Religious%20Education/Pages/A-Catholic-View-of-Learning-and-Teaching.aspx>

The organisation of the Padua RE program is centred on teaching religion explicitly and identifying how people are religious in a particular way. We do this by utilising an inquiry approach whereby each unit is centred around a key fertile question with supporting inquiry questions further giving clarity to the unit direction. Students are encouraged to explore the fertile and inquiry questions of each unit to create a lifelong approach to learning in all subject areas.

### **Catholic View of Christian Anthropology**

A Catholic view of Christian anthropology focusses on the person of Jesus. It recognizes that each person is created in the image of God. It emphasizes the role of Jesus as teacher and recognizes that the Holy Spirit infuses the whole curriculum with a hope-filled vision of life. Padua College, it is

characterized by inclusion, holistic and relational learning, and action in community. As an example of this, students work collaboratively across subject areas and are involved in outreach activities such as

- Rosie's Street Van
- Padua College Winter Sleep Out
- Year 9 Social Action of the Church projects
- Good Samaritans (helping people in their homes, simple duties and tasks)
- Little King's Appeal
- St Vincent de Paul food and Christmas appeal
- Blind Eye Ministries
- Catholic Studies Service Journal

### Catholic View on Epistemology

A Catholic perspective on epistemology orients a curriculum towards rationality; holistic knowing; knowing and living; wisdom as the fruit of knowing and life-long and life-wide learning.

The Catholic tradition views the acquisition of knowledge as a lifelong pursuit. Reflective, self-directed learning and teaching provides opportunities for teachers and students to increase their knowledge of the faith and consider their own faith journey. Some examples of this at Padua include students learning from hands on experiences which are linked to the faith life of the College (refer to the scope and sequence at the end of this document) and that students are encouraged to develop knowledge life-long learning in the classroom through investigations of fertile and key questions.

### Catholic View of Cosmology

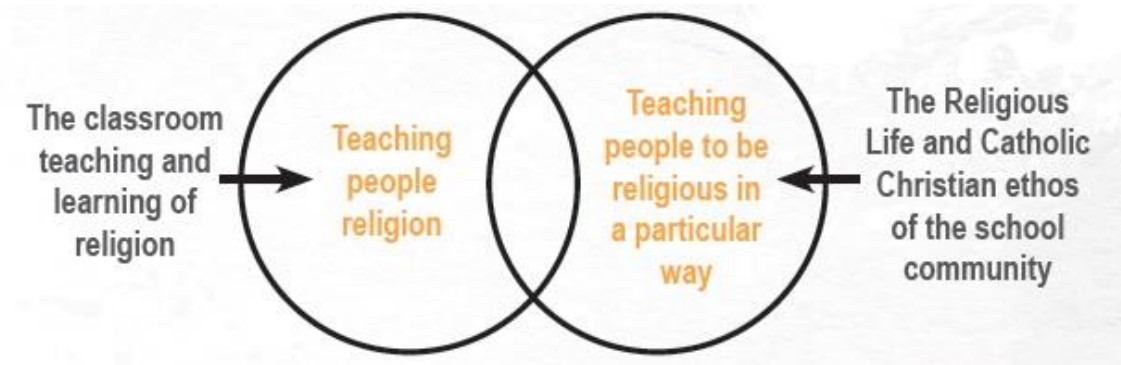
Cosmology relates to how we understand our place in the universe and the choices we make to live as a part of creation. Through the elements of stewardship and sacramentality, Catholic Christians are called to respond to questions such as; '*What is our place in the universe?*' '*How do we act with integrity within creation?*' This understanding is supported at Padua through an intellectual approach to Cosmology in the senior SOR program and a Franciscan approach to Stewardship of creation in the junior RE program. In addition, students are challenged to be critical thinkers via a range of learning scenarios and are exposed to different ideas and strategies to assist their thinking and learning in alignment with the Teaching and Learning Vision of the College.

### Catholic Christian Story and Tradition

From the very beginning of Christianity, the Christian community has been engaged in teaching. The transformative process of learning and teaching is captured in the Vision of the Archdiocese of Brisbane to *Teach, Challenge and Transform*. This Vision is realized at Padua College through everyday witness; and learning and teaching that challenges and transforms the culture and the world in which we live.

Ongoing spiritual formation for religious educators is as important as professional and theological learning. A people-centered understanding of spiritual formation begins with honoring and exploring the personal narrative of individual's experience of 'My Story' through an approach that engages the head, the heart and the hands (experience, knowledge, practice and application). This approach is

supported at Padua College by experiences such as retreat days, outreach activities including Rosie's Street Vans, personal reflections conducted on camps in every year level and House liturgies.



### The Reconceptualist Approach to Teaching and Learning in Religious Education

At Padua College, the teaching of Religious Education is deeply imbued with the Catholic faith tradition and embraces a reconceptualist approach to teaching. Students are encouraged to deepen their knowledge and understanding of the Catholic faith, while at the same time being respectful of those who have not yet developed faith at a personal level, and those who belong to other religious traditions. A reconceptualist approach enables the promotion of tolerance for different faith perspectives, while also developing a deeper understanding of beliefs and practices within the Catholic tradition. Through the 'World Religions' strand of the Religious Education Curriculum, students have opportunities to explore the beliefs and practices of people from other faith traditions. In a world where religious intolerance is regularly reported in the media, Padua College aims to promote awareness, respect and critical thinking about different faith traditions, in the hope that students will see a positive place for religious diversity in the world and value the rich teachings of the Catholic Church.

The reconceptualist approach is evident at Padua whereby students are encouraged to be open to ideas and beliefs of other religions as well as their own. The reconceptualist approach acknowledges that the classroom religion program is a primary arena for dealing with the critical religious issues and concerns of life. The cornerstones of a reconceptualist approach are the avoidance of presumptive language, teaching about the tradition and powerful pedagogies. Padua enacts each cornerstone in the following ways:

- Avoidance of presumptive language – at Padua we do not presume 'religiousness' but rather seek to develop within our students an understanding of religion, Christianity, Catholicism and the Franciscan tradition alongside a range of other religious and world views. Our relationship with the Islamic College of Brisbane is one example of this.
- Teaching about the traditions – At Padua, rather than simply teaching the traditions, we teach students about them, what they mean and how they apply. Knowing what to say in Mass is not the same as knowing why we say certain things and what that means. A reconceptualist classroom is not simply a place for transferring facts and knowledge.
- At Padua, a reconceptualist approach to teaching religion entails "exploring the meaning of one's own religious life in relation to both those who share that life and

those who do not" (Scott, 1984, p.334). This educational focus requires a critical appreciation of one's own religious tradition and an empathetic understanding of the religious beliefs and practices of others.

- Powerful pedagogies (See BCE infographic on next page) – At Padua, the learner is central to our Teaching and Learning Vision <https://padua.qld.edu.au/learn-at-padua/learning-at-padua/> and it is through this vision that we focus the learner as central to our practice. Our unit planning process builds in evaluation, feedback and establishes clear direction while our balanced program gives students multiple opportunities to engage with a range of concepts.

### Time Allocation and Effective Timetabling of Religious Education at Padua

Religious Education at Padua College is timetabled at 5 to 6 x 57 minute lessons per 10-day cycle in Years 5-10. Religion and Ethics and Study of Religion in Years 11 and 12 are timetabled for 7 x 57 minute lessons per 10-day cycle. Catholic Studies in Year 11 and 12 is timetabled for 3 X 57 minute lessons per 10 Day Cycle with service experiences making up the nominal hours.

### Design Principles for Religious Education at Padua

The Religious Education Curriculum at Padua has been designed to run as a seamless and coherent whole school program from Years 5 to 12. In alignment with the expectations outlined in the Staff Handbook, units in RE are designed using an inquiry approach based on the principles of backward mapping as are all units in the College. It is through backward mapping that line of sight is made clear. In addition, the expectations in terms of academic rigour and expectations in RE are uniform throughout all subject areas of the College as outlined in the above mentioned Staff Handbook which is updated yearly and which all teaching staff are expected to read and sign acknowledgement of reading each year.

Feedback from the Leuven Project looking at Catholic Identity which the College is currently undertaking, highlighted that students in Years 5 and 6 tend to take a more literalist approach as opposed to the post-critical approach taken by students in higher grades and staff. Therefore, while we do follow a whole-school approach, we are conscious of the need to provide age appropriate opportunities to discuss religion and thus promote a student's natural progression to a reconceptualist approach. We begin to promote this progression in younger grades through the application of the Worlds of the Text approach to interpreting scripture, acknowledging change in belief through the study of Church history and engaging them in dialogue with other faith traditions.

Within our RE program, there is a balance of the four strands outlined by the Archdiocese and these are evident in the RE program scope and sequence (see at the bottom of this document). These four strands are: Sacred Texts, Church, Beliefs and Christian Life.

<http://www.rec.bne.catholic.edu.au/Organisation/Structure/Pages/default.aspx>.



## Religious Education Overview



### Learning in RE

Religious Education at Padua College is a journey towards understanding Catholic faith as part of each student's own search for meaning and faith development. Units of work are sequenced to engage the younger learners in rich dialogue about faith with topics explored with learners at different stages and in various degrees of complexity. Where students in the foundation phase learn about how the Gospels relate to our everyday life, students in the senior phase explore issues of morality and ethics, using prior learnings to support the development of their own view points, providing a continuity throughout their religious journey at the College. Students in each Year Level engage with all of the strands of the Archdiocesan Curriculum including exploring issues of ethics and morality.

Learners are guided on a journey of learning that increases in complexity to reflect the growing maturity and understanding of students as they progress through the grades. In addition, students are supported in their understanding of Scripture through the world behind the text, the world of the text and the world in front of the text.

### Real World Links

The Religious Education Program at Padua is connected throughout the year with the religious Life of the school. For example, the Year 9 Social Action of the Church unit in Term 3 links well with the Padua Franciscan appeal (raising funds for our Franciscan school in Timor Leste). Initiatives such as the support of St Vincent de Paul through 'two can day' (food donations) and the Padua College 'Winter Sleep Out'.



Padua has developed a strong relationship with the Islamic College of Brisbane which focuses on the relationship and respect St Francis of Assisi had with the Sultan Malik- Al Kamil in 1219. This interfaith connection is one example of how Padua actively seeks to build knowledge, understanding, acceptance and friendship within and between students and staff. It reflects the work of St Francis in a contemporary context and provides a unique and rich experience for our students. A focus for each RE unit is the establishment of learning intentions and success criteria drawn from the achievement standards and following a clear line of sight.

### Alignment – Scope and Sequence

When planning units of work, teachers reflect on events within the calendar so activities can be linked together to create a more meaningful connection with the real world. The full scope and sequence for RE can be found at the end of this document.

Teachers at Padua are provided with time at RE Faculty Meetings and Year Level meetings in Years 5 to 7 to reflect on current units of work as well as to evaluate units of work and assessment at the completion of a unit. All unit planning at Padua follows the standardised approach outlined in this document in accordance with the Teaching and Learning Vision and the Life-Long Learning Framework. This process is overseen by a Learning Area Leader (LAL) Religion 5-9 and a Learning Area Leader (LAL) Religion 10-12.

### High Quality Teaching and Learning at Padua College

As mentioned above, the teaching and learning identified in our Religious Education Program is consistent with whole school approach to Teaching and Learning at Padua College. The Padua College Learning Framework establishes agreed practices based on evidence. The introduction of a whole school approach to teaching and learning is consistent with the current Strategic Direction and applies across the College.

The Padua College Learning Framework ensures that all members of the Padua Community are on the same learning journey in terms of clarity or purpose/line of sight, making learning visible for all members of the community and supporting students to become self-directed and self-aware life-long learners.

### Accreditation Requirements

The Brisbane Archdiocese requirements for Teachers in a Catholic School and Teachers of Religion in a Catholic School (outlined below) are monitored by the Vice Rector Formation and the Vice Rector Teaching and Learning and is discussed as part of a potential teacher's interview process.

#### **Accreditation to Teach Religion in a Catholic School**

Registered Catholic teachers will be granted accreditation on the basis of evidence of:

- their personal commitment to the Catholic Church
- the equivalent of 4 semester units of tertiary studies in the areas of theology, spirituality, Catholic education, or religious education
- ability to apply theology and spirituality to the teaching of religion.

#### **Accreditation to Teach in a Catholic School**

Accreditation will be granted to those applicants that have evidence of at least twenty-five hours of in-service or appropriate tertiary studies over the previous five years in areas such as Catholic schooling, Catholic ethos and the spirituality of the teacher.

Teachers who have already met these requirements, will be required to supply documentary evidence.

#### **Interim Accreditation to Teach Religion or Interim Accreditation to Teach in a Catholic School**

Teachers who do not meet the requirements listed above will be granted Interim Accreditation to Teach Religion or Interim Accreditation to Teach in a Catholic School.

**PADUA**  
COLLEGE  
**Religious Education Overview**

It is the responsibility of those teachers granted Interim Accreditation to ensure that they meet the requirement for full accreditation by the end of the current cycle.

<http://www.bne.catholic.edu.au/bce-employment/teaching/Pages/Teacher-Accreditation.aspx>

At Padua approximately 60% of available teaching staff 23 teaching RE are accredited to teach religion in a Catholic School. Many of the teachers accredited to teach RE in a Catholic School have under graduate or post graduate degrees from the Australian Catholic University with the required 4 semesters of theology. For teachers who are not fully accredited, interim accreditation is given and teachers who intend or who are intended to remain in the RE Faculty have funded access to approved courses, such as REAP and courses at Master level. Permanent teachers of RE take precedence in this process.

Recently Padua has made changes to the way it has ensured appropriate RE accreditation is held by classroom teachers. It has now become practise for the college to offer non-accredited and interim accredited RE teachers places on such course as BCE's REAP Program. As Independent Catholic school the rector will agree to give formal approval for accreditation to teach RE at Padua only. Teachers must complete three further units to complete the full accreditation requirement. Padua strongly encourages staff to do this to ensure future employment prospects in other Catholic systems and employing authorities. The college offers financial assistance so that this may be achieved and minimum time period of three years for successful completion of this study.

### Professional Learning

At Padua, we provide Professional Development (PD) opportunities for staff to gain either their 25 hours to be accredited to teach in a Catholic School or 50 hours to be able to teach Religion in a Catholic School. These PD Opportunities include the Leuven Project, College organised religious reflection, external PD as appropriate, staff and student pilgrimages and College paid RE REAP Accreditation for staff. In addition, staff have regular faculty meetings at which pertinent topics are raised and discussed. Teachers are offered priority PD if they need to gain qualifications to teach RE.



### Powerful Whole School Pedagogies at Padua

Religious Education is a compulsory and integral subject at Padua College, with both Religion and Ethics and Study of Religion being offered as elective choices in the senior phase of schooling and

## Religious Education Overview

Catholic Studies being a compulsory subject for all Senior Students. In alignment with the Padua Learning Framework, the RE Curriculum aims to deliver a problem-based education with real world applications. At Padua, as our Vision Statement outlines clearly, the emphasis is on promoting respect for each person and valuing the individual. Our Mission Statement calls us “to provide a supportive community committed to the dynamic education of young men, whose individuality, spirit and achievements are nurtured through a proud Catholic and Franciscan ethos”. Therefore, our pedagogies provide relevant and meaningful learning experiences using a hands-on approach to foster respect and value for the individual. Examples of this are:

- Year 8 Film making in the Active and Authentic Christian Life unit
- Year 9 Social Action and Outreach projects
- Year 9 Liturgy Production in Groups
- Year 9 Aboriginal Spirituality immersion day –conducted by a local Aboriginal Elder with links to creation story and the Franciscan ethos
- Inter faith dialogue and immersion with:
  - The Islamic College of Brisbane
  - A Jewish synagogue
  - The Holland park Mosque
  - The Chung Tian temple
  - The Nexus Christian Church
- Year 11 community service focus with time spent at Delamore Retirement Village, the Sandgate Men’s Shed, St Anthony’s Primary and Padua Primary

Not to be confused with a reconceptualist approach to teaching religious education (teaching **about** the Catholic tradition to all students), our College survey results from Leuven University call for an increasing awareness and understanding of a recontextual approach for the teaching of scripture as part of the powerful pedagogies at Padua. A recontextual approach would posit that scripture needs to be symbolically interpreted in order to gain a fuller understanding. Scripture can be read through many different lenses – such as through a historical lens, as a work of literature, or as a faith lens. A recontextualisation approach encourages a holistic understanding that looks at the world behind the text, the world of the text and the world in front of the text. This perspective particularly focuses on the world in front of the text, as this is about how students make meaning from the text for their time and place. How does such an ancient text enable a contemporary meaning for people today? What is the message the students can take away and more importantly how will this influence the way they live their lives? This is not a literal interpretation of scripture, but rather a post-critical interpretation of scripture.



At Padua, critical religious issues and concerns such as world religions, work within our Franciscan charism in addressing life-long religious learning. Padua's Religious Education Program provides a holistic and embracing religious education and actively aims to avoid alienation and judgement as part of our holistic Catholic approach. Teachers and students are fully resourced through the Blackboard LMS. Blackboard is used as the central repository and sharing hub for staff and as a 24/7 on-line point of access, support and information for students and parents.

### Effective Assessment

Students at Padua are assessed as part of each unit and folios of work are kept. Completed assessment is sent home for parent viewing and feedback prior to being returned to the student folio stored at the College. Parent Teacher interviews provide an additional opportunity for parents to view and discuss student work.

In line with a reconceptualist approach to the teaching of religious education students are assessed on the knowledge, understandings and skills and are not assessed on their personal faith.

The RE unit template for the college clearly outlines the assessment for each unit aligned to the success criteria, learning intentions and achievement standards.

Assessment in all faculties utilises a balance range of modes. This allows students to excel in areas of strength in a balanced and deliberate program.

### Supporting and Reporting Student Learning

As previously mentioned, My Padua, the College LMS provides students and parents with 24/7 on-line access to yearly overviews, assessment, learning resources and assessment submission. Preparation and scaffolding for assessment tasks and in-class differentiation is built into unit planning. In addition, differentiated learning tasks are developed as required in consultation with the Learning Enrichment Centre (LEC). Teachers and LEC staff meet to inform relevant parties about issues / concerns with student learning. Teachers sign off on Individual Education Plans (Personalised Learning Plans PLPs) where required based on student needs and are informed about strategies to assist students with needs. Students undergo diagnostic assessment in Years 5 to 8 and this data, in conjunction with ongoing tracking is used when considering how best to assist all students with their learning. Learning experiences are differentiated both within the classroom and for each task in order to cater for various abilities levels.

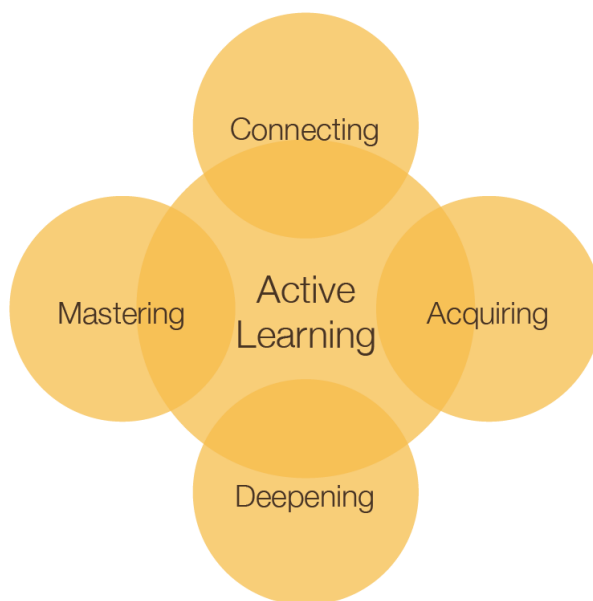
Student folios, RE data bases on Teams and the College's databases system (PC School) are used to record and track student results. Teachers formally report three times a year with Parent Teacher interviews being offered on three different occasions at two times in the calendar year.

Teachers at Padua College provide feedback as part of the assessment process, via assessment criteria sheets, informal verbal feedback, formal teacher conferencing and Parent/Teacher nights. The Body of evidence used to judge student progress is the assignment / assessment and other activities that engage students at all levels of learning.



### Consistency of Teacher Judgement

An internal process of moderation is used to ensure Consistency of Teacher Judgement (CTJ) is across year levels as part of the assessment process. As a Religious Institute School and thus a stand-alone school, not being part of a school system means that external moderation is a challenge and we are currently exploring joining a recently offered BCE initiative for CTJ and partnering with the two other Franciscan Schools in our block, St Anthony's Primary School and Mount Alvernia College.



### Monitoring and Evaluation in RE at Padua College

#### Processes for Monitoring Student Achievement

Student achievement at Padua College is reported to parents in all subjects three times per year, with Parent/Teacher Interviews scheduled on four occasions at two points in the College Calendar as mentioned previously.

There are specialist positions in the middle leadership structure (Head of Senior Studies, Learning Area Leader 5-9, Learning Area Leader 10-12 and Head of Learning Enrichment) that track student progress and intervene when appropriate in order to best support student learning in a range of subjects. This is done through the publication of reports and intervention is taken as required.

#### Processes for Monitoring Planning

Units at Padua College are designed in accordance with the Teaching and Learning Vision, the LLF and the standardised unit plan template. These employ a collaborative approach and are inclusive of all teachers of the year level teaching team and facilitated by: key teachers, specialist Year 5-9 teachers and Learning Area Leaders. The relevant Head of Curriculum as mentioned above, facilitates the overall development of units and resources, implementing reflection and adjustments annually.

The use of the My Padua LMS not only supports resourcing for teachers but provides an additional mechanism for transparency of planning and delivery of curriculum across all subject areas and this is monitored by Faculty Heads and Senior Teaching and Learning Management. Units are published to Blackboard annually for staff, unit Overviews, assessment and assessment dates are published for

students and assessment calendars are published each term via the College's publicly accessible website.

Aggregate data is used by a range of middle leaders as mentioned above, to support individual, class and cohort groups through curriculum design and change.



### Padua College RE Scope and Sequence 5-12

<b>YEAR 5 RELIGIOUS EDUCATION</b>			
<b>TERM 1</b>	<b>SACRED SCRIPTURE</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
St Francis of Assisi and the Franciscan Order The Peace Prayer Padua College a Franciscan school The role of psalms as a model for personal and communal prayer The three main forms of psalms Lament (sorrow), Praise (hymn) and Thanksgiving Purpose of the gospel stories The time when the gospels were written Intended audience for the gospels The nature and truths of the gospel stories	<p>Lament: A psalm that expresses sadness or asks for God's help. (e.g. Psalms 3-7, 25-28)</p> <p>Thanksgiving: A psalm that expresses gratitude for the gift of life and other gifts from God. (e.g. 30, 32, 34, 65- 68, 75, 116, 118)</p> <p>Praise: A psalm that acknowledges that God is God and gives God glory. (e.g. 95-100, 144-150, 113, 114)</p>	The Franciscan Peace Prayer	Orientation to Padua as part of the transition into Padua  Franciscan Week  Daily Prayer  Easter Liturgy

<b>YEAR 5 RELIGIOUS EDUCATION</b>			
<b>TERM 2</b>	<b>QUALITIES OF MARY / PIONEERING AUSTRALIA AND MARY MACKILLOP.</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
The role of Mary as the mother of Jesus and a role model for all Christians Mary's role in the early church The reason for prayer The ways in which we pray The presence of God in daily life experiences Petitioning Mary in prayer The celebration of the Eucharist The challenges faced by pioneering Catholics Saints as role models in lives of Australian Catholics St Mary of the Cross MacKillop an advocate for the poor in Australia The Spiritual and Corporal Works of Mercy	Reading Luke's accounts of Mary (The Annunciation and visit to Elizabeth 1:26-56, The Birth of Jesus 2:1-7, Mary Takes Jesus to the Temple 2:21-38, Mary and Joseph Loses Jesus in Jerusalem 2:41-52) John's accounts of Mary (19:25-27 The Wedding at Cana, John 19: 25-27 Mary at the Crucifixion)	Hail Mary Litany of Mary of Nazareth The Rosary	Year 5 Mother/Son Mass  Christmas Liturgy  Easter Liturgy  Daily Prayer  October Rosary – Franciscan Prayer

<b>YEAR 5 RELIGIOUS EDUCATION</b>			
<b>TERM 3</b>	<b>STUDY OF JUDAISM</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
Jewish worship Observation of the Sabbath History of Jewish faith	Matthew 25:31-40.The Judgement of Nations		Franciscan Week Catholic Education Week House Masses College Masses Friday Mass  Year 5 Integrated Unit

<b>YEAR 5 RELIGIOUS EDUCATION</b>			
<b>TERM 4</b>	<b>THE ROLE OF THE HOLY SPIRIT IN A CATHOLIC LIFE</b>		<b>LINKS TO RELIGIOUS</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING</b>	

### Religious Education Overview

		ABOUT PRAYER	LIFE OF COLLEGE
Understanding of the role of the Holy Spirit in the Trinity Recognition of the titles and images associated with the Holy Spirit in scripture Knowledge of the Gifts of the Holy Spirit Knowledge of the Fruits of the Holy Spirit Understanding the concept of conscience Understanding the idea of moral choices.	Oil: Mk 6:13; Ex: 29:7 – anointing, healing Fire: Mt 3:11; Acts 2:3-4 – transforming, creating, energising, Dove: Lk 3:22 – ‘paraclete’; comforter, helper, hope water: Jn 7:37 – 39 – initiating, baptising Wind: Acts 2: 2-4 ; Jn 3:8 – refreshing, life force; breath of God, Ruah (CCC 691) Paraclete –Jn 14:16, 26; 15:26, 16:7; Acts 1:5; 1:8 - helper; comforter Spirit of adoption; Rm 8:15, 23 – becoming a child of God Spirit of Christ – uniting (CCC 797) Spirit of God – 1 Cor 6:19; 1 Cor 2: 9-13 - gift, prompting and stirring of conscience, Spirit of truth – Jn 14: 16 – 18; Jn 15:26 - 27 – advocate; helper; be with you		Christmas Liturgy

YEAR 6 RELIGIOUS EDUCATION			
TERM 1	Church History and Holy Days		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
The faith of Jewish believers as celebrated in Holy Days of Rosh Hashanah, Yom Kippur, Pesach (Passover) The Church’s liturgical seasons (Advent, Christmas, Lent, Easter, Pentecost) The Lord’s Prayer The Apostle’s creed The Nicene Creed	The Our Father: Luke 11:1-13	The Lord’s Prayer The Ignatian Examen	Christmas Liturgy Easter Liturgy House Masses College Masses Friday Mass Daily Prayer/Meditation Weekly Liturgies

YEAR 6 RELIGIOUS EDUCATION		
TERM 2	Perspectives on Morality	

### Religious Education Overview

CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	LINKS TO RELIGIOUS LIFE OF COLLEGE
<p>Key message of love expressed by the prophet Micah</p> <p>Human rights as described by the Catholic Church</p> <p>Church teaching on social justice</p> <p>Spiritual works of mercy (challenging injustice, comfort, consoling)</p> <p>Corporal works of mercy (feeding the hungry, visiting the sick, clothing the naked)</p> <p>The Beatitudes Matthew 5:3-11</p>	<p>Genesis 1:26</p> <p>The Beatitudes Matthew 5:3-11, Luke 6:20-23</p> <p>Matthew 25: 31-46</p>	<p>The Franciscan Peace Prayer</p>	<p>Little Kings collection</p> <p>St Vinnies Collections</p> <p>Timor Leste Sister school sponsorship</p> <p>Franciscan Appeal</p> <p>P&amp;F Supporting Families in Need</p> <p>Caritas Appeal</p> <p>Fundraising Sausage Sizzles for various causes</p> <p>Shoebox Appeal</p>

YEAR 6 RELIGIOUS EDUCATION			
TERM 3	Discovering Jesus in Scripture and Art		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
<p>Gaining insight into the images of Jesus created in text.</p> <p>Understanding the relationship between Jesus, God the Father and Humanity</p> <p>Understanding Jesus through a variety of texts in particular visual text.</p>	<p>Jesus Heals a Crippled Woman, Mark 5:21–43, Matthew 9:18–26, Luke 8:40–56</p> <p>Luke 8:40-49 A Girl Restored to Life and a Woman Healed</p>		<p>Year 6 Class Liturgy</p> <p>Christmas Liturgy</p>

YEAR 6 RELIGIOUS EDUCATION		
TERM 4	People of God (Sacramental people)	



## Religious Education Overview

CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	LINKS TO RELIGIOUS LIFE OF COLLEGE
Knowledge of the sacraments The intention of the author (Gospel writers) in determining the nature and truth revealed in the text The role of the Eucharist in the Catholic faith (liturgy of the Eucharist) Liturgy of the word (community gathering of believers) How believers pray	Baptism of Jesus Matthew 3:13-17 Gifts of the Holy Spirit Isaiah 11:1-2 Eucharist Luke 22:17-20 Marriage John 2:1-11	The Lord's Prayer Luke 11:1-13	House Masses College Masses Friday Mass Daily Prayer College Liturgies Easter Liturgy Christmas Liturgy Padua College Sacramental Program

YEAR 7 RELIGIOUS EDUCATION			
TERM 1	Personal Morality and Justice: A Call to Franciscan Action		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
Students should understand what moral choices and judgments require Students should explore situations that require doing good and avoiding evil Students should be aware of acting according to a properly formed conscience Students should understand the ways in which sin affects others	Luke 7:36-50, 'The Woman Sinner' Read 'Peter's Denial of Jesus', Luke 22:54-62) Matthew 26:47-54 'Jesus is Arrested'		Bully Buster Days PC Eagles Think Out Loud Thursday's Franciscan Restorative Justice Pastoral Care Program Ash Wednesday Liturgy

<b>YEAR 7 RELIGIOUS EDUCATION</b>			
<b>TERM 2</b>	<b>Exploring Monotheistic Religions</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
The Nicene Creed 10 Commandments (The Decalogue) The Gospel of John Judaism Early Christianity	Luke 11: 1-13	Lord's Prayer Hail Mary	House Masses  College Masses  Friday Mass

<b>YEAR 7 RELIGIOUS EDUCATION</b>			
<b>TERM 3</b>	<b>Sacred Scripture</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
Deeper awareness of Old Testament texts Greater knowledge of patriarchs who helped shape monotheistic faith Researching the role of prophecy in the Old Testament Explore the cultural context of the Old testament Explore the historical context of the Old testament Explore the social structures in the time of Jesus Gain an understanding of daily life and culture of Gospel times	Genesis:1-5 God Calls Abraham Exodus 3:1-10 Isaiah 53: 1-9 Passover (Exodus 12-14) Hanukah (1 Maccabees 4:52-59 & 2 Maccabees 10:5-8) Day of Atonement (Leviticus 16), Harvest in Purim (Esther 9) Unleavened Bread (Exodus 12-14) Circumcision (Genesis 17)		Shrove Tuesday Pancake Stalls  Ash Wednesday Liturgy  Palm Sunday Mass  Little Flower Stations of the Cross  Easter Liturgy

## Religious Education Overview

Gain understanding of the meaning of Lent, Easter and Pentecost	The resurrection story in Matthew 28, Mark 16, Luke 24 and John 20		
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YEAR 7 RELIGIOUS EDUCATION			
TERM 4	Liturgical Seasons		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
Understand the foundation and meaning of the seasons of Advent, Christmas, Lent, Easter and Pentecost Understanding the meaning of each of the Seven Sacraments Recognise the symbols, prayers, hymns, colours and images associated with the liturgical seasons and sacraments.	Luke 1:26-38 The Birth of Jesus Foretold Exodus 12:1-4 Passover	Prayers for Church Seasons Lectio Divina Meditation and Prayer	Class Liturgies  House Masses  College Masses  Friday Mass  Christmas Liturgy  Padua College Sacramental Program
YEAR 8 RELIGIOUS EDUCATION			
TERM 1	Active and Authentic Christian Life		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
An understanding of the Cardinal Virtue of justice as embraced by the Franciscan Order. Knowledge of Franciscan contemplative prayer. Recognition of the presence of God in daily prayer. Understanding of meditation in prayer life. Knowledge of Franciscan prayers. Understanding of the Rule of 1221. Historical aspects of the Franciscan Order	Acts 2:1-15 Pentecost	The Canticle of the Creatures The Peace Prayer The Testament of St Clare of Assisi St Francis' Meditation Prayer St Francis' Vocation Prayer St Francis' Prayer Praising the Living God Devotion to St Francis of St Francis St Anthony's Prayer to the Lord Jesus	Franciscan Week  PC Eagles  Franciscan Restorative Justice Pastoral Care Program

## Religious Education Overview

Understanding of the role of prayer and meditation in the lives of believers. Significant Franciscans (St Claire of Assisi and St Anthony of Padua)		St Anthony's Prayer to the Holy Spirit St Anthony's Prayer to Our Lady Devotion to St Anthony	
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YEAR 8 RELIGIOUS EDUCATION			
TERM 2	Early Christian Church		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
Promise of salvation to Noah and Moses Isaiah's prophecy of a Messiah Jesus the Messiah Resurrection of Jesus Pentecost: The Holy Spirit Acts of the Apostles: Early Christian Church Living a good life with the help of the Holy Spirit The Role of Liturgy in life of believers	Noah and the Ark, Genesis 6: 1-9:17 Paul's Letter to the Galatians Context and Message Pentecost Acts 2:1-15, Paul's Letter to the Galatians Imagery and Symbolism		Easter Liturgy  Ash Wednesday Liturgy  College Assembly Prayer  Lighting of the College Candle

YEAR 8 RELIGIOUS EDUCATION			
TERM 3	Beliefs and Believers		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
An understanding of the mission of Jesus continued in the world and the Church by the activity of the Holy Spirit The ideas and images of the Trinity as expressed in the Nicene Creed Believers become part of God's saving plan through faith and action Knowledge of the shared beliefs of the Abrahamic faiths Understanding ecumenical spirit through social justice and prayer	Acts 2:1-13 The Holy Spirit's Gifts	The role of prayer in the social outreach of Catholic believers (Prayers for the sick, the refugees, the homeless)	Casual Dress Days  Winter Sleep Out  2 Can Appeal (SVDP)  College Guest Speakers e.g. Rosies, Orange Sky Laundry, SVD  Work and Welcome Program

## Religious Education Overview

Understanding Catholic Social Teachings as a response to the mission of Jesus Understanding the role of prayer in the daily lives of believers			
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YEAR 8 RELIGIOUS EDUCATION			
TERM 4	Interpreting Scripture		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
Understanding the theme of covenant Knowledge of Old Testament prophets Understanding the role of Pentecost as a covenant Understand the place of virtuous role models in the lives of Christian believers Understand the role of the Holy Spirit in living a virtuous and moral life	God's Promise to Abraham and Sarah, Genesis 17:1-8; 15-19; 21-22 Noah and the Ark, Genesis 6: 1-9:17  Ten Commandments, Exodus 20:1-21, Exodus 34:1-28, Deuteronomy 5:6-21		Friday Mass  College Liturgies

YEAR 9 RELIGIOUS EDUCATION			
TERM 1	Prayer and Liturgy		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
Understanding that the incarnation, death and resurrection are foundation Christian beliefs. Understanding the connection between Jesus' death and resurrection and our salvation. Knowledge of the sacraments of healing Understanding the way in which believers pray with the help of: music, word, action, silence, images and symbols.	The Last Supper Luke 22:7-23 Matthew 26:17-30 John 1:14 The Word became flesh	Prayers used in: celebration, sacraments, church seasons (Advent, Easter, Christmas, Lent, Pentecost)	Class Liturgies  Christmas Liturgy  Involvement in Parish Mass (Wednesdays)  Rosary



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<b>YEAR 9 RELIGIOUS EDUCATION</b>			
<b>TERM 2</b>	<b>Sacred Texts and Spiritual Writings</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
The Pentateuch Narrative Criticism Franciscan Core Values Writings of Mary Mackillop and St Bonaventure	Calming the Storm, Matthew 8:23- 27, Mark 4:35-41, Luke 8:22-25 God's Promise to Abraham and Sarah, Genesis 17:1-8; 15-19; 21-22 Parable of the Talents, Matthew 25:14-30, Luke 19:11-27, Mark 13:34-37	The Penitential Rite Act of Contrition	Easter Liturgy  'Liturgy of the Word' Prayer Assemblies
<b>YEAR 9 RELIGIOUS EDUCATION</b>			
<b>TERM 3</b>	<b>Social Action of the Church</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
Social commentaries written by religious and lay leaders (Mary Mackillop, Edmund Rice, Mother Teresa, Elizabeth Seton, Oscar Romero) The experience of sin in the world and the presence of good and evil in an imperfect world God's gift of free will Lay people experiencing God's call to mission and service	Matthew 5:2-10, 10:42, 25:44-45 Luke 4:19-19, 12:4-7 James 2:1-4 Amos 8:4-7 Micah 6:8	The Franciscan Peace Prayer	Social Action Projects  Franciscan Appeal  Little Kings Appeal

## Religious Education Overview

<p>Understanding the examples of Christian vocation experienced in a contemporary world (Role models of social action: Pope John Paul II, Mother Teresa)</p> <p>The recognition of personal vocation and response to witness for Jesus Christ in the modern world</p> <p>Key principles of Catholic Social Justice Teaching (Peace, Stewardship and Common Good)</p> <p>Evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.</p>			
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**Year 9 students selling Ethical Purchase Coffee Beans as part of the Social Action and Outreach unit with proceeds going to the College's mission collection for the term.**

### YEAR 9 RELIGIOUS EDUCATION

TERM 4	Christians Encountering People with Differing Beliefs		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
<p>A knowledge of aboriginal sacred stories</p> <p>A knowledge of Genesis stories (Creation, Adam and Eve, Noah, Abraham)</p> <p>Understanding of the concept of monotheism (Christian belief in one God)</p>	<p>The First Creation Story, Genesis 1:1-2:4</p>	<p>Prayers for Forgiveness</p>	<p>Acknowledge of Country at College events</p> <p>Aboriginal Spirituality Immersion Day</p>

## Religious Education Overview

<p>Understanding of Animism (Aboriginal belief in the spiritual essence of the natural world; plants, animals, rocks)</p> <p>An understanding of the need for reconciliation among Christians, among Aborigines and between the two groups</p> <p>An understanding of the role of leadership in sacred matters both in indigenous and Catholic communities</p> <p>Have a knowledge of the first contact between aborigines and white settlers</p> <p>Understand the problems faced by European culture impacting on existing indigenous culture</p>			
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YEAR 10 RELIGIOUS EDUCATION			
TERM 1	CATHOLIC EARTH CARE		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
<p>Understanding the care shown by St Francis and the environment to his community.</p> <p>Understanding the purpose of Padua College caring within the local community.</p> <p>Understand historically more about those who cared for others when facing difficult circumstances.</p>	<p>Creator and Provider</p> <p>psalm 104: 1-25</p> <p>Genesis 2: 1-25</p> <p>Leviticus 19: 9-10</p>	<p>Prayers for creation, contemplative prayer, Canticle of creation,</p>	<p>Good Samaritans</p> <p>Green team</p>

YEAR 10 RELIGIOUS EDUCATION			
TERM 2	THE COURAGE TO CARE		LINKS TO RELIGIOUS LIFE OF COLLEGE
CONTENT	MANDATED SCRIPTURAL TEXTS	EXPLICIT TEACHING ABOUT PRAYER	
<p>Understanding the care shown by St Francis to his community.</p> <p>Understanding the purpose of Padua College caring within the local community.</p> <p>Understand historically more about those who cared for others when facing difficult circumstances.</p>	<p>Matthew 9:35-36, John 4:4-12, Mark 6:32-34</p> <p>Colossians 3:12-17</p>	<p>Prayers for creation, contemplative prayer, Canticle of creation, Franciscan Peace prayer</p>	<p>Good Samaritans</p> <p>Little Kings</p>

Knowledge of historical events such as the Holocaust.			
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<b>YEAR 10 RELIGIOUS EDUCATION</b>			
<b>TERM 3</b>	<b>WORLD RELIGIONS</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
Understand different religions believe in a different God or being Understand different ways individuals communicate with their God Knowledge of monotheistic and polytheistic religions and their purpose for the believers.	Job 38, Isaiah 40: 12 Matthew 28;20 1 Corinthians 15:1-11 Matthew 14: 13-14 Luke 10:16	Centring prayer, meditative prayer, Our Father, Franciscan peace prayer,	Islamic College of Brisbane Immersion

<b>YEAR 10 RELIGIOUS EDUCATION</b>			
<b>TERM 4</b>	<b>THE MYSTERY OF GOD</b>		<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<b>CONTENT</b>	<b>MANDATED SCRIPTURAL TEXTS</b>	<b>EXPLICIT TEACHING ABOUT PRAYER</b>	
Understanding The mystery of God is ultimately beyond human language, concepts and stories. Understand the mystery of god can be named through experience of the created world Knowledge of different philosophers and their impact on our modern world.	Exodus 3: 1-6; 1 Kings 19: 9-13; Exodus 15:1, 4-6; Hosea 13: 5-8; Micah 7:8; Isaiah 66: 12-13; Hosea 14:5; Psalm 18:1-3; Psalm 47: 1-9; Isaiah 49: 15-16, Jeremiah 18: 5-6, Ephesians 2:4-6, 1 John 4: 7-12, Colossians 3:12 John 3:16, Hebrews 1:1-2)	Prayers for creation, contemplative prayer, Canticle of creation, Centring prayer, meditative prayer	Daily Prayer  Assembly Prayer  Friday Mass

PADUA COLLEGE

YEAR 11 – 12 CS / R & E / SOR SCOPE AND SEQUENCE

EXAMPLES OF CONNECTION TO SENIOR SECONDARY COURSE	LINKS TO RELIGIOUS LIFE OF COLLEGE
<p><b>YEAR 11</b></p> <p><b>CATHOLIC STUDIES</b></p> <ul style="list-style-type: none"> <li>• Search For meaning</li> <li>• Religion in an Australian Context</li> <li>• Servant leadership</li> <li>• Ethics in The Modern World</li> </ul> <p><b>SOR</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Sacred texts and Religious Writings</li> <li>• Unit 2 Religion and Ritual</li> </ul> <p><b>RELIGION AND ETHICS</b></p> <p><b>SOCIAL JUSTICE</b></p> <p>PERSONAL</p> <ul style="list-style-type: none"> <li>• Dignity of the individual and community</li> <li>• Reflecting and responding to social justice issues</li> </ul> <p>RELATIONAL</p> <ul style="list-style-type: none"> <li>• Participating in community service</li> <li>• Developing a just society</li> <li>• Padua’s involvement with St Vincent de Paul and Rosie’s Street Van</li> </ul> <p>SPIRITUAL</p> <ul style="list-style-type: none"> <li>• Catholic teachings about Social Justice</li> </ul> <p>A Franciscan approach to justice</p> <p><b>AUSTRALIAN SCENE</b></p> <p>PERSONAL</p> <ul style="list-style-type: none"> <li>• Being spiritual and religious</li> </ul> <p>RELATIONAL</p> <ul style="list-style-type: none"> <li>• Identify different religions in the local area plus across Australia</li> <li>• Religious impact on our culture and society</li> </ul> <p>SPIRITUAL</p> <p>Expression of spirituality within different religions</p> <p><b>MORALITY AND ETHICS</b></p> <p>PERSONAL</p> <ul style="list-style-type: none"> <li>• My conscience, consequences and forgiveness</li> </ul>	<p>ICB Immersion</p> <p>Interfaith Guest Speakers and visits (Holland Park Mosque, Nexus Church, Margaret Street Synagogue, Chung Tian Temple, Hindu temple, Greek orthodox church)</p> <p>Student Liturgical Ministers</p> <p>PC Eagles</p>

## Religious Education Overview

<ul style="list-style-type: none"> <li>Personal motivation and moral choices</li> </ul> <p><b>RELATIONAL</b></p> <ul style="list-style-type: none"> <li>People that influence our behaviour and actions</li> <li>Exploring ethical codes</li> </ul> <p><b>SPIRITUAL</b></p> <p>Ethics in other religious traditions</p> <p><b>SPIRITUALITY</b></p> <p><b>PERSONAL</b></p> <ul style="list-style-type: none"> <li>Being a Franciscan in my community</li> <li>Spirituality and my family</li> </ul> <p><b>RELATIONAL</b></p> <ul style="list-style-type: none"> <li>Franciscan rituals at Padua</li> <li>The stories of St Francis, St Anthony and St Clare</li> </ul> <p><b>SPIRITUAL</b></p> <ul style="list-style-type: none"> <li>Franciscan signs and symbols</li> </ul> <p>The meaning and purpose that St Francis holds within our Padua Community</p>	
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<b>EXAMPLES OF CONNECTION TO SENIOR SECONDARY COURSE</b>	<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<p><b>YEAR 12</b></p> <p><b>Catholic Studies</b></p> <ul style="list-style-type: none"> <li>People of Faith, Men of Action</li> <li>Expression of Religion through arts and social media</li> <li>Spirituality and Well being</li> </ul> <p><b>SOR</b></p> <ul style="list-style-type: none"> <li>Unit 3 Religious Ethics</li> <li>Unit 4 Religion, Rights and the Nation State</li> </ul>	<p>Student Liturgical Ministers</p> <p>Sacramental Program</p> <p>PC Eagles</p> <p>Friday Mass</p> <p>College Masses and Liturgies</p> <p>Daily Prayer</p> <p>Easter Liturgy</p> <p>Camp Liturgies</p>
<b>EXAMPLES OF CONNECTION TO SENIOR SECONDARY COURSE</b>	<b>LINKS TO RELIGIOUS LIFE OF COLLEGE</b>
<p><b>RELIGION AND ETHICS</b></p> <p><b>HEROES AND ROLE MODELS</b></p> <p><b>PERSONAL</b></p> <ul style="list-style-type: none"> <li>A personal role model</li> <li>Reasons why these types of heroes chosen are relevant to students</li> </ul> <p><b>RELATIONAL</b></p>	<p>Sacramental Program</p>



<ul style="list-style-type: none"> <li>• True hero who overcomes obstacles, perseveres and shows courage</li> <li>• Characteristics of heroes in media and real life</li> <li>• Historical events that have seen heroes emerge eg Holocaust, 9/11, Hiroshima</li> </ul> <p><b>SPIRITUAL</b></p> <ul style="list-style-type: none"> <li>• Religious traditions, their stories and highlighting the lives of heroes</li> <li>• Characteristics of religious role models and heroes.</li> </ul> <p><b>PEACE AND CONFLICT</b></p> <p><b>PERSONAL</b></p> <ul style="list-style-type: none"> <li>• Identifying examples of non - violence</li> <li>• Personal attitudes to violence around the world</li> <li>• Effects of global violence on the individual</li> </ul> <p><b>RELATIONAL</b></p> <ul style="list-style-type: none"> <li>• Perceptions of just war and social justice</li> <li>• Peace and anti - war movements</li> </ul> <p><b>SPIRITUAL</b></p> <ul style="list-style-type: none"> <li>• What is a Franciscan approach to peace and conflict</li> <li>• How Francis of Assisi dealt with these events in his life</li> <li>• Examples of Francis demonstrating peace</li> </ul> <p><b>MEANING AND PURPOSE</b></p> <p><b>PERSONAL</b></p> <ul style="list-style-type: none"> <li>• Thinking about where do we come from</li> <li>• Studying indigenous spirituality today?</li> </ul> <p><b>RELATIONAL</b></p> <ul style="list-style-type: none"> <li>• The importance of sustainability</li> <li>• Reflecting on being a more caring person?</li> </ul> <p><b>SPIRITUAL</b></p> <ul style="list-style-type: none"> <li>• Identify origins in other religions of the world</li> <li>• The importance of a pilgrimage? eg Franciscan pilgrimage</li> </ul> <p><b>RELIGIONS OF THE WORLD</b></p> <p><b>PERSONAL</b></p> <ul style="list-style-type: none"> <li>• Looking towards greater knowledge, understanding and tolerance of other religions</li> </ul>	
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## Religious Education Overview

<ul style="list-style-type: none"> <li>• Learning about similarities and differences within religions</li> </ul> <p>RELATIONAL</p> <ul style="list-style-type: none"> <li>• Exploring key ideas and concepts of other religions</li> <li>• Signs and symbols of religion</li> <li>• Franciscan signs and symbols</li> </ul> <p>SPIRITUAL</p> <ul style="list-style-type: none"> <li>• Importance of prayer and reflection in other religions</li> <li>• Research different spiritual practices of other religions</li> </ul>	
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